

Scouts Australia Youth Program Review



12 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>An Adventurous Program</i>	YPR Paper No.	3-6-3
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Lead Author	Jack Neeland, Emma Watson	Release Date	23 JUN 2015
Team Members	Peter Blatch, David Cruse, Russel Davies, Robyn Devine, Andi Gannaway, Tim Grinter, Phil Harrison (Team Mentor), Tahlia Johnston, Michael Luetchford, Harley Miles, Jack Neeland (Team Leader), Kelsey Reid		

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1 EXECUTIVE SUMMARY

The task of the Adventurous Program topic team was to research and develop recommendations to make the Scouts Australia youth program more 'adventurous'. It has researched the definition of adventure as considered by current youth, and how to best incorporate this into the scout program across all age ranges from 6 to 25 years. The team has concluded that the definition for adventure within Australian Scouting is:

"A risk-taking experience that challenges an individual beyond their comfort zone, in any (or all) of the Areas of Personal Growth."

With regard to activities, following an extensive review of ideas provided by youth members and their parents, a review of literature including WOSM and other formalised youth groups, the definition of an activity that is adventurous was influenced by the work of Priest and Gass, who in 2005 defined it as 'an experience that meets four criteria: a state of mind, voluntary, and intrinsically motivating as well as having an uncertain outcome'. Further to be considered a Scouting activity, in its Youth Program Policy, WOSM 2014 identifies a requirement for the use of the Scout Method, in order to achieve the overall development of each young person.

"A Scout Program that is **adventurous** will provide all young people with the opportunity to undertake challenging, age-appropriate activities, incorporating all Areas of Personal Growth (social, physical, intellectual, character, emotional and spiritual), in a safe environment within the framework of the Scout Method."

The Team examined how other National Scout Organisations (NSOs) provide activities that are adventurous to young people. It identified ways our youth members consider more adventure could be included into the Australian youth program. The opinions of youth members in each of the five sections of Scouting in Australia were sought.

A progressive adventure awards scheme was developed that linked the entire youth program. This was influenced by work done in Ireland and Canada. The nine adventurous skill areas identified are Rock, Water, Air, Emergencies, The Arts, Camping, Hiking, Pioneering, and Cycle. There are nine Stages in each of these skill areas which commence for any member, regardless of age, as an introduction to the skill, and at Stage 4 provide specialisation to select more specific interest areas within that skill. Where possible, at Stages 7 to 9 there is the ability to link to industry and community based qualifications which are recognised both internally and also externally to Scouting. A scope and sequence has been developed to demonstrate this sequence ([Appendix I](#)).

Five recommendations are presented which require to be implemented to promote adventurous youth programs. These are:

1. The proposed framework for the Adventurous Scout Program is adopted as national policy.
2. The model of Plan Do Review is applied through the Adventure Experience Paradigm to all Scouting activities.
3. A progressive scheme of nine adventure skill badges that are competency based and facilitate leadership and skill development across the entire youth program.
4. The nine adventure skill badges contribute towards recognition of achievement through the sectional peak award and/or industry qualifications.
5. That appropriate and sustainable human, physical, and fiscal resources be provided to manage, deliver, and enhance the Adventurous Scout Program at National, Branch, and Group levels.

2 INTRODUCTION

The Adventurous Program topic team were given seven research questions to investigate, discuss, and on which to provide recommendations. These were:

- Through the eyes of our youth members, what would make our program adventurous? What does 'adventurous' mean to a youth program?
- How do we create cutting edge, adventurous programs that engage Australian youth? What resources and support would section leaders, adults and youth, need?
- What is the role of Adventurous Activities in our program? What are the skills that our youth members want to achieve? How will those skills benefit youth now and in the future?
- How can Adventurous Activities be embedded in our program (across all ages) to ensure easy access by all members?
- How much of our Adventurous Activities program would require specialist training and how much could be offered by a general leader as a responsible adult?
- How do we enable weekly programs to be "adventurous"?
- What do we need to consider with respect to improved delivery of a new youth program?

The Adventurous Program Team, working with these research questions, developed five categories for researching:

- Literature Analysis
- Market Research
- Comparison Studies
- Surveying
- Consultations

The Team analysed literature from WOSM, National Youth Council, the Australian Curriculum Assessment and Reporting Authority (ACARA), adventure and outdoor researchers, and the documentary series "Life at Nine".

Market research was conducted by McCrindle and BDRC Jones Donald and their respective reports used as a resource.

Scouts Australia's current award scheme was reviewed along with how other National Scouting Organisations have included activities that are adventurous into their youth programs. Programming tools were also compared.

Surveys were conducted by the Adventurous Program Team at various Queensland Branch activities, nationally online through SurveyMonkey, at the Australian Venture 2015, by the National Youth Council, and at the National Adventurous Activities School.

Consultations took place throughout the Team's progress with Phil Harrison, who took on the role as the Team Mentor in addition to his key role with the Scouts Australia Institute of Training (SAIT) where he holds

responsibility for adventurous activities. The National Adventurous Activities Coordinators and the Queensland Youth Program Team were also consulted.

2.1 TERMINOLOGY

- AV2015 – The Australian Venture held during January 2015.
- 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 methods used to inform this paper included a review of literature, comparison studies, market research, surveys of young people from Scouting as well as their Leaders and parents, and consultations with specific groups identified as key in this topic area.

Adventurous Program topic - Research Question	Research Methods
Through the eyes of our youth members, what would make our program adventurous? What does 'adventurous' mean to a youth program?	Literature Analysis Market Research Consultations Surveying
How do we create cutting edge, adventurous programs that engage Australian youth? What resources and support would section leaders, adults and youth, need?	Literature Analysis Comparison Study Market Research Consultations Surveying
What is the role of Adventurous Activities in our program? What are the skills that our youth members want to achieve? How will those skills benefit youth now and in the future?	Literature Analysis Market Research Consultations Surveying
How can Adventurous Activities be embedded in our program (across all ages) to ensure easy access by all members?	Comparison Study Consultations Surveying
How much of our Adventurous Activities program would require specialist training and how much could be offered by a general leader as a responsible adult?	Comparison Study Consultations
How do we enable weekly programs to be "adventurous"?	Consultations Surveying
What do we need to consider with respect to improved delivery of a new youth program?	Comparison Study Consultations Surveying

3.1 LITERATURE ANALYSIS

An extensive literature search was undertaken regarding relevant documents produced by the World Scout Bureau, the World Organisation of the Scout Movement (WOSM) and its Regions. This was critiqued by personal contact with many international experts. Two major policies were identified as being released by WOSM, the most recent being approved during the term of the review. Other important toolkits and resources developed at the world level were also reviewed and influenced this research.

A review of documentation from Scouts Australia provided the local context for many of the policy documents of WOSM and from other international institutions. Specific papers were also developed by various Youth Councils to assist with this specific task. These included one by Victorian Branch Youth Council in September 2013 and others by the National Youth Council in 2013 and 2014.

An analysis of relevant educational research was undertaken to inform the what (activities), the method and pedagogical practices (how) and the purpose (why). Current Australian research was prioritised and this included studies from the outdoor education area, while current studies from the Australian Curriculum Assessment and Reporting Authority (ACARA, 2013) added value to the broader picture.

An analysis of ABC documentary episodes "Life at Nine" was also conducted. The 'Life at...' series is an Australian longitudinal study, encompassing a scientific & social experiment. It examines the motion picture of childhood development by repeatedly visiting the same Australian children as they grow and change. The series is released by the Australian Broadcasting Corporation (ABC). The season reviewed by the team, Life at Nine, the children are nine years old.

3.2 MARKET RESEARCH

Scouts Australia commissioned work from two research companies, BDRC Jones Donald and McCrindle, to assist in the review.

The research completed by BDRC Jones Donald sought to establish an understanding of the reasons for drop-off in the 10-15 age range and how that could be reduced. Six focus groups were held with former Scouts and their parents. All groups were held in Victoria, July 2014.

Phase 1 research completed by McCrindle aimed to develop a general overview of the key challenges faced by Scouts Australia. Three focus groups were run in New South Wales in June 2014, with current and former Scouts and their parents.

McCrindle Phase 2 research surveyed 1,078 National parents and 1,858 Scouting parents in August through to October 2014. The aim was to understand the needs and desires of Australian families for a national youth program.

McCrindle Phase 3 is a comparison of social research factors shaping the world of Gen Alpha (births between 2010 – 2025) and Gen Z (births between 1995 - 2010) taking into account ABS data and McCrindle research trends analysis.

3.3 COMPARISON STUDIES

The Adventurous Program Team reviewed the comparison study conducted by the National Youth Council into other National Scout Organisations (NSO). Ireland and Canada's Youth Programs and programming tools were reviewed specifically due to their demographic similarities to Scouts Australia.

The theme of 'Adventure' in Scouts Australia's existing award scheme was reviewed to represent how adventure is currently embedded in the youth program.

3.4 SURVEYING

ADVENTUROUS PROGRAM TEAM SURVEY

The topic team conducted a national survey asking people involved in Scouting to define 'adventure', and to identify some of the difficulties they may have faced in planning 'adventures' in their local area. The survey was conducted online through SurveyMonkey.

The survey was then taken to different events in Queensland including Joey Jaunt, Nighthawk and Cuboree where youth members, leaders and their parents were asked to fill in the questions. Additionally, the survey was taken to two Queensland Branch Rover Council meetings.

The survey was then also launched nationally where each state could take part in answering the questions. This all took place over a period of two months.

AUSTRALIAN VENTURE 2015

A rolling series of mini-surveys for the Youth Program Review was undertaken during the event whereby Venturers were encouraged to complete a quick survey whilst waiting in meal queues or similar. Each mini-survey comprised a different set of questions, with many (but not all) being grouped according to a particular YPR research topic.

NATIONAL YOUTH COUNCIL – YOUR GREATEST ADVENTURE

During the formal dinner of the National Youth Council, Spring Conference, a brief survey was passed around asking two questions on the participants understanding of adventure and some simple demographics questions.

NATIONAL YOUTH COUNCIL – BURNING ISSUES REPORT

The National Youth Council (NYC) aimed to answer the below burning question to assist with the development of the Youth Program Review plan and to aid in the development of the review's focus areas.

"What are the burning issues that the members of Scouts Australia believe must be covered in the Youth Program Review?"¹

From this central question the NYC patrol designed key questions asking the respondents the; strengths and weaknesses of the Scouting program, what issues should be covered in the YPR and what should and should not be changed by the review.

In total the survey had 650 respondents whose age ranged from Joey Scouts to Rover Scouts, and Leaders. Sources for the report came from four main areas; the online survey, discussions that the NYC members had with the Scout groups that they had access to, Youth Forums and Facebook status comments.²

NATIONAL ADVENTUROUS ACTIVITIES SCHOOL

In January at the National Adventurous Activities School, a small survey took place. It was comprised of three topic-related questions and was completed by 19 of the people present.

¹ Tyas, S., 'What are the burning issues that the members of Scouts Australia believe must be covered in the Youth Program Review?', Scouts Australia National Youth Program Review, no.1, 2014, p1

² Ibid., p2

3.5 CONSULTATIONS

Specific consultations occurred with key members of the Association relevant to the Adventurous Program topic. These were conducted at both National and state-wide events along with meetings with specific people over the course of six months. Other informal meetings were held with a number of scouting personnel who were keen to express their opinions.

Among the people interviewed were the National Adventurous Activities Coordinators, National Youth Program Team of Scouts Australia and the Queensland Regional Commissioners at their mid-year Conference.

- Phil Harrison, Deputy Principle (Adventurous Activities) SAIT
- Jean Clifford, Queensland Deputy Chief Commissioner for Adult Training and Development

During the meetings, the overarching topic questions were discussed. The specific questions posed were those relevant to the role of each person consulted.

4 RESULTS

4.1 LITERATURE ANALYSIS

THE WORLD ORGANISATION OF THE SCOUT MOVEMENT

At the World Scout Conference in August, 2014 in Slovenia a new updated Youth Programme Policy was accepted. This built upon the 1990 version and emphasised the importance of youth involvement in decision making. Critical issues identified in 1990 continued to be stressed including:

- The youth program is the means by which Scouting's purpose is achieved and is the key to attracting and retaining members. It continues to be mistaken as the "activities", or the "progressive award scheme" and this ignores other essential elements such as the method, structure and style
- The need to continuously develop and deliver an educational youth program adapted to the needs of young people in the society in which they live, and based on the fundamentals and method of Scouting.

New aspects of the 2014 World Scout Youth Programme Policy are built upon the premise that today's youth are more optimistic than their parents and so areas of the economy, education, society and health are critical components that must be considered to meet future needs of youth. These are incorporated into the youth program through ensuring a youth program which is designed, delivered and reviewed in each NSO and that is updated, relevant, has young people at the centre, is available to all, and promotes education for life. Goals should be attainable, personalised and self-directed (2014, pp 6-9).

To support the implementation of the previous Youth Program Policy in the nineties, the Renewed Approach to Programme (RAP) toolkit was launched to assist NSOs. The RAP Toolbox, which is still widely used, describes the World Programme Policy and introduced a focus on:

- the importance of youth involvement in decision-making via the selection of activities;
- the evaluation of group life in light of the Scout Law and adoption of common rules; and
- the recognition of personal progression.

RAP established a scheme of personal progression based on educational objectives for each respective age group from 8 to 15. World Scouting in 2013 re-emphasised these as essential elements which are needed to 'recover the original dynamism of Scouting and its attractiveness to young people.' These elements constitute a program which is adventurous for the young person.

These specific elements were built into two handbooks published by the World Scout Bureau, Interamerican Region. The Handbook for Cub Scout Leaders (1998), and the Handbook for Leaders of the Scout Section (2002) incorporate this approach and each presents a full description of the Scout method and programme, destined to guide the work of adult leaders in the respective sections. These publications are recognised as the reference handbooks at world level for those who work in Scouting with young people from 8 to 15 years of age. (WOSM, 2013b).

In identifying what makes a program exciting for young people, the Handbook for Cub Scout Leaders (1998, page 3) includes the creation of varied activities of the children's own choice, which gives them experiences to choose their objectives, whilst Scouting's progressive nature is demonstrated in the Handbook for Leaders of the Scout Section which cites 'to be part of a team, explore new territories and have adventures... where young people become involved in their own volition' (page 5).

These publications demonstrate the emergence of youth involvement and engagement at all levels to ensure young people are actively involved in selecting and contributing to the program in which they are engaged and that they are the initiators of and not merely respondents to the Scout program.

The activities we propose must be challenging, rewarding, useful and attractive.

- Challenging means that they must involve a challenge in proportion to the young people's abilities, which stimulates them to do better.
- Rewarding means that they should give the young people the feeling that they will achieve something through the activity, either because there is some advantage to be gained or because they will satisfy some kind of need or longing.
- Useful means that the activities must aim to generate experiences that are conducive to real learning.
- Attractive means that each activity must awaken the young people's interest and enthusiasm. This might simply be because they like it, because it is original or because they feel committed to a value that is implicit in it.³

Scouting strives to make young people responsible for their own development. It tries to encourage them to learn for themselves instead of passively receiving standardised instruction. It is, therefore, essential to help them appropriate educational objectives, which are relevant to their own development.⁴

SCOUTS AUSTRALIA POLICY AND RULES

(1) The Scout Association of Australia. (2014). Policy and Rules. 7th edition. pp 79-80

In Scouts Australia's key organisational publication, Policy and Rules (2014), it notes that; "All activity programs including adventurous activity programs shall be based on documented community standards". (p79) This focus on community standards implies that external benchmarks (where available) should be the reference point for safety and risk management of all programs.

The list of adventurous activity that follows (pp 79-80) has not been updated since the 1st edition in 1996, and includes many of the activities undertaken by Scouts Australia that are commonly identified as being adventurous. All but one of these 'adventurous activities' (horse riding), have been incorporated into the nine areas of the proposed Adventure Skills Badges later in this report.

³ Ibid, p248

⁴ Toolbox Program Handouts, Renewed Approach to Programme, World Scout Bureau, p2

NATIONAL YOUTH COUNCIL – ADVENTUROUS ACTIVITIES

NB: This report from the NYC focuses on the traditional terminology of "adventurous activities" that relates largely to outdoor recreation.

The National Youth Council Adventurous Activities Topic Recommendation report discovered a number of results relevant to topic 3-6 of the YPR. The report found that 92% of respondents had participated what they deemed to be 'adventurous activities' sometime throughout their scouting experience. The remaining 8% cited lack of knowledge of activity availability, location, timing, and being new to scouting, as reasons why they had not participated in any adventurous activities within the movement. All respondents agree that they would be happy to give all adventurous activities a go in the future, particularly favouring abseiling and canoeing.

The report shows that the most popular adventurous activities within Scouting are bushwalking, canoeing, abseiling and rock climbing. Abseiling and canoeing are the most in demand SAIT adventurous activities training qualifications. Members wished to undertake hot air ballooning, scuba diving and white water rafting, however they did not have access to these activities.

