



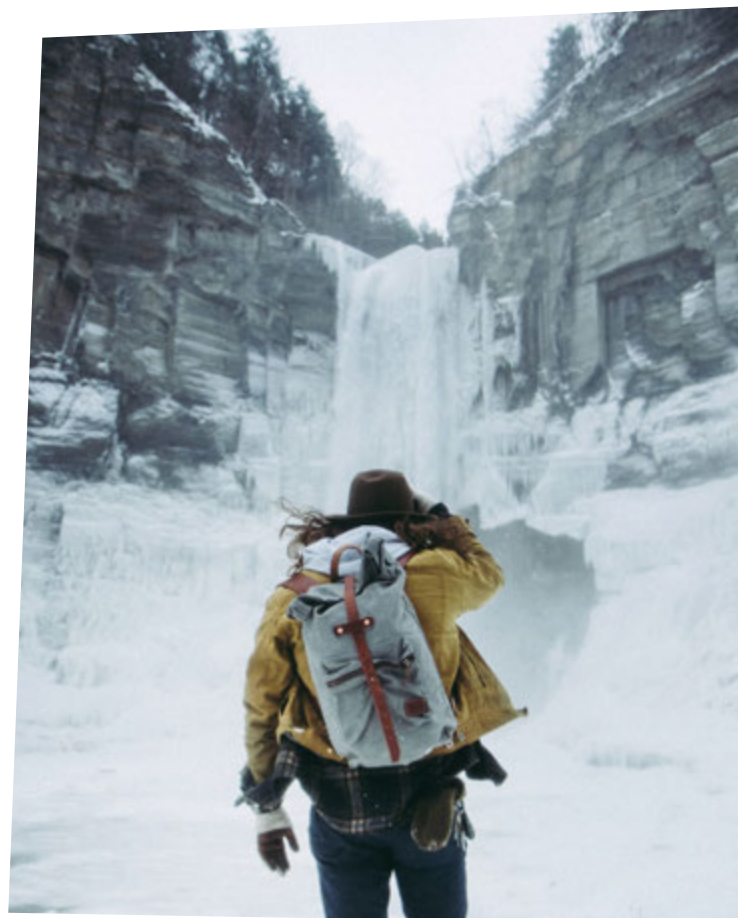
## Embedding the Scout Method in your program

1. Print the Flash Cards, fold in half and glue together to create a double sided A5 card.
2. Refer to The Scout Method table to understand what each element should look like in your section and what you should aspire to achieve.
3. At a Section Council meeting use the cards to review the program you have just created to ensure it is balanced or, use the cards as a review tool for your program in general.
  - A council member reads out the statement about the Method element
  - The questions on the reverse side are then shared and discussed by the whole council
  - Ideas and suggestions are recorded on how this aspect of the Method can be improved in the program. (Simply participating in this task will allow everyone to develop a better understanding of The Scout Method.)
4. The Flash Cards can also be used by patrols to review activities or by the section as a part of a quick review at the end of a meeting.

## Resources required

The Scout Method Table

The Scout Method Flash Cards



- Community involvement includes (in no particular order):
- Voluntary service within and outside of Scouting;
- Contributing in a non-formal way to the education of youth on community and citizenship issues;
- Community partnerships;
- Having a community presence;
- Setting an example for responsible citizenship in the community;
- Empowering youth and the youth voice;
- Advocating for the interests and needs of youth.

Through active involvement in the community, Scouts develop an appreciation of their local, national and international communities. Scouting focuses on helping create a better world, as each youth member progresses through Scouting, this commitment evolves.

It is important to understand that community involvement is broader than just service. As the world's largest movement for peace, Scouting contributes by fostering positive relationships and partnerships.

## COMMUNITY INVOLVEMENT



## THE SCOUT METHOD FLASH CARD

## REFLECTIVE SCOUT METHOD QUESTIONS



## COMMUNITY INVOLVEMENT

- Has your section been seen in the community? What activities can you do in different places to be seen more?
- Has your section made an impact on your local community? How can you make a difference to those around you?
- How has your section engaged with other groups in your community? Different cultures, community groups, schools, older and younger people, religious groups, etc. How can you support them and what can they provide for you?
- Has your section committed to a project in which it will have a lasting impact on a community?
- How has your section explored different communities and developed an understanding of them?

This element is about much more than being outdoors. It is about developing a greater knowledge and understanding of our surroundings, and preparing us for a life full of many and varied experiences with the natural world. Increasingly, it is about ongoing awareness and education of the influence and impact that we, as humans, can have on nature, the outdoors and the environment.

One way that this element of the Method is facilitated is simply by spending time outdoors! This encourages the natural sense of curiosity evident in young people, fosters positive physical and mental health, and provides an interactive and stimulating learning environment.

