The Benefits
New Program Overview

This, is our new program.

Adventurous
Fun
Challenging
Inclusive
Designed for
Australian youth
Learning new
skills outdoors

Are you up for the challenge?
The new program is just one element of the Scouts Australia Strategic Plan. If all elements of the Plan are achieved successfully then we have the potential to achieve beyond the targets. Collaboratively we have the potential to go beyond 100,000 members of Scouts Australia. We will be making a positive contribution to the development of active young citizens, growing up in 21st Century Australia.

What else do we need to do, to prepare our members for a new youth program, and to accommodate a growth in membership?

How does it all fit together?

Are you ready to take the lead?
Burning Platforms for the Program Review

**Why Kids Leave**

- Scouting a lower priority
- Not enough outdoors
- Society has changed, we haven’t
- Inconsistent delivery
- Prepared adults
- Youth need to see a purpose

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1979

- Youth members: 114,500
- AUS Population: 14,000,000

1990

- Youth members: 93,000
- AUS Population: 17,000,000

2014

- Youth members: 52,000
- AUS Population: 23,000,000

2018

- Youth members: 55,730
- AUS Population: 25,000,000

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“The organisation must be promotive rather than restrictive. There is evidence that Scouting is failing to adapt to the modern world because it is far too rigid in structure”

– Design for Tomorrow, a review of Australian Scouting, 1970
What Keeps Youth in Scouting?

- Friends
- Outdoors
- Adventure
- Fun
- New skills

Barriers to Joining Scouts

- 39% Having other interests
- 25% Already involved in other programs
- 20% Too busy
- 18% Scouting is too expensive
Strengths and Weaknesses of Scouting

**Strengths**
- Youth
- Leaders
- Activities undertaken
- Community engagement
- Skills development
- Friendships gained
- Values of association
- Camps
- Learning by doing
- Volunteers
- Events
- Scouting history

**Weaknesses**
- Some Leaders
- Group management
- Movement
- Communication
- Organisation
- Branch
- The general public’s view of Scouting
- Program
- Paperwork
- Cost
- Politics
- Risk
- Bullying

Society is changing, education is changing
The Journey So Far

A Timeline

2012

March 2012: All Sections Review approved for commencement

2013

January 2013: AJ2013 – Burning Questions survey run by NYC
Stage 1 kicked off

November 2013: World Scout Education Congress in Hong Kong
Program review networking begins

2014

January 2014: WAM – Surveys
BDRC Jones Donald: Why Kids Leave?
McCrimble: Community Expectations of Scouting

July 2014: Stage 3 Kick-off
International Gathering – sharing experiences from Australia, Canada, and Ireland
2015

January 2015: AV2015 – theCrate

February 2015: Stage 3 concludes, making recommendations on:
- The Fundamentals of Scouting
- Duty to God and Spiritual Development
- Areas of Personal Growth (SPICES)
- The Scout Method
- Leadership For All
- An Adventurous Program
- Award Scheme

July 2015: Stage 4 commences – bringing it all together into one program

2016

January 2016: AJ2016 – theCrate

February 2016: Stage 4 concludes

New Program Concepts Document was shared for the first time

March 2016: Promise and Law consultation

July 2016: Scouts Australia’s Educational Proposal version 1 released for feedback

September 2016: Program Concepts Workshops commence around the country
2017

January 2017: The Moot
June 2017: Groundbreaker Scout Groups commenced new program trials in Victoria
July 2017: New Australian Scout Promise and Law approved
August 2017: Program Concepts Workshops conclude
September 2017: New Australian Scout Promise and Law becomes official

2018

January 2018: AV2018
February 2018: The Adventure Begins commences, preparing everyone for the new program
March 2018: Pioneer Scout Groups become early adopters of the new program, in most states
April 2018: Scouts Australia’s Educational Proposal Version 2 released for feedback
July 2018: Program approved. Branches begin planning their implementation schedule

2019

January 2019: AJ2019
Statistics from the Youth Program Review

- 70,000 volunteer hours
- 12,000 people surveyed
- 120 team members
- 70 focus groups
- 45 surveys
- 40 presentations

12,000 people surveyed
17 research and development teams

14 major events

6 years of review and development

2 extended consultation periods

1 common goal...

