

Scouts Australia

Youth Program Review



01 September 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 eight teams 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.

This document summarises the work of these eight teams. The full, individual reports from the teams are available [here](#).

“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 each individual young person.

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 the ongoing work of the YPR. No decision has been made to implement the majority of these proposals. Where a proposal has been progressed further, this is made clear at the relevant points.

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

Yours in Scouting,

YPR team

STAGE 3 SUMMARY PAPER

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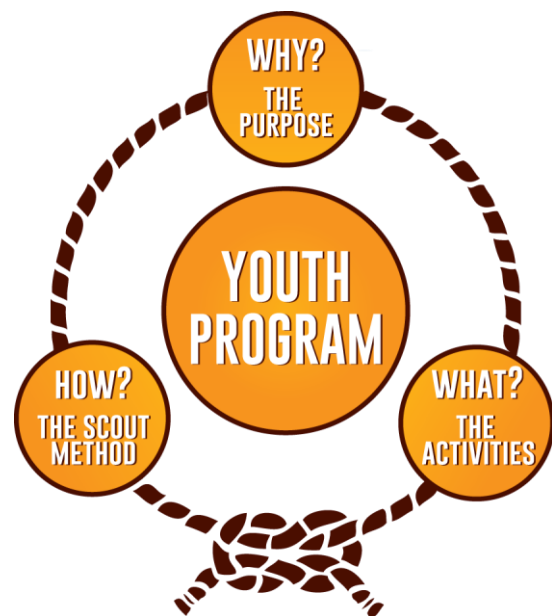
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1 EXECUTIVE SUMMARY

Scouting is a global Movement fostering youth development and leadership through non-formal education techniques. With increasing time-pressures on families and a wider scope of extra-curricular activities available, the Movement in Australia is experiencing competition that has resulted in challenges with recruitment and retention. Scouts Australia is currently working hard just to maintain membership levels, however one member leaves the Movement for every member recruited. For Scouting to remain a movement, then the organisation should be continually examining current practices to ensure we are able to adapt to meet the needs of not just today's Scouts, but also tomorrow's. The Youth Program Review (YPR) will redefine the Scouting Program as a whole, potentially resulting in a new Promise, Law, Award Scheme, Symbolic Framework, and Adventurous Program. It will also be likely to include a refreshed Method, Areas of Personal Growth, Youth Leadership programs and age ranges, all collectively aligned with the developmental stages of young Australians. A review of this size has the potential to completely renew the Youth Program.

The essential part of the Scouting experience occurs through the Youth Program. The Youth Program is defined by WOSM as the totality of what young people do in Scouting (the activities), how it is done (the Scout Method) and why it is done (the purpose)¹. The Youth Program occurs through a partnership between youth members and adult leaders, who take into account each young person's interests, needs and abilities. The Youth Program in Scouting offers a progressive process of self-education and personal development for children and young people. Activities are seen as the means rather than a goal, which create opportunities for each young person to develop skills and attitudes and to acquire knowledge. Young people are the main players in this non-formal educational process who require adequate adult support, usually provided by adult volunteers.



The foundation blocks for the Youth Program are referred to as the “Fundamentals” of Scouting. Specified as the purpose, principles, method, mission, Promise and Law, the Fundamentals play an important role in Scouting. Noted as invariable elements² in the *Renewed Approach to Programme (RAP)* (a “toolkit” provided by WOSM for National Scout Organisations (NSOs) to revise their Program), consideration needs to be given to the relevance of these aspects of Scouting in contemporary Australia before any significant changes can be made to the program. There has been recent anecdotal feedback about the lack of relevance some key fundamentals have in current society, particularly concerning the Promise, religion, spirituality and Duty to God.

This paper draws together the findings and recommendations of all volunteer research teams from Stage 3 of the YPR, grouped according to the next actions likely to be required. These may be modifications to Policy and Rules, or recommendations for future stages of the Review. Possible learning objectives have been provided to accompany many of the final team reports. The information contained in these matrices will be combined for further reference in later stages of the Youth Program Review. Revised definitions have been provided for the

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

² World Organisation of the Scout Movement, *Renewed Approach to Programme (RAP Toolbox)*, PDF, World Scout Bureau Inc, Geneva, 2014, viewed on 1 February 2015, http://scout.org/sites/default/files/library_files/RAP_Toolbox_EN.pdf_p.2

Areas of Personal Growth and elements of the Scout Method. It has been identified that further investigations into the symbolic framework will be required as the review continues to progress. Aspects of the age ranges and the award scheme require further investigation and exploration, and this report endeavours to provide summaries of the journey to date in these aspects of the review. Leadership and Adventurous Programming have been researched throughout Stage 3, with recommendations compiled for use in future development of programs and an award scheme, where necessary. The most substantial changes concern spirituality, spiritual development and the Australian Scout Promise and Law. The modifications to these elements of the Fundamentals of Scouting require extensive member consultation and approval from all levels within Scouts Australia, in addition to the World Scout Bureau. Findings from the review that are not directly related to the Youth Program have been included for further consideration by the appropriate stakeholders at a later date.

In preparing the youth of today for the world of tomorrow, Scouts Australia offers a complementary program to formal education through kinaesthetic “learning by doing” techniques which foster the development of life skills, thereby strengthening an individual’s resilience, self-respect and self-esteem by challenging them to explore beyond their comfort zones.

Scouts Australia has the potential to be well-positioned to influence future generations, but needs to be prepared to be more inclusive in thought, word and deed. Many of the organisational statements need only minor adjustments to update them to fit contemporary language and society, although more substantial changes are required around God, religion, spirituality and the Promise.

2 GLOSSARY

- Adults (in Scouting) – All those whose main responsibility is to ensure that Scouting remains a learning environment, be it by playing educational roles or support ones.³
- Areas of Personal Growth (AoPG) – the underlying educational framework to which all activities in Scouting can be referenced.
- Australian Venture 2015 (AV2015) – a national gathering of Venturer Scouts held in South Australia 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. For the sake of clarity and consistency, this report will refer to all as Branch.
- Branch Youth Council (BYC) – A council of youth members from across the Branch (or State – SYC), providing a youth voice to key decision makers at a Branch level.
- District – a 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 at the program-delivery level within one of the five youth sections, currently Joeys, Cubs, Scouts, Venturers and Rovers.
- Movement – The worldwide Scouting Movement
- National Scouting Organisation (NSO) – an organisation that administers Scouting across a country
- 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. Youth members of the council are aged between 13 and 25.
- Policy and Rules (P&R) – The primary publication containing national policies and rules for Scouts Australia, as approved by the governing bodies.
- RAP – Renewed Approach to Programme – a World Organization of the Scout Movement-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.
- Scope and Sequence – a document outlining the scope (the breadth and depth of content to be covered in a curriculum at any one time) and sequence (the order in which content is presented to learners over time) of learning outcomes.
- Scout section – The youth section catering for 11-14 year-olds within Scouts Australia
- Scouting – The shorthand term for the Scout Movement, or the activities provided by Scouts Australia.

³ World Organisation of the Scout Movement, *Position Paper – Unlocking Our Potential*, World Scout Bureau, Geneva, June 2014, PDF, viewed on 1 February 2015, http://scout.org/sites/default/files/news_files/C2414_Y4CPaper_Alle.pdf, p1

- Scouts, the Association; Scouts Australia – The organisation of the Scouts Association of Australia and its Branches.
- Section – An age-range grouping of youth members in Scouting. 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) – refer to Branch Youth Council
- WAGGGS – World Association of Girl Guides and Girl Scouts
- WOSM – World Organisation of the Scout Movement
- Youth Members – members of the Movement aged between 5 and 25 (inclusive) who participate in the Scouting Program.
- “Young people” (in Scouting) - all those who benefit from the learning opportunities that Scouting provides (being children, adolescents or young adults).⁴ Also often known in Scouting as ‘Youth Members’.
- Zone – a term used in Victoria to refer to a meeting of a small number of Districts that is not an entire Region. This term is predominantly used in the Venturer section, as some Districts do not have the required critical mass of people for administration structures (such as a Venturer Council).

⁴ World Organisation of the Scout Movement, *Position Paper – Unlocking Our Potential*, World Scout Bureau, Geneva, June 2014, PDF, viewed on 1 February 2015, http://scout.org/sites/default/files/news_files/C2414_Y4CPaper_Alle.pdf, p1

3 RECOMMENDATIONS

Recommendations from Stage 3 Teams have been grouped according to future action. These recommendations have been discussed at the March 2015 meeting of National Operations Committee (NOC). For each Stage 3 recommendation, the general proposal has been made (in bold text), followed by the existing Scouts Australia published statement, then the Stage 3 recommended statement. Where discussions regarding the proposed statements occurred at NOC, the recommendations, along with the actions and decisions made at NOC, feature in shaded text boxes. Many of the Stage 3 recommendations have been approved for further exploration and use during upcoming stages of the Youth Program Review. As a result, these recommendations have not been placed in text boxes.

ORGANISATIONAL STATEMENTS AND POLICY AND RULES MODIFICATIONS

Scouts Australia accepts and adopts the World Organisation of the Scout Movement's Purpose as the Scouts Australia Aim.

Existing statement:

The Aim of The Scout Association of Australia is to encourage the physical, intellectual, emotional, social and spiritual development of young people so that they may take a constructive place in society as responsible citizens, and as members of their local, nation and international communities.

Proposal (Stage 3):

The purpose of the Scout Movement is to contribute to the education of young people in achieving their full physical, intellectual, emotional, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities.

Recommendation approved at 2015 National AGM:

Scouts Australia accepts and adopts the World Organisation of the Scout Movement's Purpose as the Scouts Australia Purpose.

The purpose of the Scout Movement is to contribute to the education of young people in achieving their full physical, intellectual, emotional, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities.

Scouts Australia adopts the World Organisation of the Scout Movement's Mission as the Scouts Australia Mission.

Existing statement:

The Mission for Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.

This is achieved by:

1. *Involving them throughout their formative years in a non-formal educational process.*

2. *Using a specific method that make each individual the principal agent in his or her development as a self-reliant, supportive, responsible and committed person.*
3. *Assisting them to establish a value system based upon spiritual, social and personal principles as expressed in the Promise and Law.*

Recommendation approved at 2015 National AGM:

The Mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.

The Vision of Scouts Australia, currently printed on page 12 of Policy and Rules, should be revised.

Existing statement:

For Scouting to be seen as the pre-eminent youth organisation in Australia

Proposal requires further workshopping and will be discussed at Strategic Planning meeting:

Scouts Australia strives to create a better world by empowering youth to lead the world of tomorrow, equipped with the skills, knowledge and capabilities for the future in which they will live.

Section P2.4 Duty to God in the 2014 edition of Scouts Australia's Policy and Rules should be rewritten.

Existing Policy:

P2.4 DUTY TO GOD

1. The policy of the Scout Movement, which includes members of many different forms of religion, is that all members should develop their relationship with the spiritual values of life by adhering to spiritual principles, through loyalty to the religion that expresses them by acceptance of the duties resulting therefrom.
2. The educational approach of the Movement includes helping young people to search for the spiritual values of life.
3. The privilege of adult leadership carries with it the obligation of encouraging the spiritual growth of youth members so that they may gain a deeper understanding of their Duty to God as they progress through the Movement.
4. The growing spiritual relationship can be encouraged by the regular use of carefully selected prayers for everyday Scouting occasions.
5. Members should be encouraged to attend services of their own religion.
6. A gathering of members of the Movement, known as a Scouts' Own, may be held for worship and to promote fuller realisation of the Scout Promise and Law, but is supplementary to, and not in substitution for, the religious observances outlined in (1) and (5) above.

Proposal:*P2.4 DUTY TO GOD*

1. *The policy of the Scout Movement, which includes members with many different spiritual beliefs, is that all members should develop their relationship with the spiritual values of life by adhering to their spiritual principles, whilst respecting the spiritual choices of others.*
2. *The educational approach of the Movement includes helping young people to develop their spiritual beliefs and search for the spiritual values of life.*
3. *The privilege of adult leadership carries with it the obligation of encouraging the spiritual growth of youth members so that they may gain a deeper understanding of their spiritual beliefs as they progress through the Movement.*
4. *The growing spiritual relationship can be encouraged through the Youth Program and by the regular use of carefully selected reflections or prayers for everyday Scouting occasions.*
5. *Members who identify with a religion should be encouraged to attend services of their religion.*
6. *A gathering of members of the Movement, known as a Scouts' Own, may be held for the purposes of exploring spiritual beliefs and to promote fuller realisation of the Scout Promise and Law.*

NOC edited Recommendation, to be shared with membership for feedback and to be taken to NEC and National Council:

P2.4 DUTY TO GOD

1. *The policy of the Scout Movement, which includes members with many different spiritual beliefs, is that all members should develop their relationship with the spiritual values of life by adhering to their spiritual principles, whilst respecting the spiritual choices of others.*
2. *The educational approach of the Movement includes helping young people to develop their spiritual beliefs and search for the spiritual values of life.*
3. *The privilege of adult leadership carries with it the obligation of encouraging the spiritual growth of youth members so that they may gain a deeper understanding of their spiritual beliefs as they progress through the Movement.*
4. *The growing spiritual relationship can be encouraged through the Youth Program and by the regular use of carefully selected reflections or prayers for everyday Scouting occasions.*
5. *Members who identify with a religion should be encouraged to attend services of their religion.*
6. *A gathering of members of the Movement, known as a Scouts' Own, may be held for the purposes of exploring spiritual beliefs and to promote fuller realisation of the Scout Promise and Law.*

NOC Recommend the Youth Program Review Co-ordinating Team (YPRCT) review the title of this statement

Section P2.5 Duty to Others in the 2014 Scouts Australia's Policy and Rules should be rewritten.

Existing statement:

All members of the Movement have a responsibility to the community, and to their families, by:

1. *Contributing to, and accepting responsibility as members of the family unit.*
2. *Being loyal to Australia in harmony with the promotion of local, national and international friendship, understanding and co-operation.*
3. *Actively participating in the development of the community with recognition and respect for the dignity of other people, and for the preservation of the environment.*

NOC Approved Recommendation, to be shared with membership for feedback and to be taken to NEC and National Council:

Members are active global citizens, displaying loyalty, friendship, understanding and co-operation at local, national and international levels. This is achieved through responsibilities to families and communities, active participation in service to others, recognising and respecting the rights of others, and preservation of the environment.

Section P2.6 Duty to Self in the 2014 Scouts Australia's Policy and Rules should be rewritten.

Existing statement:

All members have a responsibility to ensure that they develop to their full potential as individuals, and that they strengthen their self-respect and self-esteem.

Proposal (Stage 3):

Members have a responsibility to build strong self-respect and confidence, and ensure that they develop to their full potential through life-long learning.

Recommendation was edited by YPRCT under the direction of NOC, to be shared with membership for feedback and to be taken to NEC and National Council:

Members have a responsibility to explore and develop confidence and self-respect, and seek to develop to their full potential through life-long learning.

Section P2.7 Method in the 2014 Scouts Australia Policy and Rules should be rewritten.

Existing Policy:

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

1. Voluntary membership of a uniformed group which, guided by adults, is increasingly self-governing in its successive age groups
2. Commitment to a code of living as expressed in the Promise and Law, the meaning of which is expanded as the member grows towards maturity
3. The provision of a wide range of attractive, constructive and challenging activities, including opportunities for adventure and exploration both indoors and outdoors
4. The provision of opportunities for leadership and responsibility
5. Learning by doing

6. Encouragement of activity in small groups
7. An award scheme, which encourages participation in its full, range of activities and provides recognition of individual achievements.

Proposal:

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

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

NOC approved recommendation to be carried forward into Stage 4 of the Youth Program Review

It is recommended that the Association Values statement, P2.9.2 (6) in 2014 Scouts Australia's Policy and Rules be re-phrased in a positive, youth-friendly manner.

Existing statement:

The importance of individuals and the community adopting a lifestyle that allows ecologically sustainable development through preventing environmental overload, environmental degradation and resource depletion.

Proposal:

The importance of individuals and the community adopting a lifestyle that displays care for the environment.

NOC approved recommendation to be carried forward into Stage 4 of the Youth Program Review

Section P2.9.7 Spiritual Awareness in the 2014 edition of Scout's Australia's Policy and Rules should be removed. The section currently reads:

P2.9.7 SPIRITUAL AWARENESS
Scouts Australia's religious policy is specified in Policy P2.4.

And that it be replaced with:

NOC Approved Recommendation, to be shared with membership for feedback and to be taken to NEC and National Council:

P2.9.7 SPIRITUALITY

Spirituality refers to the feelings or beliefs of a person regarding their purpose in life, connection to others and place in the world around them. These spiritual feelings or beliefs may change as a person develops and guide their actions throughout their life.

Section P3 Membership in the 2014 edition of Scout’s Australia’s Policy and Rules should include the following addition, prior to P3.1 Members:

Membership of Scouts Australia is open to all people regardless of their religious or spiritual affiliation, or their spiritual beliefs.

NOC edited Recommendation, to be shared with membership for feedback and to be taken to NEC and National Council:

Membership of Scouts Australia is open to all people who live by the values of The Scout Association of Australia.

INTERNAL RECOMMENDATIONS FOR ACTION REQUIRED BY OTHER STAGE 3 TEAMS

The phrase “to be true to my spiritual beliefs” should be used to represent the fundamental principle of ‘Duty to God’ in the Australian Scout Promise.