The biggest barriers identified to undertaking SAIT adventurous activities training is the distance to get to a training course, lack of knowledge by general Scouting, branches and regions as to who facilitates administration of the courses, and the lack of time members have to complete the required training. A pressing issue within the adventurous activities area of Scouting is the lack of qualified leaders to run the specialist training courses. Respondents suggested there was little understanding, knowledge and promotion of adventurous activity leaders at all levels. Section leaders were considered to be under high demands of their own section, without also being a specialist adventurous activity leader. There seems to be a notable misunderstanding around the extent of qualifications and experience required to become an activity leader and run adventurous activities. A clearer more transparent understanding within the Scouting community regarding the purpose of these qualifications and the related process now required is advised.

A number of suggestions were made as to how adventurous activities can be improved within Scouting, these included running more training courses, gaining more qualified specialist activity leaders, lowering the cost of practical training courses, improving the courses for regional participants and increasing the support for regional participants. It was suggested that there be a depository of adventurous activity leaders to run activities when required who are all separate to section leaders, and that the understanding and promotion of this adventurous activity leader role occurs at a local level.

AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY⁵

The Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008), established as the key goal for education "that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens." (p3)

MCEETYA goes on to describe "individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels." (p3)

In implementing the MYCEETYA goals, the Australian Curriculum includes seven general capabilities:

⁵ Australian Curriculum, Assessment and Reporting Authority. (2013). General Capabilities in the Australian Curriculum. p 3

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

Whilst all seven of these general capabilities are central to formal education programs delivered in schools, at least four of the capabilities listed above can also be seen as key components of the non-formal educational programs delivered by Scouts Australia. The 'Scout Method', implemented through the Scout Program in the context of this team's definition of "adventure", provides a framework for the development of critical and creative thinking, personal and social capability, and ethical and intercultural understandings, that complements and enhances the formal educational offerings in schools.

ADVENTURE RESEARCH⁶⁷

"The Outdoor Youth Programs Research Alliance (OYPRA) is an Australian group founded in 2009 with the aim of establishing quality evidence of the extent to which outdoor, camping and nature-based programs are associated with reliable improvements in resilience, learning and wellbeing among young people." (2012, p1)

The first stage of the OYPRA project involved a survey of staff involved in the delivery of outdoor programs for young people in Australia. This survey was informed by, and based upon the model developed by Williams in his 2009 Doctoral Thesis. "The ChANGeS framework (Williams, 2009) identifies five key areas that are thought to positively influence participant outcomes: Challenge, Activity, Nature, Guided experience, Social milieu". (2012, p22)

The survey results pointed to a number of factors common to many outdoor programs for young people in Australia. These include: "the explicit use of personal challenge, activity and experience as a basis of learning, exposure to nature, guidance of participant experiences, and consideration of social context in the design of outdoor programs." (2012, p1)

A second notable feature was "that practitioners in this field clearly identified personal and social development of participants as the most salient goals of their outdoor programs, over and above other possible goals such as curriculum education, environmental learning or technical skill enhancement." (2012, p1)

An Adventurous Scout Program for Scouts Australia would share the majority of the elements of the model developed by Williams (2009) and highlighted in the OYPRA survey (2012). Engagement in personal and group challenges, learning by doing, being outdoors, facilitation by adults and a social dynamic are all clearly part of the Scout Method.

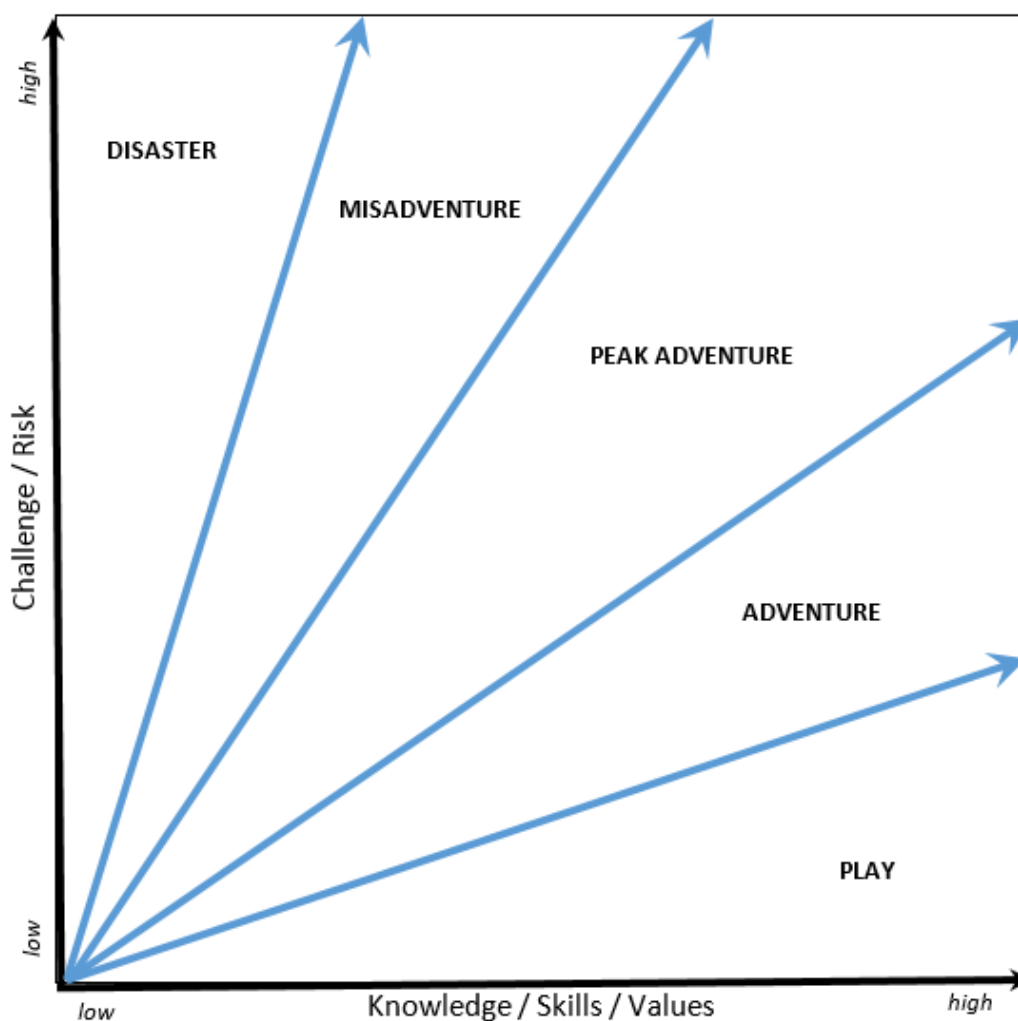
The benefits to young people of such programs, as identified in the OYPRA survey (2012), are very similar to character development goals of Scouting embodied in the SPICES model.

⁶ Williams, I.R & Allen, N., (2012). Outdoor Youth Programs Research Alliance National Survey of Australian Outdoor Youth Programs: Summary Report. Melbourne: Murdoch Childrens Research Institute

⁷ Williams, I.R (2009) Depression prevention and the promotion of emotional wellbeing in adolescents using a therapeutic outdoor adventure intervention: development of a best practice model. Unpublished Doctoral Thesis, University of Melbourne.

Williams and Allen (2012, p3) report the benefits as being “described in psychosocial, emotional, physical, spiritual and educational domains and include promotion of self-confidence, social inclusion and participation, resilience, self-efficacy, relationship building, interpersonal communication, decision making and leadership skills.”

Martin and Priest proposed the Adventure Experience Paradigm in 1986. In a two-dimensional matrix, Martin and Priest saw adventure, and in particular ‘peak’ adventure, as the balance of risk and skill. Five stages or outcomes were identified in the paradigm, expressing the relationship between different levels of perceived and actual risk and skill. The five outcomes were exploration and experimentation, adventure, peak adventure, misadventure, and devastation and disaster.



Martin and Priest (1986) – Adventure Experience Paradigm

Adventure, Mitchell suggested in 1983, contains the three elements of leisure proposed by Neulinger in 1981, ie an experience that is voluntary, intrinsically motivating, and invokes a particular state of mind, together with the risk of an uncertain or unknown outcome.

Martin and Priest drew significantly on earlier work by Ellis (1973), Csikszentmihalyi (1975) and Mortlock (1984) in developing their ‘Adventure Experience Paradigm.’ Ellis (1973) determined that between boredom and anxiety was an optimal level of arousal. In the state of optimal arousal, neither under nor over aroused, the individual is at the peak of their performance.

Csikszentmihalyi (1975) studied different groups of individuals who performed complex skills at an extremely high level. Among these groups, Csikszentmihalyi observed and interviewed ballet dancers, chess players and rock climbers. In each case, the individuals reported feelings that Csikszentmihalyi described as 'flow'. Flow, for Csikszentmihalyi, describes a state of mind that an individual feels when they are engrossed in an activity that is intrinsically rewarding, where they are facing a challenge but they have the skills and experience to meet the challenge. 'Flow' is the balance of challenge and skill, as experienced by the individual.

In 1984, Mortlock reflected on his personal experience of facilitating outdoor experiences for young people, and proposed a four stage model of adventure, namely play, adventure, frontier adventure and misadventure, to describe the relationship between the skill of the individual and the challenge or level of risk in the activity. In a similar way, Priest and Baille (1987) saw the state of mind or feeling of peak adventure existing when the two components of risk and competence are balanced and matched. Risk, Haddock (2004) proposes is not only a negative factor, but rather, it is "the potential to lose or gain something of value" (p7). Even the recent AS/NZS ISO 31000 definition of risk as "the effect of uncertainty of objectives," allows for both positive and negative outcomes from exposure to risk.

In describing the process of adventure experiences, Mortlock (1984) wrote:

"To adventure in the natural environment is consciously to take up a challenge that will demand the best of our capabilities – physically, mentally and emotionally. It is a state of mind that will initially accept unpleasant feelings of fear, uncertainty and discomfort, and the need for luck, because we instinctively know that, if we are successful, these will be counterbalanced by opposite feelings of exhilaration and joy." (p19)

Mortlock (1984) goes on to describe the state of mind that comes from flow, frontier or peak adventure in the following terms:

"In all cases you, the person in the situation, are being challenged to the best of your abilities. If you have given of your genuine best, and either overcome the challenge or retreated with dignity through skill and experience rather than luck alone, then you have had a 'peak experience' with the feelings almost indescribable and beyond those common to normal and routine living." (p19)

LIFE AT NINE

Life at Nine shows that creativity is fostered through adventure in all age ranges, and is vitally important to the older young people who have moved through the conforming stage and into becoming more lateral thinkers. Therefore, they require practice and opportunities to improve their creative thinking. Adventure requires an individual to take a risk in order to succeed, while utilising the qualities of creativity, problem solving, adaptation and initiative.

Scouting is a prime opportunity for youth to foster creativity outside of a formal education environment (school, uni etc), as our organisation and programs are designed in a way to develop and utilise creative thinking, unlike formal education environments which stifle creativity. Scouting provides youth with endless opportunities and avenues, new activities and adventures, which in undertaking fosters creativity. Aiding this, is the environment of scouting which largely revolves around the outdoors, playing, fellow peer groups and being connected with others, with limited screen and technology time.

4.2 MARKET RESEARCH

MCCRINDLE

PHASE 2

Non-Scouting Parents were asked to participate in a survey asking what they most wanted the Scouting movement's program to provide. McCrindle outlines through their collected data that there is a strong desire from Australian families for children to be active and outdoors, which Scouting aims to provide. 'Outdoor adventures' superseded options for arts, music, sporting competition, academic learning, and youth/child events. In Phase 1 this highlighted a desire for young people to have fun, get outdoors, and to do things they normally can't do at home – all in a safe, challenging, and encouraging environment.

71% of parents in Phase 2 preferred to involve their children in a developmental program to see their kids grow and keep them active. Like non-Scouting parents, Scouting parents also agreed that seeing their kids grow and keeping their kids active are the most important factors in involving their children in the scouting program (84% and 82% deemed these as extremely important, respectively).

Outdoor adventures including weekend camps attracted the highest interest from both non-Scouting and Scouting parents. 4 out of 5 parents reporting extreme to very high levels of interest for their children of all ages.

Interest in art or music instruction and performance peaked at age 8 (56%) and declined steadily by age 17 (41%.) The lowest interest was shown by 18 year olds.

PHASE 3

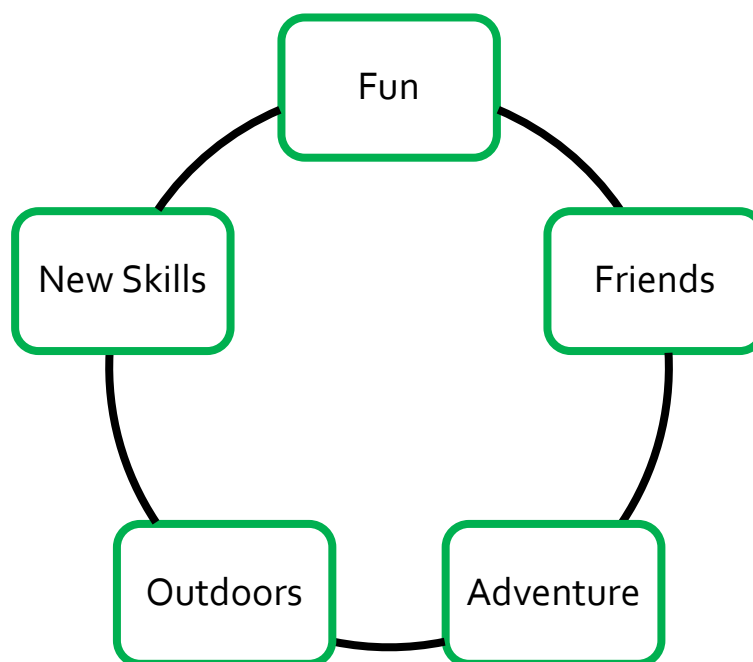
Phase 3 of the McCrindle research provides a snapshot of Generation Z and Generation Alpha: the generations making up the vast majority of Scouts Australia's current and future youth membership. The report from this phase of research outlines the strengths of Scouting in Australia and how the changes of attitudes in children have their effect today. An increased level of stresses in the emerging generations was reported. Amongst Generation Z and Alphas, a generational theme was identified to want the 'next best thing' and a sense of never feeling satisfied with how life is in the present.

Being busy was identified to be seen as a badge of honour and that younger generations could not find the time or ability to wind down and relax. This could be detrimental to the physical and mental wellbeing of today's youth.

BDRC JONES DONALD

According to BDRC Jones Donald, the social aspect of Scouts is a significant driver of acquisition and retention. However as programs within the sections are lacking in ideas and activities that are engaging, many youth members are leaving due to boredom. Instead they join sporting groups and other youth organisations that appear to run programs considered to more consistently 'fun'.

BDRC Jones Donald concluded that when one of these five elements of Scouting (Fun, Friends, New Skills, Outdoors and Adventure) are removed, then this is when members choose to leave.



BDRC Jones Donald goes on to state that much of what today's youth enjoy is adventure and participating in a balance of indoor and outdoor activities where they can be challenged in new experiences. However it was reported that some activities in the Scout program were seen as simply being fun for the sake of fun itself, and as a result were considered to lack purpose.

Young people want to be challenged and pushed beyond their comfort zone in order to grow and develop. These feelings were amplified in the older sections.

BDRC Jones Donald identified that activities are the most critical areas that need to be addressed within the program. The following outline some recommended ways in which to address this:

1. Give the Leaders support in a structured program of activities that delivers to learning by doing in a fun and varied way.
2. Maintain an appropriate balance of outdoor vs indoors and avoid repetition.
3. Allow for contribution by the youth into the activities chosen, in a structured and controlled way.
4. Ensure that activities are structured around fostering social engagement and working with and meeting a variety of people.
5. Ensure that Leaders are actively facilitating the social aspect of Scouting.

4.3 COMPARISON STUDIES

ADVENTURE IN SCOUTS AUSTRALIA'S CURRENT AWARD SCHEME

Each of the five youth sections of Scouts Australia include outdoor and adventurous activities in their respective section award schemes. From Joey Scouts through to Rovers Scouts, members can undertake outdoor and adventurous activities to complete badges or parts of badges. In each section the completion of outdoor and adventurous activities can directly contribute to the achievement of the top sectional award.

However there appears to be little connection in terms of requirements, standards and sequential skills development between each of the sections. Cub Scouts, Scouts, Venturer Scouts and Rover Scouts can all undertake canoeing as an outdoor/adventurous activity, but the badges are different, the requirements show

little commonality of structure, and there is almost no sequential progression of skills development. The table in [Appendix A](#) highlights the different outdoor and adventurous activity areas currently within the sectional award schemes.

The endorsement by the National Operations Committee (NOC) in June 2013 of the National Adventurous Activities Framework (NAAF) provided for the first time a consistent framework for Adventurous Activities within Scouts Australia linked to the Vocational Education and Training (VET) industry training package in Outdoor Recreation (SIS10). Venturer Scouts, Rovers Scouts and Adult Members now have a common and sequential outdoor and adventurous activity training pathway.

The NAAF however has had little or no impact on the younger youth sections (ie Joey Scouts, Cub Scouts and Scouts) as the age of these sections is below that of usual entry into the VET system (14-15 years depending on the jurisdiction). The disjointed nature of the various sectional award schemes is a product of their independent development since the last major holistic review over 40 years ago (Design for Tomorrow).