...One Program, One Journey
Setting the Scene

A global youth Movement
- 50+ million members
- 7 million adult supporters
- Over 160 National Scout Organisations
- Shared Purpose, Mission, Principles and Method
- World’s largest non-formal youth education movement
- Messengers of Peace

Scouting is a Movement OF young people, supported by adults; it is not an organisation FOR young people, managed by adults.

As a youth Movement, we need to be forward-thinking, adaptable, and focused on the meaning behind our Purpose
Learning from other National Scout Organisations

...and we are learning together with other National Scout Organisations

Scouting Ireland

One Programme
- Reformed as an organisation
- Reviewed and consolidated programmes
- A program built around Plan>Do>Review>
- Program cycles
- One Programme

Scouts Canada

The Canadian Path
- Youth-Led
- Adventure
- SPICES
- Plan, Do, Review
- Outdoor Adventure Skills
- One Programme

...and leading the way in the Asia-Pacific Region
A changing Australian Society

Gen Z are:
- Digital
- Educational
- Global
- Social
- Mobile

Effective Engagement

**Boomers**
- Verbal
- Sit & Listen
- Teacher
- Job Security

**Gen Z**
- Visual
- Try & See
- Facilitator
- Flexibility

**Boomers**
- Books & Paper
- Curriculum Centered
- Closed Book Exams

**Gen Z**
- Devices & Glass
- Learner Centric
- Open Book World

University degrees
- Gen X
- Gen Y
- Gen Z

Health
- % likely to struggle with obese/overweight when all Gen Z have reached adulthood
- 78%
- 62%

Vocational

- 3 yrs per job
- 17 employers in a lifetime

Social Media
- 5,900,000,000 searches/day
- 4,000,000,000 views/day
- 1,400,000,000 active users
- 500,000,000 tweets/day
Gen Y: The parents of Gen Alpha

2.5 Million
Gen alpha’s born each week

80.1
Life Expectancy

29.7
Age of first marriage

1.7
Total fertility rate

27.7
Age of first birth
What sorts of challenges and opportunities face Australian young people in the 21st Century?

Changing Religious Beliefs
- Young adults (18-34yrs) were more than three times as likely as those in 1976 to report no religion (39% compared with 12%)

Positive Social Influences

Social Needs

Having a Voice

Mental Health

1 in 5 15-19 year-olds (21%) meet the criteria for a probable serious mental illness

What is most important to youth?

1. Family
2. Education
3. Friends
4. Food, Water, Shelter
5. Play and Recreation

What sorts of challenges and opportunities face Australian young people in the 21st Century?
Illicit drug use is more prevalent among the following groups:

- **Males:** 17%
- **Younger people (20-29yrs):** 28%
- **Unemployed people:** 25%
- **LGBT people:** 36%

**In 2001, 24% of 18-24 year olds smoked.**
**In 2010 it decreased to 16%**

Smoking rates of adolescents aged 12-15 has **decreased** from 20% to 6% in 10 years.

**In 2001, 24% of 18-24 year olds smoked.**
**In 2010 it decreased to 16%**

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.**
One Program, One Journey

Beyond the Horizon

Look wide

Explore the unknown

Discover adventure

Create the path

Beyond the horizon

Explore the unknown

Look wide
The Scout Method

Community Involvement

Active exploration of an individual's commitment and responsibility to their community and the wider world.

Learning by Doing

Learning through practical experiences and activities.
The outdoors is the primary setting for learning and encourages a two-way relationship between the individual and the natural world.

Scouting values and ideals that underpin all activities and interactions.
Patrol System

A way to develop interpersonal and leadership skills through teamwork, responsibility and belonging.

Symbolic Framework

A unifying structure of themes and symbols that facilitates the awareness and development of an individual's personal journey.
Personal Progression

A learning journey focuses on challenging the individual to do their best through a range of experiences.

Youth Leading, Adults Supporting

A youth movement, guided by adults, where youth are increasingly self-managing.
The SPICES

SPICES are the Review > tool that we use to get closer to our full potential.

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

When we reach a new achievement, we should reflect on our development across the different SPICES. This achievement could be:

– Completing a Milestone
– Finishing in a section
– Reflecting on your personal development
– Assisting or Leading an adventure
SPICES in Action!