FURTHER CONSULTATION REQUIRED⁵

Existing Promise:

On my honour
 I promise that I will do my best
 To do my duty to my God
 To (the Queen of) Australia
 To help other people, and
 To live by the Scout Law

⁵ YPR Team 3-1 Recommendations

NOC Approved Recommendation, to be shared with membership for feedback and to be taken to NEC and National Council:

Scouts Australia adopt the concept of One Promise, to be used by all members. Furthermore, it is recommended the following two options be put to the members for consultation and feedback:

*On my honour
I promise to do my best,
Be true to my spiritual beliefs,
Contribute to my community,
And live by the Scout Law*

*On my honour
I promise that I will do my best,
To be true to my spiritual beliefs
To contribute to my community,
my country and our world,
To help other people, and
To live by the Scout Law*

Existing Law:

- A Scout is trustworthy
- A Scout is loyal
- A Scout is helpful
- A Scout is friendly
- A Scout is cheerful
- A Scout is considerate
- A Scout is thrifty
- A Scout is courageous
- A Scout is respectful
- A Scout cares for the environment

NOC Approved Recommendation, to be shared with membership for feedback and to be taken to NEC and National Council:

Scouts Australia adopt the concept of One Law, to be used by all members. Furthermore, it is recommended the following two options be put to the members for consultation and feedback:

*Scouts are friendly
Scouts exercise honesty, fairness and loyalty
Scouts are resourceful, responsible and trustworthy
Scouts treat others and the environment with care and respect*

*A scout is honest
A scout is trustworthy
A scout is responsible
A scout is considerate
A scout is loyal
A scout is caring
A scout is friendly
A scout is resourceful
A scout is fair
A scout is respectful to themselves, the community and the environment*

STAGE FOUR DEVELOPMENT

AWARD SCHEME⁶

Scouts Australia should determine what **the aims of the award scheme** are and what role it plays in the greater Scouting program. Once this has been determined, we can begin to more closely analyse our current award scheme, and explore further the merits of adapting existing models such as that of Ireland or Canada.

Development of **any future award scheme needs to utilise outdoor activities**, such as the Adventure Skills program proposed by YPR Team 3-6, and **minimise written work** in order to maximise youth engagement. The inclusion of Leadership into the Award Scheme at all sections, as proposed by YPR Team 3-5, should also be considered in future investigations.

Further development of the award scheme is required in order to address the needs of youth members. It is necessary to involve young people in the development of the award scheme and ensure **appropriate review processes** are put into place to continually update the scheme.

There is a clear need to investigate further the inconsistencies and perceived injustices involved in the delivery of the award scheme and address these issues.

SYMBOLIC FRAMEWORK⁷

Future stages of the review investigate a symbolic framework that:

- Provides a balance between relevance to young people in our society and the traditions of Scouting;
- Provides theming for each section. This theming may include theme-related role names and ceremonies;
- Provides theming for the award scheme (images and names of badges);
- Provides common symbols, goals and ideas that flow through all sections;
- Is provided in a consistent format through all the sections;
 - This may take into consideration the work done in this respect by Canada and Ireland, including the use of maps

AREAS OF PERSONAL GROWTH⁸

Scouts Australia retains the six Areas of Personal Growth that are currently in place. They should continue to be referred to as the Areas of Personal Growth, with the acronym SPICES to be used as an additional memory aid.

The Areas of Personal Growth be redefined for Australian Scouting. Each Area of Personal Growth should have a definition for each section, in the first person, and an overarching definition.

The proposed definitions have been included in the table below, with more detail in YPR Team 3-3 Report.

⁶ YPR Team 3-8 Discussion Paper

⁷ YPR Team 3-4 Recommendations

⁸ YPR Team 3-3 Recommendations, except where otherwise specified

<i>Areas of Personal Growth Definitions</i>		
Area Of Personal Growth	Existing	Proposed
<u>Social</u>	<i>Acquiring the concept of interdependence with others and developing one's ability to cooperate and lead</i>	Social development refers to the key notion of belonging to a group and relationships with others. This may be from small groups of peers to larger communities, as well as understanding differences between people.
<u>Physical</u>	<i>Becoming responsible for the growth and functioning of one's own body</i>	Physical development refers to a person's relationship with their body. It includes active care for health, as well as the pursuit of physical skill and fitness.
<u>Intellectual</u>	<i>Developing one's ability to think, innovate and use information in an original way to adapt to new situations.</i>	Intellectual development refers to cognitive function. It encompasses the acquisition of knowledge and skills and the application of learning in different circumstances
<u>Character</u>	<i>Recognising one's responsibility towards oneself and one's right to develop, learn and grow in search of happiness whilst respecting others. Learning to assert oneself, make one's own decisions, set aims and identify the necessary steps to achieve them.</i>	Character development refers to the pursuit of personal best. It is the product of all Areas of Personal Growth, incorporating positive attitude, respect and making an effort beyond what benefits the self.
<u>Emotional</u>	<i>Recognising one's own feelings and learning to express them in order to attain and maintain an inner state of freedom, balance and emotional maturity</i>	Emotional development refers to the need for understanding of emotions. It includes awareness of how a person is feeling, expressing emotions in a positive manner, and respecting the emotional needs of others.
<u>Spiritual⁹</u>	<i>Acquiring a deeper knowledge and understanding of the spiritual heritage of one's own community, discovering the Spiritual Reality which gives mean to life and drawing conclusions for one's daily life, whilst respecting the spiritual choices of others.</i>	Spiritual development refers to the development of a person's feelings or beliefs regarding their purpose in life, connection to others and place in the world around them. These spiritual feelings or beliefs guide their actions throughout their life and may change as a person develops.

The Areas of Personal Growth be held in more prominence for both adult and youth members so that it is clear where, when and how the areas are being developed for youth members.

⁹ YPR Team 3-2 Recommendation

- It is proposed that a colour and icon are allocated for each Area of Personal Growth to support this, for use in all publications. The colours are to be distinct, and each icon should effectively communicate the Area of Personal Growth, whilst being stylistically consistent across all publications.

The Areas of Personal Growth be presented for each section as part of a sectional handbook to be accessed by all members of that section.¹⁰

COMPONENTS WITHIN THE AREAS OF PERSONAL GROWTH¹¹

As previously stated, the following definition of spirituality should be formally adopted by Scouts Australia:

Spirituality refers to the feelings or beliefs of a person regarding their purpose in life, connection to others and place in the world around them. These spiritual feelings or beliefs may change as a person develops and guide their actions throughout their life.

The *Internal Compass* spiritual development program tool (in a final version based on the current concept art) should be formally adopted by Scouts Australia for use in the program to assist Leaders in programming for spiritual development.

The spiritual development goals by age range should be formally adopted by Scouts Australia to assist Leaders in programming for spiritual development.

The spiritual development learning objectives and example activities should be formally adopted by Scouts Australia to assist Leaders in programming for spiritual development. These learning objectives and example activities should also be used by later stages of the YPR to develop a program and award scheme activities.

The symbol used to represent spiritual development as one of the six areas of personal growth should be a candle that is alight with a flame.

A spiritual reflection for each Section be written, to be used as the standard reflection in place of the current Sectional prayer. Assistance from professional writers should be sought when writing these reflections, as well as the opinions of members, to ensure the resulting work is well received by and useful for the membership base.

The ceremonies in the Ceremonies booklet are re-written to make the use of prayers clearly optional. The use of reflections should be included and encouraged.

Later stages of the YPR should improve Leaders' access to high quality spiritual development resources by:

- Updating existing resources that aid in the delivery of spiritual development in the Scouting program.
- Creating new resources that aid in the delivery of spiritual development in the Scouting program.
- Improving access to and publicising resources that aid in the delivery of spiritual development in the Scouting program.

¹⁰ YPR Team 3-3 Recommendation

¹¹ YPR Team 3-2 Recommendations

YOUTH LEADERSHIP¹²

The Developmental Leadership Model is considered in order to bring Leadership skills to the forefront of the Australian Scouting program in conjunction with adventurous activities.

A small-team system for the youngest section is trialled more widely for possible inclusion into the developmental model of leadership for young people in Scouts Australia.

A stronger focus on developing leadership *attitudes* is incorporated into the program, to help develop leadership that is both visionary and egalitarian.

In addition to formal Scouting leadership roles (eg Sixer/Patrol Leader), there should be greater recognition of young people who are leaders for a specific activity, event or camp. This may be symbolised through a formal symbol of shared leadership such as a neckie/scarf/woggle.

The content of Leadership Courses is regularly reviewed via a transparent process for currency and relevancy, and that the latest versions are easily available as a resource to leaders.

Existing Youth members from each section are given the opportunity to regularly review and redevelop Leadership Courses for their own section.

ADVENTURE¹³

The proposed framework for a Scout program that is adventurous is adopted as the national youth program framework.

The model of Plan-Do-Review is applied through the Adventure Experience Paradigm to all Scouting activities.

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.¹⁴

The nine adventure skill badges contribute towards recognition of achievement through the sectional peak award and/or industry qualifications.^{15 16}

NOC Approved Recommendations for further evolution during Stage 4 of the YPR.

¹² YPR Team 3-5 Recommendations

¹³ YPR Team 3-6 Recommendations

¹⁴ [Appendix G](#)

¹⁵ [Appendix H](#)

¹⁶ [Appendix I](#)

COMMUNICATION

In order to provide consistent messaging and minimise confusion between Branches, it is recommended that all Branches of Scouts Australia formally adopt all nationally approved statements in full, and all publications (printed media and online sources) be updated to contain the latest version of all statements¹⁷.

It is recommended that the Scouts Australia Goals be used purely for strategic planning purposes, and therefore removed from the public domain. The presence of the Goals in a public forum currently leads to confusion, and members have expressed they feel overwhelmed by the quantity of similar organisational statements¹⁸.

Any changes made to the fundamental aspects of Scouting¹⁹, such as the Promise and Law, should be:

- Communicated to the membership as early as possible, before being communicated to the general public.
- Accompanied by an explanation of the 'rationale for change'.
- Accompanied by an explanation of why the chosen wording was selected.
- Accompanied by contact details of a senior leader in each Branch with specific duties to support all members, parents, carers, and supporters through the change process.
- Accompanied by a reminder of the Branch process to be used if members are contacted by the media.

A document explaining the fundamental principles of Scouting²⁰ be developed with the intention of this being given to all parents at the time of youth member enrolment. It is anticipated that such a document would contain the Promise, Law and Mission statement of Scouts Australia as well as a short explanation of the meaning and implications of all of these statements.

A succinct, clear and consistent statement regarding Duty to God and Spirituality²¹ be developed for display on all National and Branch-specific Scouting websites. It is anticipated that such a statement would include the definition of spirituality as proposed by the YPR 3-2 team, as well as the *Internal Compass* spiritual development programming tool developed by the YPR 3-2 team.

NOC Approved Recommendations for further evolution during Stage 4 of the YPR.

TRAINING RECOMMENDATIONS

Detailed information on the Areas of Personal Growth is taught at the Basic level of Leader training²².

The following changes to Leader training and support, in order to improve the implementation of the Scout Method²³:

¹⁷ YPR Team 3-1 Recommendation

¹⁸ YPR Team 3-1 Recommendation

¹⁹ YPR Team 3-2 Recommendation

²⁰ YPR Team 3-2 Recommendation

²¹ YPR Team 3-2 Recommendation

²² YPR Team 3-3 Recommendation

²³ YPR Team 3-4 Recommendation

- A local-level structure be implemented nationally that ensures better support for Leaders of Youth in the implementation of the Scout Method;
- Information contained in this report and that of YPR Team 3-4 be passed on to Scouts Australia Adult Training & Development to review how adult members are able to best be updated about new approaches and definitions relating to the Scout Method;
- Based on the information contained in the Team 3-4 report, posters and other visual representations be developed for the Scout Method as a whole, as well as each section of the Method. Additionally it may be appropriate for posters to be developed on how the Method can be implemented at different age ranges. These should be appropriate to be displayed in Scout Halls, but also to be used in training and leader resources;
- Modern books and/or online programming resources need to be developed to help with planning and implementing the Method, and easing time pressure on leaders;
 - Furthermore online resources need to be updated and consolidated across Regions, Branches, and National in order to increase accessibility to leaders and older youth members, and improve consistency and clarity;
 - High quality, online tools need to be developed to help leaders share ideas, network, and arrange events;
 - Leader Training needs to include how to access and locate these consolidated resources.

Adult Leaders are provided with enhanced training and resources to be able to facilitate the development of leadership skills in young people.²⁴

Scouts Australia provides a mechanism for recognising existing Scouting skills in young people who are embarking on the formal adult training (Leader of Adult/Leader of Youth).²⁵

Every Commissioner role within Scouts Australia has an equivalent Youth Commissioner aged 17-26. The Key3 approach in Scouts Canada should be further investigated to ensure successful implementation.²⁶

The requisite support mechanisms for young people in Leader of Adult and representative roles are investigated and implemented as required, and the benefits of such appointments promoted more attractively.²⁷

Young people (from relevant sections) are engaged in the training of new Adult Leaders.²⁸

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.²⁹

NOC Approved Recommendations for further evolution during Stage 4 of the YPR.

²⁴ YPR Team 3-5 Recommendation

²⁵ YPR Team 3-5 Recommendation

²⁶ YPR Team 3-5 Recommendation

²⁷ YPR Team 3-5 Recommendation

²⁸ YPR Team 3-5 Recommendation

²⁹ YPR Team 3-6 Recommendation

SCOUTS AUSTRALIA MEMBERSHIP AND NETWORKING

Branches should cease collecting data on spiritual/religious affiliation on their A1 forms (the initial form signed by a prospective adult member). If a Branch wishes to collect data on religious/spiritual affiliation for statistical or planning purposes, their A1 forms³⁰ should follow the following general principles with regards to collecting this data:

- A1 forms should request information on individual's spiritual beliefs using the phrase 'spiritual affiliation'.
- Whilst a list of common religious and/or non-religious spiritual belief systems can be provided, this is not necessary and it is recommended that this practice is not continued.
- If a list of spiritual belief systems is offered it should be clear that no distinction is made between those whose spiritual affiliation is one of those listed, and those who have an unlisted belief.
- A1 forms should not refer to the "Spiritual Development Policy" of Scouts Australia, given that this does not exist.

Scouts Australia includes an emphasis on Youth Leadership in marketing and promotional materials, with particular focus on an online presence regarding Youth Leadership Programs.³¹

NOC Approved Recommendations for further evolution during Stage 4 of the YPR.

OPPORTUNITIES AND AREAS FOR EXPLORATION BEYOND THE YOUTH PROGRAM FRAMEWORK³²

It is recommended that Scouts Australia actively explore and encourage networking with schools and other community organisations.

It is recommended that engagement with community leaders occur to initiate recruitment from an array of cultural and community backgrounds to increase the multi-cultural diversity of Scouting in Australia.

It is recommended that conversations and consultations with indigenous communities guide any exploration and development of a Scouts Australia Reconciliation Action Plan.

CONSULTATION OCCURRING

AGE SECTIONS³³

The Age Sections Report and Discussion Paper were released with the following recommendations:

- The age sections should be based on appropriate developmental stages of child and youth development.
- The most appropriate developmental stages model to base sections on is the broad classifications outline by Teoh et al:

³⁰ YPR Team 3-2 Recommendation

³¹ YPR Team 3-5 Recommendation

³² YPR Team 3-1 Recommendations

³³ YPR Team 3-7 Report and Discussion Paper

- Childhood (up to 6-7 years)
 - Young Early Adolescence (8-11 years)
 - Early Adolescence (12-14 years)
 - Middle (15-17 years)
 - Late Adolescence (18/19 years), into Young Adulthood (20+)
- Leaders, parents and the youth members are trained to be more flexible in their thinking about entering and transitioning within the youth program, recognising that developmental stages will be met at individual times.
 - Adequate training and resources are developed to help leaders understand the developmental stages and how to identify when they have reached a milestone.
 - The adolescent age range continue to be divided into two sections;
 - The design of the age sections will ensure the best possible program for adolescents such that youth members will be encouraged to benefit from what the Scout Method has to offer in that developmental age.
 - The younger adolescent section not begin before the age of 11; and
 - The length of the younger adolescent section not be more than 4 years.
 - Each section run for no more than 4 years, and no less than 2 years, with the flexible consideration of the developmental needs of the individual being the most important factor when determining when a youth member enters and leaves a section.
 - The Rover Scout section may be the only section that exceeds 4 years, if the educational/program objectives support a longer timeframe.
 - Flexibility of up to one year be built into the transition times between sections.
 - The decision of when and how to transition between sections must be made with the youth member.
 - Further consideration in YPR Stage 4 be made to developing leadership opportunities for youth members in other sections, not as “youth helpers”, but in a defined leadership position. Flexible thinking needs to be encouraged. Some suggestions: as a Troop Leader, as an award scheme mentor, as an activity or project Patrol Leader, etc.
 - The youth program begins at the age of 6.
 - The Joey section be extended by having the transition age occur after the youth member turns 8.
 - Flexibility continue to be built in to this starting age, and consider developing policies allowing those that are younger than 6, but in Year 1 of school, to be able to enter the program.
 - The time at which the program ends for a young person is the day that they turn the age of 26.
 - The Rover Scout section begin when the youth member turns 18. Linking activities may occur prior to this.
 - A youth member is permitted to remain in the younger section until they reach the end of Year 12, or turn 18, whichever comes last.
 - Models be developed for member consultation based on both age and school-year-levels;
 - Youth members should not transition between sections at the same time as transitioning between primary and secondary school;
 - Transition times should be designed to be flexible enough to allow a youth member to move into the next section prior to beginning Year 9, if the individual needs to.

NOC Approved Recommendations for further consultation with membership, for feedback to be gathered and to be presented to NOC.

4 SUMMARY OF FINDINGS

MEMBERSHIP

Membership of the Scout Movement, as specified in the WOSM Constitution, requires "All members to adhere to a Scout Promise and Law reflecting, in language appropriate to the culture and civilization of each National Scout Organisation and approved by the World Organisation, the principles of Duty to God, Duty to others and Duty to self, and inspired by the Promise and Law conceived by the Founder of the Scout Movement"³⁴.

Scouts Australia requires members to truthfully make the Australian Scout Promise. Whilst this is the only formal membership requirement, a common perception is a requirement for members to have religious affiliation because of the component within the Promise of 'duty to my God'. According to the latest Census data, over 20% of the Australian population identify as having 'no religion'³⁵, thus an inadvertent exclusion of a proportion of the Australian community may exist. Research throughout Stage 3 has indicated that current members support membership of Scouts Australia being open to all people regardless of their religious or spiritual affiliation, or their spiritual beliefs. This requires modifications to aspects of the Fundamentals of Scouting, and in particular, the Australian Scout Promise.

