

SCOUTS AUSTRALIA PIONEER HANDBOOK

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SETTING THE SCENE

INTRODUCTION

Welcome to the Scouts Australia program! A program that puts individual young people at the centre, where personal development occurs in adventurous, fun, challenging, and inclusive ways. This is a program that brings out the very best of the central aspects of Scouting that have been around for over a century, yet complements the formal education of children, adolescents, and young adults. It's based entirely on Scouting's non-formal approach to learning and development, the Scout Method.

Thank you for being a part of this amazing experience. This handbook provides you with all the detail of our national youth program.

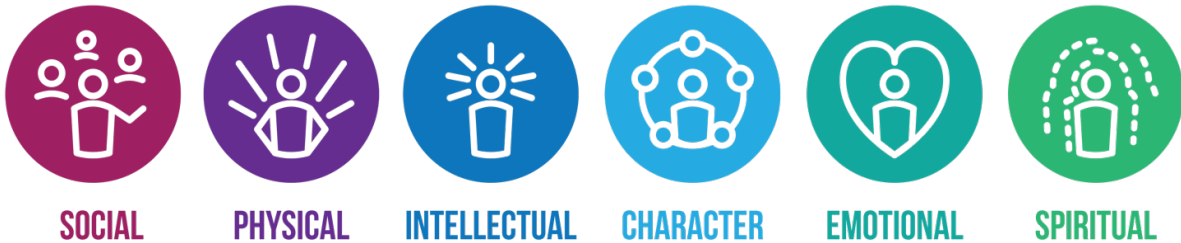
WHY WE'RE HERE

As Scouts in Australia, we are part of a global movement with a common [purpose](#). Scouting is more than just a place for young people to have fun.

THE PURPOSE OF THE SCOUT MOVEMENT IS TO CONTRIBUTE TO THE EDUCATION OF YOUNG PEOPLE IN ACHIEVING THEIR FULL PHYSICAL, INTELLECTUAL, EMOTIONAL, SOCIAL AND SPIRITUAL POTENTIALS AS INDIVIDUALS, AS RESPONSIBLE CITIZENS AND AS MEMBERS OF THEIR LOCAL, NATIONAL AND INTERNATIONAL COMMUNITIES.

"Creating a Better World" and "Education for Life" are common phrases you will see connected to World Scouting. Scouting's all about education of young people through non-formal means, with the ultimate aim of creating a better world.

The purpose mentions five aspects related to a person's potential; we call these the areas of personal growth.



We see the sixth area, Character, as the sum of the other parts. To help us remember them, we refer to them as the "[SPICES](#)", and you can read more about them later in this handbook.

This handbook will take you through all the aspects of the Scout program in Australia. When reading it, think back to our Purpose – this statement reminds us why we volunteer our time. As leaders and supporters in Scouting, this statement both motivates and guides us; you'll find it valuable to remind adult and youth members alike of the meaning behind the Purpose along the journey.

Scouting is one of the world's largest movements for peace – through your role as a Scout, you are charged with the responsibility to act as a Messenger of Peace, and to help enable others to do the same.

Thank you for taking on the challenge of contributing to the development of Australian youth, by helping them to learn and grow, and to play a constructive role in a global society.

A GLOBAL YOUTH MOVEMENT

The Scout Movement is global voluntary, non-political, educational movement of young people, supported by adults. It's open to, and inclusive of all. At a global level, Scouting is overseen by the World Organization of the Scout Movement (WOSM).

You are a member of the Worldwide Scout Movement, this is represented by the WOSM membership badge you wear on your uniform. This emblem, the white-on-purple fleur-de-lys, surrounded by a rope tied into a reef knot, is the distinctive symbol of World Scouting worn by Scouts worldwide. It is one of the best-known symbols on the planet.



SCOUTS
Creating a Better World

World Organization of the Scout Movement

40
million+ members

7
million adult supporters

over **160**
National Scout Organisations

**Shared Purpose,
Mission and Principles**

Messengers of Peace

World's largest non-formal youth education movement

The infographic features a central purple background with white and yellow text and icons. It includes a group of stylized people, a hand holding a leaf, a globe, and various Scout symbols. The text highlights the organization's size and its commitment to peace and education.

SCOUTING IN A CHANGING WORLD

It's clear that we live in an ever-changing, fast-paced world. Scouting as a movement has seen a lot of change in the world in its existence, and prevailed. Globally, Scouting continues to grow. In Australia, we've seen our numbers rise and fall and rise again. It's up to us as those facilitating the program to ensure we're connected with society, and driven by our youth members.




AS A MOVEMENT, WE NEED TO BE FORWARD-THINKING, ADAPTABLE, AND FOCUSED ON THE MEANING BEHIND OUR PURPOSE.

As leaders and supporters in Scouting, we're expected to be connected and tuned-in to the needs and interests of young people. This means not only those who are Scouts already, but also those who've barely even heard of us. It's our responsibility to pursue constant learning and development opportunities, to be an active part of our local community, and most importantly, to engage with young people. Understanding and empathising with the needs and interests of children and young people will help us in facilitating a great program.

KEY MESSAGES ABOUT THE YOUTH PROGRAM

Contemporary Scouting programs need to support young people living in a fast moving, fast changing, globalised society to engage in personal development. To keep up, Scouting has to constantly adapt to the needs and aspirations of each changing generation of young people.

WOSM has identified the key aspects that make a successful youth program. You can read more about these messages in [WOSM's Youth Programme Policy \(2015\)](#). It's written as a resource for National Scout Organisations, but it's a useful resource for any Scout!

	YOUNG PEOPLE AT THE CENTRE		UP TO DATE & RELEVANT
	ABOUT NON-FORMAL EDUCATION		OPEN TO ALL
	DEVELOP ACTIVE CITIZENS		ATTRACTIVE, CHALLENGING AND MEANINGFUL
	LOCALLY ADAPTED, GLOBALLY UNITED		

When we keep these aspects at the core of what we do, we do our part to maintain Scouting's place in a changing world. Keep these aspects in mind while you read this handbook and while you're out Scouting. You should use these as a tool for decision-making, planning and reviewing activities, and measuring the quality of your local program. You can also challenge others' thinking by encouraging them to think about these aspects too.

YOUTH INVOLVEMENT

Within the Scouting environment, we have to promote a collaborative approach to learning, where youth and adults share knowledge, skills and ideas. We facilitate opportunities for all Scouts to grow their leadership and decision-making skills as part of their experience.

SCOUTING IS: A MOVEMENT OF YOUNG PEOPLE, SUPPORTED BY ADULTS

SCOUTING IS NOT: A MOVEMENT FOR YOUNG PEOPLE, MANAGED ONLY BY ADULTS

This perspective is true not only in how we run our youth program, but also within all levels of our management structures – it's about far more than Scouts just deciding which game to play next. At all these levels, we work through a true partnership of youth and adults.

Globally, Scouting is committed to empowering young people to engage in decision-making through the groups and organisations they're involved with. We consider ensuring meaningful youth involvement to be part of our [purpose](#) – it's a learning experience that helps develop active citizens. Through all levels of our organisation we provide non-formal learning experiences like this, with the young person at the centre.

WHAT YOUTH INVOLVEMENT LOOKS LIKE

Ultimately, we aim to constantly upskill young people within a safe environment. Scouts are given opportunities to challenge themselves from the very beginning of their involvement in Scouting. We provide a support network that makes sure these opportunities are adventurous, fun, challenging, and inclusive. We also make sure they are appropriate for the individual Scout and where they are at.

If you're an adult in Scouting, you need to commit to develop your skills in enabling true youth involvement. You can read more about [youth leading, adults supporting](#) elsewhere in this handbook. Keep in mind, this is a core concept of Scouting and this concept will be referenced throughout the document. If you're working with a particular age section, also have a look at the specific section chapter.

Youth involvement occurs at all levels of our organisation. We are also part of our wider community; through Scouting, we promote and enable youth involvement beyond Scouting as well.

<p>UNIT</p>	<ul style="list-style-type: none"> ○ Scouts work as members of a team. ○ Scouts are encouraged to share their individual skills and experience with others through Scouting activities. ○ All Scouts are involved in a process called Plan>Do>Review>  ○ Leadership is developed through participating, assisting and leading activities. ○ Leadership roles exist within Patrols (small groups) and within the Unit structure. ○ Adults are trained in how to work in partnership with young people, and how to enable the concept of youth leading, adults supporting with the relevant age group.
<p>ORGANISATION</p>	<ul style="list-style-type: none"> ○ Skill development through the organisation develops young people who are prepared to lead at all organisational levels. ○ Young people are actively encouraged to apply for leadership positions. ○ Structures require a minimum level of youth representation. ○ At both national and branch levels there are specific commissioners focused on youth empowerment and youth involvement.
<p>COMMUNITY</p>	<ul style="list-style-type: none"> ○ Our Scout Method and programming techniques make sure Scouts are involved with and connected to their communities. ○ Our core values, expressed through our Scout Promise & Law, encourage Scouts to lead by example within their communities. ○ Aspects of our Achievement Pathways promote involvement in the community, and the leading of positive change.

YOUNG PEOPLE AT THE CENTRE

In your role as a youth or adult leader, you will need to make a lot of decisions, like working out when to transition a Scout to the next age section, whether to change a plan or cancel an activity, or how to help resolve an interpersonal issue.

While we may consider a range of things in making our decisions, you will need to make sure you consider young people at the centre of all of them. Our approach is one that is focused on young people, every step of the way.

EXAMPLE

A Scout Group is approached by a fitness club who are interested in renting their hall on a Tuesday night. The Group is very keen to raise more money through hall rentals, and the fitness club are willing to pay an attractive amount. This night also happens to be the night the Scouts meet. Accepting the fitness club will mean that the Scouts need to meet in the smaller back room of the hall, or meet on a different night of the week.

Initially, the prospect of raising extra money for the Group is a good one, though once we learn it will impact on the experience of our Scouts, the choice is clear. With young people at the centre of this decision, the Group says no to the fitness club and decides to look for alternative fundraising opportunities.