Social Development
- Becoming aware
- Interacting with others
- Developing relationships and networks

Character Development
- Developing identity
- Showing autonomy
- Demonstrating commitment

Physical Development
- Being healthy and fit
- Being adventurous

Emotional Development
- Being emotionally aware
- Expressing one's feelings
- Showing respect

Intellectual Development
- Acquiring new information
- Showing initiative
- Being adaptable
- Planning and reviewing

Spiritual Development
- Exploring beliefs
- Stopping for reflection
- Respect for others
- Being thankful
What is Plan>Do>Review>?

Through Scouting, we often use a process called Plan>Do>Review>.

This process helps us:
- Continuously improve
- Plan great Scouting activities that are adventurous, fun, challenging, and inclusive
- Recognise our learning and development through SPICES
- Make sure what we’re doing is really Scouting, and uses the Scout Method
- Provide a diverse range of experiences through the Challenge Areas
- Emphasise learning by doing
- Progress the role of youth leading, adults supporting
- Critically evaluate how we’re delivering and facilitating the program

Essentially, Plan>Do>Review> reminds us to stop and think, in order to make the program the best it can be, and fully deliver on the purpose of Scouting.
Plan>
- Decide what you're going to do
- Delegate responsibilities
- Work out what gear is needed
- Discover what skills you need
- Make plans
- Use experts

Do>
- Make sure everyone’s involved
- Test out new skills
- Follow your plan
- Have fun
- Work as a team

Review>
- Take a moment
- Ask good questions
- Check your achievements
- Recognise participation
Plan>Do>Review> looks different for each age section, so the role of youth and adults will vary.

**Scouts**
- Meet with patrols to develop program ideas
- Plan their individual progression
- Plan>Do>Review> games, activities, programs and camps
- Identify successes, challenges, enjoyment and development
- Ask open-ended questions to gain feedback

**Adults**
- Encourage and support Scouts to achieve success
- Provide experience and knowledge
- Know when to step in to coach or guide
- Allow youth to give it a go
- Ensure risk assessments are completed
- Skill youth to successfully lead Plan>Do>Review>
The Sections

Joey Scouts

Ages 5, 6 & 7
Joey Scouts ideally progress to Cub Scouts after their 8th birthday

Discover Adventure
Joey Scouts in the new program:

– Discover what challenge means for them
– Explore the world around them
– Start to be active in the community
– Share new adventures with others
– Start to develop outdoor skills
– Discover what teamwork means
– Begin to learn how to lead activities
– Participate in a Unit Council, supported by adults

This age group are:
– Discovering the world around them
– Developing friendships
– Experiencing greater interactive experiences
– Physically active
– Using broad imagination and play

The Patrol System

Four to seven members

The number of Joey Scouts within each Patrol should be kept as equal as possible.

Patrol membership is flexible and may change as required even as frequently as weekly

Leadership may change frequently, even between activities or on a week to week basis
Cub Scouts

Ages 8, 9 & 10
Cub Scouts ideally progress to the Scout section after their 11th birthday

This age group are:
– Creating their own paths
– Developing their sense of place
– Exploring the world around them
– Encountering new experiences
– Expanding perspectives
– Determining their own adventures
– Building upon friendships

Create the Path
Cub Scouts in the new program:
– Set their own challenges
– Lead some activities on their own
– Give back to their local community
– Become more confident in outdoor skills
– Assist in the running of their Unit Council
– Form long term Patrols
– Develop resilience when faced with challenge
– Talk about what’s important to them

The Patrol System

Four to Eight members

Led by a Patrol Leader, normally a more experienced Scout showing good leadership abilities. Patrol Leader is supported by 1–3 Assistant Patrol Leaders.