FUNDAMENTALS OF SCOUTING

The Fundamentals of Scouting in Australia have been modified to encourage a more inclusive approach to Scouting. Organisational statements have been reworded, based on feedback from the membership, with significant proposed changes impacting on the Promise and Law. All changes were driven by the perceived need to make the language more accessible and inclusive for all, and a desire to ensure consistency with similar statements used by the organisation.

MOVEMENT STATEMENTS

Key Movement statements underwent review as part of the investigative process, with minimal changes suggested for the Aim and Mission. Whilst the two statements are similar in content and purpose, the two proposed statements are WOSM statements, with the Purpose of the Scout Movement being used as the Purpose of Scouts Australia. It was determined that the world statements are relevant to contemporary society, and can be applied to an Australian context without adjustment.

Scouts Australia's Vision came under further scrutiny, with the existing statement viewed as aspirational but not accessible for youth members. A vision statement should speak to the members of the organisation³⁶, and with the key membership of Scouts Australia youth members, accessibility to this group is important. Through research and consultation, various alternatives were developed and then eliminated for a range of reasons. The proposed statement is similar in content and style to school visions, reflective of Scouting being a non-formal education Movement.

³⁴ World Organisation of the Scout Movement, *Constitution of the World Organisation of the Scout Movement*, World Scout Bureau, Switzerland, 2011, PDF, viewed on 11 February 2015, http://scout.org/sites/default/files/library_files/WOSM_Constitution_EN.pdf p.5 (Article II, paragraph 2: "Adherence to a Promise and Law")

³⁵ Australian Bureau of Statistics, 'Losing my religion?', in *4102.0 – Australian Social Trends*, Nov 2013, Australian Bureau of Statistics, 17 March 2014, viewed on 1 September 2014 at <http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/4102.0Main+Features30Nov+2013>

³⁶ K Arline, "What is a Vision Statement?" in Business News Daily, viewed on 11 February 2015, <http://www.businessnewsdaily.com/3882-vision-statement.html>

THE PRINCIPLES

The Principles of Scouting, specified as 'Duty to God, Duty to Others and Duty to Self' underpin the entire Movement. Minor adjustments have been provided to the 'Duty to Others' and 'Duty to Self' policies to provide consistent formatting of these statements. The key concepts included in each of these statements have not changed, although there may be differences in emphasis or wording

The 'Duty to God' policy has undergone changes to encourage a more inclusive approach. The World Scout Bureau proposes an alternative description of Duty to God that is more suitable to the Australian context. It states that Duty to God can be understood as "*Acquiring a deeper knowledge and understanding of the spiritual heritage of one's own community, discovering the spiritual reality which gives meaning to life and drawing conclusions for one's daily life, whilst respecting the spiritual choices of others*".³⁷ Conducted as part of the research by 3-2, the proposed wording emphasises the use of reflections rather than prayers, and shifts the purpose of a Scouts' Own away from worship to exploring spiritual beliefs. This change is also reflected in the Promise. To avoid confusion, spirituality has been defined as, "*the feelings or beliefs of a person regarding their purpose in life, connection to others and place in the world around them. These spiritual feelings or beliefs may change as a person develops and guide their actions throughout their life.*"³⁸



PROMISE AND LAW

Preliminary research conducted in Stage 1 of the review indicated there was a significant level of dissatisfaction with components of the existing Scout Promise and Law. Key factors for consideration were the use of "duty to my God" and "to the Queen of Australia" in the Promise, whilst the word "thrifty" in the Law was perceived to be 'out-dated'. This was reflected in the findings from both internal and external research.

³⁷ World Scout Bureau – Education, Research and Development, *Guidelines on Spiritual and Religious Development*, World Scout Bureau, Switzerland, March 2010, p.10

³⁸ Team 3-2 Recommendation

Investigation into the preference, and feasibility, of One Promise, One Law across the Movement were carried out, initiated through discussions with members of Guides Australia. There were potential status quo biases existing in some of the Scouting data, although the preference for “One” was stronger than the alternatives provided, particularly from youth members. This concept is considered to be better-suited to members with learning difficulties who have previously struggled with the differences in wording between sections. Members would also be able to track developing understanding and interpretation over their Scouting journey. One Promise, One Law would unite the organisation, providing consistency through all sections and enabling smoother transitions.

PROMISE

The form of the Promise has varied over time, and still varies between NSOs, whilst still continuing to fulfil the requirements for membership of WOSM. Baden-Powell approved the use of Promises without a reference to God for some WOSM and WAGGGS European member nations³⁹, although no further exceptions have been granted by WOSM since 1932. There are still some nations who continue to offer alternative promises that do not reference the principle ‘Duty to God’.

Consultation with young writers led to the development of alternative Promise lines, which were in turn used in the national survey as actions and principles. YPR Team 3-2 extensively investigated the ‘Duty to God’ aspect of the Promise phrasing. Based on their investigations and report, it is recommended the phrase ‘*duty to my God*’ in the Australian Scout Promise should be revised to be made more relevant to members whose spirituality does not include a God or formal organised religion. Based on extensive consultations, the phrase recommended for use is “*to be true to my spiritual beliefs*”.

YPR Team 3-1 investigated the remainder of the Promise phrasing. Unlike the ‘Duty to God’ aspect, the remainder of the Promise phrasing was at risk of including a status quo bias, as it has previously been less controversial. Through the national survey, it was found that the existing ‘Duty to Others’ phrasing ‘to help other people’ is well-liked, although ‘to contribute to my community’ is supported and similar to the modification recently made by Guides Australia. Both phrases were provided to the writers for potential use in the drafting process.

The addition of community to potential phrasing was re-enforced in the ‘Duty to Country’ components, and is evident in other NSOs. Whilst “to do my duty to Australia” remains well-supported, the alternate phrasing of “to contribute to my country and the world” was equally as popular. There were suggestions throughout the survey and focus group processes that there may not be a need to include ‘world’, as community operates on so many levels. The removal of direct referencing to Australia was seen as recognition of the global nature of Scouting, and making the Promise more inclusive for citizens of other nations. Anecdotal feedback suggested that in a global society, the youth of today can feel more connected to their peers in other parts of the world than they do to the country whose boundaries they reside within.

The Queen has been an optional part of the Australian Scout Promise since 2004. With over 50% of the initial survey respondents suggesting this phrase needs to change, and less than 12% preference for this principle in the follow-up survey, we need to think about the reason it featured in the first instance. It should be noted that when Baden-Powell first developed the Scout Oath, the reference to King was included with the intention of pledging “faithfulness to a monarch who reigned rather than governed”⁴⁰. By removing the references to Australia and the Queen, and instead referring to ‘my community’, Scouts Australia would be taking a similar approach to the Swiss

³⁹ H. Brandon & G. Morrison, *WAGGGS/WOSM Relationships: Report on the Discussion on the Fundamental Principles of WAGGGS and WOSM*, June 2001, found at: https://www.ppo.e.at/scoutdocs/relationships/waggggs_wosm_rel.pdf

⁴⁰ Nagy, 1967; as published in E. Vallory, *World Scouting: Educating for Global Citizenship*, Palgrave MacMillan, New York, 2012, p.13

Guide and Scout Movement (Mouvement Scout de la Suisse) who promise “to be involved in each community where I live”⁴¹.

The ‘Duty to Self’ aspect remained relatively untouched, with the strongest support for the existing phrasing ‘to do my best’ or ‘that I will do my best’, depending on phrasing and grammar requirements.

Following data collection and analysis, findings were presented to the writers for phrasing development appropriate to the existing youth ages in the Movement, 6 to 25.

The resulting three Promises were provided at major events for member feedback, and focus groups were conducted with some sections, Groups and councils. At the conclusion of Stage 3, the shortest of the three alternatives had the greatest support from the consulted membership base.

LAW

The values incorporated in the Scout Law were re-assessed through further membership and external surveying, producing a condensed list that was then provided to writers for drafting.

Top Values Ranked: Non-Scouting parents, Scouting parents, Scouts Australia members

	NON-SCOUTING PARENTS	SCOUTING PARENTS	SCOUTS AUSTRALIA MEMBERS
1	Honesty	Respect	Respect
2	Respect	Honesty	Trustworthiness
3	Trustworthiness	Trustworthiness	Honesty
4	Responsibility	Responsibility	Responsibility
5	Confidence	Confidence	Consideration
6	Compassion	Ethics and Fairness	Loyalty
7	Understanding/Empathy	Consideration	Friendliness
8	Ethics and Fairness	Tolerance	Care
9	Friendliness	Compassion	Environmental
10	Consideration	Understanding/Empathy	Tolerance
11	Helpfulness	Helpfulness	Fairness

⁴¹ Ibid, p.64

Two additional values were suggested to ensure the Scout Law encompassed all aspects of life. These were acceptance, which was seen as a more suitable alternative to tolerance, and resourceful, which was judged to be a more contemporary replacement for thrifty.

The two alternative Laws produced incorporated near identical values, with format being the main variant. Consultations suggested members have mixed feelings about the format, with some preferring the familiar structure, one statement for each value, whilst others feel a new format better reflects the concept of the Scout Movement having one Law, albeit with many values.

At the conclusion of Stage 3 the two proposed Law alternatives were different in format, but also contained one value different in each. Option 1 contained 'resourceful', whilst Option 2 instead included 'accepting'. Following consultations and discussions at the conclusion of Stage 3, the decision was made to progress with identical values in each of the Law options. This would enable any further consultation with the membership to be based around the formatting of the Law, rather than the values included. Focus group participants had raised concerns about negative connotations in relation to 'accepting', so the decision was made to remove this word from Option 2, replacing it with 'resourceful'. A concern had been voiced early in the Stage 3 consultation phase, when the removal of thrifty was initially raised, that the Scout Law needed to cover all aspects of an individual's life. The inclusion of 'resourceful' also ensures both alternatives cover all aspects of a person's life.

SCOUT METHOD

The Scout Method forms a core aspect of the Fundamentals, which, when combined, provide the backbone or foundation blocks for the Youth Program. *The Scout Method – one method comprising many elements – is the instrument Scouting uses to achieve its specific approach to the education of young people*⁴². Throughout Stage 3, it was found that the components of the Method needed re-defining, and further investigations would need to occur regarding symbolic framework. Some Scouts Australia members were unaware of aspects of the Scout Method, whilst others expressed concerns that theoretical knowledge and implementation were quite different, and additional support may be required in implementing all aspects. It was thought re-defining the aspects would be of assistance, but further training and support is likely to be required. Revised definitions and a draft matrix are attached to this report ([Appendix A](#)).

Further research into, and the feasibility of, developing a symbolic framework across the organisation is required, with consideration given to existing traditions, as well as structure, symbols and theming that can facilitate awareness and development of a personal journey through Scouting.

Similar to other components of the Fundamentals, it was concerning that there were multiple variations of the Scout Method published. These inconsistencies between training documentation, section support material and organisational publications, such as Policy and Rules, need to be rectified.

It is suggested that digital technologies are integrated into aspects of the program, but only where necessary to avoid technology saturation.

⁴² World Organisation of the Scout Movement, *The Essential Characteristics of Scouting*, 1998, PDF, viewed on 11 February 2015, <http://ypr.scouts.com.au/perch/resources/esschare-1.pdf>, p.6

The development of a visual representation tool has been recommended, with a draft example pictured below. Further consultation with graphic designers would be required to facilitate the development of this product. This would then be included in new materials produced for the youth program.

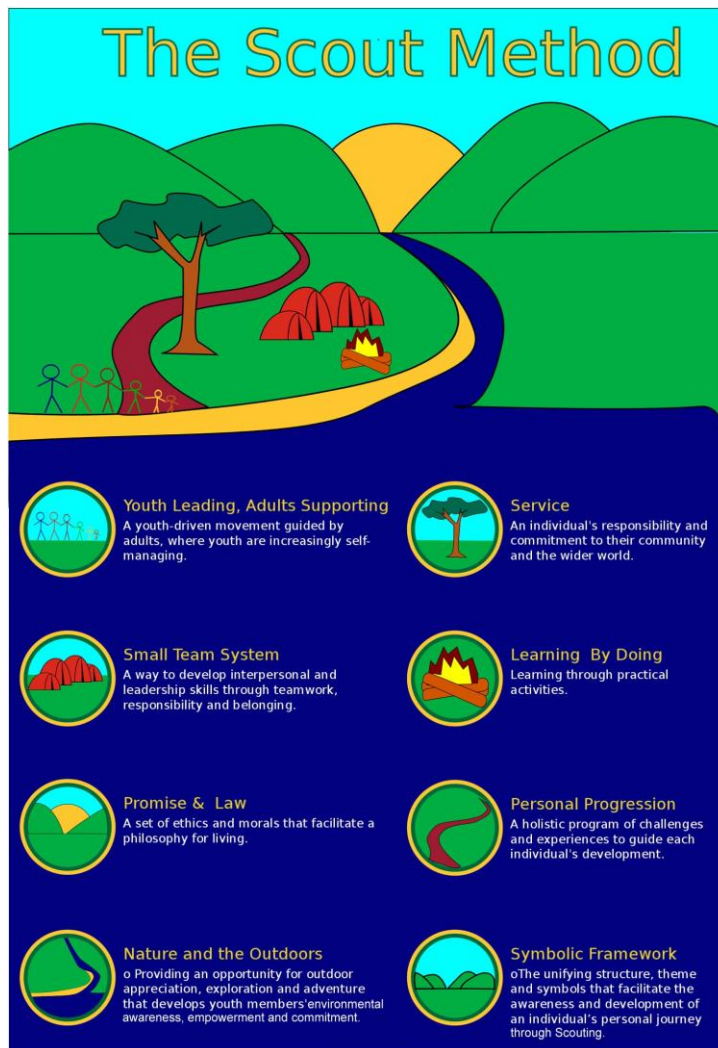


Figure 1: Concept art for visualisation of the Scout Method.

Leader training and support is critical to the implementation of the Scout Method. If Leaders feel uncomfortable with aspects, they are unlikely to facilitate or use them. Additional support through training and local meetings is thought to be the best mode of providing the required support.

AREAS OF PERSONAL GROWTH

The Areas of Personal Growth (AoPG) are the personal development areas Scouting uses to facilitate learning. In order for Scouting to remain relevant in the 21st century, these should reflect the wishes of Australian society, incorporating the skills and values desired by the Australian community. The AoPG are critical to the program, yet membership awareness is low, particularly among youth. A lack of connection to the definitions for each AoPG is one contributor to low awareness levels, with definitions having been adjusted as result of the perceived lack of engagement to provide increasingly detailed statements at each of the existing age ranges. Re-branding of the AoPG has also been recommended to increase awareness across all Sections, with wider promotion and

publication in sectional resources. Increasing information about the AoPG at Basic level Leader training is also likely to result in wider knowledge, promotion and use of the AoPG.

[Appendix C](#) details the proposed new definitions for the Areas of Personal Growth, along with goals for each development area in each age range. The language previously used in Australia was taken from the definitions published in RAP, targeted at adults rather than youth members, and written using impersonal pronouns. The adoption of 'youth' statements promotes youth involvement in programming for their own development, a key factor in a movement focussed on youth leading, adults supporting. The language used is first person, placing an emphasis on individual achievement and progression, increasing in detail and complexity as members progress through the Movement. Detailed explanations of the proposed definitions and statements can be found in the YPR Team 3-3 Report.

A further adjustment to current publications would be the inclusion of iconology to represent each of the AoPG. Whilst icons presently exist, these are easily misinterpreted, few are self-explanatory, and are rarely used in publications.

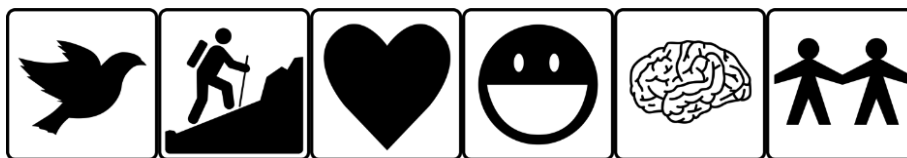


Figure 2: Existing iconology for the Areas of Personal Growth (Spiritual, Physical, Emotional, Character, Intellectual, Social)⁴³

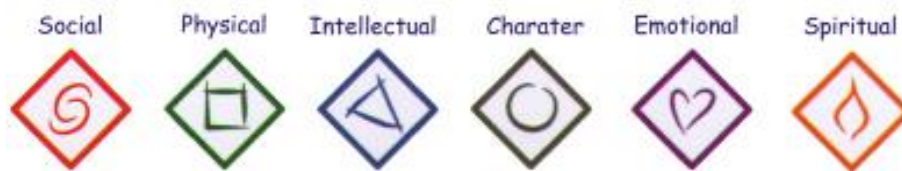


Figure 3: Irish Areas of Personal Growth iconology

Systems used in other NSOs, such as Ireland, are colourful and promoted widely through youth and leader support material and publications. The wider promotion ensures member accessibility and awareness, with a presence in sectional record books and handbooks.

The training of Leaders is equally as important, and it is recommended further emphasis be placed on the Areas of Personal Growth at Basic training levels. A detailed analysis of the Areas of Personal Growth is incorporated in the Advanced Leader training, but there is room for further explanation in the Basic training to ensure the majority of Leaders have an understanding of this key component of Scouting. This is felt to be particularly important during the early stages of section leading prior to developing programming habits that may not include the AoPG with a lack of understanding. This would increase adult understanding and in turn a greater presence of the AoPG in section practices.

⁴³ Scouts Australia, *Understanding the Areas of Personal Growth and the Scout Method* 2013

SPIRITUAL DEVELOPMENT (AOPG)

One aspect of the Areas of Personal Growth is Spiritual Development. It was found that many leaders have difficulty programming for spiritual development for a range of reasons. Whilst spirituality should not dominate the program, members agree there is a place for spiritual development in Scouting, and it is recognised some Sections address this Area of Personal Growth more competently than others⁴⁴.

