The

SCOUTS AUSTRALIA

Educational Proposal

Describing how our youth program, a non-formal program of personal development for children, adolescence, and young adults, is complementary to formal education. It sets the scene for the context in which we operate, including describing the needs, desires, opportunities, and challenges facing 21st Century young Australians, and Scouting's role in preparing young people to be active citizens.

Version 2 (DRAFT 1) – April, 2018.

THE SCOUTS AUSTRALIA EDUCATIONAL PROPOSAL VERSION 2 (2018)

The *Youth Program Review Coordinating Team* presents to you the second edition of **Scouts Australia's** new **Educational Proposal**. The first edition was made available for download in mid-2016.

Worldwide, Scouting is an educational movement of young people, supported by adults. The Educational Proposal enables Scouts Australia to explain to the Australian Community how the **Scout Youth Program** meets the developmental needs of young people in Australian society, in accordance with the **Purpose**, **Principles** and **Method** of the Movement, and in line with the **Mission** of Scouting.

The Educational Proposal describes how our non-formal educational method, the **Scout Method**, is complementary to formal education. And, it sets the scene for the context in which we operate, including describing the needs, desires, opportunities, and challenges for young Australians.

The audience for this document is mainly an external one. Elements might be used to support proposals to external bodies, such as governments and businesses, or for organisations we are looking to partner with.

It also acts as a reference document for adult training, particularly as new adults are recruited into Scouting roles. It is important that all adults understand the importance of offering an attractive program, and be committed to a style of educational relationship based on the Scout Method.

The Educational Proposal is based on the work of the Scouts Australia Youth Program Review, which began in earnest in 2013.

Any feedback on the content of this document should be forwarded to the YPR Coordinating Team via yp.review@scouts.com.au.

We would like to thank everyone who provided feedback on Version 1 of the Education Proposal. Your thoughts resulted in some significant additions and changes to the first version.

Thankyou,

The YPR Coordinating Team

ACHIEVING THE MISSION OF SCOUTING

> *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 Scout Association of Australia, 2017)

Achieving the Mission of Scouting (World Scout Bureau, 2000) outlines six challenges for National Scout Organisations to consider when deciding how to achieve the Mission. Three of those challenges directly relate to young people in the society that Scouting operates:

KEY CHALLENGE 1: RELEVANCE

Scouting today must ensure that what it offers young people reflects their needs and aspirations in the society in which they live, and attracts and retains their interest over a sufficient period of time, especially adolescence, to advance their personal development.

KEY CHALLENGE 2: COMPLEMENTARY IN NATURE

Scouting today must ensure that as a non-formal educational movement, it complements the contribution of other agents such as the family and school, without replacing them or duplicating their efforts, by making its specific contribution to the integral development of young people through the use of a unique method which is clearly understood and implemented.

KEY CHALLENGE 3: ACCESSIBLE MEMBERSHIP

Scouting today must ensure it strives towards opening its membership to those young people in society not previously served and provides equal treatment and opportunities to all its members. (World Scout Bureau, 2000)

WORLD VISION 2023 AND STRATEGIC PRIORITIES

Australian Scouting must also contribute to **World Scouting's *Vision 2023***, which reads:

By 2023 Scouting will be the world's leading educational youth movement, enabling 100 million young people to be active citizens creating positive change in their communities and in the world based on shared values. (World Scout Bureau, 2017)

Six Strategic Priorities underpin the Vision, and the renewed Scouts Australia youth program addresses four of them directly: *Youth Engagement, Educational Methods, Diversity and Inclusion,* and *Social Impact*[1].

This Educational Proposal describes how the renewed Scouts Australia Youth Program addresses these three challenges, contributes to the World Vision, and to the Strategic Priorities.

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[1] Read more on Strategic Priorities and the current World triennial plan here: https://issuu.com/worldscouting/docs/triennial_plan_2017-2020_en

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ChangeLog:

Version	Date	Changes
Version 2, Draft 1	12/4/2018	Typo, spelling, header corrections throughout Footnote corrections Added some additional history Added Vision & Strategy to opening page. Updated P & R version and references Changed header logo to Scout Aus, from YPR New Australian census updates Updates to 21C based on member feedback Updated Being An Australian Youth with member feedback, with updated ABS data, and to highlight the implications for organisations like Scouting. Updates to scout movements response based on new language and latest program ideas. Section names and age ranges updated Changed program objectives to educational objectives throughout Chapters reorganised Tidy up of text throughout Took out challenge areas as its own chapter Simplified Adventure chapter

		Tidy up of youth leading, environment, and international chapters
		Tidy up of youth leading, environment, and international chapters Tidy up of personal progression chapter, including language update. Glossary updated New front cover and updates to introduction page. Summary chapter updated and extended Added in SDGs throughout Updated both appendices
DRAFT 6 Version 1 for wider distribution	13/5/16	Updated AoPG and Method descriptions to latest YPR terminology Checked the implications for each of the 'being a young person' areas Added new information re youth employment rates Added new information re indigenous incarceration Reviewed and reorganised 21C Australia and Being a Youth sections Redeveloped the opening pages to explain the role of the Ed. Prop. document Added a glossary of terms Changed "History" to "National Identity" General tidy up of text Rewritten Messengers of Peace paragraph
DRAFT 5	10/4/16	Corrected the Definition of the Scout Movement and added reference to WOSM Constitution Moved Messengers of Peace to the opening section Added further ABS info on religion of young adults LGBTI added into Being an Australian Youth Youth Led, Adults Supported -> Youth Leading, Adults Supporting 'Google' added as source of expertise Added disclaimer paragraphs Pg 15 diversified and inclusive Indicated that the Method is updated proposal Added data from UNICEF Australia 2014 research report Updated to P&R 2015 7th Revised ed. Added Challenge Areas Added age sections overview Typos corrected Added Appendix A & B Martin & Priest Adventure Paradigm explained Updated What Why How diagram Added para about play-based learning
DRAFT 4	26/2/16	Bulk of content completed and ok for a wider audience properly referenced Version distributed to NOC and Chief Commissioners' reps, and to NYPT in Canberra in February. Also tabled at NOC in March/April.
DRAFT 3		Internal YPRCT version
DRAFT 2	4/10/15	Content update, mainly program concepts.
DRAFT 1	20/8/15	Earliest version shared with NYPT. Initial content, headings, outline, etc.

SCOUTS AUSTRALIA – WHO WE ARE

Worldwide, the Scout Movement sees itself as *Education For Life*, and as contributing to *Creating a Better World*[2].

The Scout Association of Australia, generally referred to as Scouts Australia, is incorporated by Royal Charter. It is accorded Member status of the World Organization of the Scout Movement (WOSM) (The Scout Association of Australia, 2017), and, as a well-regarded National Scout Organization, is regularly called upon to provide global support to the World Organization, the Asia-Pacific Region, and to the development of Scouting in nearby countries. This often presents opportunities for older youth members to travel overseas to plan, lead, and participate in development projects.

British Army officer and Boer-War veteran, Sir Robert Baden-Powell (B-P), began the Scout Movement in 1907 when he held a 9-day experimental camp in the UK for 20 boys from very different backgrounds. By 1908, through the widespread interest in B-P's publication "Scouting For Boys: A Handbook for Instruction in Good Citizenship", the movement had informally spread out around the globe, and had reached Australia. Before long, B-P had formalised the structure of the Scout Movement in the UK, and the first World Conference of Scouting nations was conducted. This was the beginning of today's World Scout Movement, which exists in the form of the World Organization of the Scout Movement (WOSM), the World Scout Bureau, the Word Scout Committee, triennial World Scout Conferences, and six geographical regions. Today there are over 150 member counties entitled to fully participate in World Conferences.

Australian Scouting celebrated the one-hundredth anniversary of Scouting in 2007 and 2008 with a number of local, state and national events. With government support, Scouts Australia was able to increase its visibility in the community during those years, with television and cinema advertising, a specially minted one-dollar coin, a special stamp issue, and a featured front cover of the Australian Bureau of Statistics 2008 Yearbook, with a feature article inside (Australian Bureau of Statistics, 2008). The Australian Government also declared 2008 *The Year of the Scout*. The combined additional exposure over this two-year period resulted in an increase of membership for the first time in many years, as recruitment outstripped losses.

Globally, and in Australia, the Scout Movement is defined as a *voluntary non-political educational movement for young people, open to all without distinction of gender, origin, race, or creed, in accordance with the purpose, principles, and method conceived by the Founder* (World Organization of the Scout Movement, 2015b) (World Scout Bureau, 2011).

Australian Scouting is organised into formations. The Youth Program (the totality of what young people do in Scouting) exists primarily at the local Group level formation, where children and young people meet in a hall or den on a weekly basis, as well as on weekends, to participate in a program appropriate for their age. These age sections are defined by developmental age ranges and are facilitated by adult volunteers, or 'leaders', trained for the section they are primarily connected to. Today there are five sections, dividing up the age range 5-to-25 inclusive.

Other formations exist to support the youth program – districts, regions, and states/territories (or Branches) to provide support to the program leaders, and to manage policies and procedures. In addition, special activity formations exist to offer program variety to youth members, such as adventurous activities, performing arts, and specialised skills.

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[2] Download "Scouting – Education For Life" to find out more about how World Scouting goes about Creating a Better World: https://www.scout.org/node/5990

The 'business' of Australian Scouting is managed by the Branches of Scouts Australia, subject to certain fundamental policies agreed upon at a National level. The relationship between The Scout Association of Australia and the Branches is in the nature of a federation involving interdependence between Branches and joint action in matters of common interest (The Scout Association of Australia, 2017). Youth and adults are members of the Branch in which they reside, rather than the National association. It is through membership of a state/territory Branch of the Scout Association of Australia, that youth and adults are members of the World Movement.

Volunteer adults play a critical role in supporting the Youth Program and its objectives. Numerous opportunities are available for adults to be involved in Scouting roles: leaders of youth, leaders of adults, advisers, parent committee members, supporters, etc. Scouts Australia prides itself on providing a safe environment for children and young people, which for adults in Scouting means signing up to a Mutual Agreement and undergoing police and working with children checks. These go beyond the minimum requirements of state, territory, and federal legislation.

Adult volunteers are also required to undertake comprehensive training. Known as the Woodbadge Training Program, the curriculum is developed on a worldwide Scouting framework for adult leaders, adapted for the Australian context. Today, volunteers can complete a significant component of their training through online eLearning modules, at a time and place that suits their personal needs. The remaining training is conducted face to face, in the outdoors, and in small teams in the spirit of the Scout Method.

Globally, Scouts are *Messengers of Peace* [3], and through engaging in a global network of service, Scouts develop Peace Culture through dialogue, and social entrepreneurship. By engaging in Scouting in their local communities, Scouts become Global Active Citizens and understand that *Scouts* are *Creating A Better World*.

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[3] See https://scout.org/node/32856/introduction to learn more about World Scouting's Messengers of Peace programme.

21ST CENTURY AUSTRALIA

The first decade-and-a-half of 21st Century Australia has been influenced by both global developments and internal issues. It was characterized by fast-paced technology development, instant global communication mediums, an increase in multiculturalism, ongoing political debate around immigration, terrorism and global security, the rise of social networking, an ageing population, political and scientific debate about the environment, the imminent effects of global warming, and globalization. Australia rode out the Global Financial Crisis of 2008 better than most Western countries but continues to debate issues of how best to spend public money, especially around public and private education, transport, and public health policies.

One issue that brought about change through social activism and an evolution in community expectations, occurred in 2017 when the issue of marriage equality built up to be an passionate topic of debate, and the definition of marriage was eventually changed in law. Many Australians became disenchanted with the political system as they saw countries around the world bring about marriage equality, when local politicians were so unwilling to support such a change.

The role of young people in influencing the political and social landscape continues to evolve, with more and more young adults and adolescents taking an interest in social change.

In June 2015, Australia's estimated resident population was 23,781,200 (Australian Bureau of Statistics, 2015). Since March 2014, Australia has recorded, on average:

- one birth every 1 minute and 43 seconds,
- one death every 3 minutes and 31 seconds,
- a net gain of one international migration every 2 minutes and 05 seconds, leading to
- an overall total population increase of one person every 1 minute and 17 seconds

(Australian Bureau of Statistics, 2015)

Australia's population grew by 1.7% during the year ended March 31st, 2014 with all states and territories recording positive growth. WA recorded the fastest growth, and Tasmania the slowest.

Youth and young people aged between 5 and 25 inclusive, totalled 6,301,633 at June 2013. Of these, 3,229,680 were female, and 3,071,953 were male.

Generation Z Australians are born between 1995 and 2009. There are 4,430,000 Gen Zeds in Australia. Generation Alpha are those born in 2010 or since. This group represent Australia's biggest baby boom since the immediate post-war period (1940s). There are 300,000 Gen Alphas born each year and will soon become the main target age group for Australian Scouting. (McCrindle Research, 2014c)

Australia's population is ageing, with the number of over-60's expected to outnumber the number of under-18's by 2044, for the first time ever. As the Baby Boomer generation retires, there will be enormous pressure to provide enough aged care services. (McCrindle Research, 2014c)

In the 21st Century, Australia is considered a multi-cultural society.