Unit Leaders are the senior members of a Unit and have developed skills and experience from their time in the Unit. Unit Leaders do not sit within a regular patrol, but provide extra leadership for the Unit as a whole.
Scouts

Ages 11, 12, 13 & 14
Scouts ideally progress to the Venturer Scout section before turning 15

This age group are:
- Experiencing big changes
- Exploring their changing sense of self
- Focusing more on peer networks
- Transitioning from Primary to Secondary School
- Finding new ways to express themselves
- Exploring and forming their personal identity

Explore the Unknown
Scouts in the new program:
- Take charge of their own expeditions
- Lead the Unit Council
- Develop more complex outdoor skills
- Support their local communities
- Start to be active in their national communities
- Form teams that last for life
- Build Project Patrols
- Develop their life perspective

The Patrol System

Four to Eight members

The number of Scouts within each Patrol should be kept as equal as possible

Some change in Patrol members will be experienced for logistical reasons, but generally they will remain the same

Led by a Patrol Leader, normally a more experienced Scout showing good leadership abilities. Patrol Leader is supported by 1–3 Assistant Patrol Leaders.

Unit Leaders are the senior members of a Unit and have developed skills and experience from their time in the Unit. Unit Leaders do not sit within a regular patrol, but provide extra leadership for the Unit as a whole.

Project Patrol

A Project Patrol is a temporary group formed for a specific camp, activity or project.

Has a Patrol Leader and 1–3 Asst. Patrol Leaders

Can involve Scouts from outside the Unit, and from other sections

Project Patrols should:
- Be approved by Unit Council
- Have clear goals
- Use Plan>Do>Review>

Scouts can be in more than one Project Patrol at once

Project Mentors (youth or adult) can help support and advise the Patrol on technical details
Venturer Scouts

Ages 15, 16 & 17*
Scouts ideally progress to the Rover Scout section after turning 18.

*Scouts who turn 18 during year 12 can wait to progress until they complete year 12

This age group are:
– Discovering and exploring independence
– Broadening their perspectives
– Securing their interests and priorities in life
– Relying strongly on peer support
– Taking on more responsibilities
– Seeking purpose, challenge and risk

Look Wide
Venturer Scouts in the new program:
– Take the lead in their Units
– Take on bigger challenges with Scouts from other Units, sections and non-Scouts
– Specialise in areas they’re passionate about
– Mentor people with less experience
– Find new communities interstate and overseas
– Help make decisions at more levels of Scouting
– Discover more independence
– Discover their roles in the wider community
– Build resilience and find the meaning of courage in day to day life
– Discover the strength of their voice and stand up for what they believe

The Patrol System
A Project Patrol is a temporary group formed for a specific camp, activity or project.

Has a Patrol Leader and 1–3 Asst. Patrol Leaders
Project Mentors (youth or adult) can help support and advise the Patrol on technical details

Can involve Scouts from outside the Unit, and from other sections
Project Patrols should:
– Be approved by Unit Council
– Have clear goals
– Use Plan>Do>Review>

Scouts can be in more than one Project Patrol at once
Rover Scouts

**Ages 18–25**
Rover Scouts will complete the program no later than their 26th birthday.

**This age group are:**
- Experiencing new levels of independence
- Responsible for themselves and others
- Adapting to changing circumstances
- Specialising and expanding their interests
- Exploring global citizenship
- Adventuring beyond the horizon

**Beyond the Horizon**
Rover Scouts in the new program:
- Are completely autonomous in their Unit
- Overcome complex challenges
- Refine specialist skills across areas they’re passionate about
- Build long term relationships as mentors and advisors
- Form the leadership of their section nationally
- Contribute to the leadership of Scouting in Australia
- Refine their global and personal perspectives
- Build personal strength in their voice, ideals and health
- Develop and support their local, national and international communities

**The Patrol System**
A Project Patrol is a temporary group formed for a specific camp, activity or project.

- Has a Patrol Leader and 1–3 Asst. Patrol Leaders
- Project Mentors (youth or adult) can help support and advise the Patrol on technical details
- Project Patrols should:
  - Be approved by Unit Council
  - Have clear goals
  - Use Plan>Do>Review>
- Can involve Scouts from outside the Unit, and from other sections
- Scouts can be in more than one Project Patrol at once
Challenge Areas

Community Challenge

- Getting out into your community
- Engagement
- Involvement
- Knowledge
- Projects
- Partnership
- Development
- Service

- Visits
- Diversity & Inclusion
- Environment
- Local
- Country
- International
- Supporting
- Contributing
- Engaging
Creative Challenge

- Expression
- Arts
- Making
- Creating
- Inventing
- Designing
- Planning

- Unusual
- New
- Colourful
- Bold
- Innovative
Outdoors Challenge

- Environment
- Camping
- High
- Time in nature
- Slow
- Water activities
- Fast

- Adventurous activities
- Deep
- Journeys
- Wide
- Safe
Personal Growth Challenge

- Leadership
- Beliefs & Values
- Health & Wellbeing
- Growth
- Interests
- Skills
- Individual

- Healthy
- Growing
- Commitment
- Resilient
- Response
- Believing
Unit Code

Overview

The Unit Code is the shared understanding of behaviours and values for your Unit or section. Each year, the Unit will review the Unit Code or maybe develop a new one.