As a result of investigations, an Internal Compass has been developed as a programming tool for use when considering spiritual development. Each of the four key areas identified in the compass have three key learning outcomes, which are expanded upon as a member progresses through the movement. [Appendix D](#) contains a complete set of Learning Objectives for Spiritual Development, developed during Stage 3, whilst [Appendix E](#) contains Spiritual Development Example Activities.

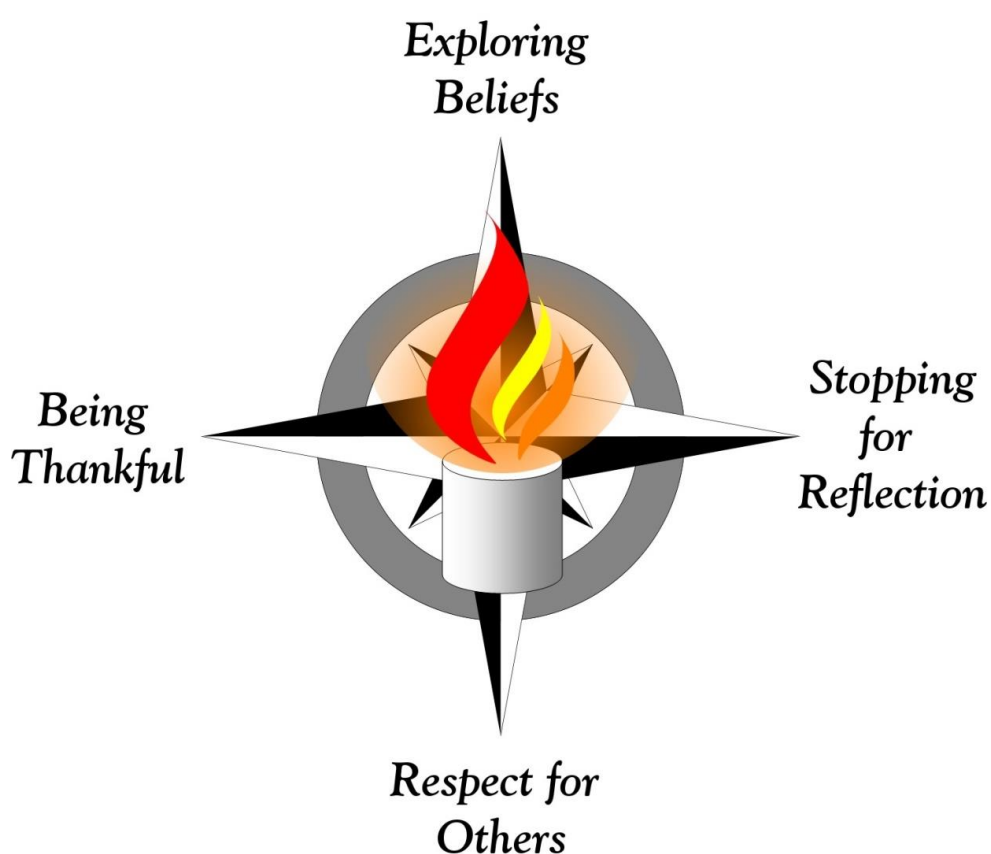


Figure 4: The Internal Compass spiritual development programming tool concept art

Exploring beliefs: A Scout explores spirituality in religious and non-religious forms, and thinks deeply about the different ways they may live their life

- Exploring religions

⁴⁴ YPR Stage 3 – Team 3-2 Focus Group data, YPR 3-2, Melbourne, 2014

- Exploring non-religious systems of spiritual belief
- Exploring questions about the purpose and journey of life

Stopping for reflection: A Scout pauses to reflect upon the Law and Promise as well as their own spiritual beliefs through a variety of means. These may include worship, meditation, prayer, conversation and contemplation

- Reflection upon the role that spiritual beliefs, the Scout Law and Promise play in our lives and how these develop over time
- Reflection upon how we may better live up to our own spiritual beliefs
- Reflection upon our connection with others and place in the world

Respect for others: A Scout respects and acknowledges other people's spiritual beliefs, and the value of diversity

- Respect for the different religious and spiritual beliefs others may hold
- Respect for the different social and cultural backgrounds from which others may come
- Respect for the value of diversity in the community

Being thankful: A Scout is thankful for the many gifts of nature and the human community, and expresses this regularly

- Appreciation for the beauty of our natural and human world
- Appreciation for the relationships we share and the role others play in shaping our lives
- Appreciation for the opportunities available throughout our lives

SECTION PRAYERS AND REFLECTIONS

Due to an increasingly diverse membership base, and predictions for diversity in Scouting to continue, a wide variety of practices occur within Groups regarding the use of reflections and sectional prayers. For some Leaders and Sections, the use of a sectional prayer assists in engaging youth in spirituality⁴⁵, whilst other leaders find these too religious, instead asking youth to develop their own reflections for use at Section activities. Due to a variation in practices, it is recommended that alternatives to the Section prayers be developed, in the form of a spiritual reflection. These would become the standard Section Reflections. Emphasis on the use of reflections as standard practice should be exemplified in the ceremonies booklet and other such resources.

AWARD SCHEME

The current Scouts Australia Award Scheme functions independently in each Section, with minimal or no links between Sections. This has resulted in an apparent lack of consistency across geographical locations, with differing interpretations and application of requirements. The award scheme needs to be flexible, allow youth members to drive their own progress, and should be delivered such that youth members can participate without drawing time away from study and schoolwork. Too much written work and not enough outdoor opportunities are a deterrent to young people engaging with the award scheme. Further investigation and development of an amended award scheme is recommended in order to increase youth engagement. During this process, it is important to consider the role of the award scheme as part of a greater Scouting program and ensure that it is serving its purpose.

Scouting is promoted as a youth organisation with an outdoor and adventurous focus, and these activities make Scouting unique. A lack of adventurous and outdoor experiences have led to members leaving Scouting, whilst adventurous activities were identified as a key inclusion in an award scheme by Venturers surveyed at AV2015. The key to providing an engaging award scheme is learning by doing, an important element of the Scout Method,

⁴⁵ YPR Stage 3 – Team 3-2 Cuboree Survey data, YPR 3-2, Melbourne, 2014.

yet paperwork and documentation have been identified as key deterrents to members considering completing the Award Scheme, particularly in older sections. It is thought that by ensuring a number of outdoor activities are included in the award scheme key stakeholders will be satisfied, and an increase in involvement and retention may become evident.

Greater flexibility is also required. Scouts Canada and Ireland both offer “one program” including a continuous award scheme across all sections. These programs offer flexibility, are driven by youth and empower youth members to work at their own pace and on their own terms, with the support of adults. Youth members would need to be involved in the development of any future award scheme for Scouts Australia, addressing the concerns identified in the Discussion paper produced by YPR Team 3-8.

PLAN-DO-REVIEW

Further investigation into this concept is currently being undertaken, however many educationalists would be familiar with the premise of the concept. As the title suggests, this process is about planning the activity, completing (or doing) the activity, and then reviewing aspects relating to the activity. This process can be applied to any size activity, from a segment of the nightly program to a long-term program. Plan and Review may be formal, or informal.

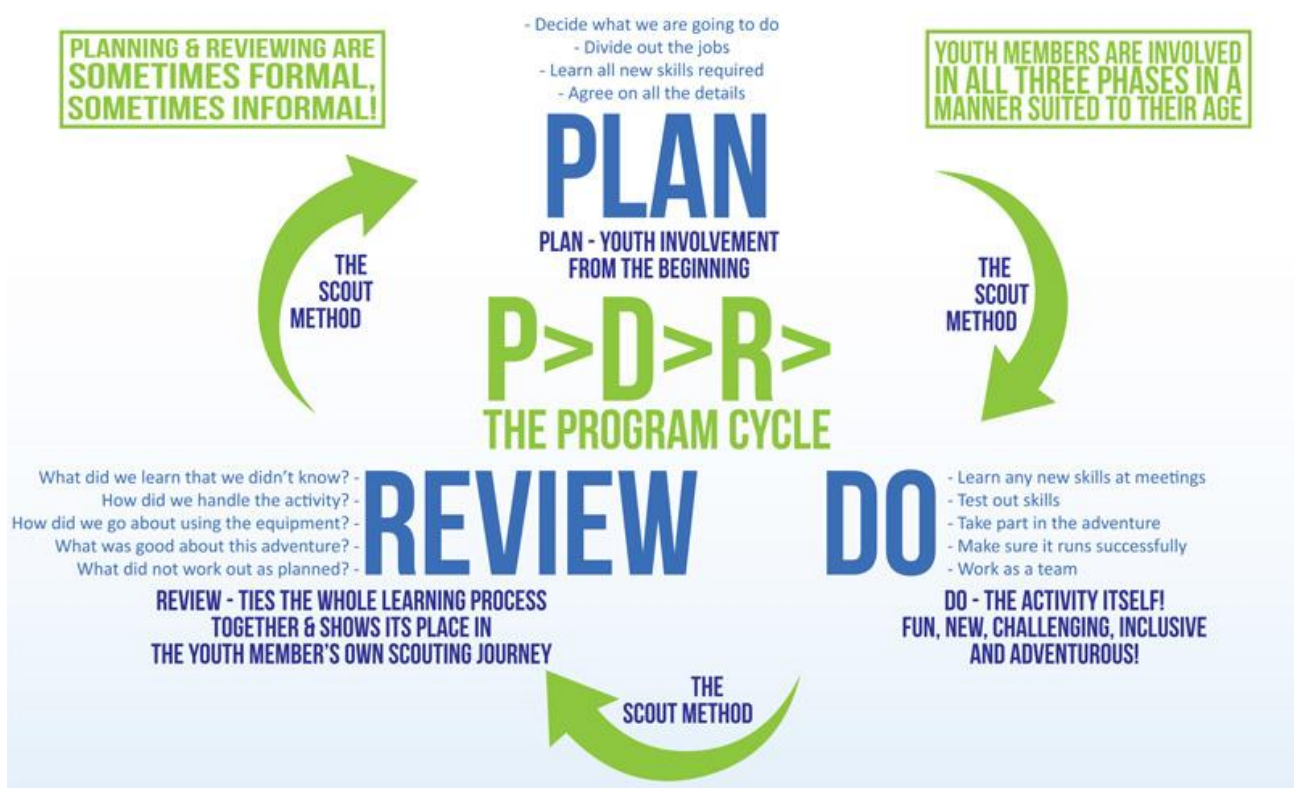


Figure 5: Concept art for Plan-Do-Review model

LEADERSHIP

Baden-Powell has been quoted as saying, “Teach them, train them, let them lead”⁴⁶. To achieve a balance of egalitarian and visionary leadership, identified as key in Australian society, young people require opportunities to develop knowledge, skills and attitudes that match these leadership styles. It was found that whilst the existing program emphasises leadership knowledge and skills, a greater focus on self-reflection will aid in the development of leadership attitudes. The use of the small team system to enable leadership development through learning by doing is well-supported, with educational resources suggesting young people have the potential to explore leadership from the age of seven. Further consideration needs to be given to occasional leadership opportunities for youth, interchanging responsibility for activities. Scouting Ireland use a Scout scarf, specifically for youth members, to identify the leader for the activity, regardless of whether they hold a formal leadership position within their section.

Young people need to feel empowered to represent their peers when taking on positions of responsibility, and some have expressed disappointment in the lack of consultation in decision-making processes. Leadership should be a collaborative process, with the model proposed ([Appendix F](#)) designed to enhance current leadership opportunities, bringing the development of leadership to the forefront of Scouting. Leadership opportunities must be age-appropriate, with adults accepting the desire of youth to practice leadership, a concept currently underestimated by many Leaders⁴⁷.

Attributes of Scouting in order of importance	
Leaders	Youth
Self-confidence	Leadership education
Team work	Finding self-confidence
Fun	Learning about team work
Responsibility	Developing a sense of responsibility
Leadership	Gaining a sense of purpose in life

Adults need to be conscious of not taking over, with young people currently not being provided with opportunities to “have a say” despite the leadership roles they occupy. Current opportunities exist for young people to lead other young people, but at a strategic level there are limited youth-specific positions. Young people may apply for positions at a Commissioner level, but previous research indicates an apparent “glass ceiling” deterring or preventing young people applying for Leader of Adult positions. Inclusion of Youth Commissioner positions, similar to Scouts Canada’s Key3 Approach, will provide youth members with the skills and confidence to succeed, supported by intergenerational mentoring. Appropriate support mechanisms need to be investigated, implemented, and advertised, with the benefits of appointments promoted attractively to young people, regardless of the level of the appointment.

⁴⁶ R Baden-Powell, “Well, B-P Always Said...” in *Grand Lodge of British Columbia and Yukon*, viewed on 13 January 2015, http://freemasonry.bcy.ca/texts/scouts/bp_said.html

⁴⁷ Dangar Research Group Pty Ltd, *Youth Member and Leader Survey – Scouts Australia*, PDF, Dangar Research, Sydney, 2001, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/dangar-report-quantitative-surveygmay01.pdf>, p11

Adult Leaders may require enhanced training and resources to facilitate leadership skill development in young people. Inconsistencies exist between leadership courses run in different Districts and Branches, with a range of course material available. Time constraints for leaders and participants also have a significant impact. Formal feedback and reporting on delivered courses rarely exists, except for local use, resulting in a lack of quality control and accountability for many courses. A consistent, transparent approach to course reviews with the benchmark course available to all leaders will result in current and relevant courses. Involving youth in the reviewing and redeveloping of Section courses would complement this process.

The process of learning by doing and providing opportunities within the youth program for young people to develop their leadership skills and attitudes through the recommended comprehensive and progressive model of leadership development will empower young people in Scouting to succeed in their chosen vocations in the Australian community.

ADVENTUROUS PROGRAM

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 society⁴⁸. Scouts Australia *Burning Issues Research Report*⁴⁹ 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."⁵⁰ Through an active and practical-based program, Scouts Australia promotes valuable and transferable life-skills.



⁴⁸ Australian Curriculum, Assessment and Reporting Authority (ACARA), *The Shape of the Australian Curriculum: Version 4.1*, 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

⁴⁹ 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>

⁵⁰ R Baden-Powell, *Pearls of Wisdom – Quotes from Baden-Powell*, PDF, viewed on 11 February 2015, <http://www.scouting.org/filestore/pdf/Quotes.pdf>

Fun, friends, adventure, outdoors and new skills have been identified as core pillars to Scouts, and when any of these are missing, members will leave⁵¹. Each of these core pillars 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.

Both external and internal research has indicated the need for the Australian Scouting program to contain more active, outdoor and adventurous activities. This has been expanded on during Stage 3 of the Review, with definitions for adventure and an adventurous Scout program being defined as a result of extensive literature reviews and member consultation.

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”.

Scouting activities require the use of the Scout Method, so

“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.”

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.

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.

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 ([Appendix G](#)), 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

⁵¹ 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

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. 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.

AGE SECTIONS⁵²

While researching the possibilities for age sections, these critical considerations came up:

- When designing the age sections, the Purpose (previously known as the Aim) of Scouts Australia should be the strongest influence;
- Poor retention, not recruiting new members, is the burning platform of the Youth Program Review. When making decisions about age section, this focus must also not be forgotten;
- The importance of the adolescent years in a young person's personal development, and what contribution Scouting can make to that growth and development;
- The sections, and the transition between sections, should be based on the developmental needs of the youth member, as part of their personal progression through Scouting;
- A flexible approach to implementing the section age ranges, and transition, is important; and
- The social needs of youth must not be ignored.

Two schools of thought regarding the basis for designing the sections were investigated. The first, the traditional method, is to base the sections on the age of the individual. The second, currently used by SCOUTS New Zealand, is to base the sections on the school year level of the individual.

A number of other issues were identified and investigated in the review:

- The minimum age at which youth can join the program;
- The age at which the youth program ends;
- What happens, legally, when a youth member reaches the age of majority;
- The primary to secondary school transition;

⁵² YPR Team 3-7 Report and Discussion Paper

- The significance of Year 9 in a young person's life; and
- The length of sections, including concerns raised about 10 year olds and nearly 15 year olds in the same section.

The age range of each section, and the starting and finishing age for the entire program, have been reviewed. It is critically important to remember that the design of age sections for Scouting should be about getting the best outcomes considering the movement's Purpose. In addition, decisions regarding section age ranges should not be made based on recruitment as the most important factor - the burning platform of the Youth Program Review is about retention, not recruitment.

Work on Age Sections for Australian Scouting has been completed through consultations, discussions, literature analysis, data analysis, and surveying. Importantly, the different stages of personal development determine the age sections within Scouting, which may vary according to the cultural differences and contexts in which Scouting operates.

A review of a variety of research on the differences in behaviour, cognitive abilities and socialisation of the various age groups reveals that it would be generally possible to broadly classify young children's age groups into a category which goes until ages 6-7 years, and then on, broadly classify the adolescent age group into four broad age categories which may be labelled Young Early Adolescence (8-11 years), Early Adolescence (12-14 years), Middle Adolescence (15-17 years) and Late Adolescence (18-19 years).

Broadly, the children's age group sees lots of changes in basic cognitive abilities ranging from language, attention span, and even the manner in which decisions are made based on the sorts of information the child is exposed to.

When the youth enters adolescence, across the various age groups, the research identifies gradual changes in a variety of abilities, most notably socialisation, awareness of own feelings and emotions, and abilities to think in a more abstract manner, and growing independence⁵³.

Scouting is a movement of young people, not an organisation for children. It should emphasise personal development opportunities for adolescents:

As an educational movement whose purpose is to help develop young people to take a constructive place in society, Scouting cannot succeed if it does not accompany young people through adolescence to the point of their "graduation" from the Movement ideally at the end of the senior age section.⁵⁴

In the survey of members, 79% agreed or strongly agreed with this position.

The adolescent age range, covering ages 10 - 19 in many organisations globally, is a time of great social needs. Research has shown that social opportunities and friendships are very important, and that sometimes these needs are ignored.

Section lengths of three, or no more than four years is strongly advised by WOSM. This is because it is difficult to effectively implement the small team (Patrol) system when there is a large difference in age and interests,

⁵³ Teoh, D. H.-J., Pearn, D., Johnson, M., & Rogers, D. (2014). *Children, Adolescents and Young Adult's Age Ranges and Developmental Abilities*. Queensland Branch, Scout Association of Australia.