> *In all, since 1945, seven million people have migrated to Australia. Today, one in four of Australia's 22 million people were born overseas, 44 per cent were born overseas or have a parent who was and four million speak a language other than English. We speak over 260 languages and identify with more than 270 ancestries. Australia is and will remain a multicultural society.* (The Australian Government, Department of Social Services, December, 2013)

According to the last Australian Census, Australia's indigenous population (Aboriginal and Torres Strait Islanders) is 649,000, or 2.8% of the total population. 43% are aged between 5 and 24, and 35% live in major cities. Most live in New South Wales and Queensland (60%), although in the Northern Territory, a quarter of the population are Aboriginal or Torres Strait Islander people (many times higher than any other state or territory). (Australian Bureau Of Statistics, 2017)

The proportion of Aboriginal and Torres Strait Islander who have completed Year 12 or its equivalent increased from 37% to 47%, since the previous Census. Aboriginal and Torres Strait Islander people aged 25 to 64 years were more likely than non-Indigenous people to have left school at Year 9 or below, although this has improved since last Census. (Australian Bureau Of Statistics, 2017)

Australia is the sixth largest country by land mass. It covers an area of 7,692,000 square kilometres, and is completely surrounded by water. Australia is almost as large as mainland USA, and 50% larger than Europe. It is the driest continent on Earth, apart from Antarctica (The Australian Government, n.d.).

The spread of Australian population centres is vast. With a small population and a large land mass, 8 state/territory capital cities are dotted around the coast where most of the population resides. There are some significant smaller cities, often historically based around specific industries, in most states. The remaining populations are located in small semi-rural, rural, and remote inland and coastal locations.

Australia has a low average rainfall which is variable across different parts of the land. A fifth of the continent is classified as desert, whereas rainfall is most intense in the northern tropics and on coastal areas. Climate zones range from tropical rainforest, deserts and cool temperature forests, to snow covered mountains in winter (The Australian Government, n.d.).

This diversity, physical size, range of different climates, and spread in population centres means that the lifestyles and opportunities for young people around the country can be starkly different. One example of the impact of this is the need for young job seekers to leave rural towns where they grew up, in order to find work in larger population centres.

21st Century Australian society can be further characterised by the following:

- **Education** – The Federal Government is aiming for a Year 12 completion rate of 90%. Upon completing year 12, there is a strong focus on higher education. Schools have also begun shifting from teacher centred classrooms to learner adaptive ones. Rather than being driven by the content needed to be covered, there is a trend towards emphasising engagement of students, and a move from formal delivery of lessons to more interactive environments (McCrindle Research, 2014c).

- **Wealth** – The average Australian household has a disposable income of $48,000 annually. The top 20% of Australian households have almost double the average: $88,000, and the bottom 20% have less than half that: $16,000. For 2 in 5 Australian households, there are at times some struggles to pay household bills (McCrindle Research, 2014c).

- **Family** – 4 in 5 Australians live together prior to registered marriage (79%). Brides and grooms are getting older, with the median marriage age for males sitting at 31.4 years and 29.4 years for females. Australian parents are also getting older. The median age of mothers (giving birth) is 30.7. The median age of fathers is 33. Younger generations are delaying traditional adult milestones.

One in three (33%) Australian households consist of a nuclear family, that is, a couple living with children. Couple-only households are 30%. Almost 1 in 4 (23%) households are comprised of only one person, and 1 in 10 (11%) are single parent families (McCrindle Research, 2014c).

- **Sexual Orientation and Gender Identity** – Today, Australians of diverse sexual orientation and gender identity may account for up to 11 per cent of the Australian population. The reported number of same-sex couples has more than tripled between 1996 and 2011. In 2011, there were around 6,300 children living in same-sex couple families, up from 3,400 in 2001. Most of these children (89 per cent) are in female same-sex couple families (Australian Human Rights Commission, 2014).

- **Religious Beliefs** – In Australia, 52% of people identify their religion as Christianity and 8% identify with other religions, while 30% say they have no religion. In 1976, when the population was 14 million, 3.9 million Australians regularly attended church. Today, with almost double that population (24 million), Australia has less regular church attendees (3.5 million). Overall, Australians are becoming less religious, and more religiously diverse. (McCrindle Research, 2014c) (Australian Bureau Of Statistics, 2017) (It should be noted that the ABS explains 'no religion' as inclusive of secular beliefs (e.g. Atheism) and other spiritual beliefs (e.g. New Age))

- **Climate Change** – The CSIRO reports that there is scientific evidence of climate warming since records were first kept in 1910. Seven of the 10 warmest years on record have occurred since 1998. "Multiple lines of evidence indicate that it is extremely likely that the dominant cause of recent warming is human induced greenhouse gas emissions and not natural climate variability." (Commonwealth Scientific and Industrial Research Organisation, 2014) Debate rages, politically and socially, about how best to reduce the impact of global warming, what global warming will mean to communities in the coming decades, and the role that Australia can play in a global problem.

- **National Identity** – As a western-nation, Australia is very young. As an indigenous land, Australia is incredibly old. Recognising this history in the most appropriate manner has become a matter of much greater public debate in the 21st Century, as young Australians seek to right the wrongs of past generations who have treated indigenous people poorly. The military service history of Australians has also become more important, as evidenced by increased participation at local and state commemorative services. Australians are taking a greater interest in the history of their land and people.

- **Health** – In Australia, life expectancy is increasing. Life expectancy today is 82.1 years and is predicted to be 90 by 2044 (McCrindle Research, 2014c). We consistently rank in the top 10 of OECD countries for life expectancy. The leading cause of death for Australians today is coronary heart disease. We are dying of different things than in the past. 100 years ago, for instance, pneumonia, influenza, tuberculosis, were big killers. Thus, our health concerns are changing.

  The size of the chronic disease problem in Australia is large. Analysis of the 2007–08 National Health Survey indicates that one-third of the population (35%, or 7 million people) reported having at least 1 of the following chronic conditions: asthma, type 2 diabetes, coronary heart disease, cerebrovascular disease, arthritis, osteoporosis, depression or high blood pressure. The proportion increased with age. (Australian Institute of Health and Welfare, 2014)

(Australian Institute of Health and Welfare, 2014)

- **Indigenous Concerns** - Indigenous Australians, Aboriginal and Torres Straight Islanders, tend to die earlier than non-Indigenous Australians, and their death rates are almost twice those of non-Indigenous Australians. Between 2007 and 2011, Indigenous Australians were most likely to die from circulatory conditions (26% of all Indigenous deaths), cancer (19%) and, external causes such as suicides, falls, transport accidents, and assaults (15%).

  According to a Law Council of Australia Fact Sheet, Indigenous Australians are seriously over represented in the criminal justice system. Indigenous Australians make up 2.5% of the total population, yet account for 26% of the people in jail. Young indigenous Australians are 31 times more likely to be in detention than their non-indigenous counterparts. (Law Council of Australia)

As well as looking inwardly at Australia as a nation, it is important to also consider Australia, and Australians, as members of a global community in the 21st Century. Not only are we more connected through a variety of electronic communications mediums, but we travel internationally more than ever. Australians departing on short term trips has doubled in the last ten years. The top five destinations in 2016 were NZ, Indonesia, USA, UK, and Thailand. (Australian Bureau Of Statistics, 2017c)

As well as global travel and communication, Australians are aware that they have a role to play in global issues, such as feeding and housing a rapidly growing world population, many of whom are moving about the planet seeking refuge. In 2015, the United Nations 2030 Agenda For Sustainable Development was signed by 193 countries (including Australia), which made a commitment to 17 Sustainable Development Goals (SDGs) and built on the previous work on the eight Millennium Development Goals (MDGs)[4].

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[4] Read about the SDGs here www.un.org/sustainabledevelopment/sustainable-development-goals/

BEING AN AUSTRALIAN YOUTH TODAY

Being a young person in today's world has a number of opportunities and a number of challenges, some of them peculiar to the 21st Century, and some that have been the case for many years.

> **The items below describe many of the identified opportunities and challenges facing young people. The box accompanying each area suggest some implications of this issue for youth development organisations such as Scouts Australia.**

What's Important to Young Australians? 2014 was the 25th year of the *UN Convention of the Rights of the Child*. In that year, UNICEF Australia's Young Ambassadors wanted to find out whether children and young Australians believe their rights are being respected and fulfilled.

> *Over two months, we heard from over 1500 children and youth across Australia, through consultations, written statements and online submissions. We heard from children in almost every state and territory, from different backgrounds and experiences, and who were between four and 18 years old.* (UNICEF Australia, 2014)

The top five most important things to the 1,500 youth involved were:

#1: Family | #2: Education | #3: Friends | #4: Food, Water, Shelter | #5: Play & Recreation

(UNICEF Australia, 2014)

What sorts of challenges and opportunities face Australian young people in the 21st Century?

- **Culture Shifts and Trends** - Where once childhood transitioned into teenage-hood and then teenage-hood into adulthood, the 21st century has seen a delay in this transitioning through emerging life stages. Life stages do not correlate with defined ages but are fluid markers that shift and change along with cultural shifts and trends. "Tweens", for instance, are currently those aged 8 to 12, in-between childhood and adolescence. They are currently the children of Generation X and have emerged as their own demographic now recognised as brand influencers, a consumer segment and a target market. The peer pressure that is placed on the younger Gen Zeds, and soon the Gen Alphas, to conform to the latest trends is perhaps one of the strongest there has been. In fact, Generation Z is the most marketed-to generation ever, exposed to somewhere between 30,000 and 40,000 advertisements in a year (McCrindle Research, 2014c).

  > Therefore, there is a clear need for young people to be supported to be critical thinkers when faced with such a bombardment of messages. Both formal school systems, and non-formal education organisations like Scouting, can support this personal development of critical thinking.

- **Social Needs** – Young people approaching and journeying through adolescence have an increased need to be social, to develop social connections. Australian youth experience a significant reorganisation of their social interactions when they move from primary education into secondary. Opportunities for increasing social networks, as well as having a stable existing network are important to young people at this time (BDRC Jones Donald, 2014).

> Supporting youth to develop positive social networks is becoming increasingly important for organisations like the Scout Movement.

- **LGBTI Young People** – Although Australian society is becoming more aware of the needs of young people who are lesbian, gay, bisexual, transgender or intersex, the impact of discrimination and abuse on LGBTI young people is significant.

    Research by the Australian Research Centre in Sex, Health and Society has revealed the following:

    - A large number of LGBTI people hide their sexual orientation or gender identity when accessing services, at social and community events, and at work. Young people aged 16 to 24 years are most likely to hide their sexual orientation or gender identity.
    - Over 60 per cent of LGBTI young people report having experienced verbal, physical, and other homophobic abuse (like cyberbullying, graffiti, social exclusion and humiliation).
    - 80 per cent of homophobic bullying involving LGBTI young people occurs at school, and has a profound impact on their well-being and education.
    - Young men and gender-questioning young people are more likely than young women to experience verbal abuse.
    - There are strong links between homophobic abuse and feeling unsafe, excessive drug use, self harm and suicide attempts. Young people who have experienced physical abuse have worse mental health indicators than those who report verbal abuse or no abuse.
    - Drug use is higher in LGBTI young people than young people in general.

    (Australian Research Centre in Sex, Health & Society, 2012) (Australian Research Centre in Sex, Health and Society, 2010)

    > Not only does Scouting need to accept young people of different sexual orientations (in the spirit of an open-to-all movement), but it needs to ensure that there is a safe and supportive environment in place for those young people to thrive alongside their fellow Scouts. A suite of initiatives and policies are in place to help ensure this, including Safe From Harm policies, Breaking The Cycle program, Mental Health First Aid, Adult Training modules, Diversity and Inclusion resources, and so on. Ongoing monitoring will be required to ensure Scouting continues to provide the best environment it can, for all the needs of all young people.

- **Digital Citizenship** - In their lifetimes, today's children and youth have witnessed a technology boom that has redefined the way people relate and communicate. These digital integrators seamlessly incorporate technology into their lives. They have also seen the development and expansion of the Internet, along with the introduction of social media and content sharing, which are being progressively added to everyday life.

    For Gen Z, technology has blurred the lines of work and social, of study and entertainment, of private and public. Simplicity and flexibility amidst the complexity of busy lives are some of the key benefits that technology brings to the digital integrator. They live in an open book world where they are just a few clicks away from any information. They now connect in a borderless world, across countries and cultures. (McCrindle Research, 2014c)

> It is clear that technology needs to be embraced as a tool, rather than pushed away and ignored. Young people need to be supported to use technology in healthy and productive ways, supporting their everyday adventures.

- **Interpersonal Skills** - A significant implication facing adolescents who grow up in an increasingly sophisticated world with more technology, social media, consumerism, and fashion influences are that there are areas in this age bracket such as creativity, practical skill development, and relational community that are less developed.

> Youth development-oriented programs, such as Scouting, will need to support the development of interpersonal skills in young people.

- **Mental Health** - Mental health is an increasing concern among young people, and Mission Australia's Mental Health Report 2014 indicates that just over 1 in 5 15-19 year-olds (21%) meet the criteria for a probable serious mental illness. For young people, dealing with stress is the number one area of concern. Being concerned about depression is also in the top five, and suicide in the top ten. (Cave, 2015) (Ivancic, 2014).