It is about:

– How we treat each other
– Respecting our environment
– Looking after possessions and property – both ours and everyone else’s

How do we make it?

Plan>
– Identify when the previous Unit Code will be reviewed
– Identify an opportunity to gather the ideas from all Unit members – this may work better in small groups
– Make sure the leaders of each group knows what to do/what is expected of them

Do>
– Meet in small groups to identify key things for inclusion
– Make sure everyone has the opportunity to input

Review>
– Ensure the whole Unit are happy with what is included
– Have everyone sign the Unit Code
– Display your Unit Code
– Explain the Unit Code to new members
The Unit Code is the shared understanding of behaviours and values for your Unit or section. Each year, the Unit will review the Unit Code or maybe develop a new one.

It is about:

– How we treat each other
– Respecting our environment
– Looking after possessions and property – both ours and everyone else’s

Unit Code Example

The Code

Treat people like you want to be treated
Care for everyone
Create a positive environment
Be proud of yourself
Be proud of others
Include others
Be role model
Stand up for yourself and others
Live by the Scout promise and law
Be accepting of others

The Scout Code has been written to encourage and promote the well-being of every member of 5th/6th Central Peaceful Plains Group. Each code has been devised to be achievable by every member of every background.

If the troop code is broken, those involved must appear at Troop Council for appropriate action to be taken.
Program Essentials

Badges

Introduction to Scouting

Milestone 1

Milestone 2

Introduction to Section

Milestone 3
Introduction to Scouting & Introduction to Section

The Introduction to Scouting needs to be completed when you join the Movement for the first time or when you join Scouting again after having a break.

These requirements should be covered through discussions with your Patrol Leader or adult Leader.

- The World Organisation
- Scouting in Australia
- Our Scout Group
- The Scout Method
- SPICES
- Australian Scout Promise and Law
- Symbols, Traditions and Ceremonies
- Plan>Do>Review>
- Personal Progression
- Introduction to Section
- Investiture

The Introduction to Section is to be completed when you first join a Unit, either by transitioning from the previous Section or when you first join the Movement.

These requirements should be covered through discussions with your Patrol Leader & Unit.

- How the Section operates
- What is new in this section, compared to the previous section
- The Patrol System
- Adventures, achievements, and interests
- Record keeping
- The Symbolic Framework
- The Australian Scout Promise and Law
- The Unit Code
Milestones

Milestone 1
- 6 Participates from each Challenge Area
- 2 Assists across at least 2 Challenge Areas
- 1 Lead across any Challenge Area

Milestone 2
- 5 Participates from each Challenge Area
- 3 Assists across at least 2 Challenge Areas
- 2 Leads across any Challenge Area

Milestone 3
- 4 Participates from each Challenge Area
- 4 Assists across at least 2 Challenge Areas
- 4 Leads across any Challenge Area

A personal reflection should occur at the end of each Milestone, before a Scout is awarded the relevant Milestone badge.
For the Milestone 1 Assist, William helped another Scout plan and lead a weekly night themed around Olympic sports, as well as assisting in the Review after the activity.

For his Milestone 1 Lead, William successfully planned and led an evening bushwalk near his Scout Hall, as well as running the Review after the activity.

For William’s Milestone 2 Assist, he supported another Scout with the planning and leading of a Unit mousetrap car competition which took place over a few weekly nights, as well as assisting in the Review after the main competition itself.

William planned and led a Group campfire cooking night for his Milestone 2 Lead, as well as facilitating the Patrol-based Review that occurred.

For his Milestone 3 Assist, William supported the planning and leading of a musical theatre performance from his Unit for the local community, as well as assisting in the Review afterwards.