HOW WOULD YOU APPROACH THIS?

EXAMPLE

A Scout is ready to formally progress to the Venturer Scout section and the Unit leadership team are planning their progression ceremony. You've overheard this Scout mention to their friends that they are feeling anxious about the ceremony and find some of the traditions involved a bit weird.

As part of the planning process, a member of the Unit leadership team talks with the Scout about the ceremony and what's normally involved. They agree to leave out some aspects of the ceremony this time to make sure the Scout feels comfortable and looks forward to the experience. The Unit Council holds a discussion with the rest of the Unit to review their traditional ceremony and make sure it's fun and inclusive in future.

HOW WOULD YOU APPROACH THIS?

From time-to-time, we should also work with other youth and adults to review things we've been doing for some time. Have a look at your current approaches and processes to all parts of Scouting; do they have young people at the centre? We need to remember to think outside the box and be critical of these things to make sure they provide the best outcomes for our youth members.

ONE PROGRAM

AND ALL ITS ASPECTS

THE PROGRAM

The program is quite simply the 'Why, What, and How' of Scouting.

WHY – THE PURPOSE

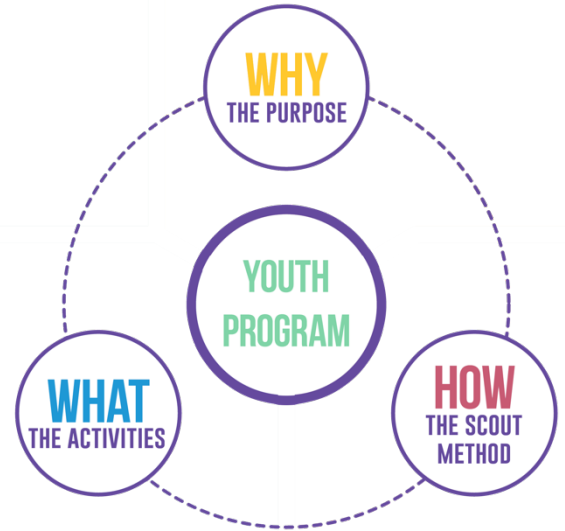
The program exists to help develop young people in the areas of personal growth, to develop them as active citizens involved in their local, national and global communities. You can read more about the [purpose](#) elsewhere in this handbook.

WHAT – THE ACTIVITIES

We achieve this through a diverse program of activities that are adventurous, fun, challenging, and inclusive. Further details about the activities and program structure will feature later in this handbook.

HOW – THE SCOUT METHOD

The learning process is achieved through a unique method of delivery. Further details about the [Scout Method](#) are explored in another part of this handbook too.



Scouting in Australia provides one developmental program, inclusive of ages 5 to 25. To make sure this program is suited to each developmental stage of the child, adolescent, and young adult, it is structured into one continuous journey over five sections.

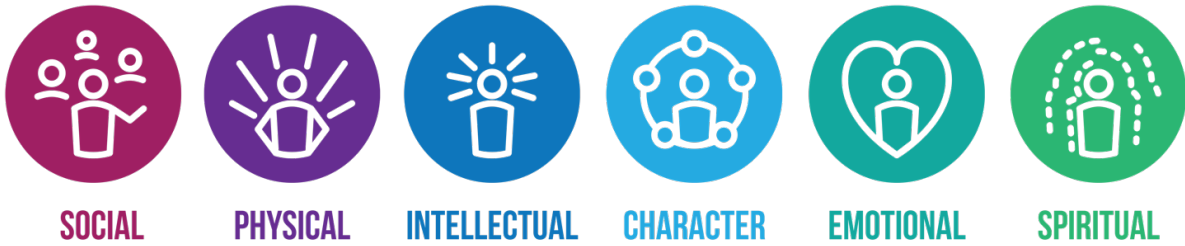
ONE DEVELOPMENTAL PROGRAM ACROSS FIVE SECTIONS



Throughout the journey, Scouts experience the program working as a member of a small-team or **Patrol**, as a member of a larger Unit (made up of a number of Scouts in the same section), and as an individual.

WHAT SCOUTING'S ALL ABOUT

As seen in our [purpose](#), Scouting is about fostering personal growth in the following areas:



The areas of **social**, **physical**, **intellectual**, **emotional** and **spiritual** make up the basis of a person's **character**, 6 areas all up! This concept is called SPICES for short.

It's a journey built on an engaging youth program that is tailored to each individual – the program has [young people at the centre](#).

Each step in the journey has new adventures and challenges that are built on the skills, knowledge and experiences from the previous section – though young people can join at any point in the journey!

This program provides opportunities that are...



And an experience that is all about:

- Connecting with the outdoors
- Building new and existing friendships
- Learning new skills
- Helping create a better world

We follow a process called [Plan>Do>Review>](#) to make sure the program stays up to date and that individuals learn and develop.

IT'S ALL IN THE NAME...



PLAN>DO>REVIEW>

- Happens in many different ways and at different times, depending on the needs of the group and what is being done!
- Used for everything from an individual game, to the whole program of a Unit.
- Especially helpful for running big projects and adventures.
- For the individual, Plan>Do>Review> is used to aid each Scout's [personal progression](#) – it helps Scouts to set goals, enjoy Scouting experiences, and reflect on their progress.

CORE THEMES OF THE PROGRAM

The Scout program must be **adventurous, fun, challenging, and inclusive**. For members of all ages, they need to be able to engage with a program that stimulates their development and maintains their interest.

Our program is designed to engage young people in a relevant program of self-development and personal progression. To enable this, all of us need to understand and strive to maintain its core themes.

YOUNG PEOPLE AT THE CENTRE

It is key for each individual to be at the centre of their experience. Each Scout follows their own pathway through Scouting and the journey of one Scout will probably look very different to the journey of another.

Adults are there to guide and support, but the experience will be increasingly driven by the Scout. This process helps make sure Scouting is being adapted to each Scout's individual needs.

In our approach to Scouting, we always have to check-in and make sure young people are at the centre. One of the best ways to ensure this is to make sure Scouts are involved in decision-making, and that the program is youth-led and adult supported. The Review> process helps us to gather feedback from youth members. It's our responsibility to facilitate an environment where young people feel comfortable about being open and honest, and when necessary, critical! Giving Scouts the opportunity to speak up and be seriously listened to makes sure that we are able to constantly improve the program and keep Scouting current. It also helps resolve issues that might otherwise make Scouts feel unhappy or unwelcome.

Scouting is a Movement of young people supported by adults, and not for young people managed by adults only

World Scout Youth Involvement Policy, 2015

ADVENTUROUS, FUN, CHALLENGING, AND INCLUSIVE

These four words can help make every situation better. Use them as a quick quality test for an activity or idea. **Every Scouting activity needs to involve all four of these.** This approach is part of [program planning](#), but that doesn't mean that's the only time you should use it. You should consider them in things like your Group Council meeting, ceremony or training session to help them reach their potential too!

THINK ABOUT OTHER PARTS OF THE SCOUTING EXPERIENCE THAT COULD BE MORE ADVENTUROUS, FUN, CHALLENGING, AND INCLUSIVE.

Adventurous Adventure is something that can happen anywhere. In Scouting, we love experiencing outdoor adventure, though it's important to remember that adventure is more than just this.

ADVENTURE: A risk-taking experience that challenges an individual beyond their comfort zone, in any (or all) of the [SPICES](#).

We think of adventure as something that can happen at any moment and in any situation – it is an individual experience that involves taking a risk; that challenges, and that helps to expand a comfort zone. Something that's adventurous for one Scout, might not be for another, unless the experience is adjusted somehow.

It's important to remember to balance risk in an appropriate way with an individual's skill level, and any hazards involved. The ideal balance is one that is both challenging for the individual, and that fits within the scope of their skills and experience.

Adventure could be found in:

- Going to a new place for the first time
- Taking the lead on an activity
- Solving a problem
- Creating something from nothing

You'll work with every individual Scout to find adventure in each Scouting experience.

Fun Scouting is about **non-formal education**; we consider this approach to learning to be **hands-on, meaningful, and enjoyable**. Nothing we ever do in Scouting, especially within the program, should be dull or feel like a chore.

FUN ISN'T AN OUTCOME OF A SCOUTING ACTIVITY, IT'S AT THE CORE OF HOW WE DO WHAT WE DO.

Tie in an element of fun and meaning by:

- Using a [symbolic framework](#) for an activity
- Coming up with ideas to make an experience unique and memorable, even if it's something you've done before
- Making sure everyone is involved
- Trying something new
- Thinking outside the box

Remember that fun isn't unique to Scouting – young people can find fun in a whole range of places. Just providing fun isn't what keeps people in Scouting; the difference with Scouting is that we have fun while becoming better versions of ourselves.

Challenging

Challenge fits closely with adventure. It's about doing something that extends your skill level. Through challenge, each Scout is able to develop and progress as an individual.

We encourage Scouts to challenge themselves through experiences that push their boundaries and lead to exciting individual achievement.

A challenging experience is one that:

- Is age and skill appropriate
- Hasn't been done in the same way with the same individuals before
- Helps every Scout to do, and improve on, their best
- Can involve different tasks and responsibilities for different individuals

Inclusive

Inclusion, along with diversity, is an important feature of the Scouting experience. At the local level, everyone can be involved in the program and experience a similar level of adventure, fun and challenge. Inclusion of everyone in the Unit program provides everyone with the chance to learn more about other people, and working together.

The activities within the Unit program should be available to everyone, and no individual should feel excluded. When planning the program and its activities, work with the Unit leadership team to find the best balance of adventure, fun, challenge and inclusion.

Consider:

- Can everyone be involved?
- What can we adjust so everyone can take part?
- Is it still adventurous, fun and challenging for everyone?
- What different roles could people take on to be involved and still experience adventure, fun, challenge and inclusion?

Remember, Scouting isn't only about the Unit program; some things happen in Patrols, other groups of people, and on an individual basis. By nature, not all activities that happen beyond the Unit program will be able to include everyone – like an expedition that requires a certain level of skill in sailing.