> Scouts Australia invests in education in areas such as mental health first aid. However, it is clear that offering a supportive environment of peers and trustworthy adults will go a long way to helping those experiencing mental health difficulties.

- **Positive Social Influences** – There are positive social influences that Gen Zed are engaging in, which are shaping the world. A host of creative projects and innovations have gained mass support through platforms like Kickstarter and mass campaigns on social issues are made accessible through initiatives such as Change.org. These projects are often quite innovative and take advantage of the changing nature of technology. They enable young people to have a greater influence on society, often from their own bedrooms.

> Although Scouting is a non-political movement, meaning that it does not take political sides or allow members to join political parties in the name of Scouting, it aspires to the tagline of *Creating A Better World*. Therefore, the Scout Movement can support the causes that enhance the lives of young people and the communities in which they belong. When a Scout shows an interest influence a social situation in a positive way, Scouting might look to see how it can encourage and support that initiative – at the local, national, or international level.

- **Changing Religious Beliefs** - The 2016 Australian Census showed that young adults (18-34 years of age) were more than three times as likely as those in 1976 to report no religion (39% compared with 12%). While the increase was evident in the broader population as well, in 2016 the highest proportion of people who had no religion were young adults. (Australian Bureau of Statistics, 2017)

  Further, the number of people reporting a Christian-based religion as their religion has dropped significantly since the mid-60s, from 88% to 52%. At the same time, there has been a small rise in religions other than Christianity reported, from 0.7% to 8.2%. The highest growth of non-Christian religions in the last ten years, were Hinduism and Islam.

  The ABS compiled a detailed report after the 2011 Census, titled *Losing My Religion?,* which outlined the increase in Australians reporting No Religion in the Australian Census. It makes the claim that it is young people who are driving the increase of reporting No Religion. It

starts to become apparent at age 15 and hits a peak at the age of 24. In the 2011 Census, 11% of young people who previously reported a religion, were now reporting no religion. (Australian Bureau of Statistics, 2013)

> World Scout policy declares that Scouting is *open to all*[5]. If it wishes to *create a better world*, to be able to achieve the Mission and Purpose of Scouting, and to make difference in the lives of young Australians, then Australian Scouting needs to think beyond Christian-based traditions. Members will need to develop understanding and respect for, and encourage the various world views, held by fellow members and the community, as well as embrace membership from across the full range of world views.

- **Having A Voice** - Wherever they are in the world, Gen Zeds are logged-on and linked-up. In such an environment of connectedness and globalisation, now more than ever, everyone is entitled to an opinion. In the past, opinions have mainly been left behind closed doors, but now behind each of those doors is some form of device linked to the internet. With 96% of Australian households connected to the internet, there is instant opportunity to have a voice (McCrindle Research, 2014c).

> Young Australians need experience in having a voice and being able to have a say in the things that affect their lives, something that the Scout Movement proudly supports, and most continue to foster.

- **Peers and Google as Experts** - Gen Z and Gen Alpha are steering away from their reliance on information from experts or parents, and seeking more from peer groups and the opinions of others (McCrindle Research, 2014c). This is supported by the 2015 Mission Australia survey which found that most of the time, young people go to friends before parents for help with dealing with important issues (Cave, 2015).

  After peers, parents, and family friends or relatives, the Internet is the next most likely place that young people turn to when looking for help about important issues. (Cave, 2015)

> Often, Scouting can be an alternative place to seek information or help, when surrounded by supportive peers and trustworthy adults.

- **Formal Education -** Today's learners are starting formal education at a younger age and staying in education for longer. Most complete year 12, and many more of those go on to higher education. Gen Zeds will be the most highly educated generation ever (McCrindle Research, 2014c). However, young people are saying that school or study problems are their second biggest area of concern (Cave, 2015).

> As a non-formal education program, Scouting sees itself as complimentary to formal education like school and higher education. However, there are opportunities for young people to gain formal recognition for their personal development in Scouting, particularly in Vocational and Educational Training (VET) qualifications.

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[5] Refer to the World Scout Youth Program Policy (World Organization of the Scout Movement, 2015b)

- **Learning Styles** – Used to immediate and unlimited access to technology, Gen Zeds and Gen Alphas are visual and kinaesthetic learners, confident with accessing video content and manipulating devices and interfaces to work as they need them to. For Gen Zeds, their typically preferred training style is interactive and multi-modal, deploying hands-on learning and participation in a stimulating environment. The emphasis on project-based assessments and increased 'real-world' connections are evidence of Australia starting to take education into the 21st century. Collaboration is highly encouraged, and communication skills are beginning to get a higher priority.

  A new approach and understanding of education is required to see Gen Z and Alpha fully equipped for life in this 21st century world. Education for Gen Z is about social connection, collaboration, ease of access and real-world applications. (McCrindle Research, 2014c)

  The idea of play-based learning has existed for many years. The Montessori Method[6] and the Reggio Emmilia[7] approach to schooling lean heavily on child directed, play learning, particularly for early-years' childhood development. More broadly, schools are starting to understand the benefits of allowing children to play, experiment, have-a-go, and learn from their mistakes at all ages. This is what makes Gen Zeds particularly adept at using technology, playing to learn how it works, and not fearing mistakes that could be perceived as damaging the device.

  > Organisations that promote personal development in the outdoors are particularly well placed to support this diversity in the learning styles. The Scout Method is especially suited to giving new experiences a go and learning from mistakes in an environment that is supportive. A continued focus on this is required to meet the needs of young Australians.

- **Workforce & Employment** – Current Scout youth members will be entering the workforce in times where there will be a greater demand for productivity from the labour force. Therefore, the ability to innovate and find creative solutions will be required more than ever before and the value of offline skills such as relational and problem solving skills, will be increasingly valuable in the workforce in the years ahead (McCrindle Research, 2014c).

  Australia's workforce has grown by 2.8 million full-time workers since 1984, and unemployment rates have decreased by almost 3%. This pattern will continue as the emerging generations begin to engage with the employment market. By 2025, Gen Z will represent 27% of the workforce (McCrindle Research, 2014c).

  The International Labour Organization (ILO) describes unemployed people as those who are: without work, and are currently available for work, and are deliberately seeking work. Young people aged 15-24 who are unemployed by that definition, is around 11% (measured against total population in that age group). It fluctuates month-to-month as youth emerge from education and training courses and has only varied by about 5% in each direction since the 1970s (Commonwealth of Australia, 2015).

  Today's students will graduate into a world where the demands of our professional, personal and public lives grow more complicated every year. Instead of slowing down, these trends are gaining momentum. As a result, our students need to be more globally aware, better able to

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[6] Read more about the Montessori educational method here: http://montessori.org.au/
[7] Read more about the Reggio Emilia educational method here: https://www.reggioaustralia.org.au/

navigate the digital world and more engaged as 21st century citizens. Students must not only be prepared for future education and work, but for their role in the world around them. Each one is equally important to ensuring and shaping a child's successful future.

21st Century Skills are a set of academic building blocks—abilities and ways of thinking—that can help kids thrive as 21st century citizens. The Partnership for 21st Century Learning identifies these skills (or the 4Cs as they are often called) as:

- *Critical thinking and problem solving*
- *Communication*
- *Collaboration and*
- *Creativity and innovation*

(P21 Partnership for 21st Century Learning, n.d.)

> Critical thinking, problem solving, collaboration, creativity, and innovation – all of these skills are developed over time through Scouting. For instance, youth members work in small teams to achieve goals on a regular basis, which require members to learn and develop each of those skills. Scouting needs to continue to focus on these valuable experiences.

- **Life Balance –** Balancing study, work, friends, family, sports, social lives, and other community involvements like Scouting will be a focus for future generations. They will place value on a diverse range of experiences and embracing new opportunities rather than having a single focus or activity to be involved with. With this trend comes higher mobility in extracurricular areas engaging in a range of activities for shorter periods of time than previous generations may have (McCrindle Research, 2014c).

> This suggests that personal development organisations like Scouts Australia need to be clear in their aims about when in a young person's life they can make the greatest impact on personal development.

- **Lifestyle** – Lifestyle factors have a profound effect on our health and can increase the likelihood of being ill with chronic disease. According to the latest ABS Australian Health Survey, in 2011–12 adults spent an average of just over 30 minutes a day doing physical activity. Children and teenagers aged 5–17 spent 1.5 hours a day doing physical activity and more than 2 hours a day in screen-based activity (watching TV, downloadable content, or playing electronic games). Moreover, physical activity fell as children got older (ABS 2013c) (Australian Institute of Health and Welfare, 2014).

> Organisations that focus on youth development in the outdoors are well placed to encourage young people to be active in many different ways. Scouting encourages the use of technology to plan and review outdoor adventures, and as part of the learning experience. Learning in the outdoors needs to continue to be advocated for.

- **Cigarettes, Alcohol & Drugs** - The consumption of alcohol is widespread within Australia and entwined with many social and cultural activities. Excessive consumption is a major cause of road and other accidents, domestic and public violence, crime, liver disease and brain damage, and contributes to family breakdown and broader social dysfunction. People in their late teens and 20s are the most likely to drink at risky levels.

Illicit drug use is more prevalent among the following groups:

- males (17.0% compared with 12.3% for females)
- younger people (27.5% for people aged 20–29)
- people who identified as being homosexual/bisexual (35.7%)
- unemployed people (24.9%).

In 2012–13, more than 1 in 5 Indigenous people aged 15 and over (22%) reported that they had used an illicit substance in the previous 12 months.

Cannabis is the most commonly used illicit drug among young people aged 12–17, with 15% of students in 2010 reporting the use of cannabis at some time in their life. This was less than the 2005 figure of 18%. Just 2.7% of secondary school students in 2010 had ever used ecstasy and use has fallen from 3.9% in 2005. Cocaine use has been increasing since 2004. Use of cocaine is rare among young people, however (Australian Institute of Health and Welfare, 2014).

The 2015 Mission Australia survey of young people indicated that alcohol and drugs are of concern to about a quarter of respondents. (Cave, 2015)

Tobacco smoking is a leading risk factor for chronic disease and death, and young people are heeding this warning. Smoking rates in Australia have been falling since the 1960s. The ABS reported 16% of Australians were regular smokers in 2013 (43% in 1964). In 2001, 24% of 18-24 year olds smoked. In 2010 it was down to 16%. Smoking rates of adolescents aged 12-15 has decreased from 20% to 6% in 10 years. Today two-thirds had never smoked, compared to about half in 2002. (Australian Institute of Health and Welfare, 2014)

- **Bullying & Harassment** – All types of violence, harassment and bullying are harmful and unacceptable. The UN Committee on the Rights of the Child has clearly stated that there are no exceptions to this. Violence, harassment and bullying can have a profound effect on physical and emotional wellbeing; have a negative impact on a child and young person's right to enjoy the highest attainable standard of health; victims tend to miss school more often and achieve lower academic results than other students; and often occur where children and young people play and socialise (such as in school playgrounds and on social networks).

  Violence, harassment, and bullying of children and young people are hidden, under recorded, and under reported. Some believe that bullying and harassment is a 'normal' part of growing up. These problems make it difficult to assess accurately the extent of violence, harassment and bullying against children and young people.

  Risk factors are complex, and include socio-economic disadvantage and social exclusion, income inequality, poor educational attainment, long term unemployment, a cultural acceptance of violence and harassment, be it in sport or in the workplace, negative attitudes to vulnerable and minority groups and exposure to media violence.

  There are identified protective factors that reduce the likelihood of harassment and bullying, that support young people to reduce their risk.

  o Positive home environment, with non-violent discipline, and strong relationships between parents/carers and children
  o A high level of social cohesion in a community
  o Equality in a society

- o Schools and community organisations with strong policies and curricula that support non-discrimination and non-violent behaviour

(Australian Human Rights Commission, n.d.)

In the 2015 Mission Australia survey, about half of the young people surveyed are concerned about bullying and emotional abuse. (Cave, 2015)

- **Body Image** – In the Mission Australia survey of 18,000 young people (15-19 year olds) in Australia in 2015, body image concerns rated as the third most important issue. This was more strongly felt in females than males. (Cave, 2015)

- **Overall Feelings of Safety** – The 2014 UNICEF Australia research found the top 4 reasons for children and youth to feel unsafe were violence in their communities, crime, unsafe feelings from news and media reports, and bullying. The research also found that young people worry about family & friends first, the future, war, crime and violence, community safety, stress, and bullying.

> *Despite having a lot of optimism, practical ideas for improving equality, and hope for the future, many of the children we listened to were concerned about global issues such as war, politics and climate change. In their immediate lives, many children mentioned they were anxious about their school marks as it played a major role in their future opportunities.* (UNICEF Australia, 2014)

Issues of **Cigarettes**, **Drugs & Alcohol**, of **Bullying & Harassment**, of **Body Image**, and of negative **Feelings of Safety**, are all of great concerns to society. Young people need safe places to socialise, learn and develop. Family and school should both offer these sanctuaries, however community organisations such as the Scout Movement can also provide safe places for young people to be themselves.

A suite of programs and strong policies are in place to help ensure this in Australian Scouting, including Safe From Harm policies, Breaking The Cycle program, Mental Health First Aid, Adult Training modules, Diversity and Inclusion resources, and so on. Ongoing monitoring will be required to ensure Scouting continues to provide the best environment it can, meeting the needs of all young people.