For his Milestone 3 Lead, William planned and led a Project Patrol to do a 4 day bike expedition along a series of mountain bike trails, as well as facilitating the Review after the expedition occurred.
Achievement Pathways
Outdoor Adventure Skills

Core Areas

There are three core areas in Outdoor Adventure Skills: Bushcraft, Bushwalking and Camping.

These are key Scouting Skills that most Scouts will have the opportunity to complete. Bushcraft allows you to split off into specialist areas, or ‘streams’ when you progress to later stages.

Specialist Areas

Land Based Skills

Some of the Outdoor Adventure Skills specialist areas might be more common in different locations. There are 3 land-based specialist areas.

The streams to be found in each area are:

- **Alpine**
  Cross-country skiing, Downhill skiing, Snowboarding, Snow-camping and Snow-shoeing

- **Cycling**
  Cycle Touring, Mountain Biking

- **Vertical**
  Abseiling, Canyoning, Caving, Climbing

These Outdoor Adventure Skill areas allow you to split off into specialist areas, or ‘streams’ when you progress to later stages.
Specialist Areas

Water Based Skills

Some of the Outdoor Adventure Skills specialist areas might be more common in different locations. There are 3 water-based specialist areas.

The streams to be found in each area are:

Aquatics
Snorkelling, Scuba Diving, Lifesaving, Swiftwater Safety, Surfing

Boating
Sailing, Windsurfing

Paddling
Canoeing, Kayaking, Sea Kayaking, White Water Canoeing, White Water Kayaking, White Water Rafting

These Outdoor Adventure Skill areas allow you to split off into specialist areas, or ‘streams’ when you progress to later stages.

Outdoor Adventure Skills important concepts:
– Focus on developing personal skills
– Human or nature powered
– Some split into specialisation streams in higher stages
– Involve significant interaction with the natural world
– Lead to extended journeys and expeditions
– Can contribute to your Peak Award in any section
– Could involve partnerships with other organisations
– Involve peer assessment through the “2-down” approach (e.g., Stage 4 can assist Stage 2)
– Are for all youth members in Scouting! (but not for adults other than Rover Scouts!)

Joey Scouts from the ACT had “the best day ever” tobogganing, making snowmen, snow angels, snowballs and having plenty of snow fights. Each Joey was able to demonstrate the skills to earn Alpine Stage 1.

Stage 7 Aquatics – Scuba Diving has been achieved with dive trips off Jervis Bay and the Queensland Coast. Next up, Vanuatu!

Which are you most excited to do?
Special Interest Areas

Think of something you’ve always wanted to achieve...

The Special Interest Areas are your chance to do just that!

There are 6 different areas and some resources to help you think of what to do.

Special Interest Areas can be done individually, or as a Patrol - everyone needs to have their own goals and the standard is their best!

The steps

1. Come up with a goal that will make up your project.

2. Plan> your project

3. Do> your project

4. Review> your project

If you’re doing your Peak Award, you’ll do a number of Special Interest Areas!
Environment
Projects might be about...
- For and in the environment
- Caring
- Taking action
- Experimenting
- Monitoring

Some ideas are...
- Clean water & clean air
- Habitat & species
- Pollution & litter
- Environmentally-friendly practices
- Environmental hazards & natural disasters
- Climate change
- Ecological resilience

- Behaviour change
- Citizen science
- Minimal impact
- Sustainability
- Advocacy

- Lead a sustainability campaign in your school community
- Volunteer with an environmental group researching native animal populations
- World Scout Environment Badge
- Clean Up Australia Day

STEM & Innovation
Projects might be about...
- Designing
- Building
- Problem solving
- Experimenting
- Investigating

Some ideas are...
- Designing / building gadgets
- Experiments
- Tournament of Minds
- IT, apps, programming, robotics
- Geology, biology, chemistry,
- geography, physics, ecology, sociology
- Engineering
- Research
- Entrepreneurial
- Design a website
- Invent a gadget to solve a problem in your home

Growth & Development
Projects might be about...
- Wellbeing
- Interests
- Caring
- Understanding

Some ideas are...
- Mental Health
- First Aid
- Volunteering
- Other religions / cultures
- Careers
- Charity
- Fitness
- Debating
- Languages

- Professional skills, eg. negotiation, interpersonal relationships, project management
- Emotional intelligence
- Ideals
- Take up a course in mindfulness
Creating a Better World