You can read more about [diversity and inclusion](#) later in this handbook.

ONE PROGRAM | ONE JOURNEY

Scouting is one consistent journey. This journey is represented through the [symbolic framework](#) of our age sections. Each stage of the journey, represented by an age section, presents new challenges, experiences and perspectives of the world around us.



The Scouting journey should be a continuous flow, focusing on an individual's [personal progression](#) throughout the movement. We use the symbolic framework of the sections to emphasise and encourage Scouts to pursue new challenges and experiences by progressing to the next section.

While new experiences are a focus, the one program model makes sure it's all familiar – each section uses the Patrol system, the language is the same, the Achievement Pathways have common features, and the Scouting community is always welcoming!

Two elements of our Scout Method are represented in the concept of one journey – you can read more about the [symbolic framework](#) and [personal progression](#) in the [Scout Method](#) section of this document.

WHO DEVELOPS THE PROGRAM?

At all stages, young people and adults partner in the creation of the program. Further details about the specifics in each age section will be outlined in the relevant chapter.

No matter their age, youth members will feel empowered and enabled to contribute to the program they experience. Ideally, by early adolescence, this will see youth members developing the majority of program activities with the ongoing support and facilitation of adults. As a Scout becomes a young adult, they will Plan>Do> and Review> all parts of the programs they create and partake in.

THE FUNDAMENTALS OF SCOUTING

Our 'fundamentals' include the Purpose & Mission, Principles, Promise & Law, and Method of Scouting. Each National Scout Organisation has their own variation on the statements behind these fundamentals, adapted to their local culture and current society.

PURPOSE

Our purpose reflects that of the World Organisation of Scouting. It tells us why we exist, provides our movement with meaning and a focus, and identifies the key elements that Scouting seeks to achieve through the experiences we offer through the program.

THE PURPOSE OF THE SCOUT MOVEMENT IS TO CONTRIBUTE TO THE EDUCATION OF YOUNG PEOPLE IN ACHIEVING THEIR FULL PHYSICAL, INTELLECTUAL, EMOTIONAL, SOCIAL AND SPIRITUAL POTENTIALS AS INDIVIDUALS, AS RESPONSIBLE CITIZENS AND AS MEMBERS OF THEIR LOCAL, NATIONAL AND INTERNATIONAL COMMUNITIES.

Our purpose helps give us direction in all that we do in Scouting. We should remember the focus while delivering our program, and through the full process we call [Plan>Do>Review>](#).

First and foremost, our purpose puts [young people at the centre](#).

OUR MOVEMENT IS FOCUSED ON THE YOUNG PEOPLE WE WORK WITH, AND HELPING THEM BECOME THE BEST VERSIONS OF THEMSELVES.

We help them prepare to use their potentials as active contributors to the communities they find themselves in.

It provides us with a quick test about whether our approaches and directions are consistent with the spirit of Scouting. All of us should take a moment to be critical of our approach from time to time – whether we're a Patrol Leader or the Chief Commissioner!

IS MY APPROACH CONTRIBUTING TO THE EDUCATION OF YOUNG PEOPLE?

ARE THE SCOUTS I'M WORKING WITH SUPPORTED TO DEVELOP IN ALL THE SPICES?

AM I PROMOTING ACTIVE COMMUNITY INVOLVEMENT AT LOCAL, NATIONAL AND INTERNATIONAL LEVELS?

Our purpose charges us to work with young people to achieve their full potentials. This means that our responsibility extends beyond the section we work with. To work towards our purpose, we actively encourage the [personal progression](#) of Scouts right through to completion of the program in the Rover Scout section. It's at this point we reach the [educational objectives](#) of Scouting, understood through a [series of personal statements](#) – you can read more about these in the [SPICES](#) chapter of this handbook.

TO FULLY SUPPORT OUR PURPOSE, IT'S YOUR RESPONSIBILITY TO ENCOURAGE THIS PERSONAL PROGRESSION, AND HELP BUILD AN ENVIRONMENT THAT MAKES YOUNG PEOPLE WANT TO CONTINUE CHALLENGING THEMSELVES THROUGH SCOUTING.

MISSION

Our mission tells us what we are in the business of doing, and sets real direction for our movement. Our mission serves to complement our purpose and remind us of the values we promote in young people – expressed through our [Scout Promise & Law](#).

THE MISSION OF SCOUTING IS TO CONTRIBUTE TO THE EDUCATION OF YOUNG PEOPLE, THROUGH A VALUE-BASED 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 mission identifies the role we take in helping build a better world. This aspect is promoted strongly among Scouts globally. As Scouts we see ourselves as Messengers of Peace; we look for opportunities to share the message of peace and to build peace through our actions.

THE PRINCIPLES

The principles of Scouting are common the world over, and are communicated as duty to God, duty to others and duty to self. They underpin the entire Movement, and it's important for all Scouts to understand their meaning and intent. All aspects of our program are designed to fit within these principles.

The founder of Scouting, Lord Baden-Powell, identified these principles when developing Scouting in England in the early 1900s. In today's context, we consider them as they relate to our current world, though the core intent remains true. It's important to understand B-P's intent for these concepts through today's lens, while also taking time to acknowledge how the principles may have been viewed at the time.

THEN AND NOW

	England, early 1900s	Australia, today
DUTY TO GOD	At this point in time, being spiritual meant being religious. Religion was central to the lives of the vast majority of British families. Upholding and worshipping religious values was a key part of society.	Religion is still a central part of life for many, though there is also an increasing group for whom this isn't the case. Scouting is open to all. We promote an individual approach to focusing on the exploration of our own beliefs and the use of reflections to make sense of our place in the world, and the bigger picture of existence.
DUTY TO OTHERS	Early interpretations of duty to others focused strongly on "King/Queen and Country". B-P came from a military background; service to others was a critical path to success for B-P, and this was to be embedded in the young men he influenced as a soldier, and then as the founder and first Chief of Scouting.	Scouting has evolved since the early 1900s to build a focus on creating a better world. We still promote our individual responsibilities to our local community, and our country or countries. In a globalised world, we have an increased focus on issues of global importance, and on diversity and inclusion within our society.
DUTY TO SELF	B-P emphasised that individuals needed to prioritise themselves in order to be of help to others, and that youth was the key time to instil this.	Over time, society has caught up to this concept – human rights movements have seen an increased focus on the individual for the benefit of society. This remains a central theme – you can see this concept clearly in our purpose.

DUTY TO GOD

Members should develop their relationship with the spiritual values of life by adhering to their spiritual principles, whilst respecting the spiritual choices of others.

Policy & Rules, November 2017

In Australian Scouting, we use an inclusive approach to 'Duty to God', focusing on exploring spiritual beliefs and the use of reflection as a tool for development. You'll notice this approach to Duty to God, including spiritual development, reflected in our Promise.

SCOUTING IS INCLUSIVE AND OPEN TO ALL; WE HAVE NO REQUIREMENT FOR OUR MEMBERS TO BE RELIGIOUS OR BELIEVE IN A GOD.

Those who are religious are encouraged to explore and develop their relationship with their own religious practices and beliefs.

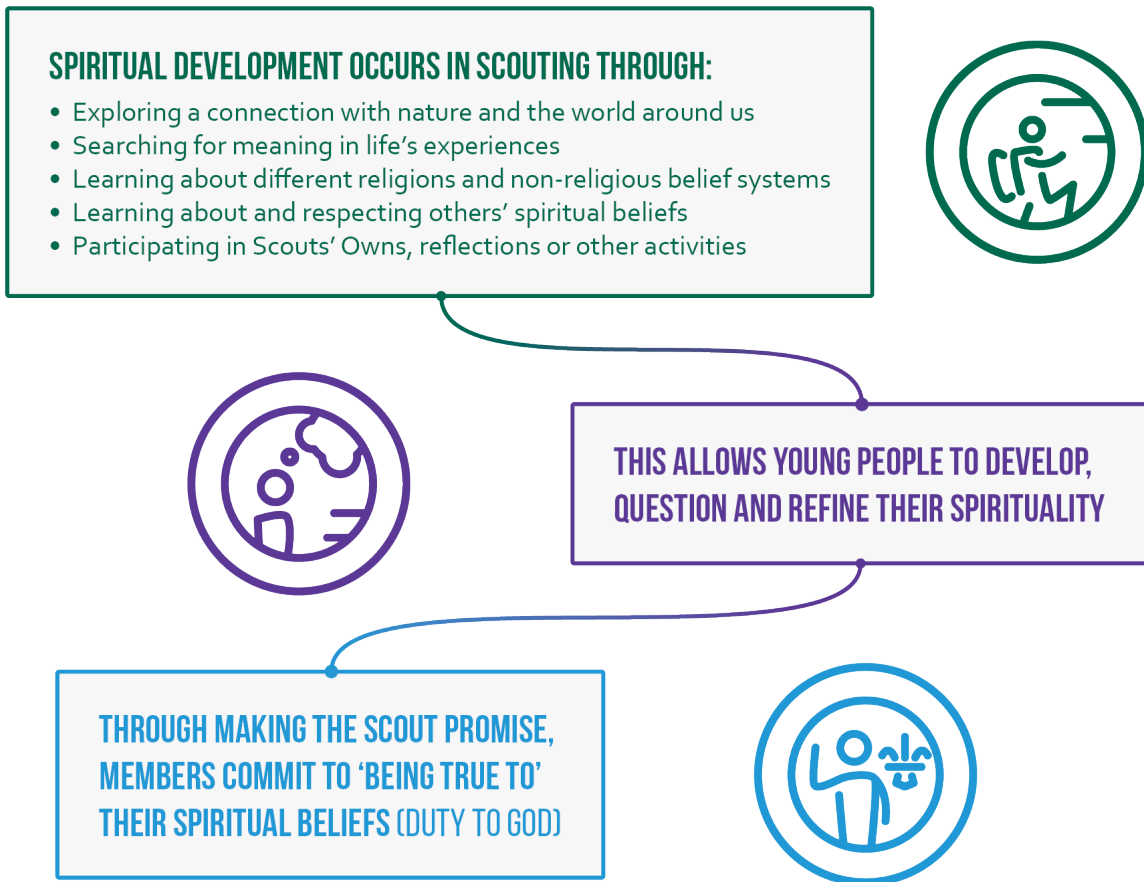
As a leader in Scouting, you'll work with a whole range of Scouts with different beliefs and spiritual perspectives. Some people aren't too sure about how to approach this, which is why this is a pretty well-resourced aspect of Scouting. We use an ongoing focus of stopping for reflection, exploring beliefs, being thankful and respect for others through a symbolic tool called the internal compass. You can read more about this approach in the [spiritual development through the program](#) part of the [SPICES](#) chapter.