- Scouting recognises nature as the ideal setting for learning to occur. The benefits here are two-way:
- Youth members learn about, and in the context of, the natural environment;
  - Young people develop a connection to the natural environment, which facilitate a commitment to its preservation

## NATURE AND THE OUTDOORS



## THE SCOUT METHOD FLASH CARD



## NATURE AND THE OUTDOORS

## REFLECTIVE SCOUT METHOD QUESTIONS

- How many of your section's activities have been outdoors? What are some things you do inside now that could be done outside?
- How do you ensure the youth members of your section connect regularly with nature and understand our impact on it? What things can you do to limit the impact of your activities on the environment?
- Has your program included opportunities for youth members to learn about the environment and sustainability?
- When has your program explored the health and wellbeing benefits of being in nature? Do members of the section council understand these so you can lead you patrol members in a discussion about this?

Learning-by-doing is evident in all the elements of the Scout Method. It is facilitated through Scouts having opportunities to succeed, but also to fail. Learning-by-doing involves not only developing hard skills like how to cook a meal or row a boat, but also soft skills.

This could be through accepting leadership opportunities, communicating with others, teamwork, self-exploration etc. Learning-by-doing is a constant process and it's important that Scouts are aware it's happening. This is facilitated largely through Plan>Do>Review>.

Learning-by-doing will look different in different circumstances. Sometimes a great deal of supervision and direction may be required: such as clearly defining safety boundaries at a cliff-top (learning-by-doing to find the cliff edge could be disastrous!). Often very little guidance is required. Scouts realising they haven't packed a key piece of equipment for a camp, or learning that different moods can impact on people wanting to join in an activity could provide quite impactful learning experiences.

## LEARNING BY DOING



## THE SCOUT METHOD FLASH CARD

## REFLECTIVE SCOUT METHOD QUESTIONS



## LEARNING BY DOING

- What are some examples of practical learning opportunities that have been included in your sections program? How can you ensure that learning is always practical and engaging?
- Have members of your section had opportunities to reflect on their own learning experiences? How are these experiences different to the way you might learn at school?
- When have things not gone to plan? How have the youth members leading these activities been supported to succeed rather than fail?
- How has your section provided new experiences and learning environments for your youth members?

The Scout movement began through the natural formation of small teams of youth. Across all sections, we call these groups 'Patrols'. Working in Patrols provides opportunities to develop soft skills including leadership, teamwork and communication as well as building a sense of responsibility and belonging. Some of these are specifically formed to ensure diverse groups (mix of ages, interests and genders), whilst others are formed naturally or based on certain interests, events or pursuits. Some of these Patrols will last for the length of a person's time in the section, others may exist only for a specific activity or a short period with express outcomes. Sometimes the program experience of an individual will be facilitated through the small-team system (like on a Patrol expedition), at other times it will exist at a Unit level or beyond, and sometimes parts of the program will be a solo thing!

The primary purpose of Patrols is to provide a learning environment. Whilst Patrols also provide a structure, the key focus is on maximising learning opportunities for individuals. With this in mind, it's important to recognise that the small-team system doesn't serve to create a hierarchy. Leadership in the program is a shared responsibility, whilst more experienced or well-matched youth might take on greater leadership responsibility, equality is a key attribute. Scouts and adult Leaders alike are encouraged to respect and treat one another equally, despite roles within and beyond the small-team.

## PATROL SYSTEM



## THE SCOUT METHOD FLASH CARD



## PATROL SYSTEM

## REFLECTIVE SCOUT METHOD QUESTIONS

- How does your section use the patrol system to provide a sense of belonging for your youth members?
- How often are you using small teams in your program delivery? What are some new opportunities for you to use patrols to enhance your program delivery?
- Is the patrol system being used successfully to provide strong leadership opportunities for your youth members?
- Are your patrols being led successfully? What development opportunities can you provide for youth members to be more successful in leadership roles?
- Do your patrols or teams operate collaboratively? How can you ensure all members of the team are heard and they are given the opportunity to contribute to the success of the program?

The program strives to provide opportunities that are challenging and ensure that each Scout's experience of the program promotes their progression. There is always room for improvement and development. The program constantly provides opportunity for everyday adventure, through which learning occurs. Scouts are actively involved in their own personal progression. Goal-setting occurs in partnership with the Scout and a facilitator, who is ideally a suitable peer. Personal progression means youth members are empowered, encouraged and supported appropriately to set their own challenges.

Scouting serves not only to challenge individual young people, but to empower them to challenge themselves. Learning experiences in Scouting are such that, for each individual, new opportunities and experiences work to progress personal development. The Personal Progression Framework ensures that each Scout's experience is one of personal growth and challenge through involvement in a diverse Scouting program. In Scouting, the greatest standard that can be set for a Scout is their best. Young people aren't held back in a section purely for the benefit of that Unit if it is in the best interests of the individual to progress to the next section.

## PERSONAL PROGRESSION



## THE SCOUT METHOD FLASH CARD



## PERSONAL PROGRESSION

## REFLECTIVE SCOUT METHOD QUESTIONS

- Are all the members of your section consistently achieving in the award scheme? How can you ensure they are given the opportunity to do this? What can you do to engage them in wanting to achieve?
- How does your section provide opportunities for individuals to embark on their own journey through the award scheme? How can you ensure the program supports individuals to achieve in their own way?
- Do you provide diverse and inclusive activities so everyone can achieve success?
- How challenging is your sections program? Does it successfully push everyone to learn new skills and achieve success?