A progressive scheme of Adventure Skills Badges, that provides a common framework across all youth and young adult sections of Scouts Australia, would remove most of the existing overlap and general non alignment of the current sectional award schemes. In addition it would provide a clear and seamless pathway of training and activity participation through internal standards to externally benchmarked qualifications.

OTHER NATIONAL SCOUTING ORGANISATIONS

Scouts Canada and Scouting Ireland have both adopted similar Adventure Skills programs. Each program has nine skill areas, nine stages of skill development, and is designed to be progressive, with all members commencing at Stage 1. Achievements are measured against competency statements, detailing specific knowledge, abilities and experience that must be displayed prior to awarding of a badge. "Be Prepared", learning by doing, and Plan-Do-Review form the basis for structuring of these skill programs.

Plan-Do-Review is currently under investigation by the National Youth Council, as part of the Youth Program Review. It is an educational technique designed to achieve best practice and engage members in the programming of and reflection on activities and adventures. It involves members (youth or adult) planning the activity/program/adventure, carrying out the activity and then reflecting on the experiences, perhaps assessing what worked, what challenged members, and what they might do differently next time. Scouts Canada has adopted this approach as a central component in all aspects of the Youth Program.

SCOUTING IRELAND

With the introduction of One Programme to Scouting Ireland, a set of nine Adventure Skills was defined, each with nine stages and subsequently not aligned to sections. Camping, Backwoods, Pioneering, Hillwalking, Emergencies, Air Activities, Paddling, Rowing and Sailing are the skills areas chosen to provide a framework for an active and adventurous outdoor program. Competency in specific skills enables members to enjoy a variety of Scouting adventures and activities safely.

Adventure Skills support personal development, encouraging progressive development of practical skill, and opportunities to develop instructing and coaching skills. Adults should provide appropriate support for the age and stage of the youth member, ensuring planning, tracking and reviewing competence in chosen skill areas results in achievement of the Adventure Skills Stage Award. All members will start at Stage 1, progressing at an appropriate rate for the individual, demonstrating required skills and knowledge to safely perform the activity. Assessment is measured by competency statements and can be assessed by peers who have already achieved two levels above the stage being tested, suitably experienced adult members, or industry experts.

Competency statements are separated into sets of skill requirements, which detail the knowledge and experience that is expected to be displayed to achieve competency in that area/statement. Every Adventure Skill will contain within its skill stages activities that will, by their nature, be adventurous and involve some risk. Safety, carefulness and assessment of risk should be adhered to by all involved in an activity, and is not just the responsibility of the leader of the activity. It is not expected that a leader is an expert in all skill competencies, and therefore industry experts may be involved in the teaching and assessment of skills.

Formal links have been established with some external organisations to recognise the achievements of Scouting members, and formalise qualifications achieved. An example is the Hillwalking Adventure Skill, which has formal links to the Irish Mountain Training Board and Mountain Leadership Training Northern Ireland (MLTNI). Completion of Stage 9 of Hillwalking entitles members to apply for Mountain Leadership Training. A different style of partnership exists with Irish Canoe Union (ICU) and British Canoe Union (BCU). As members progress through the Paddling Adventure Skill, they may achieve outside qualifications, but are required to be formally assessed by these bodies to gain national certification. These organisations also run courses that ensure participants meet the requirements to progress into Instructor courses, a minimum requirement for the assessment of Stages 5 and above in the Paddling Adventure Skill.⁸

SCOUTS CANADA

Scouts Canada developed a comprehensive Outdoor Adventure Skills Program as part of the Canadian Path. They acknowledge that adventure may occur indoors as well, but have chosen to focus on an outdoor program. There are nine pathways within the Adventure Skills, and each pathway is divided into nine stages. Badges are awarded at each stage, although the emphasis is on the skills being a tool to support the Plan-Do-Review process. It has been designed to aid in assessing current competencies and planning for future adventures and experiences, with youth progressively increasing their competency in areas that interest them. The Outdoor Adventure Skills complement the section programs and personal interest badges, providing plenty of opportunities to incorporate SPICES and support individual personal development. The Outdoor Adventure Skills combine with Personal Interest Badges to form part of the Top Award for each section. Minimum requirements exist for achieving the Top Award, with these being specified by the number and Stage of 'badges' earned across the whole Outdoor Adventure Skills program as a member progresses through the sections.

Outdoor adventures require careful planning and preparation. For safe and successful completion, members need to be competent in various skills. Some of these will be general skills needed for all outdoor activities, whilst others may be specialised skills for specific adventures. The Outdoor Adventure Skills program enables experienced youth to teach, mentor and test less experienced youth, complementing the confidence gained through the development of competence in various pathways. Scouts Canada has chosen nine core skills: Camping, Trail, Scout Craft, Emergency Aid, Paddling, Winter Skills, Climbing, Sailing and Aquatic. These areas provide a framework for active and healthy living, by encouraging youth to challenge themselves mentally and physically, through an adventurous outdoor program.

The stages within the Outdoor Adventure Skills Pathway are designed to be progressive, and are therefore not aligned with sections. This allows all newcomers to start at the stage aligned with their current standard, and progress through skills at their own rate, regardless of the age they joined Scouting. This ensures the necessary foundational knowledge and skills have been developed. The award received at each stage indicates a specific level of knowledge and ability has been achieved, but these are not certifications. They are also not designed to exclude youth from participating in outdoor adventures, with safety competence the minimum requirement. Assessment of skills should be an active part of the program, assessed in a practical manner against the competency statements outlined for each stage, through the demonstration of skill, knowledge and

⁸ Scouting Ireland, Scout Foundation, The Adventure Skills Handbook, Scout Foundation, Dublin, 2010

experience. Safety Awareness and Risk Management are key components of the Canadian Path Program, emphasised by the Scout Motto “Be Prepared”. Safety aspects are included in the competencies for each stage of the Adventure Skills.

Source: The Canadian Path – Draft Document provided to YPR teams by Scouts Canada but not available in the public domain.

PROGRAMMING TOOLS

Through examining Australia’s Scout Central programming resource and the Canadian and Ireland equivalents, it was concluded that all three have outstanding factors which would best be integrated into one system to entice scouting members (youth & adults) to access this resource in aiding to create an adventurous program. Ireland’s programming tool showed an excellent availability of a wide variety of program ideas, with different themes and activities for all sections.

Canada produced a program activity plan layout considered to be of a high standard by this team. Each activity plan was visually appealing with pictures, colour and an easy layout, simple to read and understand by both adult and youth. This example included interactive web-links to visit for further information and ideas related to the activity.

Australia’s programming tool features an indicator on each activity idea as to which areas of personal growth the activity encompasses, a feature which aids in the easy creation of a balanced and adventurous program. Australia’s Scout Central also allows any scouting member to contribute an activity idea for a section, this encourages the regular contribution of innovate new ideas to the programming tool.

4.4 SURVEYING

ADVENTUROUS PROGRAM TEAM SURVEY

The team initially set out to ask Joey Scouts about their definition of “adventure”, however it soon became apparent that understanding of this concept was limited amongst this age group. As such, the question was altered to enquire as to what Joey Scouts found “exciting”. An analysis of the responses from Joey Scouts identified that aspects of the program deemed to be “exciting” included those that involved new experiences, fun, and play.

Within the Cub Scout section, views on adventure/what was deemed exciting were similar to those received from Joeyes. Words such as playing, exploring, making things and camping show that the idea of adventure is quite simple.

Of all the responses from the Cubs that participated, the activities they enjoy most have the common factor of being in the outdoors and away from what they normally do outside of Scouting.

The Scout section responses show that activities outdoors were deemed to be both fun and exciting. Many say that adventure was best exemplified by “exploring”, being outside the comfort zone, and undertaking new experiences. Along with activities they find fun, there is also a strong indication that Scouts enjoy activities that are challenging to them.

Outside of Scouting, youth members identified they were more inclined to hang out with friends or play video games and sport. The enthusiasm for Scouting is high as a few even stated they would encourage their friends to join scouting as it is a really fun experience that is unlike the “outside world”.

When asked about what they were looking forward to when progressing to the next section, Scouts said they were excited for larger adventures, longer camps and hikes, and new activities that they had not been able to do until now

The responses gave strong opinions that many of the participants enjoyed their time in the younger sections. They believe that the development skills they acquired are still relevant for them today.

37% of respondents said that it is incredibly important for Adventure to be included in activities.

When asked about progressing to the next section of Scouting, Venturers replied saying they were looking forward to some of the major activities of Rovers. An aspect often raised as providing increased adventure included activities incorporating a greater level of challenge.

Rover Scouts personally define adventure as something that is a challenge for them and that removes them from their comfort zones while still being a fun activity. Major activities within the section are clear examples where many feel that they are being challenged and are experiencing a fun adventure.

When asked about what issues people face when it comes to running large events or adventurous activities, participants said that they felt that "red tape" and lack of understanding of how to organise the activities were a large factor.

Rovers believe that the constant thrill and that many of their friends are in the movement are their reasons for staying involved in Scouting.

The adult members of the association agree that taking risks and participating in new activities is what defines adventure. They liked seeing youth members and their own children being outdoors and doing activities like abseiling, rock climbing and canoeing.

AUSTRALIAN VENTURE 2015

Youth and adult members both responded to surveys. The number of responses varied from survey to survey as did the ratio of youth and adult members. Most respondents (>60%) were Venturer Scouts. All States and Territories were represented.

75% of 114 respondents stated that adventurous activities should be an aspect covered by an award scheme. Adventurous activities was the top answer. 72% of 349 felt that a model whereby the Award Scheme is continuous across all sections, while still providing a top award at each section, would work. 129 members completed the question asking "which skills would you like to develop in your time in Scouting?". The top five responses were abseiling, caving, first aid, hiking and rock climbing.

NATIONAL YOUTH COUNCIL – YOUR GREATEST ADVENTURE

Two-thirds (20) of respondents were youth members, with the remaining third (10) being a leader of youth or adult. There was an Australia wide representation with all States and Territories completing the survey except Tasmania.

Respondents were asked, what is adventure to you? The responds included, getting outside their comfort zones, challenging activities, getting lost, learning new skills, meeting new people, international experiences, personal growth, and attending large youth events.

NATIONAL YOUTH COUNCIL – BURNING ISSUES REPORT.

Results of the online survey that are relevant to the Adventurous Program Team are as follows:

20% of respondents had issues involving leaders revolved around training. What was highlighted was the increased need of training and the cost associated with that. The lack of training offered by Branches and the hierarchy that exists for leaders. One issue of leader training for adventurous activities is that the process is too cumbersome for many leaders and too time consuming.⁹

16% of respondents had issues that were identified with activities; including a perceived lack of qualified leaders and the cost for undertaking the activities themselves. It was generally agreed that it should be easier to organise and get training for, adventurous activities. The activities desired by the respondents were focused around social and adventurous activities. There was a consensus that the activities should be more widely advertised and available in more regions and sections.¹⁰

5% of respondents highlighted the need for more badges and for current badges to be updated. It was also highlighted that there was felt to be inconsistency between the ways that different groups sign off and present badges as well as the varying level of work required to earn a badge.¹¹

The report's recommendations were for there to be increased consistency in the award scheme across Australia, and the right adults be recruited and trained to implement the program well. This includes a call for more Leaders qualified in adventurous activities, skills recognition that is more easily recognised, and ensuring a high level of Scouting skills.¹²

NATIONAL ADVENTUROUS ACTIVITIES SCHOOL

Respondents included Venturer Scouts (14), Rover Scouts (2), and Leaders (3). There were about 70 youth and adult members attending from all around Australia. In this context, the survey's responses represent opinions of youth members and Leaders completing training in adventurous activities at a national level.

When asked "what has motivated you to attend the School this week", respondents stated gaining a qualification, improving their section's program, completing an element of the award scheme, skill development, and having fun. The majority of participants felt that by attending the school they would improve the activities that can be run in their program.

4.5 CONSULTATIONS

NATIONAL ADVENTUROUS ACTIVITIES COORDINATORS MEETING

The Adventurous Program Team was provided with a workshop time allocation at the National Adventurous Activities Coordinators Meeting. The Adventure Skills programs of Ireland and Canada were presented to those in attendance. This allowed the Coordinators to gain an understanding of what these programs consisted of, the skills that were selected, and how the youth and adults members progressed through the program.

The Team asked the room two questions;

"What would the Australian Adventure Skills look like?"

⁹ Tyas, S., 'What are the burning issues that the members of Scouts Australia believe must be covered in the Youth Program Review?', Scouts Australia National Youth Program Review, no.1, 2014, p2

¹⁰ Ibid., pp2-3

¹¹ Ibid., p4

¹² Tyas, S., 'What are the burning issues that the members of Scouts Australia believe must be covered in the Youth Program Review?', Scouts Australia National Youth Program Review, no.1, 2014, p6

“What are the pros and cons of this program?”

The results are in [Appendix G](#).

QUEENSLAND YOUTH PROGRAM TEAM

A regular feature of each of the monthly meetings of the Queensland Branch Youth Program team meetings from May 2014 included updates regarding the progress of this team. Members were also invited to attend meetings and to share experiences and reactions to proposals as they were being developed. A workshop was conducted which mapped the salient aspects of the current sections to developmental activities that were considered to add adventure to the section programs. This is presented in [Appendix M](#).

5 DISCUSSION AND INTERPRETATION OF RESULTS

THROUGH THE EYES OF OUR YOUTH MEMBERS, WHAT WOULD MAKE OUR PROGRAM ADVENTUROUS? WHAT DOES 'ADVENTUROUS' MEAN TO A YOUTH PROGRAM?

Adventure is the ability to challenge an individual. Its meaning for the youth of Scouting is held closely to the development of members and their want to strive for achievement and new experiences.

From the results in the Adventure Survey conducted late in 2014, we can see that there is a clear desire from today's youth to be active and outdoors in the community. This includes being involved in Adventurous Activities, major events and even the traditional skills of scouting like construction. Through the eyes of the youth members, adventure is a vital part of the program. To make our program appealing and adventurous for people, Scouting needs to find a balance of outdoor and group-based activities (3-6 survey).

This supports much of the evidence given in the market research conducted by McCrindle. Their research shows us that parents want to see their kids partake in activities that are a challenge to their daily lives and steps outside their comfort zones (Phase 2). Stress and other emotional baggage that today's society places on youth causes a lot of strain on the emotional development of a person. Scouting and its challenges of adventure are viewed as an outlet and an area for children to relax from their external obligations in the eyes of parents (Phase 3).

In the eyes of our youth members, to make a program adventurous is to find a balance of excitement and challenge in the activities we offer. By offering the chance for children to grow and learn in areas away from their heavily scheduled lives outside of the movement, this is encouragement for the idea of new experiences and in turn, new adventures.

Adventure, informed by the youth members of Scouts Australia, is defined as 'A risk taking experience that challenges an individual beyond their comfort zone, in any (or all) of the areas of personal growth.'

HOW DO WE CREATE CUTTING EDGE, ADVENTUROUS PROGRAMS THAT ENGAGE AUSTRALIAN YOUTH? WHAT RESOURCES AND SUPPORT WOULD SECTION LEADERS, ADULTS AND YOUTH, NEED?

Scouts Australia is competing with an increasing array of extra-curricular activities in a time-poor society, which impacts on recruitment and retention of all members, youth and adult. Young people need a wide and adaptive set of knowledge, understanding and skills to meet the changing expectations of society and to contribute to

the creation of a more productive, sustainable and just society¹³. A sound understanding of this context is a vital foundation for ensuring a program that is cutting edge and engaging for Australian youth.

The Scouts Australia program much ensure it satisfies the desire of Australian families for their children to be active, in the outdoor environment and doing things that they wouldn't be able to normally do elsewhere (McCrinkle Phase 1). The Scouts Australia program should follow the common elements of an outdoor program: engaging with both individual and group, challenging, using the activity or experience as the basis of learning - 'learning by doing', exposure to the outdoor environment, an experience guided by adult facilitation, and focusing on the social dynamic and development of individual participants.

Scouts Australia *Burning Issues Research Report*¹⁴ suggests that camps, activities and 'learning by doing' are key strengths of Scouts Australia, reinforcing Baden-Powell's suggestion that, "A week of camp life is worth six months of theoretical teaching in the meeting room."¹⁵ Through an active and practical-based program, Scouts Australia should be enabled to continually provide valuable and transferable life-skills. Fun, friends, adventure, outdoors and new skills have been identified as core elements for an engaging Scout program, and when any of these are missing, members will leave¹⁶. Each of these core elements should be included in the implementation of the Scouting program, through the Scout Method. It is suggested that the structuring of small teams and the program should include fun, friends and new skills, and where possible be in an outdoor environment. It is thought that adventure, outdoors and new skills will be exemplified through opportunities to experience camping and expeditions in a variety of settings and terrains.

The Renewed Approach to Programme (RAP) Toolbox details a scheme of personal progression based on educational objectives for each respective age group from 8 to 15. World Scouting in 2013 re-emphasised these as essential elements which are needed to 'recover the original dynamism of Scouting and its attractiveness to young people.' These elements constitute a program that is adventurous for the young person.