When thinking about spirituality in Scouting, it's important to understand what this means.

SPIRITUALITY

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.

This definition of spirituality relates directly to how we work towards the principle called Duty to God, and of course, the personal growth of the young people we work with. Exploring this definition of spirituality with the Scouts you work with is key – it provides context for them to be able to understand and explore their own position, and their understanding of the world.



DUTY TO OTHERS

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

Policy & Rules, November 2017

We generally think of our duty to others as a Scout's personal responsibility to their community; in a broader sense, it's also about our whole movement's responsibility! Key focus points are respect and empathy, involvement, community and friendship.

[Community involvement](#) is an element of our Scout Method; we use this approach as a learning experience for our members. Ultimately we work with Scouts for them to develop an understanding of community and their responsibility within their own communities, helping them to become active global citizens. We challenge Scouts to help make their communities better places through creativity and commitment.

Through Scouting, we develop teamwork and the ability to draw together a community for a common goal.

For individuals, the focus is on:

- Giving and building respect
- Creating a friendly and welcoming community
- Ensuring minimal environmental impact
- Collaborating to assist in the community – locally, nationally and globally

DUTY TO SELF

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

Policy & Rules, November 2017

Scouting is focused on personal development, with the individual at the centre of all that we do. The Mission talks about self-fulfilled individuals playing constructive roles in society. Our [purpose](#) spells out the developmental areas of Scouting – [SPICES](#). Each statement focuses on the individual being prepared to play active roles in their communities.

Our increasingly fast-paced world demands continuous learning for individuals to be successful. Scouting focuses on soft-skill development to help prepare our young people for rapidly changing world.

Duty to Self is the reminder to Scouting members that to look after others, you first should look after yourself.

AUSTRALIAN SCOUT PROMISE & LAW

The Australian Scout Promise & Law are the main ways we choose to express our values, and the main tools we use to explore the fundamentals of Scouting with youth members. In this way, we see the Promise & Law's role as an element of the Scout Method.

All members agree to live their lives guided by the values expressed through the Promise & Law. Both these statements have historical and global significance for Scouting. Each National Scout Organisation has its own variation of a Promise and Law, inspired by the originals created by B-P. WOSM policy tells us that a Scout Promise needs to feature the three [principles of Scouting](#): a spiritual element (duty to God), a duty to others element, and a duty to self element. These core aspects have always been a part of the Promise & Law, though the words we use for the Promise & Law have changed a number of times over our history.

Every member makes the Scout Promise at the start of their Scouting journey, and will reaffirm it at different ceremonial Milestones, like the introduction to the next section. Though this isn't the only time we use the Promise & Law.

THE PROMISE & LAW ARE CORE ASPECTS OF THE SCOUT PROGRAM – THEY'LL FEATURE THROUGH THE WHOLE CYCLE OF PLAN>DO>REVIEW>, AND BE A TOOL FOR PROBLEM-SOLVING AND MANAGING OUR PATROLS AND UNITS.



AUSTRALIAN SCOUT PROMISE

The Promise has two common uses:

- Recital at key ceremonial Milestones (like an investiture or major event opening)
- A useful summary of our values for general use in the program

In Australia, we have two versions of the Scout Promise; every Scout has the choice to make the Promise they relate to most.

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

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

Before a Scout makes the Promise for the first time, or reaffirms it at a special ceremony, it's important to have a discussion with them to make sure they have made a decision about which version to make. This is an opportunity to go through each of the parts of the Promise and for them to develop an understanding of what it means.

SCOUTS DON'T NEED TO REMEMBER THE PROMISE BY HEART – WHAT'S IMPORTANT IS THEY UNDERSTAND AND COMMIT TO THE PRINCIPLES BEHIND IT.

AUSTRALIAN SCOUT LAW

All Scouts promise to live by the Scout Law.

THE SCOUT LAW GUIDES SCOUTS TO EXPLORE, IN REAL TERMS, THE SORTS OF BEHAVIOURS AND ACTIONS A SCOUT SHOULD LIVE BY. IT HELPS EXPLAIN WHAT WE DO IN ORDER TO LIVE UP TO OUR PROMISE.

Our Scout Law is broken into three key points: every Scout strives to be respectful, do what is right and believe in themselves. As a Scout progresses in their understanding of these key points, they will explore in more depth the sub-points within each. Normally, this further exploration happens as a Scout progresses into older age sections.

The Scout Law is aspirational; every Scout does their best to live by it. Through reflection, Scouts are encouraged to consider how well they have lived by the Scout Law and to focus on improving their best in future.

BE RESPECTFUL

- Be friendly and considerate
- Care for others and the environment

DO WHAT IS RIGHT

- Be trustworthy, honest and fair
- Use resources wisely

BELIEVE IN MYSELF

- Learn from my experiences
- Face challenges with courage

You might also notice that the three key points each align to one of the three Principles of Scouting. 'Be respectful' challenges members to ensure they are caring, considerate, compassionate and empathetic with others – people and nature alike.

The second statement, 'Do what is right', draws on the morals, values, beliefs and ethics that underpin Scouting and our personal journeys. This can be linked into the principle 'duty to God', encouraging members to explore their own beliefs, respect others, and collectively ensure that decisions and tasks are carried out with positive intentions.

Perhaps the strongest link can be seen with 'Believe in myself'. This section of the Law challenges members to acknowledge that each individual is different, and while collectively we can make a difference, we need to have the courage to accept our contributions at times may be small, yet significant in the context of our lives.

SCOUT METHOD

Our Scout Method tells us how young people learn and develop through Scouting. It's the Scout Method that makes Scouting so unique.

THINK ABOUT WHAT DEFINES SCOUTING FOR YOU. CONSIDER HOW THESE POINTS ARE REFLECTED IN THE METHOD BELOW.

You can read more about the [Scout Method](#) and how it's applied in the program later in this handbook.



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.



NATURE AND THE OUTDOORS

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



PATROL SYSTEM

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



PERSONAL PROGRESSION

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



PROMISE AND LAW

Scouting values and ideals that underpin all activities and interactions.



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.

SPICES

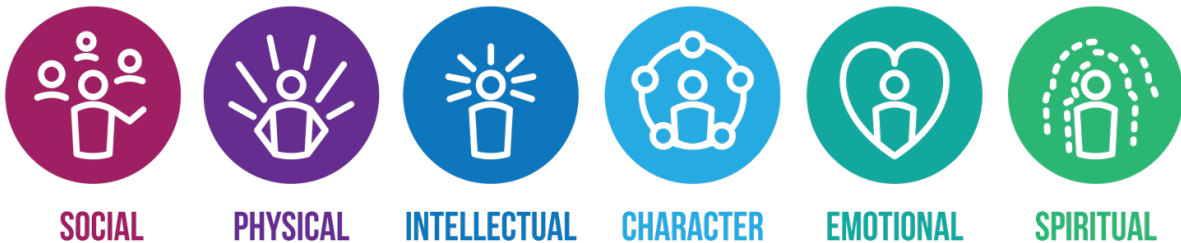
The concept of SPICES comes back to Scouting's worldwide [purpose](#). As a **non-formal educational movement**, Scouting strives...

TO CONTRIBUTE TO THE EDUCATION OF YOUNG PEOPLE IN ACHIEVING THEIR FULL PHYSICAL, INTELLECTUAL, EMOTIONAL, SOCIAL AND SPIRITUAL POTENTIALS AS INDIVIDUALS

Extract from the Purpose of Scouting

Our program focusses on [personal progression](#). This puts [young people at the centre](#) and recognises that each individual has unique needs. Every youth member will develop at different rates, in different ways, and from different experiences.

We use the acronym **SPICES** to help both youth and adults remember the five areas of personal growth that are part of the purpose of Scouting. The other letter stands for Character; it's the sum of all the other areas of personal growth.



What's most important is Scouts identifying how they've grown during the program cycle; through doing this, they are becoming aware of their own personal progression.

The six SPICES represent the objectives of the youth program. When we Review> our experiences in Scouting, we encourage Scouts to think about how they have progressed in each of the areas. This really is an individual thing – one Scout may develop in a very different area to another from the same activity. For one Scout, participating in an outdoor rock climbing adventure could be purely a physical development activity; another who, through the same activity, conquers their fear of heights, may find that they develop emotionally and spiritually. Through personal reflection, progress through each of the SPICES will be developmental and very individual.

In order to explore the SPICES within the program, you'll need to understand what each of them refers to.

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

EDUCATIONAL OBJECTIVES

It’s important to know that, as an educational movement, Scouting has a range of statements called Educational Objectives. You can find these broken down for each age section in our national Policy and Rules document.

The Educational Objectives are a break-down of the specific outcomes we aim for in our youth members across the program. The ultimate objectives for our youth program are also those of the Rover Scout Section. This is the end of the program, and when we aim for an individual to be established as a well-rounded global citizen, in line with our [purpose](#).

The Educational Objectives for each age section help us to understand where SPICES fit, and the qualities the program should be developing in Scouts of that age group. We also use them, normally in the more user-friendly form of [I... statements](#), for purposes such as:

- Personal Review> within the Achievement Pathways
- Considering when a Scout might be ready to progress to the next age section

USING SPICES IN THE PROGRAM

Through active involvement in a diverse Scouting program, Scouts should show development in all of the SPICES. On the most part, we use SPICES to review personal progress, in both an individual and a group setting.

Later in this handbook, we'll explore [how to plan a diverse program](#) using a tool called [Challenge Areas](#).