For many young people, a trustworthy adult who is not a parent, from an organisation with which they have respect, can be the ideal person to confide their worries in, and seek advice.

- **Helicopter Parenting** – A three-year study of 'parent fear' commissioned by VicHealth found that parents who are protecting their children by not allowing them to be independent, especially in their travel to and from school, was contributing to the inactive lifestyle of children, and therefore the increased risk of serious health problems. Being independently mobile helps children in their development of spatial awareness, decision-making, self-confidence and knowledge about their local neighbourhood.

A key recommendation from this study was to provide opportunities for children's independent mobility, other than their travel to school (e.g. outdoor play, walking or cycling to other destinations), such as through sporting clubs, maternal and child health centres, playgroups, community groups and parents' workplaces (VicHealth, 2015).

> Scouting and other community organisations are well placed to help deliver on this recommendation. Scouting's approach to personal adventure, and education around responsible risk taking, is of particular relevance to the improvement of this situation and should continue to be a focus of the organisation.

- **Sexual Activity** - In 2008, 27% of Australian Year 10 students, and 56% of Year 12 students had experienced sexual intercourse. Two-thirds of sexually active students used a condom at their most recent sexual encounter. Sexual development is a normal part of adolescence; however, sexual and reproductive behaviour during this time can have far-reaching consequences in later life, including contracting sexually transmissible infections and unwanted pregnancies. A supportive social environment is critical to healthy adolescent development, and a strong relationship with parents, a connection to school, and open communication with sexual partners have been shown to be important in reducing unsafe or unwanted sexual behaviour among adolescents (Australian Institute of Health and Welfare, 2011).

> The Scout Movement is well placed to support adolescents and young adults to develop those strong connections, and to open up healthy discussions amongst peers and adults.

The challenges and opportunities facing the current generations growing up in Australia is well summarised by McCrindle Research:

> *It is the sociological and demographical changes, interestingly, that will have more profound implications on our future than even the massive technological ones. From issues of an ageing workforce to massive leadership transitioning as the Boomers step out of leadership roles and into retirement. It is clear that today we are living in an era of intergenerational transfers.* ***Organisations like Scouts Australia need to position themselves to prepare for this significant intergenerational transition.*** (McCrindle Research, 2014c)

THE SCOUT MOVEMENT'S RESPONSE

Scouts Australia offers a program for Australian youth that contributes to their personal growth, develops resilience, and prepares them for the challenges and opportunities presented to them as they grow up in tomorrow's global community. Scouting is not a recreational or leisure activity.

Worldwide, Scouting is an educational movement and is invested in a process of non-formal education through a specific value system. It is based on the **Fundamentals of Scouting: the Purpose, Principles and Method**. Scouting sees itself as complementary to formal education systems[8].

PURPOSE

> The ***Purpose*** *of the Scout Movement is to contribute to the development 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.* (The Scout Association of Australia, 2017).

The five areas of personal growth referred to in the Purpose of the Scout Movement are known in the Scout program as the "**SPICES**". In essence, participation in the Scout youth program will encourage a young person's:

- **Social Development** – Social development refers to belonging to a group, one's relationships with others and understanding differences between people in small groups of peers or up to diverse larger communities.
- **Physical Development** – Physical development refers to a person's relationship with their body. It includes active care for health, as well as the pursuit of physical skills and fitness.
- **Intellectual Development** – Intellectual development refers to my ability to think, plan, innovate, review and use information in new and different circumstances.
- **Character Development** - Character development refers to the pursuit of personal best. It includes positive attitude, responsibility, respect and making an effort beyond what benefits the self. Character is the product of all the areas of personal growth.
- **Emotional Development** – Emotional development refers to the need for understanding of one's own emotions and others. It includes awareness of how a person is feeling, expressing emotions in a positive manner, and respecting the emotional needs of others.
- **Spiritual Development** – Spiritual development refers to the development of a person's beliefs regarding their purpose in life, connection to others, place in the world around them, while respecting the spiritual choices of others.

The additional area, Character Development, is the sixth area (the letter C in SPICES) that is the product of the other five areas.

The program's focus is on personal progression. This puts youth at the centre and recognises that each individual has unique needs on their developmental journey. Every youth member will develop at different rates, in different ways, and from different experiences.

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[8] Scouting subscribes to UNESCO's definition of the three types of learning: formal, non-formal, and informal learning. Refer to the Glossary for definitions.

Clear Educational Objectives, based on the six SPICES areas, guide the development of young people in each section. These objectives are fully realised as a young person reaches the end of their time in the youth program, around the age of 25. The Educational Objectives are detailed in the Appendices.

PRINCIPLES

The program that youth and adult volunteers are involved in is based upon three broad **Principles** which represent the Movement's fundamental beliefs.

They are known as **Duty to God, Duty to Others,** and **Duty to Self**.

As their names indicate, the first refers to a person's relationship with the spiritual values of life; the second, to a person's relationship with society in the broadest sense of the term; and the third, to a person's obligations towards themselves. (World Organization of the Scout Movement, 2015b).

All Scouts commit to a code of living as expressed in the **Australian Scout Promise** and the **Australian Scout Law**. The Scout Promise encapsulates the three Principles, and asks that members make a promise to do their best to live by these Principles, and the values expressed in the Scout Law.

There are two versions of the Australian Scout Promise. Individuals decide which version they wish to make.

On my honour, I promise	OR	*On my Honour*
To do my best,		*I promise that I will do my best*
To be true to my spiritual beliefs,		*To do my duty to my God, and*
To contribute to my community and our world,		*To the Queen of Australia,*
To help other people,		*To help other people,*
And to live by the Scout Law.		*And to live by the Scout Law*

The Australian Scout Law is divided into three parts, each with a header statement, and two further statements.

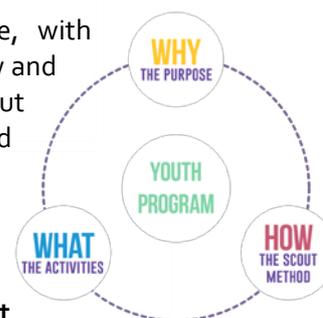| **Be Respectful**	**Do What is Right**	**Believe in Myself**
Be friendly	*Be trustworthy, honest and fair*	*Learn from my experiences*
Care for others and the environment	*Use resources wisely*	*Face challenges with courage*

Scouts Australia makes the following definition of Spirituality, to assist members of all ages to understand the commitment they make, and the Principle of Duty to God:

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.

METHOD

Australian Scouting provides young Australians, male and female, with challenging and adventurous opportunities in order that they may grow and develop in the SPICES areas outlined in the Purpose of the Scout Movement. Scouts Australia has almost 70,000 members, youth and adult, enjoying this experience.

This essential part of the Scouting experience occurs through the Youth Program. **The Youth Program is 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)** (World Organization of the Scout Movement, 2015b).

Activities are seen as the means, rather than a goal, that create opportunities for each young person to develop skills and attitudes, and acquire knowledge.

Central to this experience is the **Scout Method**.

The Scout Method is a system of progressive non-formal self-education and is made up of elements which work together to provide a rich, active and fun learning environment[9]. It is the Scout Method that makes Scouting truly unique as an educational movement of young people.

The Scout Method is made up of 8 elements. Not one element of the Method is more important than another, and different elements will feature more prominently through different activities and experiences. The Method is a feature in all that Scouts do.

In Australia, the elements of the Scout Method are:

- **Learning By Doing -** Learning through practical experiences and activities, in the spirit of non-formal learning.
- **Nature & Outdoors –** The outdoors is the primary setting for learning and encourages a two-way relationship between the individual and the natural world.
- **Personal Progression -** A learning journey focussed on challenging the individual to do their best through a range of experiences.
- **Promise & Law –** Scouting values and ideals that underpin all activities and interactions.
- **Community Involvement –** Active explorations of an individual's commitment and responsibility to their community and the wider world.
- **Patrol System -** A way to develop interpersonal and leadership skills through teamwork, responsibility and belonging. Scouts complete activities, adventures, and projects in small groups.
- **Symbolic Framework -** A unifying structure of themes and symbols that facilitates the awareness and development of an individual's personal journey.
- **Youth Leading, Adults Supporting** - A youth movement, guided by adults, where youth are increasingly self-managing.

The Scout Method has its origins as a strong educational method for developing youth in the adolescent age range (generally considered as around the second decade of life). Although this doesn't mean that Scouting ignores the age ranges either side of adolescence, however it is for adolescent youth that Scouting can measure its success against the Purpose and Mission of Scouting.

Scouting provides occasions for adolescents to spend time with peers in a small, informal group setting which involves the participation of an adult, and the influence of a values system. Research tells us that for older adolescents, activities need to be more than just fun. Even if young people are learning new skills, and working in social groups, this is often not enough. There needs to also be opportunities to try out meaningful roles. Scouting can offer just these experiences through the Scout Method, and especially the element "the patrol system". Additionally, Scouting offers the adolescent a positive adult role model outside the family, to help them into adulthood (World Scout Bureau, 1995).

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[9] https://www.scout.org/method - this is the Method as described by the World Organization. The Scout Method may be adapted locally by National Scout Organisations, as has occurred in Australia.

RELEVANCE TO YOUNG AUSTRALIANS

Getting involved in what Scouting has to offer means that children, adolescents, and young adults are engaged in:

- a diversified and inclusive program
- a variety of activities that challenge all abilities, and is personal
- a program that is values based
- an environment with a focus on non-formal learning opportunities, and playing
- an experience that has well defined outcomes for individual development
- opportunities to have a voice, be independent, and be well supported

This program provides opportunities that are…

In a society that is becoming more and more cautious, and the potential negative effects of "cottonwool-balling" children, Scouting offers an experience that will develop resilient young people, and importantly, train adults and youth to work together to be responsible risk takers.

In a 2008 article published in the University of California Berkley's online blog, *Greater Good*, Professor Emeritus David Elkind emphasised the critical importance of playing as a way of learning, for infants, toddlers, children, adolescents, and adults:

> *In infancy and early childhood, play is the activity through which children learn to recognize colors and shapes, tastes and sounds—the very building blocks of reality. Play also provides pathways to love and social connection. Elementary school children use play to learn mutual respect, friendship, cooperation, and competition. For adolescents, play is a means of exploring possible identities, as well as a way to blow off steam and stay fit. Even adults have the potential to unite play, love, and work… (Elkind, 2008)*

Scouting's non-formal, learning-by-doing, and outdoors approach to personal development of children and young people responds to this argument well. Further, Elkind raises concerns about children younger than 6 or 7 being involved in team sports, for which he argues they are not developmentally ready to cope with rules of games like soccer, but also takes away time to learn independence and creativity through unstructured playing. Again, Scouting responds well to this, where games with rules are a short, fun, energetic period in the program, but not the focus of the program.

Socially, Scouting offers a safe place for adolescents to grow, develop, take risks, and learn. With the rise of mental health concerns amongst this age group, Scouting offers the opportunity to be in a positive and supportive social environment, with peers and adults, that can offer important mental health first aid.

The strong policies on youth involvement in decision making at all levels of Scouting, and in preparing young adults to be involved in community decision making, also makes Scouting a relevant organisation for young Australians to participate in. The Scout Method element *Community Involvement* goes beyond participation in simple activities such as Clean Up Australia Day. Along with community-based challenges and community-based special interest areas built into the program, this element encourages young people to get involved in causes that they are passionate about outside of Scouting, even taking on a leadership role. Importantly, these challenges are mapped to the UN Sustainable Development Goals (SDGs) [10], which Scouting worldwide has committed to supporting.

A study into the educational impact of Scouting on adolescents, WOSM offers up some guidance as to the impact that Scouting can have on young people who are entering, or are at the adolescent stage of life:

> *Modern society has come to regard schools as the primary institutions for socializing the young, although family remains crucial. Adolescents thus find themselves spending more years in school and more time in age-segregated (peer) groups. Interaction between age groups seems to be lessening. Yet, this period in a young person's life, during which the transition is made from childhood to adulthood, is one of vital importance and one which requires guidance from the older generations. In order to develop a consistent self-image, to plan for the future, and to find a sense of meaning for their lives, young people need to be able to interact with their elders. As young people move into adolescence, they begin to look for mentors outside their family. There are also very few opportunities for adolescents to take on meaningful roles that are valued by others.* (World Scout Bureau, 1995)

In March 2018, WOSM reported on another study on the impact of Scouting. This report, titled *Measuring Scouting's Impact on the Development of Young People*, looked at 14 different personal development outcome areas for young people in the countries of Kenya, Singapore, and the United Kingdom, aged 14 – 17. Adolescents who have been involved in Scouting and adolescents who have never been involved from these countries were compared. The largest proportion of those surveyed were from the UK. The primary research question was: Do scouts experience improvements in the 14 impact outcomes, compared to non-scouts? (World Organisation of the Scout Movement, 2018)

In all outcome areas except one, Scouts showed statistically significant positive differences from non-Scouts. Scouts score:

- 20.2% higher on Physical Activity than non-scouts
- 16.2% higher on Life Skills and Employability than non-scouts
- 9.5% higher on Curious about the world than non-scouts
- 12.8% higher on Pro-Environmental than non-scouts
- 12.0% higher on Leadership than non-scouts
- 6.0% higher on Problem Solving than non-scouts
- 11.4% higher on Emotionally Intelligent than non-scouts
- 9.3% higher on Diversity than non-scouts
- 9.2% higher on Belonging than non-scouts
- 16.6% higher on Active Citizenship than non-scouts

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[10] The 17 UN SDGs that World Scouting is committed to: www.un.org/sustainabledevelopment/sustainable-development-goals/

- 2.2% lower on Spiritual and Self Reflection than non-scouts
- 7.2% higher on Resilience than non-scouts
- 13.7% higher on Responsibility and trustworthiness than non-scouts
- 12.0% higher on Team work than non-scouts

(World Organisation of the Scout Movement, 2018)

Although these results are not from Australian Scouts, the report is clear that despite the significant difference in the countries and cultures from which the young people were surveyed, the results were remarkably similar across the three countries. The consistent element was the Scout youth program, which in all countries including Australia, use the same Fundamentals of Scouting – the same Principles, Purpose, and Method, and the same core adult training framework.