⁵⁴ World Organization of the Scout Movement. (1998b). *The Essential Characteristics of Scouting*. Geneva, Switzerland: World Scout Bureau.

particularly in the adolescent ages. Is it possible to ensure that the activities, and even the Scout Method, offered in a single section will suit a really broad age range? (World Organization of the Scout Movement, 2005)

Three – four years age difference in a patrol allows the more mature members of the teams to stimulate the less mature to develop. At the same time, the less mature members stimulate the sense of responsibility in the senior members. (World Organization of the Scout Movement, 1998a)

On the idea that all sections should be the same length, our membership felt that it was more important to build the sections around developmental stages, rather than a standardised length of time. However, 78% agreed or strongly agreed that 3-to-4 years age difference is when the patrol system is at its most effective.

From Joey leaders, there is a frustration communicated to the YPR that their section, in reality, barely runs for 1½ years. This isn't enough to make a real impact on the member through the program. One solution offered by the YPR 3-7 Progress Report suggests opening up the section to five year olds, however no compelling reasons for reducing the age of entry into the Scouting program were found. People have cited reasons such as competing with other children's development organisations, school readiness equalling Scout readiness, and denying a younger sibling the opportunity to be involved. Although these are good reasons, none were compelling enough, nor strongly supported by research, as reasons that will help retention in Scouting. There are concerns that continuing to lower the age of Scouting will have detrimental effects on the overall program as we lose focus on the age ranges leading up to and including the adolescent years where Scouting and its educational method is at its most powerful. The majority of members surveyed, including Joey leaders, didn't support lowering the age to 5. It was found to be important that the youngest section be given the length of years it deserves, preferably a full two years.

Increasing transition flexibility would allow youth members to go up to the next section in social groupings and for the Group Council to be able to meet the personal progression needs of individuals. WOSM suggests that the delivery of the youth program should be adaptable and flexible, thereby providing all youth with a variety of options to cater for different aptitudes, learning needs, and capabilities (World Organization of the Scout Movement, 2008). Training and resource materials will need to be developed to support adult volunteers in understanding personal progression and the developmental needs of youth; this will help ensure the timeliness of section transition.

The recently completed Roving Towards 2020 review of the Rover Scout section supported the YPR findings that there are no compelling reasons for reducing the program ending age.

A young person's 18th birthday often marks a time of increased freedom, as one can legally vote, consume alcohol, and gain independence on the road. State and Commonwealth legislation surrounding the start of adulthood creates difficulties for the arrangements of the age sections. Laws vary from State to State on issues such as legal drinking age, age of consent, and child protection. For instance, a working-with-children check is required for anyone aged 18 or over in most states, however in some, this is also a requirement for 16 and 17 year olds.

The transition from Venturers to Rovers occurs at a difficult time for many youth, with their 18th birthday often coinciding with the final year of secondary education. Additional pressures in Year 12 have often led to members 'taking a break' from the movement to focus on their academic studies. With these life pressures in mind, there is a need for stability for some youth members at this time. The option of extending Venturers until a member has completed their secondary school studies could be an attractive option, keeping the social cohort together, and delaying the additional distractions of changing sections, especially into a young adult section.

SCOUTS New Zealand follow the model of sections based on school years⁵⁵. Children start school in Year 1, and are entitled to start Scouts in the year they turn 5. Transition between sections occurs at the beginning of the final term of the school year, so that the youth are well and truly in the next section before the long summer break.

SCOUTS New Zealand age sections:

- **Keas:** Yr 2 & 3 (start term 4 Yr 1) - This means that children can be 5 when they start the programme, although it will be after three terms of school.
- **Cubs:** Yr 4,5,6 (transition term 4 Year 3)
- **Scouts:** Yr 7,8,9,10 (transition term 4 Year 6)
- **Venturers:** Yr 11, 12, 13, 14 (transition term 4 Year 10).
- **Rovers:** Ages 18-26

A school-year model is centred on the idea of improving retention at transition time, however it potentially neglects beliefs about Scouting's Purpose. Youth members are grouped into year levels and therefore must move through the program as a cohort. This approach makes little allowance for individual pathways, personal progression, and developmental needs. The philosophical approach to our educational method is possibly compromised by this approach, and flexibility is lost.

COMMUNICATION

CHANGES

The importance of communicating changes quickly and effectively, particularly to key stakeholders (members, patrons, ambassadors) is critical. The changes that are suggested in this review are significant and may challenge beliefs that are held closely by many. It is therefore important that these changes are communicated early, consistently and widely. This is the experience of our sister organisation, Girl Guides Australia, which changed its Promise and Law in 2012. Their new Promise includes no reference to God or to the Queen of Australia⁵⁶ and when it was introduced, generated some controversy⁵⁷. This was compounded by the details of the new Promise and Law being aired on national television prior to the membership being informed. This reportedly led to many members becoming unhappy that they learned of the changes second-hand rather than directly from the Organisation⁵⁸. It is important that we learn from the experience of Girl Guides Australia and proactively inform our membership of any changes that are made in this regard.

INFORMATION FOR PROSPECTIVE/NEW MEMBERS

Evidence from the YPR 3-2 Team's focus groups suggests that the spirituality and Duty to God aspects of Scouting are in general poorly communicated to parents on registration of their child into Scouting⁵⁹. This appears to cause issues in some cases further into their Scouting journeys when conflicts, both real and perceived, arise between the youth members, their families' beliefs, and those of Scouting. To avoid these conflicts and to accurately portray Scouting to the wider community, it is important that these aspects of Scouting are clearly

⁵⁵ SCOUTS New Zealand; <http://www.scouts.org.nz/scout-sections>; downloaded 4/4/15

⁵⁶ Girl Guides Australia, *The Promise and Law*, <http://www.girlguides.org.au/About-Us/Promise-and-Law.html>, accessed on 05/02/2015.

⁵⁷ Power L, *Australian Girl Guides ditch references to God, Queen in Guiding Promise and Guide Law*, <http://www.couriermail.com.au/news/queensland/girl-guides-cut-ties-to-god-and-queen/story-e6freoof-1226418301943>, The Courier-Mail, July 06 2012, accessed on 05/02/2015.

⁵⁸ Robinette Emonson (Chief Commissioner of Guides Australia), personal communication on 25/10/2014.

⁵⁹ YPR Stage 3 – Team 3-2 Focus Group data, YPR 3-2, Melbourne, 2014.

communicated to parents at the time of enrolment. A document explaining the fundamental principles of Scouting should be developed with the intention of this being given to all parents at the time of youth member enrolment. It is anticipated that such a document would contain the Promise, Law and Mission statement of Scouts Australia as well as a short explanation of the meaning and implications of all of these statements.

ONLINE PRESENCE

In contemporary Australian society, large organisations, including Scouts Australia, find their online presences indispensable to communicating with their members and the public. The Stage 3 research phase identified a lack of cohesion, particularly regarding National statements such as the Aim, which was found to differ in wording across most Scouting websites. A lack of clear and concise information regarding Duty to God has been further identified as an issue. It is more important than ever that there be consistent and easily accessible information regarding aspects of Scouting available in Scouts Australia's online presence.

A lack of online presence for key components of the Scouting program is evidenced in the research conducted by YPR Team 3-5. As a youth development organisation, youth leadership forms a component of the Scouting program. This is not communicated well on an online platform, with Internet searches on 'Youth Leadership Programs Australia' producing no result for Scouts Australia within the first ten pages of search results⁶⁰. External research and recommendations indicate the need for having a strong online community and online presence.

⁶⁰ Search conducted on 12 January 2015 using Google Chrome on a PC running Windows 8.1

5 EDUCATIONAL OBJECTIVES

As a non-formal education provider, Scouts Australia provides a program that complements the education of Australian youth. The development of life-skills through experiential learning techniques is at the core of the Movement. It is expected that the benefits youth gain from the Scouting program can be formalised in an educational manner.

Scope and Sequence documents are used as an educational framework to illustrate progression of learning objectives and outcomes throughout a learning journey. This document has been produced as a culmination of the Scope and Sequence documents developed during Stage 3 of the Youth Program Review. It attempts to merge the key educational findings and recommendations from all Stage 3 teams into one reference document for use in future stages of the Review. Particular consideration and emphasis was placed on the Australian Curriculum framework, due to the educational nature of the Scouting Movement, and the perceived need to illustrate links to formal education. This was also one of the more thorough document sources in relation to expectations of youth at differing developmental stages.

This document has been aligned with three-year age groups, based on the current recommended starting age of youth sections with Scouts Australia. These boundaries are fluid, with individual development occurring at varying rates, and therefore this is purely a guide for leaders regarding the expectations of their youth towards the upper end of each age range. It should also be noted that learning will occur through informal and unplanned experiences, as well as interactions between peers and mentors; this may not have been documented in the learning outcomes. Learning outcomes are a useful manner to express the intent of Scouting, however they are developed as a guide only and are therefore non-prescriptive⁶¹.

It is expected that further work will be conducted on aspects within this document over the coming months, and therefore these should be treated as fluid rather than final recommendations.

⁶¹University of Melbourne, *Guidelines on Writing Learning Outcomes*, PDF, viewed on 11 February 2015, http://about.unimelb.edu.au/_data/assets/pdf_file/0009/773946/Guidelines_on_writing_learning_outcomes.pdf

COMBINED LEARNING OBJECTIVES/SCOPE AND SEQUENCE DOCUMENTS – STAGE 3 RECOMMENDATIONS

Scouting Element	6-8 year-olds	9-11 year-olds	12-14 year-olds	15-17 year-olds	18-25 year-olds
<u>Developmental Milestones</u>					
Australian Curriculum Key Focus Points					
	Developing understanding and skills for continued learning Literacy and numeracy development Motor skills development Physical activity and education Development of safe and healthy personal practices Developing sensory, cognitive and affective appreciation of the world around them through exploratory and creative learning	Understanding and appreciating different points of view Concentrating on tasks for longer periods of time Thought processes becoming more logical and consistent Gradually becoming more independent as learners Looking for and valuing learning they perceive as relevant, consistent with personal goals, and/or leading to important outcomes		Increased opportunities for students to make choices about learning pathways Deepened understanding in each learning area Learning opportunities in English, mathematics, science, history, health and physical education, as well as other learning areas, and vocational and applied learning, including national cadetships and certifications Flexibility for students to undertake more specialised learning pathways that ensure all students are fully engaged and prepared to continue learning	
Physical					
	Developing balance and coordination Can roll, bat, kick and throw a ball Strength and coordination will continue to develop	Puberty can start to appear Kids will develop at different rates between the ages of 8 and 18 With growth spurts comes clumsiness and lack of coordination	Ongoing puberty		
Cognitive					
<i>Piaget</i>	Thinking symbolically Thinking is centred around concrete terms Egocentric Struggle to see things from other perspectives	Understand the concept of conservation Thinking becomes more logical and organised, but remains largely concrete Develops reasoning from specific information to a general principle (inductive logic)	Abstract thought emerges Teens begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning Reason from a general principle to specific information (deductive logic)		

* These learning objectives are beyond the scope of the 6-7 year old age group.

Psychosocial Development					
Erikson	Learning to be assertive and take initiative Learn new skills or risk a sense of inferiority, failure and incompetence		Finding own identity Negotiating social interactions Developing sense of morality		Develop intimate relationships or suffer feelings of isolation
Speech & Language					
Listening	Able to listen and remember				
Understanding	Learning to be attentive audience members Capable of listening for extended periods				
Expression	Can maintain eye contact with speaker Understand more than they can express	Active listeners Have strategies for during and after listening	Critically analysing information when listening		
Speech	Can follow complex directions with little repetition	Can give feedback	Planning prior to speaking		
Comprehension	Can speak clearly and fluently in easy to listen voice	No longer require visual aids	Have a range of listening and understanding strategies		
Social Communication	Use past, present and future tense	Able to comprehend information and form justifiable opinions	Can persuade for or against an issue		
	Increasing sentence length (>8 words)	Exploring responses and attitudes through language	Speaking fluently, using appropriate pitch, volume and pause		
	Beginning to use language to explore issues and feelings	Fluent with clarity	Understand increasingly complex plots		
	Important age for speech and articulation	Use language to agree or disagree	Understand opinion versus fact		
	Speech sounds should be established	Learn about verbal and body language	Well developed conversational skills		
	Cognitive development is tiring – may lead to impaired speech	Conversation turn taking is considered	Able to negotiate		
	Can use language to solve concrete problems				
	Can engage in conversations and read facial expressions				
Key Language Milestone	Speech errors are common	Discuss personal feelings and opinions	Understanding of social conventions Girls tend to use empathetic and boys assertive speech		

The Leadership Scope and Sequence has been roughly adapted to suit the age range brackets. It was originally developed using stages/levels.

Age Specific Guidelines			
	<p>Grow slowly until puberty</p> <p>Mentally active, eager learners</p> <p>Can understand cause and effect</p> <p>Building self-esteem</p> <p>Developing greater sense of self & independence</p> <p>Beginning to make lifestyle choices</p> <p>Wants to fit in with peers – may act with poor judgement, peer pressure</p>	<p>Growth spurts</p> <p>Mature physically and are able to reproduce</p> <p>Abstract thinkers</p> <p>Consider many options</p> <p>Choose their own values and challenge authority</p> <p>Developing their own identity and building close relationships</p> <p>Appearance and fitting in are major concerns</p> <p>Can have feelings of invincibility, leading to risky behaviours</p>	<p>Sexually active and physically mature</p> <p>Nutritional needs are for maintenance</p> <p>Faces impact of unhealthy lifestyles</p> <p>Learn new skills and information to solve problems</p> <p>Concerned about affiliation, love and intimacy, personal identity and acceptance of self enable the young adult to form their own independent decisions</p> <p>Seeks closeness with others</p> <p>Becomes active community member</p>

Areas of Personal Growth

Social Development

<p>Social development refers to the notion of belonging to a group and relationships with others. This may be from small groups of peers to larger communities, as well as understanding differences between people.</p>	<p>Knowing how to make friends and be friendly</p>	<p>Knowing how to make friends and understanding people's differences</p>	<p>Accepting and welcoming others, acknowledging their differences and engaging with my community</p>	<p>Understanding my position as a part of my community, accepting people different from myself</p>	<p>Understanding my position as a part a global society, accepting and embracing people different from myself</p>
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Physical Development

<p>Physical development refers to a person's relationship with their body. It includes active care for health, as well as the pursuit of physical skill and fitness.</p>	<p>Looking after my body</p>	<p>Looking after the wellbeing of my body</p>	<p>Being responsible for my health and the improvement of my physical skills</p>	<p>Being responsible for the care and improvement of my health and fitness</p>	<p>Being proactive about the care and improvement of my health and fitness</p>
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Intellectual Development

<p>Intellectual development refers to cognitive function. It encompasses the acquisition of knowledge and skills and the application of learning in different circumstances.</p>	<p>Learning and solving problems</p>	<p>Learning and using what I know to solve problems</p>	<p>Using my skills and knowledge to overcome different challenges</p>	<p>Improving my ability to think and plan, to face different challenges</p>	<p>Improving my ability to think, plan and innovate and use information in an original way, adapting to different situations</p>
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Character Development					
Character development refers to the pursuit of personal best. It is the product of all Areas of Personal Growth, incorporating positive attitude, respect and making an effort beyond what benefits the self.	Being cheerful and doing my best	Being cheerful, respectful and always doing my best	'Showing respect for myself and others and doing my best	Becoming my own person, doing my best and respecting others	Striving for my own personal best and making a positive contribution to society
Emotional Development					
Emotional development refers to the need for understanding of emotions. It includes awareness of how a person is feeling, expressing emotions in a positive manner, and respecting the emotional needs of others.	Knowing how I am feeling	Understanding how I am feeling and thinking about how others feel	Being able to express my own feelings and respect the feelings of others	Being able to confidently express my emotions in a positive manner and respecting the emotions of others	Being able to acknowledge and confidently express my emotions in a positive manner, while acknowledging and respecting the emotions of others
Spiritual Development					
Spiritual development refers to the development of a person's feelings or beliefs regarding their purpose in life, connection to others and place in the world around them. These spiritual feelings or beliefs guide their actions throughout their life and may change as a person develops.	Appreciating the world around me	Understanding that people have different beliefs and expressing thanks to others'	Beginning to explore different religions and belief systems, developing a sense of connection to others, and taking time to stop and reflect	Forming my own beliefs about my purpose in life, and improving my sense of connection to others and the world	Being able to express beliefs about my purpose, respecting those of others, and understanding how my beliefs influence my actions
Exploring beliefs					
<i>A scout explores spirituality in religious and non-religious forms, and thinks deeply about the different ways they may live their life</i>					
Exploring religions	Know if my parents have a belief system	Experience religious belief systems through family and community activities	Understand how common religious beliefs can be applied in daily life	Understand how different religions shape an individual's worldview and the implications this has on society	Engage in informed discussion on the role of religions in society
Exploring non-religious systems of spiritual belief	Know if my parents have a belief system	Experience non-religious belief systems through family and community activities	Understand non-religious conceptions of the meaning of life and how these can be applied in daily life	Understand how different non-religious beliefs shape an individual's worldview and the implications this has on society	Engage in informed discussion on the role of non-religious systems of spiritual belief in society
Exploring questions about the purpose and journey of life	N/A*	Know that there are many ways that I may choose to find meaning in my life	Question my feelings and beliefs regarding my purpose in life	Possess a developing conception of my own spirituality	Continue to explore and express my spirituality and understand how this influences my life
Stopping for reflection					
<i>A Scout pauses to reflect upon the Law and Promise as well as their own spiritual beliefs through a variety of means. These may include worship, meditation, prayer, conversation and contemplation</i>					
Reflection upon the role that spiritual beliefs, the Scout Promise	Appreciate that the Promise and Law should play a part in guiding my life	Know the Promise and Law, be able to express in basic terms what they mean to me, and know that my	Explain how my spiritual beliefs, the Promise and Law guide my actions and understand the importance of	Express how my spiritual beliefs guide my actions in particular	Express the reasons I have arrived at my current spiritual beliefs and how these