In identifying what makes a program exciting for young people, the Handbook for Cub Scout Leaders (1998, page 3) includes the creation of varied activities of the young person's own choice, which gives them experiences to choose their objectives, while Scouting's progressive nature is demonstrated in the Handbook for Leaders of the Scout Section which cites 'to be part of a team, explore new territories and have adventures... where young people become involved in their own volition' (page 5). The development of an Adventurous Program must feature activities that are challenging, rewarding, useful and attractive, building on interest and enthusiasm to extend young peoples limits, resulting in a sense of achievement and accomplishment upon completion.

Adventure requires an individual to take a risk, 'get outside their comfort zone', in order to succeed, while utilising the qualities of creativity, problem solving, adaptation and initiative. Scouting must consciously endeavour to provide youth with endless opportunities and avenues through new activities and adventures, locally and globally, to foster these skills.

¹³ Australian Curriculum, Assessment and Reporting Authority (ACARA), *The Shape of the Australian Curriculum: Version 4*, Sydney, 2013, PDF, viewed on 11 February 2015,

http://www.acara.edu.au/verve/_resources/the_shape_of_the_australian_curriculum_v4.pdf, p. 7

¹⁴ S Tyas, *What are the burning issues that the members of Scouts Australia believe must be covered in the Youth Program Review?*, PDF, Scouts Australia National Youth Program Review, Research Paper #1, 11 January 2014, viewed on 15 January 2015, <http://ypr.scouts.com.au/perch/resources/report-ypr01-burning-issues-jan-2014.pdf>

¹⁵ R Baden-Powell, *Pearls of Wisdom – Quotes from Baden-Powell*, PDF, viewed on 11 February 2015, <http://www.scouting.org/filestore/pdf/Quotes.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>, Slide 12

In the age of screen-time and technology, a comprehensive adventurous program is required. A Scout Program under the mantra of “adventure” would provide all young people with the opportunity to undertake challenging age and developmentally appropriate activities, incorporating all Areas of Personal Growth (spiritual, physical, intellectual, character, emotional and social), in a safe environment within the framework of the Scout Method.

Through the Scout Motto, “Be Prepared”, recently expanded on by the Victorian Branch of Scouts Australia to read “Prepare for Adventure, Prepare for Life”, all members are encouraged to act in a safe and responsible manner. Safety, carefulness and assessment of risk should be adhered to by all involved in an activity, and is not just the responsibility of the leader of the activity. This is re-enforced in the Adventure Skills programs adopted by Scouts Canada and Scouting Ireland. Each program has nine skill areas, nine stages of skill development, and is designed to be progressive, with all members commencing at Stage 1. Achievements are measured against competency statements, detailing specific knowledge, abilities and experience that must be displayed prior to awarding of the badge. “Be Prepared”, ‘learning by doing’, and ‘Plan-Do-Review’ form the basis for structuring of these skill programs. It should be noted that section leaders are not expected to be experts in all skill competencies, and therefore industry experts may be involved in the teaching and assessment of skills.

Scouts Australia is well positioned to adopt an Adventure Skills program following the endorsement of the National Adventurous Activities Framework (NAAF) by the National Operations Committee (NOC) in June 2013. This framework provides a common and sequential outdoor and adventurous activity training pathway for members’ aged 14 and above. A progressive scheme of Adventure Skills Badges, that provides a common framework across all youth sections of Scouts Australia, would assist in removing much of the existing overlap and general non-alignment of the current sectional award schemes. In addition it would provide a clear and seamless pathway of training and activity participation through internal standards to externally benchmarked qualifications.

Programming tools are critical to the success of all activities, adventurous or not. Scouts Canada developed an extensive programming tool, supported by the Plan-Do-Review process, which Scouts Australia may consider adopting. With the recent launch of Scout Central 2.0, programming in Australia has just become far more comprehensive and accessible, with programs being uploaded by section leaders and youth, using the Areas of Personal Growth as an assessment tool. Support would need to be provided to youth and adults in the initial establishment of the Adventure Skills framework, with leaders needing support to assess in areas outside of their expertise. For this reason, partnerships with external organisations may be explored to provide a seamless transition between qualifications and badges achieved through Scouting and the application of these skills in the wider community. It would also be recommended that an extensive handbook, similar to Ireland’s Adventure Skills Handbook, be provided (in print or electronically) to enable all members an opportunity to understand the requirements for any Adventurous program possibilities.

WHAT IS THE ROLE OF ADVENTUROUS ACTIVITIES IN OUR PROGRAM? WHAT ARE THE SKILLS THAT OUR YOUTH MEMBERS WANT TO ACHIEVE? HOW WILL THOSE SKILLS BENEFIT YOUTH NOW AND IN THE FUTURE?

Adventure is a key element in the Scouts Australia program. Ninety-two percent of Scout youth members participated in adventurous activities at some stage throughout their time in Scouting (NYC). Adventurous Activities within Scouting retain the original dynamism of the movement and remain an attractive point to youth members (WOSM). Youth members spoke of adventurous activities as being challenging, pushing them outside of their comfort zone, getting lost, learning new skills, meeting new people, international experiences, personal growth and attending large youth events (NYC – Greatest Adventure). These youth perceptions are in line with the elements of the Scouting program, including play, outdoor environment, socialising with one’s peer group, being connected with others and limiting the use of screen-time/technology.

The program should utilise the Scout Method to develop many skills in youth members including critical and creative thinking, personal and social capability, and ethical and cultural understanding, while complementing and enhancing the formal education offering in Australian schools through offering adventurous opportunities not available through the formal education system.

There are numerous personal skills that youth members learn through undertaking adventurous activities, while youth themselves look to achieve specific skills in traditional adventurous activities. Adventurous activities in the scouting program benefit our members through a number of psychosocial, emotional, physical, spiritual and educational domains. This includes through the promotion self-confidence, social engagement and inclusion, the building of resilience and self-efficacy, interpersonal communication, decision making and leadership skills. Through adventure youth build creative thinking, an important skill to foster in all ages but particularly crucial in the older age ranges who, due to social conditioning, tend to be more lateral thinkers (Life at Nine). Adventure allows opportunity for the practice of creative thinking, through the utilisation of problem solving, adaptation and initiative (Life at Nine).

Traditional adventurous Scouting activities, including bushwalking, canoeing, abseiling and rock climbing, are the most popular adventurous activities to undertake within Scouting (NYC), with abseiling and canoeing the most in demand activities for SAIT training qualifications (NYC). 129 members surveyed at Australian Venture 2015, cited abseiling, caving, first aid, hiking and rockclimbing as the top activities in which they wished to achieve skills during their time in the movement (AV 2015). Youth members also wished to achieve skills in more modern adventurous activities which are currently inaccessible in Scouting, these included hot air ballooning, scuba diving and white water rafting (NYC).

HOW CAN ADVENTUROUS ACTIVITIES BE EMBEDDED IN OUR PROGRAM (ACROSS ALL AGES) TO ENSURE EASY ACCESS BY ALL MEMBERS?

It is recommended that Australia adopt the “Adventure Skills” concept from Scouting Ireland and Scouts Canada to improve the embedment of adventurous activities within the youth program. The concept is part of a progressive award scheme across the entire youth program¹⁷. 72% of respondents at Australian Venture 2015 considered that such a concept would work. The National Adventurous Activities Coordinators were asked to provide comment on the progressive scheme and how it could be implemented within Australia’s youth program. Resoundingly all Adventurous Activities Coordinators identified that an advantage of such a scheme would be that it could allow individuals to progress at their own rate, even beyond any constraints of the section program. It was perceived to link the sections together.

Through surveying, extensive researching, and consultations, the Adventurous Program Team has been able to draft a Scouts Australia “Adventure Skills”. [Appendix I](#) explains an approximate equivalent between Stages 1 to 9 and the current award scheme and adventurous activities training. Preliminary skills development occurs during Stages 1, 2, and 3. Youth members would be introduced to the skills area with basic skills and knowledge to be developed. At this point a skill area would “stream” into more specific skill areas. An example of this can be found in appendix L. Stages 4, 5, and 6 would increase development of the skill and knowledge. The current youth program equivalents to these Stages are the Pioneer, Explorer, and Adventurer levels within the Scout section. Stage 7 is the point at which the scheme enters the VET Matrix (Stage 7 – Level 1, Stage 8 – Level 2, and Stage 9 – Guide level training). To complete a Stage in a skill area a youth member must prove competency of predetermined skills. A detailed draft of the competency criteria for Stages 1 to 9 for the skill area Water (Canoeing) is provided in [Appendix K](#) as an example.

¹⁷ Scouting Ireland, Scout Foundation, The Adventure Skills Handbook, Scout Foundation, Dublin, 2010

A draft of the final skill areas is included in appendix J. These are:

- Rock
- Water
- Camping
- Hiking
- Pioneering
- Emergencies
- Air
- Arts
- Cycle

These nine skill areas have been selected because they can be a risk taking experience that challenges an individual beyond their comfort zone, in any (or all) of the areas of personal growth – this is in like with the definition of adventure previously outlined. Results from surveying youth members nationally has contributed towards the selection of these skills (AV and team survey). Brainstorming with the NAAC at their national meeting in August assisted with the development of the Australian skills model. Furthermore, work completed by the Team in conjunction with the Queensland Youth Program Team provided an overview of existing skill development in Australian Scouting; [Appendix M](#).

HOW MUCH OF OUR ADVENTUROUS ACTIVITIES PROGRAM WOULD REQUIRE SPECIALIST TRAINING AND HOW MUCH COULD BE OFFERED BY A GENERAL LEADER AS A RESPONSIBLE ADULT?

A lack of qualified Leaders and youth members has been a consistently raised issue throughout the review process (NYC-burning issues, Team survey). The Adventurous Program Team believes the “adventure skills” concept will help solve this issue by embedding training into the youth program. With every youth member looking to complete a section peak award being required to achieve a specific benchmark within the adventure skills, adventurous activities will be facilitated by qualified youth members and not only through qualified Leaders.

Training can be achieved through the concept in two parts.

Stages 1-6 have a simple two down method (as per the Irish model). For example a youth member who has achieved Water Stage 5 (Canoeing) can assess the competency of another young person who is aiming for Water Stage 3 (Canoeing) or below. This method allows youth to lead their program and their own skill development.

Stages 7-9 in externally and VET recognised skills, an assessor will need to have competency in Stage 9 of the skill area plus Leadership Stage 13 (See the report of “3-5 Leadership for All” of the YPR – Leadership progression model). Leadership Stage 13 is currently equivalent to Instructor. By having this as a prerequisite for assessing the higher Stages, Scouts Australia is able to maintain community and industry standards.

Scouts Australia must meet the community and industry standards set out for adventurous activities. The Association does this by training to a high level of skill through Scouts Australia Institute of Training. Assessors for the training are nationally recognised and maintain the high standards that are expected from adventurous activities.

HOW DO WE ENABLE WEEKLY PROGRAMS TO BE “ADVENTUROUS”?

In conjunction with the development of Adventure Skills, it is recommended that weekly programs are regularly adventurous. In order for the program to be adventurous, it needs to involve risk, challenging all members in at least one aspect of the Areas of Personal Growth. Traditionally, challenge is easiest to identify when it extends members mentally, physically or emotionally, requiring creativity, initiative, adaptation and problem solving.

An adventurous weekly program may allow multiple routes to the final outcome for the session, with minimal instruction by leaders. Youth would be required to consider the materials available, the desired outcome, which may be uncertain and therefore self-determined, and then make decisions regarding the route they would take to achieve their goal. The Plan-Do-Review model enables identification of challenges and personal growth, with youth reflecting on the journey they had undertaken during the session or activity.

Learning by doing already provides tools to facilitate this type of learning, with members exploring skill development through experiential learning. Activities should be considered a means to an end, and it is recommended these are challenging, rewarding, useful and attractive. The routes each individual takes to achieve a goal may be different, and the same program may prove to be adventurous and challenging for differing reasons for the youth involved.

Supported by the utilisation of a model such as the Adventure Experience Paradigm from Martin and Priest (1986) in weekly programs, the concept of “adventure” in all Scouting experiences can be promoted and better understood. Such an approach, utilised in conjunction with Plan-Do-Review would allow weekly programs to be critically evaluated with a view to maximising the experience of peak adventure in all activities.

WHAT DO WE NEED TO CONSIDER WITH RESPECT TO IMPROVED DELIVERY OF A NEW YOUTH PROGRAM?

A new youth program will bring with it the opportunity to develop new resources, training, and facilities that meet the needs and requirements of the program for now and into the future. With the introduction of the “adventure skills” concept resources will need to be improved to adequately deliver the youth program.

Many youth members and Leaders have expressed they want to run adventurous activities in their program but many are unaware of how to do so (Team Survey, NYC Burning issues). Activities that are adventurous are embedded within the youth program as part of the “adventure skills”. Adventure will become a natural part of a section’s program with young people able to plan and run activities.

The need for improved training is one of the primary reasons for the new concept. Through effective training tied to a concept such as the Adventure Skills, youth members would become progressively competent in the related areas. A lack of trained personnel and challenges in accessing them has been identified as a barrier to involving adventurous activities into a program (team Survey). An immediate increase in trained personnel will have to occur in order to effectively implement the “adventure skills” concept into the youth program. The National Adventurous Activities School is well placed to begin the development of skills of youth and adult members.

Leaders require support for involving adventure within a program with many becoming increasingly time poor (BDRC Jones Donald). Scouts Australia has identified this issue and has made progress in developing tools for Leaders to use to improve their programs. One prominent tool developed is the Program Ideas function on Scout Central. Further development of this tool will allow our youth and Leaders to make their programs adventurous. Videos, web links, section and age specific language, progressive scheme specific activities are all recommended improvements (Comparison study – programming tools).

6 CONCLUSION

Adventure is defined as a risk taking experience that challenges an individual beyond their comfort zone, in any (or all) of the areas of personal growth. This paper has explored and researched various approaches that will enable our Scout Program to be adventurous, and proposed a framework linked to the award scheme that should be considered for refinement and adoption.

7 RECOMMENDATIONS

This paper recommends that:

1. The proposed framework for a Scout program that is adventurous, including a progressive award scheme across the whole youth program (with a specific limited number of skill areas), is reviewed and further developed for adoption as an aspect of the national youth program framework.
2. The model of Plan Do Review is applied through the Adventure Experience Paradigm to all Scouting activities.
3. A progressive scheme of nine adventure skill badges that are competency based and facilitate leadership and skill development across the entire youth program is adopted.
4. The nine adventure skill badges contribute towards recognition of achievement through the sectional peak award and/or industry qualifications.
5. Appropriate and sustainable human, physical, and fiscal resources be provided to manage, deliver, and enhance the youth program and its adventurous nature at all levels.

RECOMMENDATIONS 1 – 5 SUPPORTED BY NOC TO BE PASSED TO LATER STAGES OF THE YPR TO FURTHER EVOLVE AND DEVELOP

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9 APPENDICES

- A. Adventure in the Current Award Scheme
- B. Example program tools from Ireland and Canada
- C. Adventurous Program Team Survey – Survey Data
- D. Australian Venture 2015 – Survey Data
- E. National Youth Council – Your Greatest Adventure – Survey Data
- F. National Adventurous Activities School – Survey Data
- G. National Adventurous Activities Coordinators Workshop Outcomes
- H. An Adventurous Scout Program
- I. Adventure Skills Scope and Sequence – Current Approximate Equivalent
- J. Adventure Skills – Draft Australia’s Skills
- K. Adventure Skills Scope and Sequence – Canoeing

- L. Example Adventure Skill “Streaming concept”
- M. Existing Skills Development in Australian Scouting Matrix

APPENDIX A ADVENTURE IN THE CURRENT AWARD SCHEME

Joey Scouts	Cub Scouts	Scouts	Venturer Scouts	Rover Scouts
Adventure Challenge Badge	Boomerang (Bronze, Silver, Gold) <ul style="list-style-type: none"> • Health and First Aid • Safety • Ropes • Outdoor Scouting 	Scoutcraft Badge	Venturing Skills	St George's Award <ul style="list-style-type: none"> • Squire Training • Rover Skills • Physical
	Cub Scout Achievement Badges (Level 1 & Level 2) <ul style="list-style-type: none"> • Bushcraft • Canoeing • Cyclist • First Aid • Sailing • Swimmer 	Target Badges (Pioneer / Explorer / Adventurer) <ul style="list-style-type: none"> • Campcraft • Construction • Water Activities • Emergencies • Water Safety 	Venturer Award / Queens Scout Award <ul style="list-style-type: none"> • Pursuits • Outdoor • Expedition • Initiative (VA only) • First Aid (VA only) 	Baden Powell Scout Award <ul style="list-style-type: none"> • Project Badge
	Grey Wolf <ul style="list-style-type: none"> • Outdoor activities • 2hr hike 	Proficiency Badges <ul style="list-style-type: none"> • Abseiler • Bushcraft • Caving • Outdoor • Top Rope Climbing 	Specialist Badges <ul style="list-style-type: none"> • Anchor Badge • First Aid • Royal Life Saving 	Specialist Badges <ul style="list-style-type: none"> • Anchor Badge • First Aid • Royal Life Saving
		Specialist Badges <ul style="list-style-type: none"> • First Aid 	VET Training in Adventurous Activities	VET Training in Adventurous Activities

APPENDIX B EXAMPLE PROGRAM TOOLS FROM IRELAND AND CANADA

IRELAND'S PROGRAMMING TOOL

High mountain Adventure

The Challenge
Organise a high mountain camping experience using specialised equipment.