Finally, it has been said that the Scout Method is designed around a non-formal approach to learning. However, many years ago an opportunity was identified to offer individuals the chance to use their Scout training to qualify for formal industry accredited qualifications. A division of Scouts Australia, the Scouts Australia Institute of Training (SAIT), was set up in order to meet the requirements of the Australian Skills Quality Authority (ASQA). This allowed Scouts Australia to offer adult volunteers who complete various levels of Scout training, and had formally enrolled and submitted appropriate evidence of competence, to be issued with accredited Certificate III, Certificate IV, and Diplomas in areas such as Business and Frontline Management. In recent years this was extended to Certificates III and IV in Outdoor Recreation.

This concept was later offered to older youth members who had made achievements in their personal progression system requirements. And again, through providing suitable evidence, the opportunity to receive Certificates II in either Business and/or Outdoor recreation became available. In most states in Australia, these qualifications contribute toward units in their higher school certificates.

In this chapter, it has been shown that Scouting, globally and in Australia, continues to offer a relevant program of personal development for children, adolescents, and young adults. For young Australians growing up in 21st Century Australia, Scouting helps equip these young people for the challenges and opportunities that they will face.

Reflecting back on the 19 opportunities and challenges described in the earlier chapter *Being An Australian Youth Today*, it is clear that Scouting develops:
- critical and creative thinkers and problem solvers
- social networks that are supportive to diverse young people
- independent and resilient people
- the productive and positive use of technology
- interpersonal skills and relationships within and across generations
- positive mental health, and supportive health and wellbeing environments
- places for young people to feel safe, and have trustworthy people to talk to
- opportunities for young people to participate in the decisions that affect their own lives
- a safe place to give new adventures a go, and be supported when mistakes are made
- active and engaged citizens
- opportunities for young people to engage in social causes and help create a better world
- formal outcomes out of non-formal learning experiences

Scouting's focus on building good Character, by purposefully developing the Social, Physical, Intellectual, Emotional, and Spiritual personal growth areas, brings about terrific outcomes for our young citizens.

OTHER YOUTH DEVELOPMENT ORGANISATIONS

Compared to other youth development organisations, Scouting takes pride in the broad nature of its youth development program. The following table compares a variety of organisations found in Australia and documents their youth development focus against Scouts Australia's focus on the six development areas known as SPICES:

Organisation	Youth Program Age Range	Documented Aim/Purpose	Personal Development Areas and other Scout Youth Program similarities
Girl Guides Australia[11]	Age 5 – 17 Olave Program: Age 18 - 30	A non-formal educational program based on shared leadership and decision-making at all ages. There are four main elements in the Australian Guide Program: physical, people, practical, and self. The program includes a variety of fun activities that focus on self-development in the areas of practical skills, physical development and relationships with people, appropriate to age and interests. Guides of all ages are involved in decision-making, planning, implementing and evaluating their activities. Leadership development begins with the youngest Guides and develops as the girls mature.	Non-Formal Education Skills Development Physical Development Social Development Leadership Development Youth Led, Adult Supported Values Based
NSW State Emergency Service Cadet Program[12]	School Year 9 and above	The specific goals of the program are: • To provide progressive, interesting and challenging training that encourages the development of positive personal and team characteristics among participants • To encourage the idea of achieving success in life through the spirit of service to Australia and commitment within the local community • To provide an understanding of the NSW State Emergency Service and other Emergency Service agencies	Character Development Community Service Skills Development

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[11] http://www.girlguides.org.au/About-Us/what-is-guiding-.html
[12] http://www.ses.nsw.gov.au/volunteering/cadets

Organisation	Youth Program Age Range	Documented Aim/Purpose	Personal Development Areas and other Scout Youth Program similarities
Surf Life Saving Victoria - Nippers[13]	Age 5 - 13	Nippers is a great way for children to make friends, be active and enjoy the beach in a safe environment. The major program is the Surf Education Program (5 - 13 years). This National program is structured specifically to their ages and abilities gradually teaches kids basic lifesaving skills required to be safe around an aquatic environment as well as developing their skills to compete in surf sports.	Physical Development Social Development Safety Skills
Boys Brigade[14]	Age 5 - 18	To provide, in cooperation with the local church, a supportive Christian community for boys and young men to assist in their Christian growth, balanced personal development, and leadership training, and to assist the church reaching out into the community. BB has a balanced structured program that focuses on the Spiritual, Educational, Physical and Social aspects of members' lives.	Spiritual Development Personal Development Community Service Leadership Development Physical Development Intellectual Development
Girls Brigade[15]	Age 4 - 18	Help girls become followers of the lord Jesus Christ and through self control, reverence and a sense of responsibility to find true enrichment of life	Educational development Social development Physical development Spiritual themes Service and Leadership
Australian Defence Force Cadets[16]	Age 13 - 17	The Australian Defence Force Cadets (ADF Cadets) are a personal development program for young people, conducted by the Australian Defence Force in cooperation with the community, which benefits the Nation by developing an individual's capacity to contribute to society, fostering an interest in Defence Force careers, and developing ongoing support for Defence.	Contributing to Society Social Development Skills Development Leadership Development

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[13] http://www.lifesavingvictoria.com.au/www/html/640-nippers.asp

[14] http://boys.brigadeaustralia.org/about

[15] https://girlsbrigade.org.au/about-us/

[16] http://www.defenceyouth.gov.au/experience/adf-cadets/about-cadets/

Organisation	Youth Program Age Range	Documented Aim/Purpose	Personal Development Areas and other Scout Youth Program similarities
Country Fire Authority (Vic) Junior Brigades[17]	Age 11-15	Team building, practical skills, fundraising, first aid, community service, sporting and social activities and excursions. Fun, Friendship, Belonging, Volunteering. Responsibility, Challenges, Teamwork, Leadership. Skill development, Community spirit, Commitment, Firefighting skills.	Community Service Leadership Development Skill Development Social Development
Rural Fire Service (NSW) Cadet Program	School Year 9 & 10	The aim of the program is to: • Develop an interest in the NSW RFS and its traditions • Provide cadets with a knowledge of fire safety and preparedness • Develop the qualities of leadership, self-discipline, self-reliance, initiative and team work • Encourage cadets to continue service in the NSW RFS or other community service organisations • Provide training that can contribute to NSW RFS firefighter and other specialist training	Skill Development Leadership Development Duty to Self Community Service
Country Fire Service (SA) Cadet Program[18]	Age 11 – 18	• To do something different in your life • To have fun getting out there 'doing stuff' • To meet new people and make friends • Give your time to your community - make a difference	Social Development Community Service Adventure Skill Development
Martial Arts **(Australian Martial Arts & Fitness Academy**[19]**)**	Age Toddler - 17	Teens Program (13-17): Encourages teens to lead a positive lifestyle by encouraging healthy eating and exercise habits which are incorporated into the teen curriculum as developed by our own exercise scientist and dietitian. The instructors are great role models who ask for respect for people and ourselves and build teens confidence so that they can aim high and achieve their goals! Teens only classes are great way for this age group to make friends with other teens who have like interests and with a great attitude. We see this program as a great way for teens to also deal with stressors in high school, help them to become more goal orientated and to set these soon to be adults up for a life of success! all while having FUN!!!	Social Development Resilience Development Skill Development Fun Health

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[17] http://www.cfa.vic.gov.au/volunteer-careers/junior-volunteers/
[18] http://www.cfs.sa.gov.au/site/volunteers_and_careers/cadets.jsp
[19] http://www.australianmartialarts.com.au/teens-program-ages-13-17.html

Organisation	Youth Program Age Range	Documented Aim/Purpose	Personal Development Areas and other Scout Youth Program similarities
St John Juniors[20]	Age 8 – 10	Emphasises fun, helping people and participation. As a St John Junior, you'll participate in camps, excursions and adventure activities, and learn basic first aid. You'll also have a chance to earn Interest Badges, which are achieved by taking part in a variety of Interest Courses like computing, sports, animal care, personal and road safety and much more. There are 18 Interest Courses to choose from!	Duty to Others Adventure & Fun Skill Development Award Scheme Community Service
St John Cadets[21]	Age 11 – 18	St John Cadets is an active youth program for everyday kids. Whilst the emphasis is on first aid, you'll also develop leadership and social skills through the programs and activities St John has to offer. But most of all being a St John Cadet is about having fun! St John provides many opportunities and recognises your achievements. In Cadets you can: • form new friendships with other young people • experience a sense of achievement through personal success and community service • learn about accepting responsibility • learn skills for life • have fun!	Social Development Skill Development Fun Achievement Recognition Teamwork Community Service Duty to Others
Cricket Australia[22] **in2Cricket Program** **T20 Blast Program** **Junior Club Cricket**	Age 5-8 Age 7-12 Age 9-17	It is a fast, fun and active program that emphasises maximum participation, basic motor and cricket skill development. It is experience based and builds its foundations on the essentials for lifelong involvement in physical activity and sport. A super fun, social, safe, cricket program for boys and girls. For kids with basic cricket skills. Play games of cricket. Game formats and length vary. Play a full cricket season.	Physical Development Teamwork Social Development Skill Development Health

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[20] http://cadets.stjohn.org.au/juniors
[21] http://cadets.stjohn.org.au/cadets
[22] http://www.playcricket.com.au/

Organisation	Youth Program Age Range	Documented Aim/Purpose	Personal Development Areas and other Scout Youth Program similarities
AFL AusKick[23]	Age 5-12	The NAB AFL Auskick program makes learning to play AFL fun, safe and easy for boys and girls. Through weekly coaching sessions they will learn the skills of the game in an exciting, social and safe environment. Children will learn fundamental motor skills vital for future physical activity and sport participation as well as learning how to interact with other children as part of a team in small group activities.	Physical Development Social Development Small Team System Skill Development
Football Federation of Australia Mini-Roos[24]	Age 4 - 11	Designed for kids of all abilities, the nation-wide initiative uses short, game-based sessions to introduce the sport of football to newcomers in an inclusive way. It focuses on learning new skills, being active, making life-long friends and, potentially, unearthing the next generation of Socceroos or Matildas.	Physical Development Social Development Skill Development

[23] http://www.aflauskick.com.au/what-is-afl-auskick-2/

[24] http://www.miniroos.com.au/about/what-is-aia-vitality-miniroos/

SCOUTS AUSTRALIA'S EDUCATIONAL PROPOSAL

In 2013, a review of the Scouts Australia youth program was launched. Its purpose was to revitalise the entire program to ensure that it meets the needs of 21st Century Australian youth and their parents, and to arrest significant membership loss resulting from poor retention over the past 30 years. A key factor identified for this poor retention was an inconsistent, and poorly understood, resourced, and delivered program of youth development that was unable to maintain the engagement of youth across the full age range.

As a member of the worldwide Scout Movement, the development of the new Program was strongly influenced by the World Scout Youth Programme Policy (WSYPP) (World Organization of the Scout Movement, 2015b), the World Scout Youth Involvement Policy (World Organization of the Scout Movement, 2015a), and the World Adults in Scouting Policy (World Scout Bureau, 2011).

Scouts Australia's redeveloped Youth Program is seen as one developmental program from when a child turns 5, until the day that the young adult turns 26. This is colloquially known as the "one program" approach, where, despite breaking the age range into developmentally appropriate sections, youth can progress along their Scouting journey in a consistent manner, learning and growing as they experience a wide range of developmentally challenging adventures, with peers.

The program meets the objectives of the World Scout Youth Programme Policy, which are summarised in the following table:

The Scouts Australia Youth Program will…	Link to WSYPP *Key Principles*[25]
be adventurous throughout.	Be attractive, challenging, and meaningful
be based on developmental age sections.	Be about education
be catered to the needs of the individual.	Have young people at the centre
be focused on the Purpose and Mission of Scouting.	Be about education Develop active citizens
clearly communicate a modernised Fundamentals of Scouting.	Be up to date and relevant
refocus on the six areas of personal growth, known as SPICES.	Be about education
reinvigorate the Scout Method.	Be locally adapted and globally united
be youth-led, adult-supported.	Have young people at its centre Develop active citizens
be open to all	Be open to all
have a single, developmental, model of personal progression and a system of award badges recognising progression.	Be attractive, challenging, and meaningful

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[25] See page 17 & 18 of the World Scout Youth Programme Policy (2015) for detailed information.