and Law play in our lives and how these develop over time		spiritual beliefs are influenced by my family and community	surrounding myself with positive influences	contexts and how they have developed over time.	combine with the Scout Promise and Law to guide me through my adult life
Reflection upon how we may better live up to our own spiritual beliefs	N/A*	Know that there are right and wrong ways of doing things and I should use my spiritual beliefs to guide my actions	Understand how my spiritual beliefs guide my actions	Express examples of when I have not lived up to my spiritual beliefs and explain how I can improve in future	Articulate my plan for further developing and adhering to my spiritual beliefs in the future
Reflection upon our connection with others and place in the world	Know that I am part of something bigger than myself	Appreciate that I am connected with others and the world	Have an understanding of how I am connected with others and the world	Express my beliefs about my connections with others and place in the world	Lead younger individuals in gaining their own understanding of their connection with others and place in the world, and reflect upon how my understanding of this informs my actions
Respect for others	<i>A Scout respects and acknowledges other people's spiritual beliefs, and the value of diversity</i>				
Respect for the different religious and spiritual beliefs others may hold	Know that others may have different beliefs to me about life	Know something of the beliefs of my peers	Experience spiritual belief systems, religious or otherwise, other than my own	Experience spiritual belief systems in a deep way and explain spiritual beliefs systems other than my own to others	Contribute to a culture of understanding and respect towards religious and spiritual beliefs that are different from my own
Respect for the different social and cultural backgrounds that others may come from	Know that others have different social and cultural backgrounds to me	Know something of the social and cultural backgrounds of my peers	Experience cultures other than my own	Experience societies different to the one I am living in and show respect for those differences	Contribute to a culture of understanding and respect towards societies and cultures that are different from my own
Respect for the value of diversity in the community	Know that my community has many different people in it	Know something of the societies and cultures in my community	Explain the value of diversity in my community	Participate in inter-faith or non-faith spiritual community events	Contribute to a culture of mutual understanding and respect in a multicultural community
Being thankful	<i>A Scout is thankful for the many gifts of nature and of the human community, and expresses this regularly</i>				
Appreciation of the beauty of our natural and human world	Appreciate the complexity and awe-inspiring nature of the natural and human worlds	Experience and appreciate some of the world's beauty	Explore beautiful places and reflect on nature's magnificence, and know that it is worth preserving	Consider the impact of a deteriorating natural environment on those around me	Care for the natural beauty of the world through my actions
Appreciation of the relationships we share and the role others play in shaping our lives	Identify the people that are most important in my life	Express thanks to my family and other people in my life for the things they do for me	Understand my cultural and spiritual heritage, and how these have shaped my life	Understand the importance of acceptance and forgiveness in maintaining the relationships I have	Articulate how the relationships I have shape my life and express thanks to those who support me
Appreciation for the opportunities available throughout our lives	Know that many opportunities are available to me throughout my life	Be thankful for the many opportunities that have been, are and will be available to me	Understand that others may not have the same opportunities as I have had	Be thankful for the opportunities I have had and start to help those who may not have the same opportunities	Provide a disadvantaged group with opportunities for development and growth

Scout Method					
Learning by Doing					
<i>Learning through practical and interactive activities.</i>	Youth develop through exposure to a range of activities and challenges, centred on different themes, including the Scout Promise and Law, which require them to be creative, imaginative and be involved.	Youth begin to develop initiative and problem solving skills, take responsibility for their learning, apply creative solutions to challenges and experience a greater breadth of Scouting activities, with continual relevance to Promise and Law, in familiar and new environments.	Youth increasingly take the lead in activities, initiating and leading by example in a range of settings, assisting in the up-skilling of peers, extending their own knowledge and development, whilst demonstrating understanding of the Promise and Law through their actions.	Youth increasingly lead by example in the community, assisting in the up-skilling of peers, initiating programs, camps and activities, increasing their skill set through an array of opportunities, including global exchanges, consolidating knowledge previously gained and living according to Scouting values.	Youth continue to broaden their experiences through Scouting and other pursuits, acting as role models to others in the community, initiating and leading activities, and living the Scout Promise and Law.
Nature & Outdoors					
<i>Providing an opportunity for outdoor appreciation, exploration and adventure that develops youth members' environmental awareness, empowerment and commitment.</i>	Youth participate in outdoor activities and adventures, developing an appreciation for the world around them, and the impact humans can have on the environment.	Youth develop an understanding of the importance of the environment, participate in environmental service activities, are involved in regular outdoor experiences, and develop basic skills in outdoor activities.	Youth have an understanding of the importance of the environment, are active participants in environmental service, participate in regular outdoor activities and continue to enhance their skills in these activity areas.	Youth consolidate their environmental knowledge, continuing to participate in environmentally conscious projects, whilst maintaining participation in regular outdoor pursuits and leadership opportunities, with continual health and wellbeing benefits.	Youth consolidate their environmental knowledge, participating in environmentally conscious projects, whilst maintaining regular outdoor pursuits, with continual health and wellbeing benefits, and leading others in these activities.
Personal Progression					
<i>A holistic program of challenges and experiences to guide each individual's development.</i>	Youth participate in challenges and experiences that have a focus on physical, social and creative development.	Youth begin to take responsibility for their own learning through experiences and challenges, with leadership to provide additional development opportunities.	Youth are responsible for their learning, recognising their progress in relation to the roles they play in challenges and experiences, as a follower, active participant and leader, with increasing youth responsibility, engagement with the wider community, and development of values and belief structures.	Youth continue to encounter new challenges and experiences, recognising their progress through their roles in the planning, implementation, leading and reflection on activities, with development focussed on independent learning opportunities, which are self-driven.	Youth continue to develop through opportunities to plan and lead experiences and challenges for others, contributing to committees and mentoring others. Learning is entirely self-driven, with independent learning, development and progression evident to the individual and group.
Promise and Law					
<i>Through the Scout Promise and Law, members explore a set of ethics and morals that facilitate a philosophy of living</i>	With the assistance of adults, youth express their individual understanding of key aspects of the Scout Promise and Law	With support from adults, youth express their individual understanding of the Scout Promise and Law.	Youth can independently express their understanding of the Scout Promise and Law, and can explain basic application in their lives outside of Scouting.	Youth express their understanding of the Scout Promise and Law, and application to their daily lives.	Youth express their understanding of the Scout Promise and Law, reflecting on previous applications and implications, the exploration it has encouraged and the code of living it promotes.

Promise					
<i>The Scout Promise is an oath made by all members describing a commitment to beliefs, community and oneself</i>					
	Describe what Scouts do, the contribution they can make to the community, and the expectations of the Promise.	Describes what it means to be a Scout, including community involvement, exploration of the world around them, and the expectations of the Promise.	Describes the importance and influence of Scouting to personal growth and development. Identify the various communities to which they belong and what they can do to make a difference	Describes the pledge to fulfil the duties of a Scout and discusses individual understanding with peers. Analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities	Describes and discusses the commitment to oneself, other people and ones spirituality and how this shapes the way one lives their life. Plan, implement and evaluate ways of contributing to civil society at local, national, regional and global levels
Law					
<i>The Scout Law is the foundation value set the Scout Movement strives to instil in all members</i>					
	Describes the behaviours Scouts should display around each other	Describes the expected behaviours of Scouts in all situations	Describes a model that every Scout should strive to follow in everything they do	Describes the significance of the responsibility a Scout has in the greater community	Describes the code of living, or way of life, that empowers development of self and others.
Values education					
<i>Through the Scout Promise and Law, members explore a set of ethics and morals that facilitate a philosophy of living</i>					
Ethics and Morals ⁶²	Identifies the values included in the Scout Law and discusses these. Identifies rights and responsibilities for themselves and their peers Recognise that there may be many points of view and identify alternative views Discuss how people make decisions about their actions and offer reasons why people’s decisions differ	Identifies and describes shared values in Scouting and in broader society Investigate rights and responsibilities in Scouting and the local community Describe different points of view and give possible reasons for these differences Identify ethical concepts and describe some of their attributes Explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions	Discuss actions taken in a range of contexts that include an ethical dimension Identify the relevance of beliefs and the role and application of values in social practices Classifies rights and responsibilities in relation to duties of a responsible citizen Compares a range of points of view associated with challenging ethical dilemmas Identifies behaviours that exemplify the dimensions and challenges of ethical concepts	Discuss the ethical dimensions of beliefs and the need for action in a range of settings Compare inconsistencies in personal reasoning and societal ethical decision making Compare and explain the interplay of values in national and international forums Evaluate the merits of conflicting rights and responsibilities in global contexts	Examine reasons for clashes of belief in issues of personal, social and global importance Evaluate generalised statements about ethical concepts Use reasoning skills to rank (prioritise) the relative merits of points of view about complex ethical dilemmas
Service					
<i>An individual's responsibility and commitment to their community and the wider world.</i>	Youth members have a basic understanding of helping others, demonstrating this in their section gatherings, home lives, and through community activities attended with the group.	Youth members understand the concept of helping others, demonstrating this through interactions with service organisations in the local community, and contributing at	Youth members continue to develop their understanding of service, contributing to the group by assisting with specific tasks, visiting local service organisations and demonstrating an understanding of their role in the community, and	Youth members understand the concept of service, contributing to the scouting community through group events and assisting periodically in younger sections, active participation in local community events and projects, and	Service is a key component of the section-life, with members contributing to the community through leadership, group activities, and involvement in voluntary roles in organisations, assisting at community events, and

⁶² The majority of these statements have been adapted from the Australian Curriculum document, *Ethical Understanding*. This forms one dimension of the Australian Curriculum. Full documentation can be sourced from: <http://www.australiancurriculum.edu.au/GeneralCapabilities/Pdf/Ethical-understanding>

		Scouting and community activities and events.	contributing to the wider community through activities, events, fundraisers and projects.	exploring involvement in external community service organisations.	planning of activities or events for the benefit of others.
Small Group System					
<i>A way to develop interpersonal and Leadership skills through teamwork, responsibility and belonging.</i>	Youth participate in short, sharp and interactive activities as individual members of a large group, with occasional opportunities to participate in small group activities, experience leadership and make decisions.	Youth are eager learners who follow detailed instruction, seek clarification, and participate in small and large group activities, with greater leadership and decision-making opportunities.	Youth experience increasing leadership opportunities, with greater decision making responsibilities, through individual and small group work in a range of settings.	Youth experience leadership of larger teams, exploring decision-making, risks and consequences of actions, within a climate of changing social pressures, whilst planning their own activities which peers are invited to attend and support.	Youth encounter opportunities for broader responsibility on a variety of levels, attend multi-group events, plan a range of activities within the team setting, and develop lifelong-routines and coping mechanism for the pressures of life, with the support of peers.
Symbolic Framework					
<i>The unifying structure, theme and symbols that facilitate the awareness and development of an individual's personal journey through Scouting.</i>	Youth participate in programs centred on an age-appropriate specific theme, incorporating ceremonies, names and symbols, which support their learning and understanding, and provide connections to the world around them.	The learning journey of a youth member is facilitated by a specific theme and structure, which is consistent across the section, incorporating ceremonies, names and symbols that support a shared culture and connection to the world.	The journey of a youth member is guided by a specific theme and structure, incorporating ceremonies, names and symbols that are consistent across the section, promoting challenge, achievement and reflection.	The structure and theme of the section, incorporating names, symbols and ceremonies, which is consistent nation-wide, facilitates the journeys of youth members through personal development incorporating adventure, challenges, leadership, participation and reflection.	Personal journeys are guided by a consistent structure and theme across the section, which incorporates specified roles, symbols and ceremonies, yet allows the freedom to explore and develop through adventure, leadership and reflection, in a range of settings.
Youth Leading, Adults Supporting					
<i>A youth driven movement guided by adults, where youth are increasingly self-managing.</i>	Youth are led by adults, with occasional developmental opportunities to lead small tasks.	Youth experience small leadership opportunities, are involved in the suggestion and implementation of some activities, but adults serve as the leaders in the majority of scenarios.	Leadership is a shared responsibility of youth and adults, with youth increasingly leading activities and decision-making, and adults increasingly becoming facilitators and mentors.	Youth initiate and lead the majority of activities, experiences and programming for their peers, with adults continuing to facilitate, guide and mentor as required.	Youth are transitioning to young adults, making decisions for themselves and their peers, initiating all activities, experiences and programming, in a completely youth-led and self-governing section, with minimal guidance from older adults.
Leadership[#]					
Stages of Leadership					
Skills for development (adult leaders to facilitate learning using the Scout methods—learning by doing). ⁶³	Giving clear instructions Listening to others Leading by example Helping others	Appreciating the support of others Helping to plan a section night Helping others younger than oneself Helping to plan an activity Sharing ideas Planning a section night	Leading a small group Identifying problems, looking for solutions Thinking “outside the box” to make activities fun Planning a hike for a small group	Leading a large group Planning a camp or overnight hike for a small group Delegating Dealing with negative behaviour Awareness of own personal strengths/weaknesses	Motivating others Leading by collaboration Giving effective feedback to others Planning long-term (eg year-long program) Paying attention to the environment to recognise when change is required

⁶³ Progression of leadership skills adapted from: The University of Adelaide, *Professional Staff – Core Capability Dictionary*, PDF, viewed on 5 February 2015, <https://www.adelaide.edu.au/hr/docs/core-capability-dictionary.pdf>

		Adapting behaviour based on feedback	<p>Setting short-term goals</p> <p>Encouraging others</p> <p>Understanding differing skills sets/backgrounds in others</p> <p>Using tools to manage time effectively</p> <p>Identifying problems, developing solutions</p> <p>Helping to plan short-term (eg term program)</p> <p>Keeping people informed</p> <p>Dealing with conflicting demands</p> <p>Adapting to change</p>	<p>Involving others in planning</p> <p>Speaking confidently</p> <p>Planning short term (eg term program)</p> <p>Setting a budget for an activity</p> <p>Setting long-term goals</p> <p>Solving problems independently</p> <p>Encouraging and supporting others</p> <p>Setting expectations</p> <p>Prioritising</p> <p>Building team resilience</p> <p>Helping to plan long-term (eg year-long program)</p> <p>Leading change if required</p> <p>Presentation skills</p>	<p>Working collaboratively with other groups</p> <p>Supporting others to take on new challenges</p>
Attitudes to begin development (correlate with the developmental stages for the Promise and Law).	<p>Empathy</p> <p>Honesty</p> <p>Community</p> <p>Respect</p>	<p>Showing enthusiasm for activities</p> <p>Confidence</p> <p>Relating well to others</p> <p>Taking responsibility for own work</p> <p>Cooperation</p>	<p>Giving constructive feedback</p> <p>Learning tolerance and tact</p> <p>Encouraging collaboration</p> <p>Welcoming ideas for improvement</p>	<p>Managing own emotions</p>	
Social Management⁶⁴					
	<p>Discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers</p> <p>Identify cooperative behaviours in a range of group activities</p> <p>Practise individual and group decision making in situations such as group meetings and when working in pairs and small groups</p> <p>Practise solving simple interpersonal problems, recognising there are many ways to solve conflict</p>	<p>Identify communication skills that enhance relationships for particular groups and purposes</p> <p>Describe characteristics of cooperative behaviour and identify evidence of these in group activities</p> <p>Contribute to and predict the consequences of group decisions in a range of situations</p> <p>Identify a range of conflict resolution strategies to negotiate positive outcomes to problems</p>	<p>Identify and explain factors that influence effective communication in a variety of situations</p> <p>Contribute to groups and teams, suggesting improvements in methods used for group investigations and projects</p> <p>Identify factors that influence decision making and consider the usefulness of these in making their own decisions</p> <p>Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations</p>	<p>Analyse enablers of and barriers to effective verbal, nonverbal and digital communication</p> <p>Assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives</p> <p>Assess individual and group decision-making processes in challenging situations</p> <p>Assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations</p>	<p>Critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks</p> <p>Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making</p> <p>Generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts</p> <p>Propose, implement and monitor strategies to address needs prioritised at</p>

⁶⁴ Adapted from: Australian Curriculum, Assessment and Reporting Authority (ACARA), 'Learning Continuum – Personal and Social Capability' in *Personal and Social Capability*, viewed on 5 February 2015, <http://www.australiancurriculum.edu.au/generalcapabilities/personal-and-social-capability/continuum#layout=columns&page=6>

	Discuss ways in which they can take responsibility for their own actions	Discuss the concept of leadership and identify situations where it is appropriate to adopt this role	Initiate or help to organise group activities that address a common need	Plan Scouting and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks	local, national, regional and global levels, and communicate these widely
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Adventurous Program

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

Key generic learning objectives – specialised objectives should be developed for each Adventure category/area and are better described as stages rather than being age aligned	Have the opportunity to experience a range of activities in different environments	Participate in activities developing basic skills, applicable to multiple disciplines	Consolidate skills to aid in the participation of activities with greater scope for challenge	Plan and lead activities, with minimal adult guidance, for fellow youth that provide a challenge for participants	Independently plans and leads adventurous activities for others
	Beginning to develop gross and fine motor skills applicable to multiple areas/disciplines (core skills)	Developing core skills that will assist in participating in, and exploring, more specialised activities Participate, plan and lead (with adult support) basic activities	Plan activities (with adult guidance, where necessary) for peers that provide a challenge and/or result in increased experience or skill in at least one Adventure area.	Have the opportunity to gain formal qualifications in specialist outdoor areas Basic Skill formal assessment (VET) Advanced Skill development and formal assessment (VET)	Mentors others in the planning and leading of adventurous activities Have the opportunity to obtain formal guide and instructor level qualifications in specialist areas Obtain Guide level certification

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APPENDIX A: COMBINED SCOUT METHOD MATRIX (DRAFT)