SCOUTS

Page 1

What we need to learn

- How to work as a team.
- How to use lightweight tents
- How to secure a tent in high winds
- How to cook on a stove
- How to use map and compass

Jobs to be done

- Book on a mountain adventure or organise a suitable location to use
- Find out where you can get suitable equipment
- Organise transport to location
- Work out a menu for the adventure
- Work out how to cook on a single burner stove

Gear we need

- Lightweight camping equipment.
- Maps and compasses
- Walking equipment

Plan

- Decide what we are going to do
- Divide out the jobs
- Learn all new skills required
- Agree all the details

Do

- Learn any new skills at meetings and training sessions
- Test out skills in a suitable location
- Take part in a high mountain adventure

Review

- What did we learn
- How did we get on learning the skills
- How do we organise and work as a team
- What was good about this adventure
- What did not work out as planned

SCOUTS

Page 2


CANADA'S PROGRAMMING TOOLS

Survival Camp
Bruce Trail
Outdoors & Environment

The Challenge:
Organize and take part in a backwoods adventure over a single or number of days during the activity build a shelter and cook all food backwoods style.

What we need to learn

- How to make a shelter
- How to cook food without utensils
- How to catch a fish
- How to light a fire
- About nature and edible foods
- How to survive in the wild




Plan

- Decide what we are going to do
- Divide out the jobs
- Learn all new skills required
- Agree all the details

Jobs to be done

- Find out about Backwoods skills
- Do a skills audit - What do we need to learn
- Find a location for the backwoods challenge
- Get all the equipment we need together
- Find out about transport
- invite other Patrols to take part




Do

- Learn any new skills at meetings
- Test out skills
- Take part in backwoods adventure
- Survive successfully

Gear we need

- Tarps
- Camp tools
- Survival kits
- Camping equipment
- Ropes



Review

- What did we learn
- How did we handle the activity
- How did we go about using the equipment
- Did everyone play a part
- What was good about this adventure
- What did not work out as planned

▶

Video 1

Video 2

www Link 1

Link 2

Link 3

APPENDIX C ADVENTUROUS PROGRAM TEAM SURVEY – SURVEY DATA

I am a:		
Answer Options	Response Percent	Response Count
Scout	22%	187
Venturer Scout	14%	120
Rover Scout	8%	72
Joey Scout	3%	23
Leader of Youth	14%	119
Leader of Adults	7%	56
Cub Scout	15%	126
Parent	3%	24
Parent/Leader of Youth	5.5%	47
Parent/Leader of Adults	2%	16
Rover Scout/Leader	4%	35
Parent/Non Uniformed Adult support member	2%	14
Non Uniformed Adult Support member	0.23%	2
Other	2%	14
<i>answered question</i>		855
<i>skipped question</i>		160

I come from:		
Answer Options	Response Percent	Response Count
Queensland	38%	235
New South Wales	15%	90
Western Australia	10%	24
South Australia	13%	80
Victoria	12%	7
Northern Territory	0.3%	2
Australian Capital Territory	10.5%	64
<i>answered question</i>		609
<i>skipped question</i>		406

Are you male or female?		
Answer Options	Response Percent	Response Count
Male	63%	592
Female	35%	327
Other	2.5%	24
<i>answered question</i>		943
<i>skipped question</i>		72

JOEY SCOUT RESPONSES

What do you think adventure is? (What do you think is exciting?)		
Text analysis key words	Answer Examples	
Climbing	Camping, finding new stuff,	
Going	Going outside and exploring	
Walking	Trying something new	
Playing	Going in the forest Climb trees	
Fun	Going into the wild	
Finding		
<i>answered question</i>		82
<i>skipped question</i>		933

Why do you like coming to Joey Scouts?		
Text analysis key words	Answer Examples	
Activities	Making new friends, learning new skills	
Fun	Fun	
Games	Sleep overs and camps	
Play	Fun	
Learn	Fun make stuff and play a lot	
Art		
<i>answered question</i>		82
<i>skipped question</i>		933

What is an activity you like doing in Joey Scouts?		
Text analysis key words	Answer Examples	
Craft	Spotlight	
Games	Art	
Art	Craft	
Making things	Making things	
Playing	Rock climbing	
<i>answered question</i>		82
<i>skipped question</i>		933

What sort of Adventurous things have you done in Joeys? (What's the most exciting thing you have ever done in Joeys?)	
Text analysis key words	Answer Examples
Rock Climbing	Skillarama
Joey Jaunt	Go outside and do things
Camping	Play games

Doing things	Rock climbing	
Fun Stuff	Rock climbing	
Abseiling		
		<i>answered question</i> 82
		<i>skipped question</i> 933

CUB SCOUT RESPONSES

What do you think Adventure is? (What do you think is the most exciting?)		
Text analysis key words	Answer Examples	
Camping	Going into the bush	
Exploring	Going somewhere alone	
Fun	Having exciting experiences	
Bush Walking	Explore	
Games	Camping	
Finding new things		
		<i>answered question</i> 116
		<i>skipped question</i> 899

What is an activity you like doing in Cub Scouts?		
Text analysis key words	Answer Examples	
Games	Capture the flag	
Camping	Camping	
Bullrush	Cuboree	
Earning Badges	Red rover	
Knots	Doing experiments	
Making things		
		<i>answered question</i> 116
		<i>skipped question</i> 899

What do you like about these activities?		
Text analysis key words	Answer Examples	
Friends	Fun and enjoyable	
Healthy	Challenging	
Learn	You get wet	
Run	Fun	
Cooking	You get to do a lot of running around	
Fun		
		<i>answered question</i> 116
		<i>skipped question</i> 899

What kinds of things do you like to do with people that aren't in Cub Scouts?		
Text analysis key words	Answer Examples	
Play	Playing with them	
Hang out	Soccer	
Games	Go to park	
Camping	Watching for animals, often discuss about stuff	
Movies	Playing outside	
Chat		
<i>answered question</i>		116
<i>skipped question</i>		899

What sort of Adventurous things have you experienced during your time in Cub Scouts? (What's the most exciting thing you have ever done in Cub Scouts?)		
Text analysis key words	Answer Examples	
Cuboree	Cuboree	
Bush walking	Water rockets	
Camping	Cuboree	
Playing	Camps	
Abseiling	Getting my grey wolf	
Water games		
<i>answered question</i>		116
<i>skipped question</i>		899

SCOUT RESPONSES

What do you think Adventure is?		
Text analysis key words	Answer Examples	
Exploring	Excitement, be able to find own food, light campfires. Hiking maybe bushwalking. Sailing and canoeing.	
Doing	Having fun	
Fun	A journey that is a challenge and when you finish you feel like you have achieved something great.	
Hiking	Adventure is experiencing something new and exciting in life	
Comfort Zone	When you go outdoors and discover hidden watchymacallits	
New Experience		
<i>answered question</i>		171
<i>skipped question</i>		844

What is an activity you like doing in Scouts?		
Text analysis key words	Answer Examples	
Navigation	kayak/canoe	
Camping	Playing games, earning badges and geocaching	
Abseiling	Games	
Games	Camping and abseiling	
Hiking	I like the hunger games, construction and pick up	
Rock Climbing		
<i>answered question</i>		175
<i>skipped question</i>		840

What do you like about these activities?		
Text analysis key words	Answer Examples	
Fun	Trying new things	
Friends	They're really really fun	
Learning	Water play	
Camping	I like helping people when they can't	
Adventure	They're fun to do	
Exciting		
<i>answered question</i>		172
<i>skipped question</i>		843

What kinds of things do you like to do with people that aren't in Scouting?		
Text analysis key words	Answer Examples	
Movies	Talk and play sport	
Games	Socialising, sports	
Play	Sleepovers Craft	
Ride Bikes	Hang out and watch movies	
Sport	Play video games together	
Sleepovers		
<i>answered question</i>		170
<i>skipped question</i>		845

What sort of Adventurous things have you experienced during your time in Scouts?	
Text analysis key words	Answer Examples

Camping	Tree surfing, going out into the middle of nowhere to a scout park and camping there.	
Hiking	The 100th fiji jamboree	
Abseiling	Abseiling Kayaking Flying fox	
Canoeing	flying fox abseiling, rock climbing crate stack archery	
Jamboree	hiking	
Nighthawk		
answered question		169
skipped question		846

What types of Adventure are you looking forward to when you progress to the next section?		
Text analysis key words	Answer Examples	
Camps	More camping and more scouting nights	
Abseiling	Water activities	
New activities	more adventurous - abseiling instead of on the tower at camp sites	
Freedom	Caving and abseiling	
New experiences	Longer hikes and longer camps.	
Hiking		
answered question		161
skipped question		854

VENTURER SCOUT RESPONSES

What do you personally define adventure as?		
Text analysis key words	Answer Examples	
Challenging comfort zones	Something exciting that involves the outdoors.	
Exploring	An adventure is an event which can be retold in a form of an interesting story.	
Doing new things	Something that you may not do everyday or out of your comfort zone.	
Outdoors	Getting outdoors and trying something new.	
New experiences	something different	
answered question		105
skipped question		910

What is an activity you like doing in Venturer Scouts?	
Text analysis key words	Answer Examples
Abseiling	Camps especially with other units

Camping	hiking, camping, outdoors, over night branch run events.	
Hiking	Pop up a tent night! It's when you go in the city with a 3 man tent and u put it up in random places in the city (in middle of shops, down Queen st mall and in the Myer centre) and take a picture and then move on.	
Rock Climbing	Adventurous outing etc abseiling	
Outdoors	Caving	
Sailing		
answered question		108
skipped question		907

Why do you like this activity?		
Text analysis key words	Answer Examples	
Adventure	Social side as well as getting away and relaxing well having the opportunity to do GR8 activities	
Outdoors	You get to see some great parts of the world, and it is always a physical challenge, but at the end its a great sense of achievement to know you have got somewhere purely on your two feet.	
Relaxing	it is enjoyable and it takes you away from the stress of school	
Friends	The adrenaline rush! Pushing my comfort boundarys, teamwork, mental challenge, physical challenge	
Physical challenge	because I have the scars to prove it	
Meeting new people		
answered question		105
skipped question		910

What kinds of things do you like to do with people that aren't in Scouting?		
Text analysis key words	Answer Examples	
Movies	Many things, go to parties, play sport, talk, socialise, meet new people and travel around.	
Shopping	Anything where the right friends are present.	
Hang out	hang out, drive in movies, go karting	
Fun stuff	Shopping, movies, sometimes adventurous things	
Bike Riding	hang out	
Sport		
answered question		106
skipped question		909

What kinds of adventure are you looking forward to when you progress to the next section?		
Text analysis key words	Answer Examples	
Adventure	Madbush/ Buggy stuff	
Motor Sports	- getting knighted - extreme sports which you can't do under the age of 18 - bash cars	
Camping	More skiing, caving	
Extreme activities	More outdoor adventures like caving	
Caving	Ability to do more things without leader supervision and forms	
Moots		
<i>answered question</i>		103
<i>skipped question</i>		912

On a scale of 1-10, rate how dangerous you believe activities in Scouting are in general.		
Answer Options	Response Percent	Response Count
Not at all dangerous	16%	1
2	15%	17
3	20%	22
4	17%	19
5	10%	11
6	9%	10
7	5%	6
8	1%	1
9	0%	0
Extremely dangerous	5%	6
<i>answered question</i>		110
<i>skipped question</i>		905

Scouting promotes growth through learning and experiences. On a scale of 1-10, how important do you think activities that are adventurous are to you and youth members?		
Answer Options	Response Percent	Response Count
Not at all important	3%	3
2	0%	0
3	1%	1
4	1%	1
5	2%	2
6	5.5%	6
7	16%	17
8	22%	24
9	14%	15
Incredibly important	37%	40
<i>answered question</i>		109
<i>skipped question</i>		906

What has kept and will keep you in Scouting?		
Text analysis key words	Answer Examples	
Adventure	It's an amazing organization, good people, always time to have fun, a place where I can come and relax, good place to spend my leisure time	
Activities	The social aspects of it	
Friends	The enjoyment I get out of it and now more so than when I was younger I believe in a lot of the ideas and beliefs of scouting and can see how it helped myself and others grow into who we are now and want to support the scouting movement to benefit more people.	
Awesome	The activities and the friends of made.	
I enjoy it	The adventure and sense of achievement after every adventurous activity shared with leaders and other youth members	
New Experiences		
<i>answered question</i>		105
<i>skipped question</i>		910

 ROVER SCOUT RESPONSES

What do you personally define Adventure as?		
Text analysis key words	Answer Examples	
Comfort zone	Anything outside of my comfort zone - which generally is a pretty small zone ;)	
Doing	Going out and trying something new and discovering new places.	
Fun	some activity which is physically and mentally taxing, contains an element of discovery and danger and can be very rewarding.	
Pushing	A activity that would push me to my limits	
Activities	Something that challenges and excites you, made better if you over come fear in the process	
Challenges		
<i>answered question</i>		80
<i>skipped question</i>		935

What is an activity you like doing in Rovers Scouts?	
Text analysis key words	Answer Examples
Rock climbing	Running major events
Camping	Outdoor activities

Activities	Rock Climbing
Camping	Anything hands on
Motor sports	Partying, camping- moots
Events	
<i>answered question</i>	
77	
<i>skipped question</i>	
938	

Why do you like this activity?	
Text analysis key words	Answer Examples
New experience	It challenges me, pushes me to do my best and be the best I can be. The satisfaction of seeing it completed and running successfully at the end.
Challenging	Because it is not your everyday activity, it gives you the opportunity to achive a goal and get better, learn how to set climbs up and socialize with people who have the same intrest as you
Fun	Adventurous, challenging, brings together a community of like-minded people who all enjoy climbing but also tend to be similar in their views on life and with similar related interests
Social aspects	Social aspect, health and fitness, challenging
Thrilling	This is a really fun night, you get to have with everyone who attends (crew) and you get messy, and also, you are able to have the best distraction you ever get.
Outdoors	
<i>answered question</i>	
75	
<i>skipped question</i>	
940	

What kinds of things do you like to do with people that aren't in Scouting?	
Text analysis key words	Answer Examples
Drinking	That's a limited amount of people that i know. Uh..drink, go bowling, see a movie, play pool?
Games	Everything! I do inside things with my non-Scout friends, but I also introduce them to the outside.
Going to activities	Socialising, watch movies, cook
Hang out	Ill take people places and show them the outdoors life and give them a taste of what scouting is all about.
Go to the beach	Go to the movies, or the beach
Camping	
<i>answered question</i>	
70	
<i>skipped question</i>	
945	

On a scale of 1-10, rate how dangerous you believe activities in Scouting are in general.		
Answer Options	Response Percent	Response Count
Not at all dangerous	10%	8
2	18%	15
3	26%	22
4	23%	19
5	5%	4
6	14%	12
7	4%	3
8	0%	0
9	0%	0
Extremely dangerous	1%	1
answered question		84
skipped question		931

Scouting promotes growth through learning and experiences. On a scale of 1-10, how important do you think activities that are adventurous are to you and youth members?		
Answer Options	Response Percent	Response Count
Not at all important	1%	1
2	0%	0
3	0%	0
4	0%	0
5	2%	2
6	2%	2
7	18%	15
8	16%	13
9	12%	10
Incredibly important	48%	40
answered question		83
skipped question		932

What do you think is the most difficult things about planning and incorporating activities that are adventurous into a program?	
Text analysis key words	Answer Examples
Paperwork	Lack of support
Red tape	Getting all the paperwork through the system
Getting people motivated	Dealing with such a varied range of abilities and the risks associated with that.
	Scouting heads think a lot of adventurous activities are dangerous, when generally they aren't. This makes it difficult to be able to run these adventurous activities, or even plan them much as they generally get shut down. Having more of an open mind and helping us run these more adventurous activities might entice more 15+ youth members to join if they haven't started when they were young.
Insurance Issues	
Training	Getting people motivated to do them

Adventurous Activities team		
	<i>answered question</i>	78
	<i>skipped question</i>	937

What has kept you and will keep you in Scouting?		
Text analysis key words	Answer Examples	
Opportunities	fun and friends	
Friends	Friends, fun experiences and I feel like I have a lot to offer to the younger sections to give them the experience leaders and others gave me	
Adventures	like-minded people, strong friendships, shared hobbies (climbing, canyoning, hiking, etc.), satisfaction of helping the community and the organisation	
Great people	the opportunities scouting offers, leadership roles, new challenges, ability to give back to the community and the ability to help young people be positive contributors to our community	
Good experiences	Gang Shows kept me in Scouting as a Venturer. Now it's the opportunity for outdoor and international adventures, as well as the great friends I've made.	
	<i>answered question</i>	79
	<i>skipped question</i>	936

LEADER AND PARENT RESPONSES

What do you personally define Adventure as?		
Text analysis key words	Answer Examples	
Comfort zone	risk taking, doing something new which is a little bit scary	
Activities	whatever challenges the youth members to achieve/do something they would not normally do.	
Challenges	An activity that is outside and a challenge. It is outside of the ordinariness of day to day lives.	
Being outside	Any New Experience.	
Doing new things	Stepping outside your comfort zone	
Exploring		
	<i>answered question</i>	226
	<i>skipped question</i>	789

What is an activity you like doing in Scouts/ like to see youth doing in Scouts?	
Text analysis key words	Answer Examples
Camping	Abseiling into deep caves on the Nullarbor - I run Venturer expeditions to the Nullarbor - the remoteness, challenging environment and the great caves.
Activities	skiing, bike riding, kayaking
Canoeing	camping hiking caving water activities
Being Outdoors	No particular activity but just think that all different sorts of personalities and abilities should be catered for. So there are some into camping, there are some into badgework, there are some into finding out more about the world.
Working in the community	Youth activity team
Exploring	
answered question	
231	
skipped question	
784	

What do you like about these activities?	
Text analysis key words	Answer Examples
A challenge	Gets the kids outdoors trying new things. Learning to push the boundaries safely
New experiences	Development of individual + development of teamwork
Teamwork	Group/section activities where individuals can set their own limits and have the opportunity to push their own limits safely. Abseiling is a great example of this.
Fun	physically challenging individual activity in a team environment
Opportunities	They involve active engagement with your environment.
Healthy	
answered question	
220	
skipped question	
795	

What kinds of things do you and your children like to do with people that aren't in Scouting?	
Text analysis key words	Answer Examples
Bike riding	relax, go to movies, eat out, rest!
Camping	camping, walking
Walking	Canoeing and photography
Sport	Clubbing, theatre, motorsports
Activities	Camping, playing games, activities.