ONE PROGRAM, FIVE DEVELOPMENTAL AGE SECTIONS

The Scout youth program in Australia is divided into five age-based sections. This caters to the changing developmental needs of youth, promotes personal progression, ensures young people are at the center, and builds a supportive environment. Not everything in the program is limited to working within these sections, however.

As youth grow older and progress through the age sections, it is the support from peers that is often a key contributor to a successful section progression. As such, each section functions with a peer mentoring system. This helps facilitate transition even before the youth member is ready to move to the next section. As Scouts get older, they will be more and more closely involved with Scouts in the sections either side of theirs.

The end of the program exists within the Rover Scout section. The Educational Objectives for this section are the same as those for the program as a whole; it is this section where the Purpose of Scouting is finally realised.

The sections are designed around developmental milestones for a typical child, youth, and young adult. Appendix A outlines the developmental stages used to guide the age ranges of each section. However, transition points are flexible to meet the needs of individual youth.

The five age sections are:

- **Joey Scouts** for children aged 5,6,7. They typically:
  - are developing new friendships
  - are looking for greater interactive experiences
  - are physically active
  - have broad imaginations

- **Cub Scouts** for children aged 8,9,10. They typically:
  - have broadening social networks
  - are enjoying imaginative play
  - are developing independence

- **Scouts** for adolescents aged 11,12,13,14. They typically:
  - are experiencing significant physiological changes
  - are transitioning from primary to secondary schooling years
  - are redefining their social groups
  - are shifting to a peer networks focus

- **Venturer Scouts** for adolescents aged 14,15,16,17. They typically:
  - are completing upper secondary years, or transitioning into VET
  - are relying on peer and social support
  - are experiencing flexible/transient social groups
  - are increasing their opportunities to have a community impact

- **Rover Scouts** for young adults aged 18 – 25. They typically:
  - are experiencing significant life changes
  - are entering full independence
  - are self-exploring
  - are interested in continuing personal development
  - are becoming global citizens

A NON-FORMAL LEARNING ENVIRONMENT

Scouting's educational method is a non-formal approach to learning. It promotes the idea that people can develop by getting involved in projects and adventures, having a go, and learning from the both successes and the mistakes along the way. With support from adults and peers, the opportunities for non-formal learning are extremely valuable in a young person's development.

Non-formal learning complements *formal learning*, the type of learning that occurs in a hierarchically structured and grad-based school system. However, it is more structured and purposeful than *informal learning*, the type of learning that comes about through daily experiences with friends and family. See the Glossary for definitions of each type of learning.

ADVENTURE

Scouting expresses Adventure as a responsible risk-taking experience that challenges an individual beyond their comfort zone, in any (or all) of the SPICES areas.

Adventure requires that an individual 'get outside their comfort zone' in order to reach for a goal, while utilising the qualities of creativity, problem solving, adaptation, and initiative. Scouting consciously endeavours to provide young people with endless opportunities and avenues for new adventures, to foster these skills, in a safe environment, utilising the Scout Method.

Scouting adventures are:
* indoor and outdoor;
* active and reflective;
* local, regional, national, and global; and
* occurring in both the natural and built environments.

New adventures are important, and Scouts Australia responds to the needs of young Australians by incorporating adventure into the regular program, at all ages. For example, confidence and resilience can be developed through the adventure of a hike into unknown territory, as much as it can through the adventure of taking a singing role on stage, under lights, at a Scouting performance called a Gang Show, for the first time. This is key to meeting the Purpose and Mission of Scouting.

At the end of every adventure, Scouts reflect on their experiences when they **review** their adventure. This is part of a process called **Plan>Do>Review>** that all Scout members use all of the time. The Review> step is a critical step. A Review helps ensure Scouts are embedding their learning and can apply knowledge, skills and experience in new ways, in new adventures. Reviewing is usually an informal process, one that a patrol of Scouts will do together.

YOUTH LEADING (WITH ADULTS SUPPORTING)

WOSM Vision for Youth Involvement in Decision Making:

> *Young people are empowered to develop their capacities for making decisions that affect their lives; and engage in decision making in the groups and institutions in which they are involved, so that they actively contribute to creating a better world[26].*

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[26] Adopted by the 39th World Scout Conference, Brazil, 2011. Document 14: *Youth Involvement in Decision-Making*, page 3

Young people are valuable members of our societies; they are active citizens who are contributing to resolving the challenges our communities are facing today. With contemporary issues demanding intergenerational collaboration to find solutions, the importance of involving young people in decision-making processes is visible now more than ever before.

The Youth Program occurs through a partnership between youth members and adults, who take into account each young person's interests, needs and abilities. Young people are the main players in this non-formal educational process who require adequate support, usually provided by adult volunteers. **Scouting is a Movement <u>of</u> young people, supported by adults; it is not a Movement <u>for</u> young people managed by adults.** Thus, Scouting offers the potential for a learning community of young people and adults, working together in a partnership of enthusiasm and experience (World Organization of the Scout Movement, 2015a).

"Teach them, train them, let them lead"[27] - to develop their leadership capacity, young people require opportunities to develop knowledge, skills and attitudes that allow exploration of leadership styles. The use of the patrol system (small teams) to enable leadership development through learning-by-doing is powerful. Some educational research suggests that young people have the potential to explore leadership from the age of seven.

There are both formal and informal opportunities in the Scout program for Scouts to try out Their leadership. Since not everyone wants to be a leader, it is the mix of formal and informal leadership, along with a strong focus on teamwork, that ensures different interests are accommodated.

Leadership is also developed through weekend courses, youth forums and councils, organising committees for major events, and various other positions of responsibility within the organisation.

Finally, involving young people in decision-making involves them in active citizenship, and helps them to understand the responsibility they carry as individuals towards the community as a whole. This helps us fulfil the Mission of Scouting.

ENVIRONMENTAL EDCUATION

For over 100 years, Scouting has been developing youth through an engagement with Nature, to 'create a better world' by training youth in global citizenship, including environmental concerns. In recent times, the environmental aspect of Scouting has been developed further through initiatives such as the World Scout Environment Programme (Nicholls, 2014).

The World Organization states that "the environment is central to the Scout Programme and a key element of developing good citizens of the world". This is one of the principles of environmental education within Scouting, the other two being "Scouting provides opportunities to experience and connect with the natural world", and "Scouts actively engage in educational programmes to make informed choices about the environment, people and society - choices that reflect the Scout Promise and Law". Along with these principles, WOSM also has the aims of having Scouts working towards a world where:

- People and natural systems have clean water and clean air
- Sufficient natural habitat exists to support native species
- The risk of harmful substances to people and the environment are minimised
- The most suitable environmental practices are used

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[27] 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

- People are prepared to respond to environmental hazards and natural disasters

(World Scout Bureau, 2009)

In Australia, dedication to the natural environment is articulated through an element of the Scout Law, "Be Respectful: Care for others and the environment", and the Scouts Australia Environment Charter[28].

Scouts develop environmental caring through establishing environmental knowledge (education about the environment), attitudes (education in the environment), and behaviours (education for the environment), through the youth program.

(Nicholls, 2014)

Elements of the personal progression framework recognise youth members' personal development in areas of environment education. This includes the opportunity to earn the World Scout Environment Badge[29].

INTERNATIONAL SCOUTING

"When you join a Patrol you become part of a worldwide brotherhood in which every member has promised to keep the Scout Law. Because of this it doesn't matter if they speak different languages, are of different colours or hold different religious beliefs. When you meet Scouts at large gatherings, remember that they are your brothers and show by your actions that you regard them as friends." [30]

International Scouting offers youth members more opportunities to develop in the SPICES areas.

Scout's Australia's International Scouting Mission is:

An International Experience For All Members of Scouts Australia

Scouting is a worldwide Movement with over 40 million Scouts in 162 countries. International Scouting is aimed at creating an understanding of other cultures as well as promoting peace and tolerance through our common understanding of the Purpose and Principles of Scouting.

National Scout Organizations around the world cooperate to develop international events and projects. Australian Scouting is particularly active in supporting developing countries and Scouting in the Asia Pacific Region.

Opportunities to connect with international Scouts include World and National Jamborees and Moots (major youth events), the Scouts International Student Exchange Program (SISEP) for 16 & 17 year olds, the International Pen-Pal Program, and the International Explorer Award. Visitors to Australia also offer an international experience to Australian Scouts when they visit local Scout Groups and

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[28] See www.scouts.com.au/what-we-do/youth-program/environment/ for the Scouts Australia Environment Charter
[29] Learn more about the World Scout Environment Programme here: https://www.scout.org/wsep
[30] Lord Baden-Powell, founder of World Scouting

share their culture and experiences. Major events held by Scouts Australia attract overseas contingents, and provide further opportunities for Scouts to gain an international experience.

Leadership development opportunities are available for young people who wish to lead a contingent of Australian Scouts to international events, knowing that they will be well supported and mentored by experienced volunteers.

Opportunities to volunteer and learn at international Scouting activity sites are also available and popular with Australian youth. The Kandersteg International Scout Centre "Permanent Mini Jamboree" in Switzerland is one example of such a site where many Australian Rover Scouts have volunteered, and have been employed, as short or long term staff.

One of the greatest international experiences a young person can have is to travel to another country to help with a development project. It could be to run training programs for local Scout volunteers, or to assist in the development of Scout facilities, or another community-based project. With the good name of World Scouting behind them, youth are well supported to contribute to the communities they visit as well as undertaking personal development in these unique environments.

Of course, Scouts don't have to leave Australia's shores to have an international experience. The youth program can incorporate a discovery of international adventure from the local hall, in camp, or out and about. An internationally themed meeting night is one example. An annual event that offers and international experience is the Jamboree On The Air and Jamboree On The Internet (JOTA/I) weekend which is an international Scouting festival between youth based in their home city, country, and the world that utilise radio or the Internet to connect youth members from many locations.

PERSONAL PROGRESSION

The journey a young person takes through Scouting is a personal progression through the youth program. A Scout formation does not function like a school where each individual is obsessed with passing tests, but like a group of peers eager for new discoveries and adventures. Personal progression occurs naturally by participating in activities and group life. Scouting's Method emphasises a non-formal mode of education, which "learning-by-doing" characterises.

The process of Plan>Do>Review> strongly supports the personal progression of a young person through Scouting. By asking the right questions in the Review> phase, an adult or peer can help a youth member reflect on their development in a way that is individual, or personal, to them.

EDUCATIONAL OBJECTIVES

Scouting has an explicit Purpose: **to contribute to the development 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.**

Educational Objectives are a concrete and precise expression of this Purpose. They clearly define, for each SPICES area, the results which a young person can be expected to have attained by the time he or she leaves the Movement, having completed the oldest section of Australian Scouting. These results should be observable by the young person themself, by peers, and by the adults supporting them.
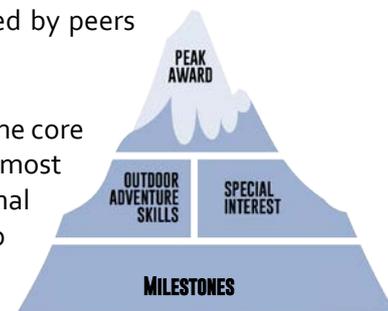
Each section of Scouts Australia also describe developmentally appropriate Educational Objectives, allowing a young person to be able to measure their personal progression throughout their Scouting journey. Appendix B outlines the Educational Objectives for each section.

RECOGNISING PERSONAL PROGRESSION

Youth members of Scouts Australia see their personal progression recognised by peers and adults through a **Personal Progression Framework**, or 'award scheme'.

This recognition scheme is in four parts. **Milestone** achievements represents the core of the program, and makes up the 'base of the mountain'. This recognition is most strongly connected to the Purpose of Scouting, therefore this part of the personal progression framework should be able to be achieved by all members who participate in a regular, quality program.

The **Outdoor Adventure Skills** enhance the program for those wanting to explore more than just the 'base'. This part of the Personal Progression Framework allows for specialisation and upskilling in certain outdoor pursuits and Scouting skills. There are nine broad areas of outdoor adventure, each with nine stages of proficiency. There is a strong emphasis on learning, teaching and leading in the outdoor adventure areas.

The next part, the **Special Interest Areas**, enhance the program by allowing for personal goal-setting and exploration of new and existing interests in a broad range of areas. The youth member can select from the areas of interest, and then use the Plan>Do>Review> tool to develop goals to complete the award, along with their peers and adult leaders. The Special Interest Areas are also mapped to the 17 United Nations Sustainable Development Goals (SDGs)[31], which World Scouting has committed to supporting to help create a better world.

Finally, youth members may aspire to achieving the **Peak Award** in their age section. The Peak Award incorporates the Milestone achievements, as well as a specified amount of progress in the Outdoor Adventure Skills and completion of a minimum number of Special Interest Areas. Finally, youth members are required to participate in a weekend leadership course, an adventurous journey, take time to reflect on their personal progression, and complete a Plan>Do>Review> Journal.