This isn't to say that SPICES doesn't influence planning – if Scouts are consistently showing a lot of development in the physical area and little in the emotional, this may influence our approach to planning to make sure Scouts are getting a rounded learning experience.

I... STATEMENTS

To help us all to better-understand and reflect on how Scouts have developed according to the educational objectives, each of the SPICES has a range of **I... statements**. These help Scouts think about their own personal development in each of the areas, normally during a personal reflection.

For example:

Scout section

Intellectual Development - Being Adaptable category: I respond to changing circumstances and make contingency plans

You can find the I... Statements for each section in the relevant section chapter of this handbook.

At different points during their Scouting journey, Scouts will reflect on their [personal progression](#). The key moments for this reflection are:

- At the end of each [Milestone](#) within the [Program Essentials](#).
- When completing a [Peak Award](#).
- When planning [progression to the next age section](#).
- When [completing the program](#).

Normally, this reflection will be in the form of a discussion with a youth or adult leader. The I... Statements are used as a tool to drive the discussion – the Scout is asked to reflect on how they've progressed in each of the SPICES, and where they are on their developmental journey.

RESOURCES

There are a number of resources to help Scouts to review their development through the SPICES. These include the following.

SPICES REVIEW> CARDS

The SPICES Review> cards give both youth and adult leaders a set of prompting questions to help build conversation when reviewing a Scout's personal development through each of the Milestones.

The questions aren't a tick-list to be completed in order to complete a Milestone. They are designed to help drive the conversation and make sure Scouts are reflecting on the full extent of their development through Scouting.

When using the questions, you are encouraged to adapt, rephrase, and use follow-up questions to suit the situation and the individual Scout reviewing their development. It's good to encourage Scouts to give examples and talk about specific activities, situations or events they've been involved with, and their role in developing each of the SPICES.

Sometimes a Patrol of Scouts could use these questions as a starter for small group conversations. At other times the questions could be used between two people – a youth or adult leader, and a Scout. They should never be used as a whole-Unit question and answer session.

You should be conscious that in your role as a leader, you're not a counsellor. Some discussions might lead into areas that may need the support of qualified professionals. Scout Groups should have contact details for help lines accessible for youth and adults. For adults, it's important to make sure your child-safe training is up-to-date, and for both adults and youth, completion of training such as youth or teen mental health first aid is recommended.

SPICES PLAYING CARDS



Each individual is likely to take something different from an activity. The SPICES playing cards are a tool to help Scouts reflect on their development through a range of age-appropriate questions.

You could use them as a Patrol at the end of an activity, or during spare time at a camp. Reviews and discussions might help guide future programming, but most importantly they help Scouts to be aware of their development, and to explore SPICES with other Scouts.

The cards are designed to be used as part of a game, and the set provides instructions on how to play. You might come up with some other games or ways to use the cards!

SPIRITUAL DEVELOPMENT THROUGH THE PROGRAM

The focus on spirituality and the spiritual development of Scouts can be a challenging area for some members to explore through the program. It's important for all involved to understand what we mean when we talk about spirituality in Scouting. Some of this is explored in the [duty to God](#) part of this handbook, and is summarised below.

SCOUTING & SPIRITUALITY

SPIRITUAL DEVELOPMENT OCCURS IN SCOUTING THROUGH:

- Exploring a connection with nature and the world around us
- Searching for meaning in life's experiences
- Learning about different religions and non-religious belief systems
- Learning about and respecting others' spiritual beliefs
- Participating in Scouts' Owns, reflections or other activities



THIS ALLOWS YOUNG PEOPLE TO DEVELOP, QUESTION AND REFINE THEIR SPIRITUALITY



THROUGH MAKING THE SCOUT PROMISE, MEMBERS COMMIT TO 'BEING TRUE TO' THEIR SPIRITUAL BELIEFS (DUTY TO GOD)



Remember, we are open to all, and our program is inclusive. When we talk about spirituality, we are not only talking about a religious experience – though religion is a big focus for many Scouts.

SPIRITUAL EXPERIENCES

As with all the SPICES, particular Scouting experiences may lead to spiritual development of an individual. Spiritual experiences might include:

- Sleeping under the stars with your Patrol and talking about the wonders of the universe.
- Spotting a rare animal and taking a moment to appreciate its beauty and place in the environment.
- Pushing your boundaries at a certain activity and being proud of yourself and your achievement.
- Taking a moment to reflect on and be thankful for the experiences of a weekend camp.
- Sharing a meal within your Unit and holding a discussion about how hard many people need to work to feed their families.

EXPLORING SPIRITUAL DEVELOPMENT

So if spiritual development can happen through all sorts of different experiences, how can you tell when it's being developed?

Within the program, we make sure we provide opportunities for Scouts to explore beliefs (their own and others'), build respect for others, stop for reflection, and to be thankful. We remember these four points as the

points of something called the internal compass. You'll notice the four points are the same key headings of the Spiritual Development [... Statements](#).



Just as a regular compass helps us to seek direction and find our way a journey, the internal compass helps us to find our direction in life.

The internal compass serves mainly as a memory aid. It helps remind us of key opportunities within the program that help Scouts develop spiritually. During activities, you'll recognise moments where spiritual development can be supported; the internal compass assists you by indicating what those experiences could be.

This tool could also come in handy during [program planning](#). The points of the internal compass may help you come up with activity ideas within the [Challenge Areas](#). An internal compass resource is available to help guide this process. This is particularly important to keep in mind if your Reviews> have shown a lack of spiritual development opportunities in the program.

EXPLORING BELIEFS

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

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

STOPPING FOR REFLECTION

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

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

- Reflection upon our connection with others and place in the world

RESPECT FOR OTHERS

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

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

BEING THANKFUL









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

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

THE SCOUT METHOD

In Scouting, our Scouts develop and learn through the use of a particular educational method. It's the Scout Method that makes Scouting truly unique.

Eight elements make up the Scout Method. While no single element is more important than another, some elements will feature more strongly through different activities and experiences. The Method should be clear in all that we do – this is a good way of us making sure what we are doing really can be defined as Scouting.

 <p>COMMUNITY INVOLVEMENT Active exploration of an individual's commitment and responsibility to their community and the wider world.</p>	 <p>PERSONAL PROGRESSION A learning journey focused on challenging the individual to do their best through a range of experiences.</p>
 <p>LEARNING BY DOING Learning through practical experiences and activities.</p>	 <p>PROMISE AND LAW Scouting values and ideals that underpin all activities and interactions.</p>
 <p>NATURE AND THE OUTDOORS The outdoors is the primary setting for learning and encourages a two-way relationship between the individual and the natural world.</p>	 <p>SYMBOLIC FRAMEWORK A unifying structure of themes and symbols that facilitates the awareness and development of an individual's personal journey.</p>
 <p>PATROL SYSTEM A way to develop interpersonal and leadership skills through teamwork, responsibility and belonging.</p>	 <p>YOUTH LEADING, ADULTS SUPPORTING A youth movement, guided by adults, where youth are increasingly self-managing.</p>

Use of the Method should be made apparent to both adults and youth members. It's important that Scouts are aware of how Scouting is contributing to their development.



PLAN> Encourage Scouts to consider which elements of the Scout Method will be used in an activity. Scouts should challenge themselves to make sure a number of elements are included.

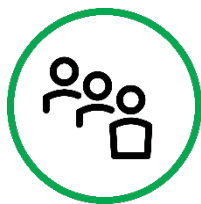
DO> During the activity, help the Scouts identify the use of certain elements. This can be as simple as emphasising great teamwork, or congratulating a Scout on achieving a new personal best.

REVIEW> When reflecting on an activity or experience, encourage Scouts to consider the use of certain elements of the Method, or how to use some elements more in future.

HOW CAN YOU USE THE METHOD MORE EFFECTIVELY IN YOUR UNIT OR GROUP?

WORK WITH THE SCOUTS IN THE UNIT TO COME UP WITH IDEAS ON HOW TO DO THIS.

COMMUNITY INVOLVEMENT



Part of our Purpose is to help create a better world; we also promise to contribute to our community and world, regardless of which wording of the Promise we use.

Scouts develop an appreciation of their local, national and international communities through being actively involved in them. As each youth member progresses through Scouting, the nature of their involvement with their community evolves, and so does their understanding of what community means. This is explored more through each of the age section chapters of this handbook.

Community involvement includes (in no particular order):

- Having a community presence
- Community partnerships
- Empowering young people to have a voice and to develop an interest in community issues
- Advocating for the interests and needs of youth
- Providing voluntary service (both in and outside of Scouting)
- Setting an example for responsible citizenship in the community
- Contributing in a non-formal way to the education of young people on community and citizenship issues.

Scouting mustn't be an insular organisation. As a leader within Scouting, you are responsible for facilitating community involvement. This helps make sure the movement as a whole is well-connected and community-minded attitudes are developed in those involved.

LEARNING BY DOING



Experiential learning is part of just about everything we do through Scouting. Learning-by-doing is evident in all the elements of the Scout Method.

You will help every Scout find opportunities to succeed, while also being permitted to fail. You are there to make sure things are done safely, just be careful not to prevent valuable learning experiences by taking control where you don't need to.

Learning-by-doing includes both:

- Hard skills (like cooking a meal or rowing a boat)
- Soft skills (like accepting responsibility, communicating, working in a team, self-exploration)



Learning-by-doing is a constant process and it's important that Scouts are aware it's happening. This is facilitated largely through [Plan>Do>Review](#).

Learning-by-doing will look different in different circumstances. Sometimes lots of supervision and direction is needed, like clearly defining safety boundaries at a cliff-top (learning-by-doing to find the cliff edge could be disastrous).

Often very little guidance is needed; great learning experiences can be had through a Patrol realising they haven't packed a key piece of equipment for a camp, or a Scout learning that different moods can impact on people wanting to join in an activity.

NATURE & THE OUTDOORS



In Scouting, we recognise nature as the ideal setting for learning to occur. The benefits here are two-way:

- Young people learn about, and in the context of, the natural environment.
- Young people develop a connection to the natural environment, which encourages commitment to its preservation.