The Law emphasises our Scouting values and the qualities that Scouting strives to promote in all Scouts. It's a resonating statement that helps us along the journey of planning, doing and reviewing the adventures within the program. With the Scout Law, we can ensure our plans fit within the ideals of Scouting and then reflect on whether the spirit of Scouting was present along the way.

The Promise represents a personal commitment that also serves to unify members of the movement. It's most commonly made or reaffirmed on special occasions, such as at a welcoming ceremony following progression to the next age section. Across the journey, a youth member's understanding of the Promise and Law will evolve and come to mean more and more to them. This learning journey is a central part of spiritual and emotional development experienced through Scouting.

Scouting's principles, key values and ideals are embodied in the Scout Promise and Law. These statements guide the whole Scout movement, inform decision-making and shape the ideal behaviours and actions for all our activities and interactions.

## PROMISE AND LAW



## THE SCOUT METHOD FLASH CARD

## REFLECTIVE SCOUT METHOD QUESTIONS



## PROMISE AND LAW

- How many times has your section provided reflective opportunities that explore one's self, spiritually and supporting others? How can the Scout Promise and Law be used in these reflections?
- Are you regularly exploring the Scout Promise and Law in your section? How can you ensure all members of your section have a good understanding of the Promise and Law?
- Are the older youth members and adults in you section good role models for the younger members? Are you being true to the Promise and Law? What might be some ways you can improve this?

A symbolic framework in Scouting helps provide meaning and context to the things we do. Parallels could be drawn between the symbolic framework and parts of daily life, such as metaphors in a narrative, a company's brand, or a piece of artwork. In the context of the Scout Method, our use of the symbolic framework should add value to the educational process of Scouting, be developmentally appropriate, and simple, reliable to youth, and simple.

**It occurs at three tier levels:**

**Scouting as a whole**

This tier consists of key features that unify the movement – some globally, some specific to Australia. Aspects of this tier include, but are not limited to, the very concept of Scouting – the exploration of new ground in the outdoors, as well as symbols such as the fleur de lys, Scout scarf, and Scout sign.

**Each section of the program**

Symbolic framework at this tier provides concepts that assist in shaping Scouts' understanding (in a developmentally-appropriate way) of the nature and relevance of the program for the age section. A section symbolic framework serves to promote logical progression through the program across sections.

**An activity or program focus**

A creative "theme" which helps drive interest and adventure in an activity, and may tie features together towards a common goal. May also help to show links between multiple activities with a shared purpose. Whilst the first two tiers of the symbolic framework are quite set, the third tier is open, changes frequently, and is well-placed to be youth-led in its use and delivery.

Any use of the symbolic framework should not overwhelm the program such that it becomes a chore or loses value for youth members. It should never be the focus of the program; it's a means to an end! The needs and interests of the age cohort always come first.

# THE SCOUT METHOD FLASH CARD



## SYMBOLIC FRAMEWORK

# REFLECTIVE SCOUT METHOD QUESTIONS



## SYMBOLIC FRAMEWORK

- What is unique about your section that you consider important to making it what it is? What is special about your ceremonies, investiture and presentations? Why are these unique things important to your section?
- How is your section creative in its approach to Scouting and some of its traditions to make them your own?
- How do you ensure the symbolic framework of your section and your program is inclusive and all your members understand its purpose and history?



Scouting is a partnership between young people and adults. Young people take ownership of their development and journey. They are supported by adults as they become increasingly involved in the management of their Scouting. Adults facilitate and support young people to create learning opportunities and together turn these opportunities into meaningful experiences.

For some Scouts, this may mean opportunities to undertake formal leadership roles; for others it is simply about sharing skills and knowledge with others, working as a member of a team, setting examples for others, and shared responsibility. Leadership in Scouting is achieved through engaging and empowering youth, actively involving Scouts in decision-making, and the providing opportunities for youth to learn and develop leadership skills and attitudes by 'doing'!

The role of adults in supporting youth is a critical part of this element of the Scout Method. As youth progress through the program, youth leadership will increase whilst adult leadership decreases. This balance may also differ from one activity to another depending on the nature of the activity and the skills of those involved.

## YOUTH LEADING, ADULTS SUPPORTING



## THE SCOUT METHOD FLASH CARD



## YOUTH LEADING, ADULTS SUPPORTING

## REFLECTIVE SCOUT METHOD QUESTIONS

- How are the youth members of your section involved in the development and delivery of the program? How do the adult leaders support you to be successful?
- Do you, as a section council, feel empowered in the leadership of the section? What things might help further your abilities to lead and drive the program?
- What is the role of your section council? What are your key responsibilities and do you feel this is in line with what is appropriate for you section when considering Youth Leading, Adult Supporting?
- How regularly does your section council meet? Is this enough to give you the chance to support the section and the program?
- How are youth members engaged outside of the section in decision making? Do youth members attend group and district meetings? What are some benefits of doing this and how might you approach making this happen?