<i>answered question</i>	204
<i>skipped question</i>	811

On a scale of 1-10, rate how dangerous you believe activities in Scouting are in general.		
Answer Options	Response Percent	Response Count
Not at all dangerous	6%	15
2	20%	47
3	23%	54
4	19%	44
5	15%	36
6	9%	21
7	6%	14
8	1%	3
9	0%	0
Extremely dangerous	0.4%	1
<i>answered question</i>		235
<i>skipped question</i>		780

Scouting promotes growth through learning and experiences. On a scale of 1-10, how important do you think activities that are adventurous are to you and youth members?		
Answer Options	Response Percent	Response Count
Not at all important	0%	0
2	0%	0
3	0%	0
4	1%	2
5	2%	5
6	4%	9
7	12%	29
8	19%	45
9	13%	31
Incredibly important	49%	116
<i>answered question</i>		237
<i>skipped question</i>		738

What do you think is the most difficult thing about planning and incorporating activities that are adventurous into a program?	
Text analysis key words	Answer Examples
Paperwork	having enough trained leaders with the time to give outside their own work and family commitments and the cost of it to families
Red tape	The paperwork associated with risk management.
Qualifications	The training/certification requirements

Insurance Issues	Knowing who has expertise, where to go suitable to age and skill, and what mountain of bureaucratic paperwork is required.	
Training	Parents and their cotton ball attitude towards their own children	
Adventurous Activities team		
	<i>answered question</i>	228
	<i>skipped question</i>	787

APPENDIX D AUSTRALIAN VENTURE 2015 – SURVEY DATA

The Youth Program Review is considering a model whereby the Award Scheme is continuous across all sections, while still providing a top award at each section. Do you think this model would work?		
Answer Options	Response Percent	Response Count
Yes	72.2%	252
No	27.8%	97
<i>answered question</i>		349
<i>skipped question</i>		16

What aspects do you think should be covered by an Award Scheme?		
Answer Options	Response Percent	Response Count
Adventurous Activities	75.4%	86
Leadership	66.7%	76
Areas of Personal Growth (Social, Physical, Intellectual, Character, Emotional, Spiritual)	54.4%	62
Professional Skills	53.5%	61
Citizenship	50.9%	58
Community Involvement	44.7%	51
Lifestyle	43.9%	50
Environment	42.1%	48
Clear Progression between Sections	37.7%	43
VET Certification	36.8%	42
Community Recognition of Achievement	33.3%	38
<i>answered question</i>		114
<i>skipped question</i>		5

Which skills would you like to develop in your time in Scouting? (select 5)		
Answer Options	Response Percent	Response Count
Abseiling	31.8%	41
Caving	29.5%	38
First Aid	29.5%	38
Hiking	28.7%	37
Rock climbing	27.9%	36
Kayaking	25.6%	33
Camping	24.8%	32
Low and High ropes	21.7%	28
Plane	20.9%	27
Canyoning	18.6%	24
Sailing	17.1%	22
Mountain bike	14.7%	19
Horse riding	13.2%	17
Target skills	12.4%	16
Canoeing	11.6%	15

Alpine skiing	11.6%	15
Drone	11.6%	15
Hot Air Balloon	9.3%	12
Visual arts	8.5%	11
Radio	8.5%	11
Mechanical	8.5%	11
Swimming	7.8%	10
Sea kayaking	7.0%	9
Pioneering	6.2%	8
Performing arts	6.2%	8
Fire safety	3.9%	5
Water safety	3.9%	5
Dance	3.9%	5
Snow shoe hiking	3.1%	4
Cycling	3.1%	4
Land yacht	2.3%	3
Trade	2.3%	3
Writing	0.8%	1
	<i>answered question</i>	129
	<i>skipped question</i>	21

APPENDIX E NATIONAL YOUTH COUNCIL – YOUR GREATEST ADVENTURE – SURVEY DATA

I am a:		
Answer Options	Response Percent	Response Count
Scout	3.3%	1
Venturer	40.0%	12
Rover	23.3%	7
Leader of Youth	6.7%	2
Leader of Adults	26.7%	8
answered question		30
skipped question		0

I come from:		
Answer Options	Response Percent	Response Count
Queensland	13.3%	4
New South Wales	6.7%	2
Western Australia	10.0%	3
South Australia	43.3%	13
Victoria	16.7%	5
Northern Territory	3.3%	1
Australian Capital Territory	6.7%	2
answered question		30
skipped question		0

What is your greatest adventure experience?
Answer Options
This one time, we were like, let's hike Irapinta: this heckers as hike across the west macdonnell ranges in Alice springs. We underestimated the difficulty of the hike, and were thrown into the unexpected. We were challenge by not only the physical elements of the hike but the fear of the unknown. We managed a number of challenges, but we had the experience and the knowledge to make the most of it. I won't forget that feeling of accomplishment, the way it connected me with not only the people around me but most of all the way it connected me with the natural world.
I have a fear of heights. But I went out of my comfort zone and did abseiling for the first time today!
Hiking and camping internationally
A rafting camp where patrols built suitable rafts and rowed them up the river to a campsite where we had to sleep on said rafts during the night and also cook. This pushed us in our abilities in scouting principles and provide a unique opportunity to take a twist on the modern camp. Challenging the comfort zones of many.
Tall ship sailing in the Indian Ocean on escape 09
Night hike in Denmark then falling into creek at zam, in winter....
My 5 day expedition house boating
One hike..... Well I survived
Leading a groups on overseas expeditions

Gaining my basic abseiling quals, and learning al the skills, and knowing the possibility of doing future activities.	
Walking the camino in Spain	
Probably my Scout Explorer hike	
Scout trip to Kangaroo Island	
Jamboree.	
Sky diving and gliding	
Probably AJ2013.	
White water rafting at wild days	
Spending two months playing soccer and teaching homeless children in Senegal, west Africa	
Joining scouts.	
I have many highlight adventures so I would fin fit hard to refine it down to one but notable adventures include attending the Jamboree and traveling overseas to the UK. I also find simple weekend hiking to also be a great adventure.	
SISEP Denmark	
Wam, world moot Canada & Kenya, Sl11 and getting squired	
Trekking overseas in various locations	
Snow Venture, or KI (ask Peter)	
Travelling to 2009 world sea scout jamboree in uk	
Dragon skin 2014	
Abseiling off a waterfall	
Caving and abseiling	
Scuba diving and hiking. I can't choose. International events too.	
Scaling a vertical cliff face at KISC	
<i>answered question</i>	30
<i>skipped question</i>	0

APPENDIX F NATIONAL ADVENTUROUS ACTIVITIES SCHOOL – SURVEY DATA

What section are you in?		
Answer Options	Response Percent	Response Count
Venturer	73.7%	14
Rover	10.5%	2
Leader	15.8%	3
<i>answered question</i>		19
<i>skipped question</i>		2

What has motivated you to attend the Adventurous Activities School this week?		
Answer Options		
Meeting new venturers.		
Outdoor skills venturer badges.		
I Whats my quals		
Learning stuff		
The certification		
QC points		
So that I can get my quals in outdoor skills.		
My mum		
Career in outdoor Ed.		
I liked the things that they had to offer.		
Interests experience friends recommended.		
Something new.		
My leader in charge told me to do it because no one else has the ability to do it.		
18 birthday present.		
New qualifications. Being able to do things in scouting.		
Bushwalking, Archery and challenge ropes		
The team leader for water activities		
Want to get a job in outdoor Ed.		
Bushwalking no climbing.		
Upskilling #nosuchthingasoverqualified		
I love adventure and want to set an example to my venturers		
To get quals for work.		
Get institutional skills to take Cubs and scouts out on activities. I am a group leader		
I am a new venturer leader and wanted to learn adventurous activities I could do with my venturer crew.		
A chance to get more quals		
<i>answered question</i>		21
<i>skipped question</i>		0

How do you think this will benefit your Unit/Crew/Group or area to have these new skills?		
Answer Options		
Able to do more outdoor activities		
Helping out at activities.		
we can go on more adventures and activities		
I can help teach people who didn't learn.		
it won't really		

more experience and do more activities.	
So that our unit can help out more at activities.	
it won't. I'm a lone venturer.	
Hopefully get a variety of activities.	
It will be good if we want to go abseiling or bushwalking because I will have more knowledge about it.	
Provide new skills.	
Do more things like abseiling.	
If I don't do it then the kids don't get the enjoyment out of the activities.	
There's only one assessor in my area so it opens up new opportunities	
increasing skill levels	
Giving people the opportunity	
Probably won't.	
No one else would want to do it.	
better access to skilled leaders.	
Yes as an examplr	
They will benefit my region because we have no rock climbing instructors.	
see above.	
i am a new AVL.	
To be able to benefit the unit.	
Get to do more outdoor stuff	
Legally.	
<i>answered question</i>	21
<i>skipped question</i>	0

**APPENDIX G NATIONAL ADVENTUROUS ACTIVITIES COORDINATORS WORKSHOP
OUTCOMES**

National Adventurous Activities Coordinators Meeting – 23rd August, 2014

What would the Australian Adventure Skills look like?

Team One

Badges

Camping

Rock – abseiling, cave, canyon, rock climb

Water – Rowing, Dragon boating, rafting, canoe/kayak, sailing, water skiing, snorkelling/scuba

Air – Flying, gliding, ballooning, para

Pioneering

Bushwalking

Alpine – Xctry, D/H, snowshoe

Emergencies – First aid, SES, CFA

Wheelies – Car, bike, M/C, 4WD, trailer, go kart, truck, maintenance

Targets – Shooting, archery, catapults

Team Two

Rock – Abseil, Climb (in and out), cave, canyon, ropes courses

Water – Canoe/kayak/sea kayak, sail, row, water ski, scuba, snorkelling, PB

Land – Bushwalking, alpine, fishing, archery, 4WD – motor biking, shooting, orienteering, cycling

Air – hot air ballooning, flying, gliding, parachuting, parasailing

“Other” area – external

Pioneering? (Was to be addressed)

Camping / bushcraft (could be separate skills)

Emergencies

(Bushwalking could be linked with camping. Camping and pioneering could be linked with bushcraft.)

Team Three

Adventure Skills

Camping

Water activities

Rock activities

Motor sport – wheeled activities – cycling, trailer, MTB

Hiking

Air activities

"Specialist skills"??

Misc.

Performing arts

Archery

Etc

"Balance"

Outdoor skills / recreations – Scouting skills or adventure skills???

What are the pros and cons of this program?

Pros / Advantages	Cons / Disadvantages
<ul style="list-style-type: none"> • No reassessment across sections • Consistency/progression • Competency based • Internal recognition of an external competency – opportunity 	<ul style="list-style-type: none"> • Leader doesn't recognise youth competency • Subject to ridicule • Not DYB (Do Your Best) – competency based • Disadvantaged are disadvantaged • Not current • Got to replace badges • Same badge, different shirt
<ul style="list-style-type: none"> • Continuous • Flexibility of program • Choice – individual, group • Competency based • Same badges, all sections • Linking between sections • Opportunity for Scouts with special needs • Skill not age • Not your best • Prevent "hold back" in sections 	<ul style="list-style-type: none"> • Individuals not trained in the area • Badges may miss an activity • Direction/activity change • Lack of flexibility – start at 1 • Entry points/starting out at low level
<ul style="list-style-type: none"> • Progressive target – something to aim for/linking the program • Incentive to stay through sections • "out" in "Scout" • Increase in physical/mental health – active 	<ul style="list-style-type: none"> • Resistance • Is there too much focus on adventurous stuff • Only one focus area

<ul style="list-style-type: none">• Supports SPICES• Easier for funding – active youth• Facilitates teamwork/leadership training• Would scouting exist without adventure	
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APPENDIX H AN ADVENTUROUS SCOUT PROGRAM

An **adventurous Scout Program** will provide all **young people** with the opportunity to undertake **challenging age-appropriate activities**, incorporating all areas of personal growth (social, physical, intellectual, character, emotional and spiritual), in a **safe environment** within the framework of **the Scout Method**.

Expanded Definitions

An **adventurous Scout Program** describes all aspects of the Personal Scouting Journey, and will meet the need of the individual to develop their own attitudes, knowledge and skills through responsible and age-appropriate risk taking.

Adventure is defined as a risk taking experience that challenges an individual beyond their comfort zone, in any (or all) of the areas of personal growth.

The **challenging age-appropriate activities** will be engaging for both the individual and small groups (aka 'patrols'), and will include activities that are:

- indoor and outdoor,
- active and reflective, and
- local, regional, national and global,
- in both natural and built environments,

The Scout Method* is the framework in which the Adventurous Scout Program is delivered:

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

Young people (in Scouting) are all those who benefit from the learning opportunities that Scouting provides (being children, adolescents or young adults).

A **safe environment** is one where young people and adults are valued and respected as individuals. Risk is managed in a way that is legally compliant and consistent with industry standards.

*Note: this may not be the final approved version of the Scout Method.

APPENDIX I ADVENTURE SKILLS SCOPE AND SEQUENCE – CURRENT APPROXIMATE EQUIVALENT

Min. Age	Stage	Goals	Current Approximate Equivalent	Notes
	1	Introductory core skills and have a go	Cub level Bronze	
	2	Basic core skills	Cub level 1 (Silver boomerang)	
	3	Developing level 1 skills	Cub level 2 (Gold Boomerang)	Level 3 and Level 4 may have natural overlap.
Split into specific skill streams				
	4	Participating activities with basic skill	Pioneer level	
	5	Participating in activities at an intermediate level	Explorer level	
	6		Adventurer level	Level 6 and 7 may have natural overlap
Entry into the VET Matrix				
15	7	Basic Skills	Level 1	Level 6 and 7 may have natural overlap
	8	Basic Skills and Advanced skills – High Standard	Level 2	
18??	9	Lead a Group	Guide level training (not appointment)	
	+/E	Have a qualification in a skill higher than a level 9 skill.	Guide in extended skills.	