When assessing personal progression, the peer or adult evaluates the effort made by each young person and the progress he or she has made in relation to themselves. Recognising personal progression through the award scheme is considered developmentally appropriate for each individual, rather than age specific.

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[31] The 17 UN SDGs can be found here: www.un.org/sustainabledevelopment/sustainable-development-goals/

IN SUMMARY

- The Purpose of Scouting is about the overall development of Character, as reflected in the sixes SPICES areas of personal growth and expressed in the Educational Objectives of the Scouts Australia youth program. Character development refers to the pursuit of personal best in these areas. It includes maintain a positive attitude, being respectful, and making an effort beyond what benefits oneself. A person of well-developed Character will contribute to creating a better world – locally, nationally, and internationally.

- The Scouts Australia youth program promotes the development of resilience in young people. By challenging youth to be adventurous, taking advantage of leadership development opportunities, learning about responsible risk taking, and embracing personal progression with a gradual release of responsibility from adult involvement, Scouting is contributing to the development of the next generation's active and confident citizens.

- Leadership development and opportunities for young people to take on leadership roles, whether in their local formation, or in the wider management of Scouts Australia and its branches, provides valuable learning-by-doing lessons that will put our youth in good stead for future vocations.

- The Scouts Australia youth program is well placed to support young people as they take on the challenges and opportunities on offer growing up in 21t Century Australia.

Scouts Australia is well placed to offer a non-formal educational, fun, challenging, adventurous and inclusive program for children, adolescents, and young adults, strongly complementing formal education in Australia, and the influences of family. Indeed, *it takes a village to raise a child.*[32]

As a movement of young people, accessible and relevant to all, with the purpose of developing the whole person, Scouting is genuinely "Education for Life". It is part of a global movement, and therefore Scouts in Australia are truly contributing to "Creating a Better World".

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[32] An "African" proverb of unknown origin.

GLOSSARY OF TERMS

Adolescent – a stage in a young person's life. It has a variety of definitions: United Nations & World Health Organisation: age 10-19; The Scout Association UK: age 10-18; WOSM: age 11-18; Many others: From puberty onset to the age of legal adulthood. For Australian Scouting, Young Early Adolescence is defined as someone between the age of 8 and 11, Early Adolescence 12-14 years of age, and Late Adolescence 15-17 years of age.

Adult in Scouting – mainly adult volunteers (sometimes professionals employed by Scouting) responsible for the development or delivery of the Youth Program, or responsible for the support of other adults, or for supporting other structures and projects within the organisation.

B-P – Robert Stephenson Smyth Baden-Powell, 1st Baron Baden-Powell, also called Sir Robert Baden-Powell, 1st Baronet (born Feb. 22, 1857, London, Eng.—died Jan. 8, 1941, Nyeri, Kenya). B-P was a British army officer who became a national hero for his 217-day defense of Mafeking (now Mafikeng) in the South African War of 1899–1902; he later became famous as founder of the Boy Scout and Girl Guide Movements.

Childhood – a developmental stage in a young person's life. For Australian Scouting it is defined as someone up to the age of 7 years.

Formal Learning – The hierarchically structured, chronologically graded educational system running from school to university[33].

Informal Learning – the process where individuals acquire attitudes, values, skills, and knowledge from daily experiences, such as from family, friends, peer groups, the media, and other influences and factors from in the person's environment.[33]

Non-Formal Learning – this learning type takes the form of "organized educational activity outside of the established formal system that is intended to serve an identifiable public with concrete learning objectives"[34] Though it is not as rule governed as formal education systems, and it does not have the same officiality, it does have an educational purpose. Scouting is non-formal and complements the learning that occurs in formal and informal settings.[33]

Patrol – the name given to the small team of Scouts engaged in a program of activities and adventures. Usually a patrol is 4-to-8 Scouts in size and is led by a Patrol Leader.

Scout Method – The educational method of world Scouting. The Method is adapted to meet the needs of the society in which each National Scout Organisation operates. In Scouts Australia, there are 8 elements of the Scout Method, in no order of importance: Promise & Law, Personal Progression, Learning-By-Doing, Youth Leading Adults Supporting, Symbolic Framework, Patrol System, Community Involvement, and Nature & the Outdoors.

SDG – UN Sustainable Development Goals. The 17 United Nations SDGs build on the good work of the previous set of goals, known as the Millennium Development Goals. 197 countries signed up to the Agenda for Sustainable Development in 2015, including Australia. The World Organisation of the Scout Movement has become a global partner of the SDGs, and Scouts Australia supports this by

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[33] (Vallory, 2013) The definitions of the three learning types are adopted by World Scouting from the UNESCO definitions, and outlined in Eduard Vallory's comprehensive book *World Scouting*.

[34] Laszio Nagy provides additional input to the definitions in his 1967 *Report on World Scouting*.

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incorporating the SDGs into the Special Interest Areas and Challenge Areas of the youth program. Members are encouraged to register their SDG projects on the Messengers Of Peace website scout.org and to view all the projects around the world on scout.org/worldmap

SPICES – The six areas of personal growth as described in the Purpose of Scouting (with the addition of C for Character – the combination of the five other areas). These areas are described in detail by the Educational Objectives. Members use the acronym SPICES as a memory aid to recall each of the six Areas: Social, Physical, Intellectual, Character, Emotional, Spiritual areas of development.

WOSM - The organization of the Scout Movement at the world level, "World Scouting", is governed by the World Organization of the Scout Movement (WOSM). WOSM is an independent, non-political, non-governmental organisation that is made up of 163 National Scout Organizations (NSOs). These NSOs are located in 223 countries and territories around the world. With over 40 million members in some one million local community Scout Groups, WOSM is one of the largest youth movements in the world. The purpose of WOSM is to promote unity and the understanding of Scouting's purpose and principles while facilitating its expansion and development. The organs of WOSM are the World Scout Conference, the World Scout Committee, and the World Scout Bureau.

WSYIP – The World Scout Youth Involvement Policy. Adopted in November 2014 and published in 2015, this policy aims at strengthening and ensuring youth involvement at all levels in the Scout Movement. It serves as a reference to National Scout Organizations in the development of their national policies. Of note, Scouts Australia and the National Youth Council were consulted in the early development of this policy, and has helped shape the final product.

WSYPP – The World Scout Youth Programmme Policy was updated from the 1990s edition, and adopted in November 2014. This document is one of the main institutional documents of the World Organization. This second edition of the Policy aims to find a way in a fast moving world to unite Scouts all over the world around the main core elements that match the diverse cultures and needs of young people

Young Adult - A developmental stage in a young person's life. For Australian Scouting it is defined as someone between the age of 18 and 26.

Youth Member – someone who is engaged in the program of youth development offered by Scouts Australia. The age range for this program is 5 – 25 years of age, inclusive. The actual status of membership of the Branch of Scouts Australia is dependant on the policies of each branch, so it may be that an adult member is participating in the youth program as a youth, as they are between the ages of 18 and 25.

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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 to classify young children's age groups into a category which goes until about 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 (up to age 7) 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 independence.

It is difficult to pinpoint an exact age where changes occur, and to subsequently predict if a youth would have difficulty adjusting to a skills and activity based program that demands a specific set of cognitive and social abilities. Broadly speaking, most abilities develop within a year or two either way of the age ranges. Perhaps, what the research does allude to is rather than being pre-occupied with the youth's ability to enter and cope with a scout section program, instead the focus might be on a re-examination of the typical youth's abilities at a particular age group/range and to tailor the weekly program to recognise these abilities.(Teoh, Pearn, Johnson, & Rogers, 2014)

Young Early Adolescence Ages 8-11 years	Early Adolescence Ages 12-14 years	Middle Adolescence Ages 15-17	Late Adolescence, Ages 18-19 yrs
Behaviours Younger Adolescents have higher energy levels compared with their older adolescents (Kahn et al. 2008) Hormonal changes at this age group may contribute to unpredictable behaviours, especially for boys (Susman et al. 1987; Granger et al. 2003) 10-11 year olds engage in more temperament related pro-social behaviours compared with 4-5 year olds. (Australian Institute of Family Studies, 2014. P. 54) *Cognitive Abilities* Younger adolescents below the age of 15 years have less sensitivity in identifying negative emotions based on facial expressions than adults, with anger recognition developing later that that of fear (Thomas et al. 2007)	*Behaviours* Early Adolescents, when compared with older adolescents or adults, are more impulsive and are especially responsive to short-term rewards (Steinberg, 2009, 2010). Long term projects need to have lots of short-term goals and rewards along the way. *Cognitive Abilities* Early adolescents are able to responsibly plan their tasks (Query & Berkland, 1998), thus should be given more opportunity to do so, and to encourage some degree of independence. The ability to become more aware of thinking and feelings is beginning to emerge (Slife, 1987), and they would benefit from reminders and prompts to use these types of self-awareness skills (Veenman et al. 2005).	*Cognitive Abilities* 15-17 year olds have mature reasoning ability and are able to demonstrate abstract, multidimensional, intentional, and hypothetical thinking (Davey et al. 2008; Kuhn, 2009). Case studies and discussions are good ways of getting them to think and understand. At this age, there are also better able to understand the value of external expert input (Lewis, 1981), thus use of guest speakers in useful. Middle adolescents are able to think about their future, and explore future careers and roles in life (Bacchini & Magliulo, 2003). Brain development in middle adolescence would suggest that this group begins to make decisions that are affected by how they feel (Galvan et al. 2006). They are more like to benefit from activities that help them to recognise how they are feeling, and to re-focus on the process of	*Cognitive Abilities* Adult-like thinking is common in late adolescent, but lacking in the skills that most adults have (Casey et al. 2008) Late adolescents have greater independence than younger adolescents (Allen & Land, 1999), and want to be treated as adults. Late adolescents experiment with identity development, much more than the younger ages (Kroger Thinking about life and post-school careers often preoccupy the thoughts of late adolescents (Adams et al. 1992; Wigfield et al. 2006) *Socialisation* Many late adolescents are in a serious relationship (Mosher et al. 2005), and intimacy

Given the differences in brain development in areas of higher order problem solving, younger adolescents may not process information as quickly as compared with older adolescents (Casey et al. 2008). Thus younger adolescents may be more responsive if information is presented in smaller chunks instead of larger blocks (Query & Berkland, 1998)

Younger adolescents are less able to shift from one category or response to another than middle adolescents (Jaquish & Ripple, 1980).

6-7 yr olds, prefer maths more compared with 10-11 yr olds (Australian Institute of Family Studies, 2014. P. 77)

Socialisation

Younger adolescents, as compared with older adolescents, still tend to prefer to spend time with their own gender (Barrett, 1996). One of the byproducts of this is the promotion of groups based on common interests, which sometime reduces the adolescent's acceptance of new ideas and activities (Brown, 1990).

Parental involvement appears to be more critical for children under the age of 10 years, above this age, their peers play an increasing role in influencing their behaviours (Higginbotham et al; Topor et al. in Jakes & DeBord (2010). However, these activities need to be carried in a context of a supportive parent environment.

Emotions

Early adolescents begin to think about independence and autonomy, and move away from dependence on adult opinions to that of the opinions of peers (Bukowski et al.1996; Laursen & Collins, 2004). Conflict with adults begins. Difficult behaviours are ideally discussed privately with the adolescent. Given the changes in these attitudes, this is a good time to re-think, train and model appropriate communication skills to enhance family relationships, given that parents are no longer viewed as perfect.

Socialisation

Peer acceptance is important to Early Adolescents, which is reflected in reward seeking activity within the brain (Waraczynski, 2006). Thus at this age, the utilisation of peer support as a reason for involvement in the activity may be a stronger motivator, as compared with merely the aim of the task (Bauman et al, 1991).

Early adolescence are keen to be accepted by peers, so perceptions of normative peer behaviour are important (Hansen & Graham, 1991; Steinberg, 2008). Thus, ensuring that there is accurate information available to stop the "Everyone is doing it" myth is important to prevent risky behaviours.

When comparing Comparison of Grade 9 (14 yrs) and Grade 11(16 yrs), the Grade 11 were more able to trust, were more autonomous, too more initiative to do things, were more industrious, had a better sense of their identity and were more willing to consider the topic of intimacy (Rosenthal et al. 1981).

critical thinking and reflection. This is related to the need for short-term reward seeking impulses which is heightened even more in middle adolescence (Steinberg, 2010). Emphasising the short-term benefits of abstaining from risky behaviours is important at this stage. Salient, as opposed to symbolic, rewards for middle adolescents is useful at this stage (Galvan et al. 2006).

The short-term benefits of peer influence in risky taking and impulsive behaviours, tends to outweigh adults advice and decision-making at this stage (Gardner & Steinberg, 2005; Cauffman et al. 2010).

Socialisation

Preoccupation with interactions with the opposite gender, and "falling in love" begin within middle adolescent (Barret, 1996; Tanner et al. 2010).

Middle adolescents are also more emotionally supportive of one another, as compared with young and early adolescence (Bokhorst et al. 2010)

Emotions

Dealing with emotions may become overwhelming for the middle adolescent, as a result of development, leading to a greater prevalence of depression and suicide attempts within this age-group as compared with early adolescents and children (Buchanan et al. 1992).

and sexuality issues are the focus for this age group.