Scout Method Element	6-7 year-olds	8-10 year-olds	11-14 year-olds	15-17 year-olds	18-25 year-olds
Learning by Doing					
<i>Learning through practical and interactive activities.</i>	Youth develop through exposure to a range of activities and challenges, centred on different themes, including the Scout Promise and Law, which require them to be creative, imaginative and be involved.	Youth begin to develop initiative and problem solving skills, take responsibility for their learning, apply creative solutions to challenges and experience a greater breadth of Scouting activities, with continual relevance to Promise and Law, in familiar and new environments.	Youth increasingly take the lead in activities, initiating and leading by example in a range of settings, assisting in the up-skilling of peers, extending their own knowledge and development, whilst demonstrating understanding of the Promise and Law through their actions.	Youth increasingly lead by example in the community, assisting in the up-skilling of peers, initiating programs, camps and activities, increasing their skill set through an array of opportunities, including global exchanges, consolidating knowledge previously gained and living according to Scouting values.	Youth continue to broaden their experiences through Scouting and other pursuits, acting as role models to others in the community, initiating and leading activities, and living the Scout Promise and Law.
Nature & Outdoors					
<i>Providing an opportunity for outdoor appreciation, exploration and adventure that develops youth members' environmental awareness, empowerment and commitment.</i>	Youth participate in outdoor activities and adventures, developing an appreciation for the world around them, and the impact humans can have on the environment.	Youth develop an understanding of the importance of the environment, participate in environmental service activities, are involved in regular outdoor experiences, and develop	Youth have an understanding of the importance of the environment, are active participants in environmental service, participate in regular outdoor activities and continue to enhance their	Youth consolidate their environmental knowledge, continuing to participate in environmentally conscious projects, whilst maintaining participation in regular outdoor pursuits and leadership opportunities, with	Youth consolidate their environmental knowledge, participating in environmentally conscious projects, whilst maintaining regular outdoor pursuits, with continual health and wellbeing benefits, and



		basic skills in outdoor activities.	skills in these activity areas.	continual health and wellbeing benefits.	leading others in these activities.
Personal Progression					
<i>A holistic program of challenges and experiences to guide each individual's development.</i>	Youth participate in challenges and experiences that have a focus on physical, social and creative development.	Youth begin to take responsibility for their own learning through experiences and challenges, with leadership to provide additional development opportunities.	Youth are responsible for their learning, recognising their progress in relation to the roles they play in challenges and experiences, as a follower, active participant and leader, with increasing youth responsibility, engagement with the wider community, and development of values and belief structures.	Youth continue to encounter new challenges and experiences, recognising their progress through their roles in the planning, implementation, leading and reflection on activities, with development focussed on independent learning opportunities, which are self-driven.	Youth continue to develop through opportunities to plan and lead experiences and challenges for others, contributing to committees and mentoring others. Learning is entirely self-driven, with independent learning, development and progression evident to the individual and group.
Promise and Law					
<i>Through the Scout Promise and Law, members explore a set of ethics and morals that facilitate a philosophy of living</i>	With the assistance of adults, youth express their individual understanding of key aspects of the Scout Promise and Law	With support from adults, youth express their individual understanding of the Scout Promise and Law.	Youth can independently express their understanding of the Scout Promise and Law, and can explain basic application in their lives outside of Scouting.	Youth express their understanding of the Scout Promise and Law, and application to their daily lives.	Youth express their understanding of the Scout Promise and Law, reflecting on previous applications and implications, the exploration it has encouraged and the code of living it promotes.
Service					

<p><i>An individual's responsibility and commitment to their community and the wider world.</i></p>	<p>Youth members have a basic understanding of helping others, demonstrating this in their section gatherings, home lives, and through community activities attended with the group.</p>	<p>Youth members understand the concept of helping others, demonstrating this through interactions with service organisations in the local community, and contributing at Scouting and community activities and events.</p>	<p>Youth members continue to develop their understanding of service, contributing to the group by assisting with specific tasks, visiting local service organisations and demonstrating an understanding of their role in the community, and contributing to the wider community through activities, events, fundraisers and projects.</p>	<p>Youth members understand the concept of service, contributing to the scouting community through group events and assisting periodically in younger sections, active participation in local community events and projects, and exploring involvement in external community service organisations.</p>	<p>Service is a key component of the section-life, with members contributing to the community through leadership, group activities, and involvement in voluntary roles in organisations, assisting at community events, and planning of activities or events for the benefit of others.</p>
<p>Small Group System</p>					
<p><i>A way to develop interpersonal and Leadership skills through teamwork, responsibility and belonging.</i></p>	<p>Youth participate in short, sharp and interactive activities as individual members of a large group, with occasional opportunities to participate in small group activities, experience leadership and make decisions.</p>	<p>Youth are eager learners who follow detailed instruction, seek clarification, and participate in small and large group activities, with greater leadership and decision-making opportunities.</p>	<p>Youth experience increasing leadership opportunities, with greater decision making responsibilities, through individual and small group work in a range of settings.</p>	<p>Youth experience leadership of larger teams, exploring decision-making, risks and consequences of actions, within a climate of changing social pressures, whilst planning their own activities which peers are invited to attend and support.</p>	<p>Youth encounter opportunities for broader responsibility on a variety of levels, attend multi-group events, plan a range of activities within the team setting, and develop lifelong-routines and coping mechanism for the pressures of life, with the support of peers.</p>
<p>Symbolic Framework</p>					
<p><i>The unifying structure, theme and symbols that</i></p>	<p>Youth participate in programs centred on an</p>	<p>The learning journey of a youth member is</p>	<p>The journey of a youth member is guided by a</p>	<p>The structure and theme of the section,</p>	<p>Personal journeys are guided by a consistent</p>

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<p><i>facilitate the awareness and development of an individual's personal journey through Scouting.</i></p>	<p>age-appropriate specific theme, incorporating ceremonies, names and symbols, which support their learning and understanding, and provide connections to the world around them.</p>	<p>facilitated by a specific theme and structure, which is consistent across the section, incorporating ceremonies, names and symbols that support a shared culture and connection to the world.</p>	<p>specific theme and structure, incorporating ceremonies, names and symbols that are consistent across the section, promoting challenge, achievement and reflection.</p>	<p>incorporating names, symbols and ceremonies, which is consistent nationwide, facilitates the journeys of youth members through personal development incorporating adventure, challenges, leadership, participation and reflection.</p>	<p>structure and theme across the section, which incorporates specified roles, symbols and ceremonies, yet allows the freedom to explore and develop through adventure, leadership and reflection, in a range of settings.</p>
<p>Youth Leading, Adults Supporting</p>					
<p><i>A youth driven movement guided by adults, where youth are increasingly self-managing.</i></p>	<p>Youth are led by adults, with occasional developmental opportunities to lead small tasks.</p>	<p>Youth experience small leadership opportunities, are involved in the suggestion and implementation of some activities, but adults serve as the leaders in the majority of scenarios.</p>	<p>Leadership is a shared responsibility of youth and adults, with youth increasingly leading activities and decision-making, and adults increasingly becoming facilitators and mentors.</p>	<p>Youth initiate and lead the majority of activities, experiences and programming for their peers, with adults continuing to facilitate, guide and mentor as required.</p>	<p>Youth are transitioning to young adults, making decisions for themselves and their peers, initiating all activities, experiences and programming, in a completely youth-led and self-governing section, with minimal guidance from older adults.</p>

APPENDIX B: PROMISE AND LAW DRAFT SCOPE AND SEQUENCE

Scouting Element	6-7 year-olds	8-10 year-olds	11-14 year-olds	15-17 year-olds	18-25 year-olds
Promise and Law goal	With the assistance of adults, youth express their individual understanding of key aspects of the Scout Promise and Law	With support from adults, youth express their individual understanding of the Scout Promise and Law.	Youth can independently express their understanding of the Scout Promise and Law, and can explain basic application in their lives outside of Scouting.	Youth express their understanding of the Scout Promise and Law, and application to their daily lives.	Youth express their understanding of the Scout Promise and Law, reflecting on previous applications and implications, the exploration it has encouraged and the code of living it promotes.
Promise	<i>The Scout Promise is an oath made by all members describing a commitment to beliefs, community and oneself</i>				
	Describe what Scouts do, the contribution they can make to the community, and the expectations of the Promise.	Describes what it means to be a Scout, including community involvement, exploration of the world around them, and the expectations of the Promise.	Describes the importance and influence of Scouting to personal growth and development. Identify the various communities to which they belong and what they can do to make a difference	Describes the pledge to fulfil the duties of a Scout and discusses individual understanding with peers. Analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities	Describes and discusses the commitment to oneself, other people and ones spirituality and how this shapes the way one lives their life. Plan, implement and evaluate ways of contributing to civil society at local, national, regional and global levels
Law	<i>The Scout Law is the foundation value set the Scout Movement strives to instil in all members</i>				
	Describes the behaviours Scouts should display around each other	Describes the expected behaviours of Scouts in all situations	Describes a model that every Scout should strive to follow in everything they do	Describes the significance of the responsibility a Scout has in the greater community	Describes the code of living, or way of life, that empowers development of self and others.

Values education <i>Through the Scout Promise and Law, members explore a set of ethics and morals that facilitate a philosophy of living</i>					
Ethics and Morals ⁶⁵	Identifies the values included in the Scout Law and discusses these.	Identifies and describes shared values in Scouting and in broader society	Discuss actions taken in a range of contexts that include an ethical dimension	Discuss the ethical dimensions of beliefs and the need for action in a range of settings	Examine reasons for clashes of belief in issues of personal, social and global importance
	Identifies rights and responsibilities for themselves and their peers	Investigate rights and responsibilities in Scouting and the local community	Identify the relevance of beliefs and the role and application of values in social practices	Compare inconsistencies in personal reasoning and societal ethical decision making	Evaluate generalised statements about ethical concepts
	Recognise that there may be many points of view and identify alternative views	Describe different points of view and give possible reasons for these differences	Classifies rights and responsibilities in relation to duties of a responsible citizen	Compare and explain the interplay of values in national and international forums	Use reasoning skills to rank (prioritise) the relative merits of points of view about complex ethical dilemmas
	Discuss how people make decisions about their actions and offer reasons why people's decisions differ	Identify ethical concepts and describe some of their attributes Explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions	Compares a range of points of view associated with challenging ethical dilemmas Identifies behaviours that exemplify the dimensions and challenges of ethical concepts	Evaluate the merits of conflicting rights and responsibilities in global contexts	

⁶⁵ The majority of these statements have been adapted from the Australian Curriculum document, *Ethical Understanding*. This forms one dimension of the Australian Curriculum. Full documentation can be sourced from: <http://www.australiancurriculum.edu.au/GeneralCapabilities/Pdf/Ethical-understanding>

APPENDIX C: AREAS OF PERSONAL GROWTH (AOPG) MATRIX

Area	Definition	6-7 year-olds	8-10 year-olds	11-14 year-olds	15-17 year-olds	18-25 year-olds
Social	Social development refers to the notion of belonging to a group and relationships with others. This may be from small groups of peers to larger communities, as well as understanding differences between people.	Knowing how to make friends and be friendly	Knowing how to make friends and understanding people's differences	Accepting and welcoming others, acknowledging their differences and engaging with my community	Understanding my position as a part of my community, accepting people different from myself	Understanding my position as a part a global society, accepting and embracing people different from myself
Physical	Physical development refers to a person's relationship with their body. It includes active care for health, as well as the pursuit of physical skill and fitness.	Looking after my body	Looking after the wellbeing of my body	Being responsible for my health and the improvement of my physical skills	Being responsible for the care and improvement of my health and fitness	Being proactive about the care and improvement of my health and fitness
Intellectual	Intellectual development refers to cognitive function. It encompasses the acquisition of knowledge and skills and the application of learning in different circumstances.	Learning and solving problems	Learning and using what I know to solve problems	Using my skills and knowledge to overcome different challenges	Improving my ability to think and plan, to face different challenges	Improving my ability to think, plan and innovate and use information in an original way, adapting to different situations
Character	Character development refers to the pursuit of personal best. It includes positive attitude, respect and making an effort beyond what benefits the self.	Being cheerful and doing my best	Being cheerful, respectful and always doing my best	'Showing respect for myself and others and doing my best	Becoming my own person, doing my best and respecting others	Striving for my own personal best and making a positive contribution to society
Emotional	Emotional development refers to the need for understanding of emotions. It includes	Knowing how I am feeling	Understanding how I am feeling and	Being able to express my own feelings and	Being able to confidently express my emotions in a	Being able to acknowledge and confidently express

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	awareness of how a person is feeling, expressing emotions in a positive manner, and respecting the emotional needs of others.		thinking about how others feel	respect the feelings of others	positive manner and respecting the emotions of others	my emotions in a positive manner, while acknowledging and respecting the emotions of others
Spiritual	Spiritual development refers to the development of a person's feelings or beliefs regarding their purpose in life, connection to others and place in the world around them. These spiritual feelings or beliefs guide their actions throughout their life and may change as a person develops.	Appreciating the world around me	Understanding that people have different beliefs and expressing thanks to others'	Beginning to explore different religions and belief systems, developing a sense of connection to others, and taking time to stop and reflect	Forming my own beliefs about my purpose in life, and improving my sense of connection to others and the world	Being able to express beliefs about my purpose, respecting those of others, and understanding how my beliefs influence my actions

APPENDIX D: SPIRITUAL DEVELOPMENT LEARNING OBJECTIVES

Spirituality Element	6-7 year-olds	8-10 year-olds	11-14 year-olds	15-17 year-olds	18-25 year-olds
Spiritual development goal	'Appreciating the world around me'	'Understanding that people have different beliefs and expressing thanks to others'	'Beginning to explore different religions and belief systems, developing a sense of connection to others, and taking time to stop and reflect'	'Forming my own beliefs about my purpose and improving my sense of connection to others and the world'	'Being able to express my beliefs about my purpose, respecting those of others, and understanding how my beliefs influence my actions'
Exploring beliefs	<i>A scout explores spirituality in religious and non-religious forms, and thinks deeply about the different ways they may live their life</i>				
Exploring religions	Know if my parents have a belief system	Experience religious belief systems through family and community activities	Understand how common religious beliefs can be applied in daily life	Understand how different religions shape an individual's worldview and the implications this has on society	Engage in informed discussion on the role of religions in society
Exploring non-religious systems of spiritual belief	Know if my parents have a belief system	Experience non-religious belief systems through family and community activities	Understand non-religious conceptions of the meaning of life and how these can be applied in daily life	Understand how different non-religious beliefs shape an individual's worldview and the implications this has on society	Engage in informed discussion on the role of non-religious systems of spiritual belief in society
Exploring questions about the purpose and journey of life	N/A*	Know that there are many ways that I may choose to find meaning in my life	Question my feelings and beliefs regarding my purpose in life	Possess a developing conception of my own spirituality	Continue to explore and express my spirituality and understand how this influences my life

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Spirituality Element	6-7 year-olds	8-10 year-olds	11-14 year-olds	15-17 year-olds	18-25 year-olds
Stopping for reflection <i>A Scout pauses to reflect upon the Law and Promise as well as their own spiritual beliefs through a variety of means. These may include worship, meditation, prayer, conversation and contemplation</i>					
Reflection upon the role that spiritual beliefs, the Scout Promise and Law play in our lives and how these develop over time	Appreciate that the Promise and Law should play a part in guiding my life	Know the Promise and Law, be able to express in basic terms what they mean to me, and know that my spiritual beliefs are influenced by my family and community	Explain how my spiritual beliefs, the Promise and Law guide my actions and understand the importance of surrounding myself with positive influences	Express how my spiritual beliefs guide my actions in particular contexts and how they have developed over time.	Express the reasons I have arrived at my current spiritual beliefs and how these combine with the Scout Promise and Law to guide me through my adult life
Reflection upon how we may better live up to our own spiritual beliefs	N/A*	Know that there are right and wrong ways of doing things and I should use my spiritual beliefs to guide my actions	Understand how my spiritual beliefs guide my actions	Express examples of when I have not lived up to my spiritual beliefs and explain how I can improve in future	Articulate my plan for further developing and adhering to my spiritual beliefs in the future
Reflection upon our connection with others and place in the world	Know that I am part of something bigger than myself	Appreciate that I am connected with others and the world	Have an understanding of how I am connected with others and the world	Express my beliefs about my connections with others and place in the world	Lead younger individuals in gaining their own understanding of their connection with others and place in the world, and reflect upon how my understanding of this informs my actions
Respect for others <i>A Scout respects and acknowledges other people's spiritual beliefs, and the value of diversity</i>					
Respect for the different religious and spiritual beliefs others may hold	Know that others may have different beliefs to me about life	Know something of the beliefs of my peers	Experience spiritual belief systems, religious or otherwise, other than my own	Experience spiritual belief systems in a deep way and explain spiritual beliefs systems other than my own to others	Contribute to a culture of understanding and respect towards religious and spiritual beliefs that are different from my own

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Spirituality Element	6-7 year-olds	8-10 year-olds	11-14 year-olds	15-17 year-olds	18-25 year-olds
Respect for the different social and cultural backgrounds that others may come from	Know that others have different social and cultural backgrounds to me	Know something of the social and cultural backgrounds of my peers	Experience cultures other than my own	Experience societies different to the one I am living in and show respect for those differences	Contribute to a culture of understanding and respect towards societies and cultures that are different from my own
Respect for the value of diversity in the community	Know that my community has many different people in it	Know something of the societies and cultures in my community	Explain the value of diversity in my community	Participate in inter-faith or non-faith spiritual community events	Contribute to a culture of mutual understanding and respect in a multicultural community
Being thankful					
<i>A Scout is thankful for the many gifts of nature and of the human community, and expresses this regularly</i>					
Appreciation of the beauty of our natural and human world	Appreciate the complexity and awe-inspiring nature of the natural and human worlds	Experience and appreciate some of the world's beauty	Explore beautiful places and reflect on nature's magnificence, and know that it is worth preserving	Consider the impact of a deteriorating natural environment on those around me	Care for the natural beauty of the world through my actions
Appreciation of the relationships we share and the role others play in shaping our lives	Identify the people that are most important in my life	Express thanks to my family and other people in my life for the things they do for me	Understand my cultural and spiritual heritage, and how these have shaped my life	Understand the importance of acceptance and forgiveness in maintaining the relationships I have	Articulate how the relationships I have shape my life and express thanks to those who support me
Appreciation for the opportunities available throughout our lives	Know that many opportunities are available to me throughout my life	Be thankful for the many opportunities that have been, are and will be available to me	Understand that others may not have the same opportunities as I have had	Be thankful for the opportunities I have had and start to help those who may not have the same opportunities	Provide a disadvantaged group with opportunities for development and growth

* These learning objectives are beyond the scope of the 6-7 year old age group.