The most obvious way to facilitate this element of the Method is simply by spending time outdoors! This encourages the natural sense of curiosity in young people, builds positive physical and mental health, and provides an interactive and stimulating learning environment.

Activities or projects may focus on outdoor adventure, or the environment. Scouting's emphasis on learning by doing through personal challenge is well-provided for through outdoor adventurous activities, often considered to be core Scouting. Community involvement is clear through environment-focused activities, projects, or the general use of environmentally-sustainable practices.

PATROL SYSTEM



Scouting became a movement through the natural formation of small teams of young people. In Scouting today, we call these Patrols and use them as part of the structure of all the age sections.

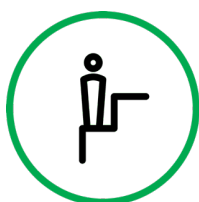
Through Patrols, Scouts experience many opportunities to learn-by-doing with their peers. Working in Patrols provides opportunities to develop soft skills like leadership, teamwork and communication, as well as building a sense of responsibility and belonging.

Some Patrols are specifically formed to ensure diverse groups (mix of ages, interests and genders), while others are formed naturally or based on certain interests, events or pursuits. Some Patrols will last for the length of a Scout's time in the section, others may exist only for a specific activity or a short period with specific outcomes like in a project – we call these Project Patrols. A Scout will experience different types of Patrols across their time in the program.

Patrols provide a structure, but their primary purpose is to enable learning for individuals. It's important to recognise the Patrol system doesn't serve to create a hierarchy. Leadership in the program is a shared responsibility. While more experienced or well-matched Scouts might take on greater leadership responsibility, it's important to emphasise equality among all Scouts – youth and adult.

While the Patrol system is a big part of Scouting, not everything needs to happen in Patrols. Sometimes activities and projects will happen at a Unit level or larger, or an individual scale.


PERSONAL PROGRESSION



Scouting serves not only to challenge individual young people, but to empower them to challenge themselves. For each individual, new opportunities and experiences work to progress personal development.

It's easy to think of personal progression as simply the Personal Progression Framework and the associated badges. Thinking this way can have a negative impact on our attitudes to the program; we can be led to forget other important aspects, and about putting the young person themselves at the centre.

Personal progression is evident in a number of aspects of the program, including:

- That we have age sections, catered to changing developmental needs.
- The evolving interrelationship of youth leading and adults supporting.
- The way Plan>Do>Review> encourages us to learn-by-doing through a range of experiences, and to progress the challenge and learning with each cycle. 
- How the Achievement Pathways ensure that each Scout's experience is one of personal growth and challenge through involvement in a diverse Scouting program.

The two words that make up this element are equally as important as each another.

Personal

Remember, we consider each young person at the centre. Every person's development is completely individual; in Scouting, we recognise this and each Scout's personal learning needs are considered first. The greatest standard that can be set for a Scout is their best.

EXAMPLE

A Scout is at the end of their time in the section, and are developmentally ready to progress to the next section. The adult leader values the Scout's leadership within the section and wants to hold them back.

Focusing on "personal" and putting this young person at the centre means it is in the best interests of this individual to progress to the next section.

Progression

The program strives to provide opportunities that are challenging and ensure that each Scout's experience of the program promotes their progression. There is always room for improvement and development. The program constantly provides opportunity for everyday adventure, through which learning occurs.



The cycle of Plan>Do>Review> encourages active awareness of and involvement with this progression. We undertake this cycle as a Unit, as a Patrol, and as an individual.

Scouts are actively involved in their own personal progression. Goal-setting occurs in partnership with the Scout and a facilitator, who is ideally a suitable peer (this also provides learning-by-doing, personal progression, and youth leading opportunities for this Scout!). Personal progression means youth members are empowered, encouraged and supported appropriately to set their own challenges.

PROMISE & LAW



Scouting's principles, key values and ideals are expressed in the [Scout Promise & Law](#). All National Scout Organisations within WOSM have a Promise & Law inspired by the originals developed by Lord Baden-Powell that show our commitment to the three [Principles of Scouting](#): duty to God, duty to others and duty to self. These statements guide the whole Scout movement, inform decision-making and shape the ideal behaviours and actions for all our activities and interactions.

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

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

The Promise & Law are the main ways we communicate our values and principles to youth members. You'll use it in the following ways, among others:

- During special ceremonies like an investiture or section transition
- In supporting your Unit Code (read more about this within your section's chapter of this handbook)
- When guiding a Scout through a personal reflection
- During a Scouts' Own or other moment of reflection

SYMBOLIC FRAMEWORK



A symbolic framework in Scouting helps provide meaning and context to the things we do. For Scouting, the symbolic framework serves a similar purpose as metaphors in a narrative, a company's brand, or a piece of artwork. Each of these examples use:

- A *signifier*: the symbol at its face value
- A *signified*: the concept the signifier refers to.

Our use of the symbolic framework should add value to the educational process of Scouting, be developmentally appropriate, relatable to youth, and simple. Some parts of it are prescribed for us, but you will have the opportunity to build parts of symbolic framework through your time in Scouting.

It occurs at three tier levels:

1. Scouting as a whole

This tier includes key features that unify the movement, some globally, some specific to Australia. This includes the very concept of Scouting – the exploration of new ground in the outdoors, as well as symbols like the fleur-de-lys, Scout scarf, and Scout sign. Many of our [ceremonies](#) also fit in at this level – they are an emphasis of unity and are often used to signify individual achievement.

2. Each section of the program

Symbolic framework at this tier provides concepts that assist in shaping Scouts' understanding (in a developmentally-appropriate way) of the nature and relevance of the program for the age section. A

section symbolic framework serves to promote logical progression through the program across sections.

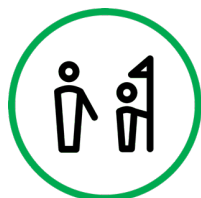
3. An activity or program focus

A creative “theme” which helps drive interest and adventure in an activity, and may tie features together towards a common goal. May also help to show links between multiple activities with a shared purpose. While the first two tiers of the symbolic framework are quite set, the third tier is open and changes frequently; you should make sure it’s youth-led in its use and delivery.

The symbolic framework in Scouting promotes adventure, personal challenge and encourages each Scout to step outside their comfort zone. Different aspects may feature more or less at different times and in certain contexts.

You’ll need to make sure the symbolic framework doesn’t overwhelm the program and become a chore or lose value for youth members. Symbolic framework shouldn’t be the *focus* of the program; it’s a means to an end! The needs and interests of the age cohort always come first.

YOUTH LEADING, ADULTS SUPPORTING



The program is, in itself, a course of leadership training. Leadership development doesn’t only happen at specified leadership course weekends – it happens all the time. For some Scouts, this may centre on opportunities to undertake formal leadership roles; for others, it is simply about sharing skills and knowledge with others, working as a member of a team, setting examples for others, and shared responsibility. Not everyone is suited to take on formal leadership positions, and this is totally OK!

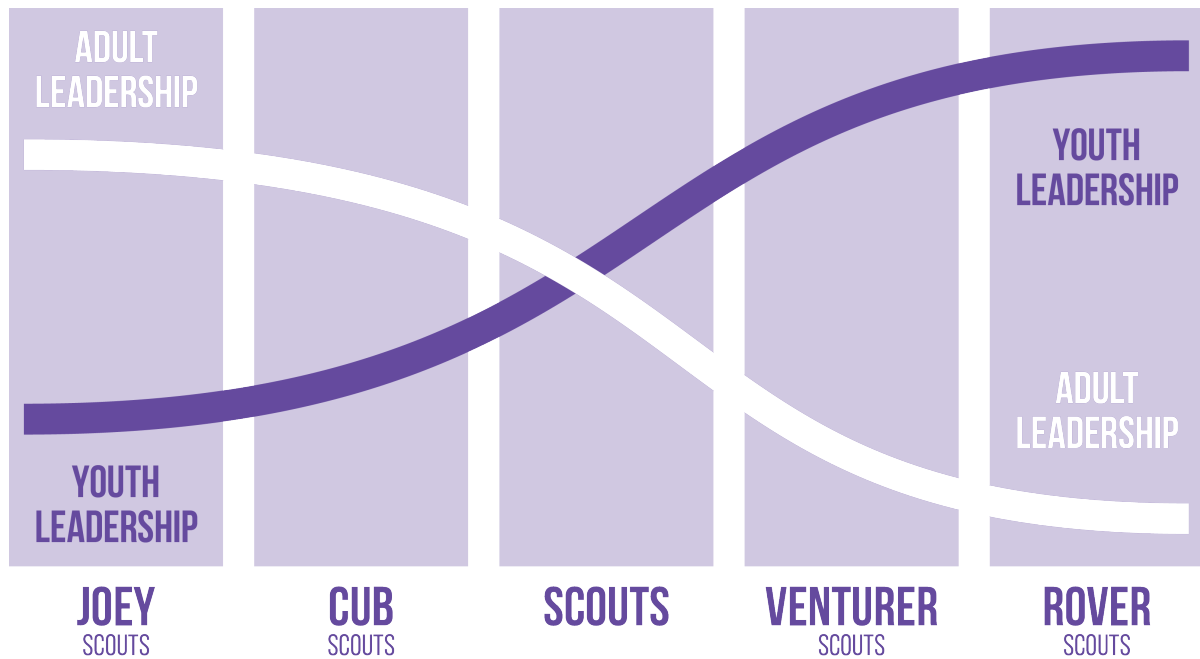
Leadership in Scouting is realised through engaging and empowering youth, actively involving Scouts in decision-making, and providing opportunities for young people to learn and develop leadership skills and attitudes through experience.

The role of adults in supporting youth is a critical part of this element of the Scout Method. The influence of adults in this intergenerational partnership evolves as youth progress through the program. This balance may also differ from one activity to another depending on the nature of the activity and the skills of those involved.

As Scouts progress through the program, youth leadership will increase while adult leadership decreases. It’s important to point out:

- Youth leadership is a part of Scouting from the very beginning
- An intergenerational partnership exists throughout the program
- Adult leadership is minimised at the end.