Stage	Goals
1	Getting them familiar with the activity
2	Building on basic skills
3	Developing basic skills
4	Pioneer level
5	Explorer level

6	Adventure level - Ability to do the activity and do it well
7	Level 1 skills
8	Level 2 skills
9	To be able to guide a group in the area of adventurous activities (Guide Level – Leadership Stage 12)

APPENDIX J ADVENTURE SKILLS – DRAFT AUSTRALIA’S SKILLS

<p>Rock</p> <ul style="list-style-type: none"> - Caving - Abseiling - Rock climbing - Canyoning - Low and High ropes 	<p>VET qualifications</p> <ul style="list-style-type: none"> - Stages 1-6 are internally recognised - Stages 7-9 are VET and internally recognised
<p>Water</p> <ul style="list-style-type: none"> - Canoeing - Kayaking - Sea Kayaking - Sailing 	<p>VET qualifications</p> <ul style="list-style-type: none"> - Stages 1-6 are internally recognised - Stages 7-9 are VET and internally recognised
<p>Camping</p> <ul style="list-style-type: none"> - Standing Camp 	<p>Internal qualifications</p> <ul style="list-style-type: none"> - Stages 1-9 are internally recognised
<p>Hiking</p> <ul style="list-style-type: none"> - Light weight camping - Navigation - Alpine <ul style="list-style-type: none"> o Snow shoe o Skiing 	<p>VET qualifications</p> <ul style="list-style-type: none"> - Stages 1-6 are internally recognised - Stages 7-9 are VET and internally recognised
<p>Pioneering</p> <ul style="list-style-type: none"> - Construction 	<p>Internal qualifications</p> <ul style="list-style-type: none"> - Stages 1-9 are internally recognised
<p>Emergencies</p> <ul style="list-style-type: none"> - First Aid - Fire safety - Aquatic <ul style="list-style-type: none"> o Water safety o Surf life saving o Swimming - SES 	<p>External qualifications</p> <ul style="list-style-type: none"> - Stages 1-6 are internally recognised - Stages 7-9 are externally and VET recognised

<p>Air</p> <ul style="list-style-type: none"> - Hot Air Balloon - Plane - Drone 	<p>External qualifications</p> <ul style="list-style-type: none"> - Stages 1-6 are internally recognised - Stages 7-9 are externally and VET recognised
<p>Arts</p> <ul style="list-style-type: none"> - Performing arts - Visual arts - Dance - Writing – producing 	<p>Internal qualifications</p> <ul style="list-style-type: none"> - Stages 1-9 are internally recognised
<p>Cycle</p> <ul style="list-style-type: none"> - Mountain bike - Cycling road - BMX - Land yacht 	<p>VET qualifications</p> <ul style="list-style-type: none"> - Stages 1-6 are internally recognised - Stages 7-9 are VET and internally recognised

APPENDIX K ADVENTURE SKILLS SCOPE AND SEQUENCE – CANOEING

Age	Stage	Goals	Implementation
	1	Introductory core skills and have a go	<ol style="list-style-type: none"> 1. I have participated in an activity afloat on a water craft 2. Know what a PFD is and its importance 3. Wear a PFD 4. Talk about sun-smart principles 5. Collect five things that float and five things that don't. 6. I understand why I should follow directions from an instructor 7. I know about the buddy system
	2	Basic core skills	<p>Under the supervision of a suitably qualified person:</p> <ol style="list-style-type: none"> 1. Swim 50 metres. 2. Demonstrate how to fit and wear an approved personal flotation device (PFD). 3. Explain the basic safety rules for water activities and the buddy system. 4. Name the equipment involved in the activity. 5. Demonstrate how to safely get into and out of a water craft. <p>Under supervision, demonstrate the basic techniques to safely control the craft.</p>
	3	Developing level 1 skills	<p>Under the supervision of a suitably qualified person:</p> <ol style="list-style-type: none"> 1. List or state the rules for a safe water activity and the buddy system. 2. Swim 50 metres in shorts, shirt and shoes and then tread water for five minutes. 3. Demonstrate how to fit and wear a personal flotation device. Show the correct way to swim whilst wearing a personal flotation device. Using a Personal Flotation Device (PFD) demonstrate the Heat Exposure Lessening Posture (HELP) for two minutes. 4. Name the equipment involved in the water activity and explain their function. 5. Show how to check and prepare the equipment before the activity and how to correctly store after you have finished. 6. Explain how to find information relating to the expected weather and water conditions in the area where you go. Describe the effect of adverse weather conditions on water activities. 7. Demonstrate how to correctly launch and recover a craft and show how to control a craft by using the basic paddling strokes. 8. Capsize your craft. Swim it to shore and recover the craft.

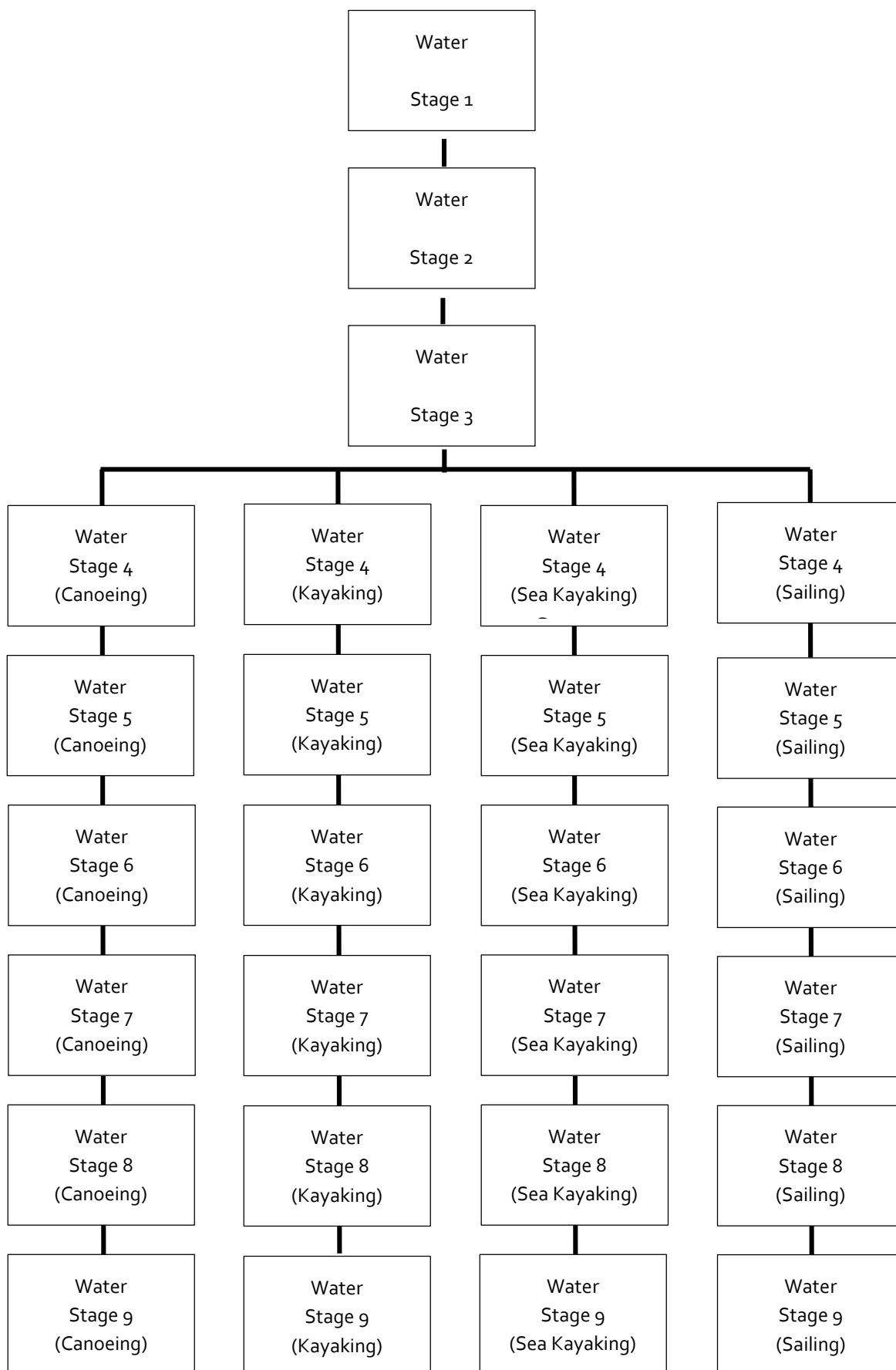
			9. Have participated in a water activity on at least 3 occasions and record in a log.
10	4	Participating activities with basic skill	<p>Pre-Requisites –</p> <ul style="list-style-type: none"> - Emergencies at level (?) (of basic first aid) - Pioneering level (?) (basic knots) <p>Requirements</p> <p>Weather</p> <ol style="list-style-type: none"> 1. Be able to locate weather forecasting information that is suitable for your water activity. 2. Explain the effects of weather on canoeing. <p>2. Safety</p> <ol style="list-style-type: none"> 1. Demonstrate wearing an approved personal flotation device and know when it should be worn while canoeing. 2. Stay afloat for three minutes without a personal flotation device. 3. Be able to swim 50 metres. 4. Explain the importance of staying with an overturned canoe and why you must never go canoeing alone. <p>3. First aid</p> <ol style="list-style-type: none"> 1. Know how to prevent and treat common problems associated with canoeing (sunburn, eyestrain, sunstroke, seasickness, immersion and hypothermia). <p>4. Canoeing</p> <p>In an approved canoe, with the assistance of a qualified person who has appropriate qualifications, complete the following:</p> <ol style="list-style-type: none"> 1. learn the main parts of a canoe and paddle 2. demonstrate paddling backwards and forwards and emergency stopping 3. paddle upstream, return and make a clean approach to the landing stage or bank 4. canoe in water; bring it back to shore and empty canoe in correct manner 5. paddle a canoe for a minimum of 3 hours.
	5	Participating in activities at an intermediate level	<p>Pre-Requisites –</p> <ul style="list-style-type: none"> - Emergencies at a level (?) (of basic first aid) - Pioneering level (?) (appropriate level for knots) <p>1. Weather</p>

			<ol style="list-style-type: none"> 1. Demonstrate and apply weather forecasting to a water activities event with a duration of two days. 2. Safety <ol style="list-style-type: none"> 1. Know the level 4 requirements for Safety. 2. Swim 100 metres whilst wearing a personal flotation device. 3. Be able to remove your clothes in water and then swim 100 metres. 4. Know local boating rules applicable to your own region of operation. 5. Have an understanding of either: <ol style="list-style-type: none"> 1. tides and currents in coastal areas or 2. water behaviours in rivers and creeks. 6. Be able to recognise five common distress signals, including at least one each of sight, sound and light. 7. Demonstrate a knowledge of buoys, beacons and navigation signs used in your region of operation. 3. Basic skills Learn the nautical terms generally used in Canoeing. 4. Canoeing – Demonstrate the following: <ul style="list-style-type: none"> - sweep forward and reverse - draw - slap support - J stroke - Paddle up-stream 50 metres and return, using paddle on one side only - Capsize a loaded canoe in water greater than 2m deep and return with it to bank and empty in correct manner - Re-embark standing in knee-deep water - Demonstrate H rescue, both as rescuer and rescued - Have a good knowledge of the principles of working a canoe in waters of your region of operation - Demonstrate how to pack a canoe for an overnight journey - Be able to estimate the time that it would take to cover a given distance on water. - Participate in an overnight canoeing expedition.
	6		<p>Pre-Requisites –</p> <ul style="list-style-type: none"> - Emergencies at a level (?) (of basic first aid) - Pioneering level (?) (appropriate level for knots) <ol style="list-style-type: none"> 1. Weather <ol style="list-style-type: none"> 1. Show a proficiency in interpreting weather maps 2. Demonstrate and apply weather forecasting to a water activities event with a duration of two days. 2. Safety

			<ol style="list-style-type: none"> 1. Demonstrate proficiency in Level 4 and 5 requirements for Safety. 2. Swim 150 metres whilst wearing a personal flotation device. 3. Be able to remove your clothes in water and then swim 200 metres. 4. Teach level 4 and 5 Scouts the local boating rules applicable to your own region of operation. 5. Teach level 4 and 5 Scouts to understand tides and currents in coastal areas OR water behaviours in rivers and creeks. 6. Teach level 4 and 5 Scouts to recognise five common distress signals, at least one each of sight, sound and light. 7. Teach level 4 and 5 Scouts to recognise buoys, beacons and navigation signs used in your region of operation. <p>3. Canoeing</p> <ol style="list-style-type: none"> 1. Have completed the requirements at level 4 and 5 2. Demonstrate T and H rescue techniques. 3. Teach level 4 and 5 Scouts the sweep forward and reverse, draw, slap support, J stroke, and other requirements for level 4 and 5. 4. In a canoe take a leading part in: <ul style="list-style-type: none"> - making minor repairs - cleaning - correctly loading and storing. 5. Demonstrate how to pack a canoe for an overnight journey. 6. Organise and participate in an overnight canoeing expedition. 	
15	7	Basic Skills	<p>Prerequisite: Emergencies level (Equivalent level to HLT AID 003 Provide first aid)</p> <p>Common Core:</p> <p>PUA OPE 002B Operate communications systems and equipment</p> <p>SISO NAV 201A Demonstrate navigation skills in a controlled environment</p> <p>SISO OPS 202A Use and maintain a temporary or overnight site</p>	<p>Canoeing:</p> <p>SISO CNE 201A Demonstrate simple canoeing skills</p> <p>SISO CNE 202A Perform deep water rescues</p>

8	Basic Skills and Advanced skills – High Standard	Common Core:	Canoeing: SISO CNE 303A Apply canoeing skills
9	Lead a Group	Common Core: SISO ODR 302A Plan outdoor recreation activities SISO ODR 303A Guide outdoor recreation sessions SISO OPS 201A Minimise environmental impact SISO OPS 304A Plan for minimal environmental impact SISO OPS 306A Interpret weather conditions in the field SISX CAI 306A Facilitate a group SISX EMR 201A Respond to emergency situations SISX OHS 101A Follow occupational health and safety policies SISX RSK 301A Undertake risk analysis of activities	Canoeing: SISO CNE 305A Guide canoeing trips on Flatwater

APPENDIX L EXAMPLE ADVENTURE SKILL "STREAMING CONCEPT"



APPENDIX M EXISTING SKILL DEVELOPMENT IN AUSTRALIAN SCOUTING MATRIX

Skill	Joey Scouts	Cub Scouts	Scouts	Venturer Scouts	Rover Scouts	Adult Leaders
Abseiling	No skills required Chief Commissioners approval Size of the Child (including weight) Sharing (Joey Scout motto)	Law (Do your Best) Basic Skills Obtained/Taught - Simple calls - Hand Positioning - Stance Learning by listening and doing	Promise and Law Basic Skills Obtained/Taught - Stance - Hand Positioning - Simple calls - Prussicking Learning by listening and doing Knots - Figure of "8" - Double - Fisherman's - Tape knots - Prussic Proficiency Badge Requirements (But not limited to)	Skills Obtained/Taught - Stance - Hand Positioning - Simple calls - Prussicking - Change Ropes - Pass knots - Basic rescue type scenario Learning by listening and doing Pursuits Badge Outdoor Badge VET Training	Skills Obtained/Taught - Stance - Hand Positioning - Simple calls - Prussicking - Change Ropes - Pass knots - Basic rescue type scenario Learning by listening and doing Physical Badge VET Training	Skills Obtained/Taught - Stance - Hand Positioning - Simple calls - Prussicking - Change Ropes - Pass knots - Basic rescue type scenario Learning by listening and doing VET Training
Air Activities	No skills required Activities	Basic Skills - Basic weather	Basic Skills	Basic Skills	Basic Skills	Basic Skills

Skill	Joey Scouts	Cub Scouts	Scouts	Venturer Scouts	Rover Scouts	Adult Leaders
	<ul style="list-style-type: none"> - Fly a kite - Paper plane - Boomerang <p>Flying in a small aircraft</p>	<ul style="list-style-type: none"> - Basic flight understanding - Construct flying devices <p>Flying in a small aircraft</p>	<ul style="list-style-type: none"> - Understand weather and impact on flight - Mapping - Clouds - Identification of types of aircraft - Construct flying device <p>Flight in a small aircraft (Plane)</p> <p>Proficiency Badge</p>	<ul style="list-style-type: none"> - Understand weather and impact on flight - Mapping - Clouds - Identification of types of aircraft - Construct flying device - Learn to fly - Flight simulators <p>Taking control of small aircraft under supervision</p> <p>NSW Flight School</p> <p>Hot Air Ballooning (ACT) VET</p>	<ul style="list-style-type: none"> - Understand weather and impact on flight - Mapping - Clouds - Identification of types of aircraft - Construct flying device - Learn to fly - Flight simulators <p>Taking control of small aircraft under supervision</p> <p>NSW Flight School</p> <p>Hot Air Ballooning (ACT) VET</p>	<ul style="list-style-type: none"> - Understand weather and impact on flight - Mapping - Clouds - Identification of types of aircraft - Construct flying device - Learn to fly - Flight simulators <p>Taking control of small aircraft under supervision</p> <p>NSW Flight School</p> <p>Hot Air Ballooning (ACT) VET</p>
Bushwalking	No skill required Basic Skills	Basic Skills - 2 hours (minimum)	Basic Skills - Walking with a daypack	Basic Skills - Walking with a daypack	Basic Skills - Walking with a daypack	Basic Skills - Walking with a daypack

Skill	Joey Scouts	Cub Scouts	Scouts	Venturer Scouts	Rover Scouts	Adult Leaders
	<ul style="list-style-type: none"> - Non-specific walk - 30 minutes - No need to carry items 	<ul style="list-style-type: none"> - In their Six - With leaders - Cub Scout ramble - Hiking with a daypack - Mapping - Compass skills <p>Greywolf hike</p> <ul style="list-style-type: none"> - 2 hours 	<ul style="list-style-type: none"> - Walking with a full hiking pack - Compass and mapping - No adult supervision - Patrol based - Cooking skills - 25% full body weight in pack - Up to 3 days duration <p>Types of Hike</p> <ul style="list-style-type: none"> - Canoeing - Bicycle - Walking <p>Pioneer Level Expedition</p> <ul style="list-style-type: none"> - 1 day hike - Day pack or full pack <p>Explorer Level Expedition</p> <ul style="list-style-type: none"> - 2 days overnight - Full pack <p>Adventurer Level Expedition</p> <ul style="list-style-type: none"> - 3 days - Full pack 	<ul style="list-style-type: none"> - Walking with a full hiking pack - Compass and mapping - No adult supervision - Patrol based - Cooking skills - 25% full body weight in pack - Up to 3 days duration <p>Types of Hike</p> <ul style="list-style-type: none"> - Canoeing - Bicycle - Walking <p>Venturer Skills Hike</p> <p>Expeditions Badge</p> <ul style="list-style-type: none"> - Overnight hike - Full pack <p>Queen Scout Hike</p> <ul style="list-style-type: none"> - 2 nights - Full pack 	<ul style="list-style-type: none"> - Walking with a full hiking pack - Compass and mapping - No adult supervision - Patrol based - Cooking skills - 25% full body weight in pack - No maximum for walking duration <p>Types of Hike</p> <ul style="list-style-type: none"> - Canoeing - Bicycle - Walking <p>Physical Badge</p> <ul style="list-style-type: none"> - Hike <p>Bushwalking VET</p>	<ul style="list-style-type: none"> - Walking with a full hiking pack - Compass and mapping - Patrol based - Cooking skills - 25% full body weight in pack - No maximum for walking duration <p>Types of Hike</p> <ul style="list-style-type: none"> - Canoeing - Bicycle - Walking <p>Bushwalking VET</p>
Canoeing	<p>With Chief Commissioners Approval</p> <p>General size of child (weight, height)</p>	<p>Basic Skills</p> <p>Achievement badge</p>	<p>Basic Skills</p> <ul style="list-style-type: none"> - Swim 50 metres - Wear and fit PFD - Existing and entering the water 	<p>Basic Skills</p> <ul style="list-style-type: none"> - Swim 50 metres - Wear and fit PFD 	<p>Basic Skills</p> <ul style="list-style-type: none"> - Swim 50 metres - Wear and fit PFD 	<p>Basic Skills</p> <ul style="list-style-type: none"> - Swim 50 metres - Wear and fit PFD