Projects might be about...
- Taking action
- Changing
- Impacting
- Collaborating
- Making a difference

Some ideas are...
- Volunteering & charity
- Learn about the experience of refugees
- Relay for Life
- Festivals/fetes/carnivals/markets
- Local, national, global
- Citizen science
- World Scout Environment Badge
- Scouts of the World
- Messengers of Peace

Adventure & Sport

Projects might be about...
- Exploring
- Moving
- Challenging
- Taking risks
- Growing

Some ideas are...
- Expeditions
- Individual sports
- Team sports
- Journeys
- Walking
- Cycling
- Paddling
- Flying
- Swimming
- Skiing
- Climbing
- Training
- Ballooning
- Sailing
- Riding
- Skating

Arts & Literature

Projects might be about...
- Creating
- Investigating
- Appreciating
- Crafting
- Designing

Some ideas are...
- Gang shows
- Instruments & voice
- Art work
- Creative writing
- Debating
- Photography
- Performing arts
- Short films
The Special Interest Areas are six broad categories of possibility. They are to encourage you to try new things and expand on your existing interests. You set your own goals, designing projects that interest and challenge you. The six areas are broad, encouraging you to pursue a diversity of interests and to ensure any activity you could possibly think of can be covered.
To achieve the Peak Award in the Joey Scout section, a youth member must:

Complete Milestone 3 by Participating, Assisting and Leading in the four Challenge Areas

Reach Stage 1 in the three core Outdoor Adventure Skills

Undertake six Special Interest Area projects, in at least two different areas, with each project being two hours long.

Participate in an Adventurous Journey of at least three hours duration

Finally, complete a Personal Reflection with some of your peers, supported by an adult.
To achieve the Peak Award in the Cub Scout section, a youth member must:

**Complete Milestone 3 by Participating, Assisting and Leading in the four Challenge Areas**

**Undertake six Special Interest Area projects, in at least two different areas, with each project being at least four hours long.**

**Reach Stage 3 in the three core Outdoor Adventure Skills, and achieve at least eight stage progressions in total**

**Lead an Adventurous Journey of at least four hours duration**

**Complete a Leadership or Personal Development course that runs for at least a day.**

**Finally, complete a Personal Reflection with some of your peers, supported by an adult.**
To achieve the Peak Award in the Scout section, a youth member must:

- Complete Milestone 3 by Participating, Assisting and Leading in the four Challenge Areas
- Undertake six Special Interest Area projects, in at least three different areas, with each project being eight hours long.
- Reach Stage 5 in the three core Outdoor Adventure Skills, and complete at least 10 stage progressions in total
- Lead an Adventurous Journey of at least three days and two nights duration
- Complete a Leadership or Personal Development course that runs for at least a weekend.
- Finally, complete a Personal Reflection with some of your peers, supported by an adult.
To achieve the Peak Award in the Venturer Scout section, a youth member must:

- Complete Milestone 3 by Participating, Assisting and Leading in the four Challenge Areas
- Reach Stage 5 in the three core Outdoor Adventure Skills, and achieve 12 progressions in total
- Undertake six Special Interest Area projects, in at least three different areas, with each project being twelve hours long.
- Lead an Adventurous Journey of at least four days and three nights duration
- Complete a Leadership or Personal Development course that runs for at least a weekend.
- Finally, complete a Personal Reflection with some of your peers, supported by an adult.
To achieve the Peak Award in the Rover Scout section, a youth member must:

- Complete Milestone 3 by Participating, Assisting and Leading in the four Challenge Areas
- Reach Stage 5 in the three core Outdoor Adventure Skills, and achieve 14 progressions in total
- Undertake six Special Interest Area projects, in at least three different areas, with each project being eighteen hours long.
- Lead an Adventurous Journey of at least four days and three nights duration
- Complete a Leadership or Personal Development course that runs for at least thirty hours
- Finally, complete a Personal Reflection with some of your peers.
### Past experiences
- Each age section has a program
- Tradition is at the centre
- Patrol system in Cub Scout and Scout sections
- Joey Scouts do lots of craft
- The program is planned around the award scheme
- Sections aim to get as many peak awards as possible