Young Adolescents: Girls have lower self-esteem, as compared with boys (Givaudan et al. 2008) *Body Image* At age 8-9 years, regardless of gender, more children wanted to have a thinner than average body size rather than an average body size. At age 10-11 years, the proportion of girls who wanted to be of average body size was greater than the proportion of girls who wanted to be thinner than average. As children grew older, the proportion who were dissatisfied with their body increased among underweight and normal weight children but decreased among overweight children, regardless of gender. (Daraganova, 2014) Regardless of gender and body mass status, 10-11 yr olds tend to report their body size more accurately than 8-9 yr olds. (Australian Institute of Family Studies, 2014. P. 118)			

Educational Objectives are a concrete and precise expression of this Purpose. They clearly define, for each SPICES area, the results which a young person can be expected to have attained by the time he or she leaves the Movement, having completed the oldest section of Australian Scouting. These results should be observable by the young person themself, by peers, and by the adults supporting them.

Each section of Scouts Australia also describe developmentally appropriate Educational Objectives, allowing a young person to be able to measure their personal progression throughout their Scouting journey.

SOCIAL DEVELOPMENT

Social development refers to belonging to a group, one's relationships with others, and understanding differences between people in small groups of peers, as well issues of diversity and inclusion in larger communities.

Educational Trails	Section Members				
	5-7 year-old	**8-10 year-old**	**11-14 year-old**	**15-17 year-old**	**18-25 year-old**
Becoming Aware	Is aware of oneself	Encourages and shows respect for oneself	Consistently demonstrates appropriate behaviour in different situations	Addresses personal strengths and opportunities for growth	Identifies and addresses bias and injustice, and practices and promotes equality
	Uses appropriate behaviour	Considers one's influence and impact on others Carries out the responsibilities assigned	Adheres to the rules of the group Implements responsibilities assigned	Encourages the participation of all members and recognise their strengths	Lives according to legal and ethical responsibilities
Interacting with Others	Makes new friends and is kind and caring	Shows respect to others	Is open to different opinions and lifestyles	Has an inclusive approach and recognises and challenges prejudices and bias	Explores different lifestyles and embraces diversity
	Demonstrates a sense of fair play in games	Has an awareness of the needs of others in the group and can undertake activities in teams	Works effectively in small and large groups in various roles and tasks	Assumes the role of leader (mediator, tutor, mentor, teacher, instructor, supporter, adviser) in a group	Works as a part of a team, manages collective projects and serves actively in the local community, influencing the process of change
Developing	Shares with others	Is aware of other members of the local community, and the roles they play	Works with people of all ages and develops support networks	Contributes to and recognises the benefits of wider networks	Builds and maintains meaningful relationships within diverse communities of different scales

Relationships and Networks	Attempts to safely explore the local community with guidance	Awareness of own personal safety and support	Identifies and addresses the requirements for personal safety and support for oneself and others	Identifies, promotes and addresses personal safety and support for oneself and others, especially those who may be at risk	Identifies, promotes and addresses personal safety and support for oneself and others, especially those who may be at risk

PHYSICAL DEVELOPMENT

Physical development refers to one's understanding of their body, including active care for health, wellbeing, and the pursuit of physical skills and fitness.

Educational Trails	Section Members				
	5-7 year-old	**8-10 year-old**	**11-14 year-old**	**15-17 year-old**	**18-25 year-old**
Being Healthy and Fit	Makes an effort to follow guidelines from adults to care for one's body and develop good habits	Cares for own body and has good personal hygiene habits	Respects one's body and that of others and understands the importance of good personal hygiene	Understands good sexual health and safe practices	Takes responsibility for making good lifestyle choices to ensure good mental health
	Explains why it is important to eat healthy foods	Can explain why it is important to eat healthy foods and be active	Demonstrates an understanding of, and take responsibility for, nutritional need, good food choices and fitness requirements	Reflects on mental health and what one can do to maintain a balance that's right Understands the effect of drugs, self and substance abuse on the body	Takes responsibility for making good lifestyle choices to ensure good physical health
	Identifies the main organs of the body	Can describe the major illnesses which could affect health, their cause and prevention	Recognises the physical and physiological changes which are happening as the body develops	Understands and demonstrates the importance of the prevention of illness and injury and the principles of first aid	Is aware of the biological processes which regulate the body Protects own health and accepts one's physical capabilities
Being Adventurous	Participates in new and energetic activities	Participates in and helps to plan new and energetic activities, and give feedback about activities	Participates in and helps to plan new and energetic activities, providing actionable feedback about activities	Undertakes adventurous, challenging and new physical activities and seeks to continuously improve skills	Takes part in and leads physical expeditions and adventurous activities that challenge one physically and intellectually
	Understands the importance of safety when participating in activities Cares for the local environment	Recognises the risks in activities and the local environment Identifies environmental impacts in the local environment	Actively assesses and mitigates risks associated with activities Demonstrates an understanding of minimal impact principles	Actively assesses and mitigate risks associated with activities Practices minimal impact principles	Actively assess and mitigates risks associated with activities Supports and practices the principles of minimum impact activities

INTELLECTUAL DEVELOPMENT

Intellectual development refers to one's ability to think, plan, innovate, review and be creative, applying information, knowledge, and skills in new and different circumstances.

Educational Trails	Section Members				
	5-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old
Acquiring new information	Shows an interest and responds to activities presented	Expresses interest when undertaking new and unknown experiences	Actively seeks new experiences to develop and expand skills and interests	Actively pursues personal development opportunities and shares information, knowledge and skills with others	Undertakes training and gains new skills and knowledge to assist personal development, education and or employment
Showing Initiative	Shares relevant stories and experiences, and discusses possible solutions to situations and problems	Discusses possible solutions and use available resources to situations, stories or problems	Makes evidence backed decisions by analysing situations from different perspectives and applying problem solving techniques	Seeks innovative solutions to challenges by gathering evidence, analysing situations from different perspectives and applying problem solving techniques	Responds creatively to diverse situations through demonstrating capacity for thought, innovation, adventure and resourcefulness
Being Adaptable	Participates in activities when plans are changed	Continues to participate and problem solve in activities when plans are changed	Responds to changing circumstances and makes contingency plans	Demonstrates flexibility, adaptability and contingency planning	Reviews and adapts projects and activities in response to change
Planning and Reviewing	Identifies personal interests and abilities Contributes ideas and participates in reflection	Participates in planning of activities Constructively reflects on an activity using the Plan>Do>Review> cycle	Develops appropriate plans including contingencies Implements the Plan>Do>Review> cycle	Undertakes planning at various timescales Critically reflects using the Plan>Do>Review> cycle for projects and activities	Undertakes and continually reviews planning at various timescales Routinely applies the Plan>Do>Review> cycle to all aspects of life

CHARACTER DEVELOPMENT

Character development refers to the pursuit of personal best. It includes positive attitude, responsibility, respect, and making an effort beyond what benefits the self. It encapsulates personal growth in the five other SPICES.

Educational Trails	Section Members				
	5-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old
Developing Identity	Is beginning to identify own strengths and has a willingness to give everything a go	Identifies strengths and opportunities for growth	Reviews behaviour and listen to and evaluate feedback from others	Reviews own behaviour and actively seeks, listens to and evaluates feedback from others	Reflects on, and seeks feedback from others on behaviours, and the impact of behaviours on oneself and others
	Attempts to do one's best	Consistently seeks new challenges and opportunities Recognises the need to do one's best	Reviews personal behaviour regarding doing one's best	Challenges and monitors performance	Critically reflects on own performance
Showing Autonomy	Accepts duties respectfully and courteously Believes in own ability to complete a task	Addresses and overcomes difficulties conscientiously Believes in own ability to set and complete personal goals	Independently makes and implements decisions and forms opinions	Expresses opinions assertively and takes action when one believes it is necessary	Independently forms opinions and choices, accepts the consequences of actions and respects the opinions and decisions of others
Demonstrating Commitment	Fulfils tasks that one undertakes	Shows consistent efforts to fulfil tasks	Takes responsibility for setting goals, the use of time, and personal development	Actively pursues and reviews the achievement of personal goals Develops resilience through experiences within and external to Scouting	Monitors lifestyle, resilience and personal goals, and is considered a role model to others

EMOTIONAL DEVELOPMENT

Emotional development refers to the need for understanding of one's own emotions and the emotions of others. It includes awareness of how a person is feeling, expressing emotions in a positive manner, as well as respecting and supporting the emotional needs of others.

Educational Trails	Section Members				
	5-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old
Being Emotionally Aware	Is beginning to understand own feelings and those of others	Is aware of personal feelings and their impact on others	Is learning to manage emotions, especially when responding to people around them	Controls emotions and maintains a positive self-concept	Manages one's emotions in different situations, including when outside one's comfort zone

Recognises when others need emotional support and offers suitable assistance |
| Expressing One's Feelings | Identifies different feelings and shares own feelings with others | Can express feelings and try to do this without hurting the feelings of others | Manages own feelings appropriately and can talk about them with others | Controls and expresses feelings appropriately and knowing when and who to talk to about these | Demonstrates emotional and social maturity

Gives and receives constructive feedback and knows when to ask for assistance |
| Showing Respect | Adapts to relationships within a small group | Respects and accepts different people and aware of their feelings | Considers, respects and accepts others and their points of view | Accepts, respects and understands that others may have feelings and opinions which are different to their own

Recognises and supports, where possible and appropriate, others who have specific needs | Accepts, respects and can empathise that others may have feelings and opinions different to their own, and adjusts behaviour appropriately

Demonstrates an awareness of mental health issues, and understands how to support those in need |

SPIRITUAL DEVELOPMENT

Spiritual development refers to the development of a person's beliefs regarding their purpose in life, connection to others, place in the world around them, while respecting the spiritual choices of others.

	Section Members				
	5-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old
Educational Trails	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	Know if those responsible for one have a belief system	Experiences religious and/or non-religious belief systems through family and community activities Knows that there are many ways that one may choose to find meaning in their life	Understands how common religious beliefs can be applied in daily life Understands non-religious conceptions of the meaning of life, and how these can be applied in daily life Questions own feelings and beliefs regarding purpose in life	Understands how different religions shape an individual's worldview and the implications this has on society Understands how different non-religious beliefs shape an individual's worldview and the implications this has on society Possesses a developing conception of one's spirituality	Engages in informed discussion on the role of religions in society Engages in informed discussion on the role of non-religious systems of spiritual belief in society Continues to explore and express spirituality and understands how this influences one's life
Stopping for reflection	Appreciate that the Promise and Law should play a part in guiding life Recognise being a part of something bigger than oneself	Knows the Scout Promise and Law, is able to express in basic terms what they mean, and knows that spiritual beliefs are influenced by family and community Knows that there are right and wrong ways of doing things and one should use their spiritual beliefs to guide their actions Appreciates that one is connected with others and the world	Explains how spiritual beliefs, and the Scout Promise and Law, guide actions and understands the importance of surrounding oneself with positive influences Understand how spiritual beliefs guide actions Has an understanding of how one is connected with others and the world	Expresses how spiritual beliefs guide actions in particular contexts and how they have developed over time Expresses examples of when one has not lived up to spiritual beliefs and explains how to improve in future Expresses beliefs about connections with others and place in the world	Expresses the reasons one has arrived at their current spiritual beliefs and how these combine with the Scout Promise and Law to guide one through adult life Articulates one's plan for further developing and adhering to one's spiritual beliefs in the future Engages with others in gaining own understanding of connection with others and place in the world, and reflects upon how one's understanding of this informs one's actions

SPIRITUAL DEVELOPMENT

Spiritual development refers to the development of a person's beliefs regarding their purpose in life, connection to others, place in the world around them, while respecting the spiritual choices of others.

Respect for others	Know that others may have different beliefs about life Know that others have different social and cultural backgrounds Know that the community has many different people in it	Knows something of the beliefs of peers Knows something of the social and cultural backgrounds of peers Knows something of the societies and cultures in own community	Experiences spiritual belief systems, religious or otherwise, other than my own Experiences cultures other than my own Explains the value of diversity in my community	Experiences spiritual belief systems in a deep way and explains spiritual beliefs systems other than one's own to others Experiences societies different to the one living in and shows respect for those differences Participate in inter-faith or non-faith spiritual community events	Contributes to a culture of understanding and respect towards religious and spiritual beliefs that are different from their own Contributes to a culture of understanding and respect towards societies and cultures that are different from their own Contributes to a culture of mutual understanding and respect in a multicultural community
Being thankful	Appreciates the complexity and awe- inspiring nature of the natural and human worlds Identifies the people that are most important in one's life Knows that many opportunities are available throughout one's life	Experience and appreciate some of the world's beauty Express thanks to family and other people for the things they do Is thankful for the opportunities that have been, are, and will be, available	Explores beautiful places and reflects on nature's magnificence, and know that it is worth preserving Understands cultural and spiritual heritage, and how these have shaped their life Understands that not everyone has the same opportunities	Considers the impact of a deteriorating natural environment on those around me Understands the importance of acceptance and forgiveness in maintaining relationships Is thankful for the opportunities had and helps those who may not have the same opportunities	Care for the natural beauty of the world through actions Articulates how relationships shape one's life and express thanks to those who support them Provides opportunities for development and growth for others