Skill	Joey Scouts	Cub Scouts	Scouts	Venturer Scouts	Rover Scouts	Adult Leaders
	Participants only	Level 1 (Achievement badge) <ul style="list-style-type: none"> - Swim 50 metres - Wear and fit a PFD - Basic Safety - Naming components - How to exit and enter the water - Basic paddling strokes Level 2 (AB) <ul style="list-style-type: none"> - Local rules - Parts of the craft and their function - Storage for gear - Effect on weather - Demonstrate how to launch - Capsize and swim to shore 	<ul style="list-style-type: none"> - Basic paddling strokes - Capsize and swim to shore Lead and be in charge of a canoe expedition without adult supervision Water Activities Target badges Overnight canoe journeys Explorer Level hikes Adventurer Level hikes Canoeing VET	<ul style="list-style-type: none"> - Existing and entering the water - Basic paddling strokes - Capsize and swim to shore Lead and be in charge of a canoe expedition without adult supervision Outdoor badge Queen Scout Expedition Expeditions hike Canoeing VET Outdoor Cert I, II, III, IV	<ul style="list-style-type: none"> - Existing and entering the water - Basic paddling strokes - Capsize and swim to shore Lead and be in charge of a canoe expedition without leader supervision BPSA Canoeing VET Outdoor Cert I, II, III, IV	<ul style="list-style-type: none"> - Existing and entering the water - Basic paddling strokes - Capsize and swim to shore Lead and be in charge of a canoe expedition Canoeing VET Outdoor Cert I, II, III, IV
Camping	Mob Holidays <ul style="list-style-type: none"> - Usually in a pack shelter - Occasionally in tents 	Pack Holidays <ul style="list-style-type: none"> - Pack Shelter - Camping in a tent Events in a tent <ul style="list-style-type: none"> - Cuboree 	Troop Holidays <ul style="list-style-type: none"> - All camps in a tent - Campsites would be organised by patrols - Self-management 	Unit Holidays <ul style="list-style-type: none"> - All camps in a tent - Campsites would be organised by patrols 	Crew Holidays <ul style="list-style-type: none"> - All camps in a tent - Campsites would be organised by patrols 	Crew Holidays <ul style="list-style-type: none"> - All camps in a tent - Campsites would be organised by patrols

Skill	Joey Scouts	Cub Scouts	Scouts	Venturer Scouts	Rover Scouts	Adult Leaders
		<ul style="list-style-type: none"> - District or Region events 	Events in a tent <ul style="list-style-type: none"> - Region, State or District Events - Jamboree 	<ul style="list-style-type: none"> - Self-management Events in a tent <ul style="list-style-type: none"> - Region, State or District Events - Australian Jamboree - Australian Venture - World Jamboree 	<ul style="list-style-type: none"> - Self-management Events in a tent <ul style="list-style-type: none"> - Region, State or District Events - Australian Jamboree - Australian Venture - Australian Moot - World Jamboree - World Moot Leader Training	<ul style="list-style-type: none"> - Self-management Events in a tent <ul style="list-style-type: none"> - Region, State or District Events - Australian Jamboree - Australian Venture - Australian Moot - World Jamboree - World Moot Leader Training
Construction	Participate in construction activities <ul style="list-style-type: none"> - Building with lego or craft devices - Team work exercises 	Participate and plan in a six construction activities <ul style="list-style-type: none"> - Building with lego or craft devices - Team work exercises - Erect a tent - Models 	Participate and plan in a patrol construction activities <ul style="list-style-type: none"> - Building with lego or craft devices - Team work exercises - Erect a tent - Models 	Participate and plan in a Unit construction activities <ul style="list-style-type: none"> - Building with lego or craft devices - Team work exercises - Erect a tent - Models 	Participate and plan in a Crew construction activities <ul style="list-style-type: none"> - Building with lego or craft devices - Team work exercises - Erect a tent - Models 	Participate and plan in a patrol construction activities <ul style="list-style-type: none"> - Building with lego or craft devices - Team work exercises - Erect a tent



Skill	Joey Scouts	Cub Scouts	Scouts	Venturer Scouts	Rover Scouts	Adult Leaders
		<ul style="list-style-type: none"> - Flagpoles - Basic construction <p>Basic skills</p> <p>Knots and Lashings</p> <ul style="list-style-type: none"> - Sheet bend - Reef knot - Clove hitch - Bowline - Square lashing (Gold boomerang) 	<ul style="list-style-type: none"> - Flagpoles - Basic construction - Patrol tents - Large construction <p>Basic Skills</p> <p>Knots and Lashings</p> <ul style="list-style-type: none"> - Sheet bend - Reef knot - Clove hitch - Bowline - Square lashing - Round lashing - Figure 8 lashing - Prussic lashing <p>Construction Target badge</p>	<ul style="list-style-type: none"> - Flagpoles - Basic construction - Patrol tents - Large construction <p>Basic Skills</p> <p>Knots and Lashings</p> <ul style="list-style-type: none"> - Sheet bend - Reef knot - Clove hitch - Bowline - Square lashing - Round lashing - Figure 8 lashing - Prussic lashing 	<ul style="list-style-type: none"> - Flagpoles - Basic construction - Patrol tents - Large construction - Planning and design <p>Basic Skills</p> <p>Knots and Lashings</p> <ul style="list-style-type: none"> - Sheet bend - Reef knot - Clove hitch - Bowline - Square lashing - Round lashing - Figure 8 lashing - Prussic lashing <p>Leader training</p> <p>Basic Skills LT1, 2 and 3</p> <p>(Section Specific) Skills 1, 2 and 3</p>	<ul style="list-style-type: none"> - Models - Flagpoles - Basic construction - Patrol tents - Large construction - Planning and design <p>Basic Skills</p> <p>Knots and Lashings</p> <ul style="list-style-type: none"> - Sheet bend - Reef knot - Clove hitch - Bowline - Square lashing - Round lashing - Figure 8 lashing - Prussic lashing <p>Leader training</p> <p>Basic Skills LT1, 2 and 3</p> <p>(Section specific) Skills 1, 2 and 3</p>
Cooking	<p>Safety</p> <ul style="list-style-type: none"> - Safety around fire - Know emergency number - Evacuation process <p>Hygiene</p>	<p>Safety</p> <ul style="list-style-type: none"> - Safety around fire - Know emergency number - Evacuation process - Construct a small fire - Light a gas stove 	<p>Safety</p> <ul style="list-style-type: none"> - Safety around fire - Know emergency number - Evacuation process - Construct a small fire - Large campfires - Light a gas stove 	<p>Safety</p> <ul style="list-style-type: none"> - Safety around fire - Know emergency number - Evacuation process - Construct a small fire - Large campfires - Light a gas stove 	<p>Safety</p> <ul style="list-style-type: none"> - Safety around fire - Know emergency number - Evacuation process - Construct a small fire - Large campfires - Light a gas stove 	<p>Safety</p> <ul style="list-style-type: none"> - Safety around fire - Know emergency number - Evacuation process - Construct a small fire - Large campfires - Light a gas stove



Skill	Joey Scouts	Cub Scouts	Scouts	Venturer Scouts	Rover Scouts	Adult Leaders
	<ul style="list-style-type: none"> - Wash hands - Food storage <p>Cooking Skills</p> <ul style="list-style-type: none"> - Simple food prep - Cook under supervision - Cold food cooking <p>Diet</p> <ul style="list-style-type: none"> - Knowing what foods are good and bad for you 	<p>Hygiene</p> <ul style="list-style-type: none"> - Wash hands - Food storage - Utensils <p>Cooking Skills</p> <ul style="list-style-type: none"> - Simple food prep - Cook under supervision - Cold food cooking - Cooking over a fire - Different methods of cooking <p>Diet</p> <ul style="list-style-type: none"> - Food groups 	<p>Hygiene</p> <ul style="list-style-type: none"> - Wash hands - Food storage - Utensils - Storage of food for long periods of time <p>Cooking Skills</p> <ul style="list-style-type: none"> - Simple food prep - Cook under supervision - Cold food cooking - Cooking over a fire - Different methods of cooking - Independent cooking - Patrol cooking - Plan a menu - Buy foods <p>Diet</p> <ul style="list-style-type: none"> - Food groups - Developed a balanced menu - Special diet awareness and manageability 	<p>Hygiene</p> <ul style="list-style-type: none"> - Wash hands - Food storage - Utensils - Storage of food for long periods of time <p>Cooking Skills</p> <ul style="list-style-type: none"> - Simple food prep - Cook under supervision - Cold food cooking - Cooking over a fire - Different methods of cooking - Independent cooking - Patrol cooking - Plan a menu - Buy foods <p>Diet</p> <ul style="list-style-type: none"> - Food groups - Developed a balanced menu - Special diet awareness and manageability 	<p>Hygiene</p> <ul style="list-style-type: none"> - Wash hands - Food storage - Utensils - Storage of food for long periods of time <p>Cooking Skills</p> <ul style="list-style-type: none"> - Simple food prep - Cook under supervision - Cold food cooking - Cooking over a fire - Different methods of cooking - Independent cooking - Patrol cooking - Plan a menu - Buy foods <p>Diet</p> <ul style="list-style-type: none"> - Food groups - Developed a balanced menu - Special diet awareness and manageability 	<p>Hygiene</p> <ul style="list-style-type: none"> - Wash hands - Food storage - Utensils - Storage of food for long periods of time <p>Cooking Skills</p> <ul style="list-style-type: none"> - Simple food prep - Cook under supervision - Cold food cooking - Cooking over a fire - Different methods of cooking - Independent cooking - Patrol cooking - Plan a menu - Buy foods <p>Diet</p> <ul style="list-style-type: none"> - Food groups - Developed a balanced menu - Special diet awareness and manageability
First Aid	<p>Evacuation details</p> <p>ooo</p> <p>Identifying types of emergencies</p> <ul style="list-style-type: none"> - Personal first aid kit 	<p>Evacuation details</p> <p>ooo</p> <p>Identifying types of emergencies</p> <ul style="list-style-type: none"> - Personal first aid kit 	<p>Evacuation details</p> <p>ooo</p> <p>Identifying types of emergencies</p> <ul style="list-style-type: none"> - Personal first aid kit - Mock emergencies 	<p>Evacuation details</p> <p>ooo</p> <p>Identifying types of emergencies</p> <ul style="list-style-type: none"> - Personal first aid kit 	<p>Evacuation details</p> <p>ooo</p> <p>Identifying types of emergencies</p> <ul style="list-style-type: none"> - Personal first aid kit 	<p>Evacuation details</p> <p>ooo</p> <p>Identifying types of emergencies</p> <ul style="list-style-type: none"> - Personal first aid kit

Skill	Joey Scouts	Cub Scouts	Scouts	Venturer Scouts	Rover Scouts	Adult Leaders
		<ul style="list-style-type: none"> - Mock emergencies Target badges	<ul style="list-style-type: none"> - Sprains, breaks - Bites - burns Emergencies target badges Red, Blue and Green	<ul style="list-style-type: none"> - Mock emergencies - Sprains, breaks - Bites - Burns First Aid certificate Apply First aid Rural first aid	<ul style="list-style-type: none"> - Mock emergencies - Sprains, breaks - Bits - Burns First Aid certificate Apply First aid Rural first aid	<ul style="list-style-type: none"> - Mock emergencies - Sprains - Breaks - Bites - Burns First Aid certificate Apply First aid Rural first aid
International	Learning about other cultures <ul style="list-style-type: none"> - Food night - Guest speakers Liaise with someone in another NSO or country <ul style="list-style-type: none"> - Pen pals Participate in JOTA/JOTI	Learning about other cultures <ul style="list-style-type: none"> - As a Pack - Food night - Guest speakers Liaise with someone in another NSO or country <ul style="list-style-type: none"> - Pen pals Participate in JOTA/JOTI	Learning about other cultures <ul style="list-style-type: none"> - As a Troop - Food night - Guest speakers - Other religions - Scouting in other countries - Projects Liaise with someone in another NSO or country <ul style="list-style-type: none"> - Pen pals 	Learning about other cultures <ul style="list-style-type: none"> - As a Troop - Food night - Guest speakers - Other religions - Scouting in other countries - Projects Liaise with someone in another NSO or country <ul style="list-style-type: none"> - Pen pals 	Learning about other cultures <ul style="list-style-type: none"> - As a Troop - Food night - Guest speakers - Other religions - Scouting in other countries - Projects Liaise with someone in another NSO or country <ul style="list-style-type: none"> - Pen pals 	Learning about other cultures <ul style="list-style-type: none"> - As a Troop - Food night - Guest speakers - Other religions - Scouting in other countries - Projects Liaise with someone in another NSO or country <ul style="list-style-type: none"> - Pen pals

Skill	Joey Scouts	Cub Scouts	Scouts	Venturer Scouts	Rover Scouts	Adult Leaders
		International Explorer Award	Participate in JOTA/JOTI Australian Jamboree International Explorer Award	Participate in JOTA/JOTI Australian Jamboree Australian Venture Participate in Scouts International Exchange Program (SISEP) World Jamboree International Explorer Award	Participate in JOTA/JOTI Australian Jamboree Australian Venture Australian Moot World Jamboree World Moot International Explorer Award	Participate in JOTA/JOTI Australian Jamboree Australian Venture Australian Moot World Jamboree World Moot International Explorer Award
Leadership	Help Other People (HOP) Teamwork skills	Leadership roles - Sixer - Secondar Pack Councils (Leader led) Leadership Courses 10 Year Old camp	Leadership Roles - Patrol Leader (PL) - Assistant Patrol Leader (APL) Troop council (Youth led with support from leaders) Leadership Course - 2 Days duration Patrol Camps Hikes Patrol Activities	Leadership Roles - Unit Chairperson - Secretary - Treasurer Unit Councils (Youth led) Leadership Course - 2 days duration Unit Management Course - One day Mawson Scholarship - Weekend camp and prep work	Leadership Roles - Crew Leader - Secretary - Treasurer - Squire Master Leader Training - Rover Wood badge - LT1, 2 and 3 - Skills 1, 2 and 3 - Sectional Wood badge Branch Rover Council (BRC)	Leadership Roles - Section Leader - Leader of Adults Leader Training. - LT1, 2 and 3 - Skills 1, 2 and 3 - Sectional Wood badge

Skill	Joey Scouts	Cub Scouts	Scouts	Venturer Scouts	Rover Scouts	Adult Leaders
			Leadership worked into the Award Scheme. Branch Youth Council (BYC) National Youth Council (NYC)	Branch Venturer Scout Council (BVSC) Regional Venturer Scout Council (RVSC) District Venturer Scout Council (DVSC) Branch Youth Council (BYC) National Youth Council (NYC)	Regional Rover Council (RRC) Branch Youth Council (BYC) National Youth Council (NYC) National Rover Council (NRC)	
Performing Arts	Adventure Challenge Participate and have a go Badge - Go to a theatre - Circus Campfire performance Simplified sensory task - Singing - Dancing - Art etc	Watch Scouts shows/revue Arts and design badge Entertainer badge Literature badge Performing in shoes/revue Skills - Photography - Painting	Watch Scouts shows/revue Skills - Photography - Painting - Performing - Singing - Handcraft - Skits Proficiency badge Performing in shoes/revue	Watch Scouts shows/revue Skills - Photography - Painting - Performing - Singing - Handcraft - Skits Performing in shoes/revue	Watch Scouts shows/revue Skills - Photography - Painting - Performing - Singing - Handcraft - Skits Roles in production, design, script, direction and writing. Performing in shoes/revue	Watch Scouts shows/revue Skills - Photography - Painting - Performing - Singing - Handcraft - Skits Roles in production, design, script, direction and writing. Performing in shoes/revue



Skill	Joey Scouts	Cub Scouts	Scouts	Venturer Scouts	Rover Scouts	Adult Leaders
		<ul style="list-style-type: none"> - Performing - Singing - Handcraft Boomerang Challenger <ul style="list-style-type: none"> - Self Expression 				