### New program experiences
- We have one program with five age sections
- Young people are at the centre
- Patrol system in all sections
- Joey Scouts go on lots of adventures in the outdoors
- The program is planned around diverse and exciting experiences
- Unit Councils support all Scouts to Participate, Assist and Lead in a range of experiences
<table>
<thead>
<tr>
<th>Badgework nights cross off lots of boxes in the record book</th>
<th>All Scouts learn by doing through challenging activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>We teach as much Scouting knowledge as possible</td>
<td>Scouts develop skills relevant to the adventures and activities they choose – learning by doing</td>
</tr>
<tr>
<td>Achievements are prescribed and one size fits all</td>
<td>The program is youth led, and adults support Scouts to achieve their best</td>
</tr>
<tr>
<td>All Scouts are expected to promise to do their duty to their God</td>
<td>All Scouts promise to do their best to be true to their own beliefs</td>
</tr>
<tr>
<td>Younger scouts just join in activities</td>
<td>All Scouts Plan&gt; Do&gt; and Review&gt; their activities</td>
</tr>
<tr>
<td>Almost all the program happens at a Mob, Pack, Troop, Unit or Crew level</td>
<td>The program goes beyond just the Unit - even greater adventures happen in Project Patrols, as individuals, and with non-Scouts</td>
</tr>
<tr>
<td>Each section uses different terminologies, structures and award schemes</td>
<td>All sections have:</td>
</tr>
<tr>
<td></td>
<td>- Patrols</td>
</tr>
<tr>
<td></td>
<td>- Units</td>
</tr>
<tr>
<td></td>
<td>- Unit Councils</td>
</tr>
<tr>
<td></td>
<td>- Achievement Pathways</td>
</tr>
<tr>
<td></td>
<td>- Plan&gt;Do&gt;Review&gt;</td>
</tr>
<tr>
<td></td>
<td>- Scout Method</td>
</tr>
<tr>
<td>SPICES are used to plan the program</td>
<td>Challenge Areas are used to plan the program, SPICES are used to Review</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Some activities are “saved” for later sections</td>
<td>Every Scout explores the challenges they are ready for</td>
</tr>
<tr>
<td>Section transition is based purely on age</td>
<td>Sections transition is based partly on age, but happens when it is best for the Scout</td>
</tr>
<tr>
<td>Rover Scouts are booted at 26</td>
<td>Rover Scouts reach the horizon when they’ve reached the program’s objectives and are ready to transition out</td>
</tr>
<tr>
<td>Venturer Scouts finish the section when they turn 18</td>
<td>Transition to the Rover Scout section is flexible if a Venturer Scouts is in year 12</td>
</tr>
<tr>
<td>Some Scouts disengage from the program</td>
<td>We talk with Scouts about how we can be more inclusive</td>
</tr>
<tr>
<td>Scouts don’t realise they’re learning</td>
<td>Scouts help each other identify when they’re learning so they can see the purpose</td>
</tr>
<tr>
<td>Changing sections means starting afresh</td>
<td>Your Outdoor Adventure Skills stay with you all the way</td>
</tr>
<tr>
<td>Physical and mental limitations mean there’s lots some Scouts can't achieve</td>
<td>The Unit program is inclusive and Achievement Pathways are adaptable - the standard is personal best</td>
</tr>
<tr>
<td>The symbolic framework is vastly different for each section (and barely there in some)</td>
<td>The symbolic framework provides One Journey across all the sections and encourages Personal Progression</td>
</tr>
<tr>
<td>Community Involvement means service</td>
<td>Community Involvement means being an active and present part of your community in every way</td>
</tr>
<tr>
<td>Service is mainly for Rovers</td>
<td>Community Involvement is for all Scouts</td>
</tr>
<tr>
<td>Local rules are everywhere</td>
<td>Scouts Australia has one program and the experience is reflected across the country</td>
</tr>
<tr>
<td>Some Scouts feel unsure or uncomfortable about some traditions</td>
<td>Traditions and ceremonies are inclusive, and co-designed with youth members - youth led, adult supported</td>
</tr>
<tr>
<td>Spiritual development is about religion</td>
<td>Spiritual development is about finding meaning in life's experiences</td>
</tr>
</tbody>
</table>

What other differences do you see in the new program?