YOUTH LEADERSHIP VS ADULT LEADERSHIP ACROSS THE SECTIONS OF THE PROGRAM



Youth leadership and the role of adults for your section is explored in full in the chapter for your age section.

The key message is that wherever possible, youth members should be empowered to make decisions, take on responsibility, and be allowed to make mistakes. In general, adults are there to assist youth to prepare as well as to support, guide, mentor and facilitate learning experiences.

Ultimately, the program is geared towards developing leadership and independence in youth to help maximise their potentials. With a successful Scouting program, the future of the movement will be increasingly youth-led!

THE AGE SECTIONS

Scouts can engage in the program as a youth member from the age of five until they turn 26. As a developmental program, we break the journey into **five age sections**. We do this because it:

- Helps cater to the changing developmental needs of youth
- Promotes personal progression
- Ensures young people are at the centre
- Builds an engaging program environment.

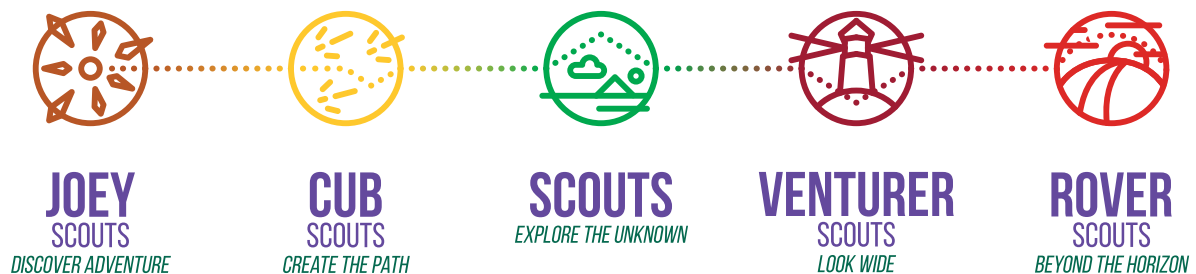
A Unit is a local gathering of one age section, built into the structure of a Scout group. Each Unit normally meets at its own time, however not everything in the program is limited to happening within the sections. Often, Scouts are going on adventures with Scouts from different sections, or even with Scouts from different Units from different areas – the next Group, suburb, state, or even with Scouts from another country!

While we promote the sections as belonging to defined age ranges, it's important you think flexibly in your approach to which age section an individual Scout belongs. There are many factors to consider in where to place a new youth member, or when to commence a section transition. With the young person at the centre, the most important consideration is the needs of the individual Scout. The Scout themselves will have a perspective, and it is their opinion that should have the greatest weight in this process.

The age ranges of each section are based on the advice of professionals in areas of child and adolescent development, and balanced with the mechanics of the Scout Method. Each section has its own focus on personal development through the SPICES, and its own progression of the symbolic framework, identifying the focus for the section.

SECTION JOURNEY

THE NEXT ADVENTURE



The section journey is considered as one journey; you can read more about what this concept means in [the core themes of the program](#) part of [the program](#) chapter.

The section journey is a critical part of the [purpose](#) of Scouting. The one journey concept is one of the strongest tools we use to help Scouts along their path to realising their full potentials.

We all hold the responsibility to encourage, empower and enable every Scout to fulfil the journey to its end. The symbolic framework of one journey is what ties our program together; the motto of each section emphasises each new stage of this journey. In line with this, we consider each section of the program as **the next adventure**; part of our role is to help our Scouts prepare for this transition.

TRANSITIONS

There are many times of change for young people in life. These are often seen as moments of celebration, or rites of passage, as they find themselves with new expectations – physically, emotionally, socially, academically, and spiritually. Such events include starting primary or transitioning to secondary school, going up to the next sports team age group, getting a first job or first love, selecting and starting a university course, and moving out of home.

Transitions are also a time of reflection for those involved – this may influence decision-making about their direction in life. A young person transitioning to high school may also choose this time to make decisions about their social group, their extra-curricular involvement, or their attitudes at home.

Young people sometimes find transitions easy and will look forward to these changes, others can find them pretty difficult. No matter what, transitions need to be well-supported by both peers and adults.

As part of the developmental journey of the Scout program, there are also times of change.

There are three main kinds of transition in Scouting that require different approaches:

1. A Scout transitioning from one section to the next.
2. A young person new to Scouting.
3. A Scout who is transitioning out of the youth program.

We call these transition times by different names: going up, progressing, linking, transitioning. Regardless of what your Group might call these times, the same basics apply.

Adult leaders and Scouts support each other to make these transitions. You will need to work collaboratively with all those involved to help facilitate this stage for a Scout and make sure it's a welcoming and inclusive process, focused on the needs of the individual. It is a critical time.

CHANGING SECTIONS CAN OFTEN BE THE TIME A YOUNG PERSON CHOOSES TO LEAVE SCOUTING.

To achieve our [purpose](#), we aim to make sure young people are provided a consistently engaging supply of adventures and learning experiences. [Personal progression](#) is part of the [Scout Method](#), and the best way to achieve it is to facilitate an experience that makes young people want to engage with it. This holds true for progression between sections.

SECTION TRANSITIONS

Some Scouts have a tough time getting comfortable in the next section, and other Scouts relish the experience. Changing social groups, new approaches to aspects of the program, a new source of adult support, and meeting on a different night are all challenges to be overcome.

This change can also be a very exciting opportunity, and the transition itself may make a real difference to a Scout's development.

KEY MESSAGES

Each individual is different, and it's important that their personal needs and interests are considered as the most important factors in this transition. It's not about getting more numbers into the section, or even keeping youth members to help run a Unit.

WITH THE YOUNG PERSON AT THE CENTRE, THE TRANSITION WILL HAPPEN WHEN IT NEEDS TO, FOR THEM.

The three most important concepts of a one program approach to a Scout's transition between sections are:

- **Be flexible.** The age range guides are there to guide, not to build fences between sections. If a Scout is clearly ready to move from one section to the next, they should be encouraged and supported to do so. If they're clearly not ready, it's OK for them to continue to enjoy the program on offer in their current section – just make sure there is a plan for progression to happen within a reasonable timeframe.
- **It's about the Scout.** The desires of the Scout must be sought when planning the transition to the next section. They may wish to wait until their friends are ready, or they may be keen to go next week! Let them have a say.
- **Transition doesn't stop when a Scout has moved into the next section.** Developing a sense of belonging in all the Unit members is an ongoing process that goes beyond the transition ceremony.

As the purpose of Scouting focuses on helping young people reach their own potential, everyone in Scouting has a responsibility to encourage personal progression through all the sections. It's not solely up to one section of a Group to promote itself; transition is a natural part of the one-program journey experienced by each individual. We are all there to support the Scout to be successful.

WHEN TO PROGRESS TO THE NEXT SECTION

Age

Generally, youth members have a one-year window where they would normally progress from one section to the next (the window is a bit different for the Venturer > Rover Scout transition due to the significant transition to adulthood and out of high school). Check the relevant section chapter, or the overview in the [section journey](#) section for more detail.

Yes, there are published age ranges for each section, but it's important to be flexible and to consider personal progression. If there is a particular need for a Scout to transition at a different time than those age ranges suggest, then with the support of both sections' Unit leaders, the Group Leader, parents, and the Scout themselves, you can make this decision within your Group.

REMEMBER

The decision is based on the individual needs of the Scout. Usually, this will have something to do with personal development needs.

THIS DECISION SHOULDN'T BE ABOUT NEEDING EXTRA TIME TO COMPLETE A PEAK AWARD.

SPICES development

One of the key indicators of whether a Scout is ready to progress to the next section is their progression through the SPICES. You can use the [I... Statements](#) as a guide to consider the stage the Scout is at developmentally.

Considering the Scout's SPICES development in this way will help you open discussion with the Scout and others involved about how their experience might be like in the next section in terms of social interaction and engagement with the program.

Although a key indicator, this shouldn't be a "test" about whether a Scout can progress or not. It's really a tool to open a valuable discussion.

Support network

Whenever a Scout transitions, it's important to make sure a good support network is in place. There are a few different angles to consider here.

A connected Scouting community

An active and connected Group or broader Scouting community, focused on a One Program approach, will already have a good support network across sections.

Cross-section activities are a vital part of the program; they also help support this transition. As Scouts get older, they will be more and more closely involved with Scouts in the sections either side of theirs.

Progressing with peers

Often, a number of Scouts might be ready to progress around the same time. Provided it suits the individual needs of all these Scouts, a group of peers progressing together can help provide a valuable support network. Keep in mind (especially for the older age sections), such a progression may or may not happen within their current local Group. With the young person at the centre, their needs come first, and if progression means progressing to a new Group, that's totally fine!

Peer mentoring

Support from others is often a key contributor to a successful section transition. The peer mentoring system in each section helps make sure this can happen.

Involvement in transition planning

Both the youth member themselves, and their supporting adults (parents/guardians/carers, and leaders), should be involved in transition planning. Like everything we do in Scouting, transitions are well-planned using Plan>Do>Review>.



WHAT'S INVOLVED

Duration

Depending on the individual, the process of section transition normally takes between one and six months, but could take up to a year. Whatever is needed to ensure a successful transition for the individual is OK.

Making it happen

Successful transitions are more than just a few trial nights and a progression ceremony.



We use [Plan>Do>Review](#) to help guide this process. Leaders and Scouts meet to consider the developmental needs of the Scout/s who will soon be transitioning. Most importantly, Plan>Do>Review makes sure all involved have a voice – the Scout, their parents, adult leaders, and the youth leadership team of the Units involved.

An explanation of how this process works is detailed in each section chapter of this handbook.

NEW SCOUTS

When we recruit a new Scout, it's easy to forget that many of Scouting's customs and traditions can appear quite strange, and even exclusive.

What's that material they wear around our necks for? Why do they worship the Australian flag like that? Why do they have to recite a pledge we call a promise? Why does everyone shake each other's left hand?