APPENDIX E: SPIRITUAL DEVELOPMENT EXAMPLE ACTIVITIES

The following are examples of activities that may be used to achieve the various spiritual development learning objectives listed above. These activities form an inexhaustive list of possible ways that these learning objectives may be met; there are of course many other ways in which the objectives may be achieved that are not listed. Many of these activities may form part of the Award Scheme or may be pursued as standalone activities.

Spirituality Element	6-7 year-olds	8-10 year-olds	11-14 year-olds	15-17 year-olds	18-25 year-olds
Spiritual development goal	'Appreciating the world around me'	'Understanding that people have different beliefs and expressing thanks to others'	'Beginning to explore different religions and belief systems, developing a sense of connection to others, and taking time to stop and reflect'	'Forming my own beliefs about my purpose and improving my sense of connection to others and the world'	'Being able to express my beliefs about my purpose, respecting those of others, and understanding how my beliefs influence my actions'
Exploring beliefs	<i>A scout explores spirituality in religious and non-religious forms, and thinks deeply about the different ways they may live their life</i>				
Exploring religions	<ul style="list-style-type: none"> • Parent conversation • Community & Family Activity (e.g. Festivals/events both religious and secular) 	<ul style="list-style-type: none"> • Small team discussion • Visit place of worship (organised by Leaders) • Community & Family Activity (e.g. religious festivals/events) • Cultural Night (explore overseas country with food, culture and faith) 	<ul style="list-style-type: none"> • Visit from a religious leader • Create a resource (e.g. Fact sheet) • Visit place of worship (organised by group or individually) • Cultural Night (explore overseas country with food, culture and faith) 	<ul style="list-style-type: none"> • Visit from a religious leader • Visit place of worship (organised by group or individually) • Presentation to group • Unit debate/discussion • Personal Research • Public debate e.g. online forums, town hall meetings 	<ul style="list-style-type: none"> • Group debate/discussion • Presentation to group • Public debate e.g. online forums, town hall meetings • Personal Research • Visit place of worship (organised by group or individually) • Participate in a cultural or spiritual activity

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Spirituality Element	6-7 year-olds	8-10 year-olds	11-14 year-olds	15-17 year-olds	18-25 year-olds
Exploring non-religious systems of spiritual belief	<ul style="list-style-type: none"> • Parent conversation • Community & Family Activity (e.g. Festivals/events both religious and secular) 	<ul style="list-style-type: none"> • Small team discussion • Community & Family Activity (e.g. non-religious festivals/events) • Cultural Night (explore overseas country with food, culture and faith) 	<ul style="list-style-type: none"> • Visit from a non-religious spiritual leader • Create a resource (e.g. Fact sheet) • Cultural Night (explore overseas country with food, culture and faith) 	<ul style="list-style-type: none"> • Visit from a non-religious spiritual leader • Presentation to group • Group debate/discussion • Personal Research • Public debate e.g. online forums, town hall meetings 	<ul style="list-style-type: none"> • Group debate/discussion • Presentation to group • Public debate e.g. online forums, town hall meetings • Personal Research • Participate in a cultural or spiritual activity
Exploring questions about the purpose and journey of life	N/A*	<ul style="list-style-type: none"> • Small team discussion • Scouts' Own • Community & Family Activity (e.g. Festivals/events both religious and non-religious) • Discussion with Leader 	<ul style="list-style-type: none"> • Personal reflection • Scouts' Own • Small team discussion • Engage with own spiritual beliefs • Community & Family Activity (e.g. Festivals/events both religious and non-religious) • Discussion with Leader 	<ul style="list-style-type: none"> • Personal reflection • Scouts' Own • Small team discussion • Engage with own spiritual beliefs • Community & Family Activity (e.g. Festivals/events both religious and non-religious) • Movie/documentary night with discussion 	<ul style="list-style-type: none"> • Personal reflection • Scouts' Own • Small team discussion • Engage with own spiritual beliefs • Community & Family Activity (e.g. Festivals/events both religious and non-religious) • Organise and run a spiritual activity for a younger age group • Movie/documentary night with discussion

Spirituality Element	6-7 year-olds	8-10 year-olds	11-14 year-olds	15-17 year-olds	18-25 year-olds
Stopping for reflection <i>A Scout pauses to reflect upon the Law and Promise as well as their own spiritual beliefs through a variety of means. These may include worship, meditation, prayer, conversation and contemplation</i>					
Reflection upon the role that spiritual beliefs, the Scout Promise and Law play in our lives and how these develop over time	<ul style="list-style-type: none"> • Group discussion • ‘Story time’ – listen to stories that show how spiritual beliefs, the Scout Law and Promise guide life choices 	<ul style="list-style-type: none"> • Discussion with Leader • Small team discussion • Create a poster that display the Scout Promise and Law • Identify situations where family and community could influence spiritual beliefs 	<ul style="list-style-type: none"> • Small team discussion • Hypothetical activities – identifying the application of the Promise and Law in scenarios • Role-play activities – acting out situations and applying the Promise and Law • Role-play activities – acting out a situation and identifying the effects of positive and negative influences 	<ul style="list-style-type: none"> • Hypothetical activities – deciding an action in ‘forced-choice’ scenarios • Role-play activities – acting out situations and identifying the influence of spiritual beliefs • Discussion with Leader • Presentation to group • Group discussion 	<ul style="list-style-type: none"> • Hypothetical activities – explaining how one would act in moral and ethical dilemmas and why – with reference to the Scout Promise and Law, and spiritual beliefs • Written personal reflection – can be shared anonymously with group • Group discussion • Presentation to group
Reflection upon how we may better live up to our own spiritual beliefs	N/A*	<ul style="list-style-type: none"> • Role-play activities – acting out situations and identifying whether the group thinks actions were right or wrong 	<ul style="list-style-type: none"> • Small team discussion • Role-play activities – acting out situations and identify the influence of spiritual beliefs 	<ul style="list-style-type: none"> • Self-reflection • Group discussion • Scouts’ Own 	<ul style="list-style-type: none"> • Group discussion • Articulate how you can better live up to your spiritual beliefs • Presentation to group
Reflection upon our connection with others and place in the world	<ul style="list-style-type: none"> • Group meditation preferably in natural surroundings • Connect with scouts from another country 	<ul style="list-style-type: none"> • Participate in a Scouts’ Own • Group meditation, preferably in natural surroundings • Correspond with a pen pal from another country, reflecting on your similarities and differences 	<ul style="list-style-type: none"> • Lead a Scouts’ Own • Group meditation, preferably in natural surroundings • Participate in a community service activity 	<ul style="list-style-type: none"> • Presentation to group • Group meditation, preferably in natural surroundings • Participate in a community service activity that aids the disadvantaged 	<ul style="list-style-type: none"> • Organise and run a Scouts’ Own for younger individuals • Group meditation, preferably in natural surroundings • Organise a community service activity that aids the disadvantaged

Spirituality Element	6-7 year-olds	8-10 year-olds	11-14 year-olds	15-17 year-olds	18-25 year-olds
Respect for others					
<i>A Scout respects and acknowledges other people's spiritual beliefs, and the value of diversity</i>					
Respect for the different religious and spiritual beliefs others may hold	<ul style="list-style-type: none"> • 'Story time' – listen to a story that talks about different spiritual beliefs 	<ul style="list-style-type: none"> • Small team discussion • Role play activities demonstrating different spiritual beliefs 	<ul style="list-style-type: none"> • Visit from a spiritual leader • Visit to a place of worship 	<ul style="list-style-type: none"> • Visit from a spiritual leader • Visit to a place of worship • Debate an aspect of spirituality 	<ul style="list-style-type: none"> • Group debate • Public debate e.g. online forums, town hall meetings • Visit to a place of worship • Debate an aspect of spirituality
Respect for the different social and cultural backgrounds that others may come from	<ul style="list-style-type: none"> • Group discussion facilitated by Leader • Cultural night to explore food, culture and faith of another country 	<ul style="list-style-type: none"> • Small team discussion • Presentation to group • Cultural night to explore food, culture and faith of another country 	<ul style="list-style-type: none"> • Visit from an ethnic community leader • Visit to a culturally significant location, e.g. ethnic museum 	<ul style="list-style-type: none"> • Spend time in a society different to your own, e.g. visit a Scouting group in a different socio-geographic location, volunteer overseas • Movie/documentary night with discussion 	<ul style="list-style-type: none"> • Crew debate • Public debate e.g. online forums, town hall meetings • Contribute to an organisation that assists a minority group
Respect for the value of diversity in the community	<ul style="list-style-type: none"> • Group discussion facilitated by Leader • 'Story time' – listen to a story that talks about the value of diversity 	<ul style="list-style-type: none"> • Small team discussion • Visit by community leader / social worker • Attend a community cultural event 	<ul style="list-style-type: none"> • Small team discussion • Presentation to group • Attend a community cultural event and reflect upon the value of such events 	<ul style="list-style-type: none"> • Take part in an inter-faith or multi-cultural event. 	<ul style="list-style-type: none"> • Group debate • Public debate e.g. online forums, town hall meetings • Contribute to a community group that promotes mutual tolerance and respect
Being thankful					
<i>A Scout is thankful for the many gifts of nature and of the human community, and expresses this regularly</i>					
Appreciation of the beauty of our natural and human world	<ul style="list-style-type: none"> • Go on a nature walk and identify things of interest 	<ul style="list-style-type: none"> • Participate in outdoor activities, e.g. day hikes, camps • Go on a walk and take photos of interesting things to share with the pack. • Adventure scrapbook 	<ul style="list-style-type: none"> • Visit an interesting natural phenomenon (e.g. blow holes, caves, etc. and reflect on the natural beauty of the world and humans' impact on it) • Nature photo board 	<ul style="list-style-type: none"> • Visit a natural disaster area or area that has been damaged by humans (when it is safe to do so) and discuss our connection and reliance on the environment • Adventure photo blog 	<ul style="list-style-type: none"> • Visit a natural wonder of the world • Explore our reliance on the environment and take practical steps to live more sustainably • Landcare / conservation projects • Adventure photo blog

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Spirituality Element	6-7 year-olds	8-10 year-olds	11-14 year-olds	15-17 year-olds	18-25 year-olds
Appreciation of the relationships we share and the role others play in shaping our lives	<ul style="list-style-type: none"> • Draw a picture of the people most important to us and discuss this. • Create a mother's day or father's day card to say thank you to our parents 	<ul style="list-style-type: none"> • Create gifts for family members or others • Create a culture of thanking people for nice things they do for us. • Do a good turn 	<ul style="list-style-type: none"> • Participate in a memorial activity, e.g. ANZAC dawn service, Remembrance Day, Blue Ribbon Day • Discuss my cultural or religious background with my family and share with the group as part of a cultural heritage night. • Do a good turn for someone who has helped me 	<ul style="list-style-type: none"> • Participate in a memorial activity, e.g. ANZAC dawn service, Remembrance Day, Blue Ribbon Day • Participate or contribute to a group that preserves my cultural or spiritual heritage, e.g. community arts group, place of worship, ethnic museum • Counsel and 'be there' for others when they have troubles • Do a Scouts Own with the topic of acceptance or forgiveness. 	<ul style="list-style-type: none"> • Participate in a memorial activity, e.g. ANZAC dawn service, Remembrance Day, Blue Ribbon Day • Contribute to a group that preserves my cultural or spiritual heritage, e.g. community arts group, place of worship, ethnic museum • Group discussion • Presentation to group
Appreciation for the opportunities available throughout our lives	<ul style="list-style-type: none"> • As a group, participate in a care and share activity for someone less fortunate. 	<ul style="list-style-type: none"> • Identify one thing we are thankful for as part of a Scout's Own. • Do a 'good turn' for someone less fortunate 	<ul style="list-style-type: none"> • Identify one thing we are thankful for as part of a Scout's Own. • Do a service activity for someone less fortunate • Participate in a fundraising activity for a charity 	<ul style="list-style-type: none"> • Identify things we are thankful for as a group reflection • Organise a fundraising activity for a charity • Run a night/camp/activity where you eat/sleep/do activities that a disadvantaged person your age in a developing country might do 	<ul style="list-style-type: none"> • Contribute to a community group that helps disadvantaged individuals to develop and grow • Run a night/camp/activity where you eat/sleep/do activities that a disadvantaged person your age in a developing country might do. Discuss how this makes you feel.

* These learning objectives are beyond the scope of the 6-7 year old age group.

** Where the word 'group' appears in the activities above, this can be substituted for the collective noun that would be used to refer to that Section, e.g. 'group' in the 6-7 year-olds column could be replaced with 'mob'. The word 'group' has been used given that the names of Sections and thus their collective nouns were being reviewed at the time of creation of these matrices.

*** Where the phrase 'small team' appears in the activities above, this can be substituted for the collective noun that would be used to refer to that Section's small teams, e.g. 'small team' in the 11-14 year-olds column could be replaced with 'patrol'. The phrase 'small team' has been used given that the names of Sections and thus their small teams' collective nouns were being reviewed at the time of creation of these matrices.

APPENDIX F: A DEVELOPMENTAL MODEL FOR LEADERSHIP WITHIN SCOUTING

Ages (indicative only. Stages not restricted by age)	6 – 7 year olds	8 – 10 year olds			11 – 14 year olds			15 – 18 year olds			Over 18	
<p>Badge work: Leadership Badge (available to all members).</p> <p>Stages are indicative for sections but any youth member can attempt the badge at any Stage. See Appendix I, YPR Team 3-5 Report, for examples of activities at each Stage.</p>	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11 (Gilwell Woggle)	Stage 12 (Wood Badge)
Notes	New “Joey Pouch” small-team system (see Appendix J, YPR Team 3-5 Report)		Requirement for a Second (“Acting” Second if not yet completed but in the role)	Requirement for a Sixer (“Acting” Sixer if not yet completed but in the role)		Requirement for an APL (“Acting” APL if not yet completed but in the role)	Requirement for a PL (“Acting” PL if not yet completed but in the role)			Rover who has completed induction training	Requirement for Gilwell Woggle (“Acting” if not yet completed but in the role)	Requirement for Wood Beads
General program – Leadership opportunities	Joey Pouch Keeper/ Assistant Joey Pouch Keeper	Sixers and Seconds (Nominated by Youth Members, appointed by adult leaders)			Patrol Leaders and Assistant Patrol Leaders (Nominated by Youth Members and Adult Leaders, voted by Youth Members)				Unit Management	Unit Chair	Rover Sponsor Warranted LOY	Crew Leader
Symbols (in addition to existing badges for leadership roles e.g. Sixer)	Leadership scarf/woggle– for young people only. A symbol of leadership for person/s running a game/activity, even if they are not officially in a leadership role (such as Sixer/APL, PL etc.). Not intended for people in formal Leader of Youth roles.											
Support programs		Cub Leadership Course (available to any Cub who has achieved Stage 3 or higher Leadership badge)			Scout Leadership Course (available to any Scout who has achieved Stage 6 or higher Leadership badge)	Youth Helpers Course		Unit Management Program	Mawson Leadership Course (by nomination)	Basic Sectional Techniques	Advanced Sectional Techniques	
				Advanced Scout Leadership Course (by nomination) (incorporates elements from VS Leadership Program)	Venturer Leadership Course (by nomination)				CII Leadership Training	CIII Leadership Training	CIV Leadership Training	
Transitional arrangements to support leadership opportunities for younger Cubs, Scouts and Venturers. Also improve retention during/after transition. Camps an option for transitional arrangements.	“Cubcraft” Linking camp: older Joeys join with a selection of Cubs		“Scoutcraft” Linking camp: older Cubs join with a selection of Scouts. Opportunity for senior Cub Scouting skills (equivalent to Gold Boomerang) to be covered, as well as linking issues.				Stage 8 – 9 Badge work includes mentoring stages 5 – 7	15 year olds may be a Scout Troop Leader for one year	Stage 10-11 Badge work includes mentoring stages 9-10. Stage 12 includes mentoring stage 11, e.g. mentoring Squire Sponsors or a Wood Badge leader mentoring Gilwell Woggle trainees (for defined elements of training).			

APPENDIX G: 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 H: 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 I: 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.



			<ol style="list-style-type: none"> 4. Explain the importance of staying with an overturned canoe and why you must never go canoeing alone. <ol style="list-style-type: none"> 3. First aid <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). 4. Canoeing In an approved canoe, with the assistance of a qualified person who has appropriate qualifications, complete the following: <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) <ol style="list-style-type: none"> 1. Weather <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. 3. Canoeing <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: PUA OPE 002B Operate communications systems and equipment SISO NAV 201A Demonstrate navigation skills in a controlled environment SISO OPS 202A Use and maintain a temporary or overnight site</p>	<p>Canoeing: SISO CNE 201A Demonstrate simple canoeing skills SISO CNE 202A Perform deep water rescues</p>
	8	Basic Skills and Advanced skills – High Standard	Common Core:	<p>Canoeing: SISO CNE 303A Apply canoeing skills</p>
	9	Lead a Group	<p>Common Core: SISO ODR 302A Plan outdoor recreation activities SISO ODR 303A Guide outdoor recreation sessions SISO OPS 201A Minimise environmental impact</p>	<p>Canoeing: SISO CNE 305A Guide</p>

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			<p>SISO OPS 304A Plan for minimal environmental impact</p> <p>SISO OPS 306A Interpret weather conditions in the field</p> <p>SISX CAI 306A Facilitate a group</p> <p>SISX EMR 201A Respond to emergency situations</p> <p>SISX OHS 101A Follow occupational health and safety policies</p> <p>SISX RSK 301A Undertake risk analysis of activities</p>	<p>canoeing trips on Flatwater</p>
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