These may be things that you're very used to as a seasoned member, but will be very strange things to a new Scout, and maybe even more to their parents or guardians.

Just like a Scout who's transitioned from the previous section, it's important the new Scout is supported to develop their understanding of how the program works, and helped to develop a sense of belonging.

It's still important to consider the needs of the individual themselves as the number one priority when making decisions about a new member joining Scouting. Make sure you involve the interested Scout's parents or guardians in clear communication and discussion.



Using [Plan>Do>Review](#) will help you make sure a clear, simple, and well-understood process is used. Adult leaders and Scouts consider the developmental needs of the new Scout, and make sure their plans are adventurous, fun, challenging, and inclusive. All involved have a voice – the Scout, their parents or guardians, youth and adult leaders.

An explanation of welcoming a new member is detailed in each section chapter of this handbook.

COMPLETING THE PROGRAM

In line with our purpose and the educational objectives, the completion of the program happens at the end of the Rover Scout section. Within the [one journey](#) framework of the program, Scouts aim to reach the point where their adventures take them **beyond the horizon**. This is the motto and framework of the [Rover Scout section](#), and the horizon itself marks the completion point of the program. It's the responsibility of all of us in Scouting to encourage and help enable all Scouts to explore the journey to its completion.



You can read more about what's involved in [completing the program](#) within the transitions part of the [Rover Scout section chapter](#).

PLAN>DO>REVIEW>

WHY WE 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 ▶

- Helps us experience better activities, more fun, and Scouts choosing and getting involved in their own adventures with the Patrol or Unit.

DO ▶

- Helps everyone have an experience in Scouting that is [adventurous, fun, challenging, and inclusive](#). Everyone learns something new and has a say in the program they experience.

REVIEW ▶

- Is used in all sections of Scouting to [plan the program](#). The role of **youth in leading** this process will look different from section to section, as will the role of **adults in supporting** them. Remember, it's about involving youth members meaningfully in their Scouting experiences, in a developmentally appropriate way.
- Also supports Scouts to develop and review their personal goals, and development through the [SPICES](#). Personal Reviews> will happen at the end of each Milestone in the [Program Essentials](#). You can read more about this process in the [Achievement Pathways](#) chapter of this handbook.

THE PROCESS

Put simply, **Plan>Do>Review>** is a tool to engage youth members in developing and running an active program that everyone can enjoy and develop through. Don't forget that we also use Plan>Do>Review> to set personal goals, especially for the [Program Essentials](#) and [Special Interest Areas](#).

Here's an example of the process related to Scouts planning program activities:



PLAN>

- **Decide what you're going to do** – from games to major expeditions, youth members decide their next adventure. Do some creative brainstorming and questioning, and consider which of the **SPICES** will be developed by participants.
- **Delegate responsibilities** - choose a youth member to lead the activity and delegate tasks to participants.
- **Work out what gear is needed** - prepare a list and source all the equipment that's needed for the adventure.
- **Discover what skills you need** – how will you make sure your Patrol has those skills?
- **Make plans** – detail requirements, ensure everyone is safe, consider personal development opportunities for everyone, make sure your activity uses the **Scout Method**.
- **Use experts** – they might be able to help you create the best possible plan.

DO>

- **Make sure everyone's involved** – some will be simply participating, some will be leading, some will be mentoring, guiding, advising, or supporting.
- **Test out new skills** – put into practice what you've learnt. Learn some more!
- **Follow your plan** – be prepared to change and adapt it if the need arises.
- **Have fun** - be challenged, and enjoy the adventure.
- **Work as a team** – help and support each other to be successful.

REVIEW>

- **Take a moment** – The Review> doesn't need to be formal. Around the campfire, on the bus going home, or a minute or two discussion at the end of the night.
- **Ask good questions** – Open-ended questions will make sure Scouts think about their answers. For example:
 - What did you hear, see, notice or enjoy about your adventure?
 - What didn't go to plan?
 - What would you do differently next time?
 - And so on...
- **Check your achievements** – Talk about what you achieved, even if it wasn't what you originally set out to do.
- **Recognise participation** – Ensure those involved feel a sense of belonging, and that any personal progression is appropriately recognised.

The process of **Plan>Do>Review>** isn't always a linear process. The nature of a specific activity might need you to revisit the **Plan>** stage multiple times. Perhaps when you go to **Do>** the activity, you find that it just isn't working; you need to do a mini **Review>** with those involved, before going back to the **Plan>** stage, and having another go.

Plan>Do>Review> should be thought of as a flexible process. Use it to your advantage, the way that works best for you, your Patrol, and your adventure.

Never forget the **Review>** stage. This is where the learning is embedded. We know that this is an important aspect of our program; Scouts want to be aware that they're developing through the Scouting experience – to see the purpose.

Have you noticed how **Plan>Do>Review>** always has an arrow at the end? This reminds us that the process is a cycle; after the **Review>** stage, we're ready to start the process again. This might be able running the same activity again some time later, or maybe because we've learnt some valuable lessons that we can use in a different context.

THINK OF PLAN>DO>REVIEW> AS AN ONGOING CYCLE FOR YOU, YOUR PATROL, AND YOUR UNIT.

PLAN>DO>REVIEW> IN DIFFERENT AGE SECTIONS

Of course **Plan>Do>Review>** looks different for each age section. You can get a feel for what this looks like in the individual section chapters of this handbook.

RESOURCES

There are a number of resources available to help the process of **Plan>Do>Review>**.

These include:

- SPICES playing cards
- Review> thumb ball
- Plan>Do>Review> cards
- SPICES Review> cards
- Program planning resources
- Each age section's record book

PROGRAM PLANNING

Program planning is a process that actively involves the process of [youth leading, adults supporting](#). This will look different for each age section – you can read more about this in the specific age section chapters of this handbook.

When talking about program planning, we generally refer to the process of Plan>Do>Review> for our Unit program.

PROGRAM CYCLE

The Unit program is structured around a series of activities called the program cycle. Each program cycle will last for an identified period of time, and may be tied to a school term, a certain time period (like 2 or 3 months), or a focus on a particular goal, like a major Unit camp or adventure.

Unit activities within the program cycle should involve everyone in the Unit; remember to make them all [adventurous, fun, challenging, and inclusive](#). All Scouts in the Unit should be actively involved in the program cycle, and this involvement (including participating, assisting and leading) will help progress them through their Milestones of the [Program Essentials](#).

Events and activities happening external to the Unit (like branch level activities, or non-Scouting activities Scouts can get involved with) might also feature in the program cycle. You should make it clear which activities the whole Unit should be involved with, and which are suggestions or optional extras.

Especially for the Scout, Venturer Scout and Rover Scout sections, **project patrol activities** might also feature in the program cycle. You might allocate specific time for Project Patrols to undertake their activities. Project Patrols should make sure their activities don't take them away from involvement in the Unit program however.



We will use the [Plan>Do>Review>](#) process for the program cycle as a whole, as well as each activity and experience within it.

CHALLENGE AREAS

The Challenge Areas represent the four key categories Scouting activities come under. Primarily, we use them to support program planning and to make sure the Unit program is engaging and diverse.

ACTIVITIES THAT DON'T REALLY FIT INTO THE CHALLENGE AREAS, OR THAT REQUIRE YOU TO STRETCH DEFINITIONS TO FIT THEM IN, SHOULD ONLY TAKE UP A VERY SMALL PART OF THE PROGRAM; THINK BACK TO OUR [PURPOSE!](#)

The Challenge Areas are also involved in what we call the [Program Essentials](#) – all Scouts should be involved in participating, assisting and leading through a number of activities across the Challenge Areas. Through this involvement, Scouts will progress through the Program Essentials Milestones. This process encourages them to be involved in a diverse program and builds leadership skills. You can read more about this in the [Achievement Pathways](#) chapter of this handbook.

The four categories of the Challenge Areas are:



COMMUNITY
CHALLENGE



OUTDOOR
CHALLENGE



CREATIVE
CHALLENGE



PERSONAL
CHALLENGE

By using the Challenge Areas to Plan> the program, we ensure a diverse program full of engaging experiences. Each of these experiences will provide different outcomes for different Scouts. We use SPICES to Review>, and recognise what these areas were.

USE CHALLENGE AREAS TO PLAN>
USE SPICES TO REVIEW>

This considered, you may notice through the Review> process that certain SPICES have been developed more than others through certain activities. Keep this in mind; from time to time you'll need to consider likely SPICES development during the Plan> stage, or Plan> certain types of activities to fill gaps in SPICES development. One area where people often find a gap is spiritual development; the [internal compass](#) resource has been developed to help in this Planning> process. You can read more about this in the [SPICES](#) chapter of this handbook.

USING THE CHALLENGE AREAS

At the Plan> stage of programming, Scouts work together, with support from adults, to develop a program that involves activities from each of the Challenge Areas.

A variety of resources and key words make this process easier, and it looks a bit different from section to section. Scouts use a variety of means to write their program using the Challenge Areas. Scouts might brainstorm, work in Patrols, use imagination aids, or focus on any of the key word categories to think of activities they would like to do, personally or as Patrol or Unit. Scouts are encouraged to make sure every activity is [adventurous, fun, challenging, and inclusive](#).

The table below is one tool Scouts can use. The prompting words under each heading are designed to help spark imagination for activities that fit within each of the Challenge Areas. Scouts might consider questions like:

WHAT COULD WE DO LOCALLY TO EXPAND OUR KNOWLEDGE OF INTERNATIONAL COMMUNITIES?

WHAT'S SOMETHING UNUSUAL, NEW OR COLOURFUL WE CAN DO THAT EXPLORES OUR CREATIVITY?

For some groups, programming using Challenge Areas will come naturally; having the four areas displayed, activity ideas will be generated and labelled under each area. For other groups, ideas will be generated first, then categorised by Challenge Area.

Our Challenge Areas are:

OUTDOORS	CREATIVE	PERSONAL GROWTH	COMMUNITY
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Some ideas are:

Environment Camping Time in nature Water activities Adventurous activities Journeys	Expression Arts Making Creating Inventing Designing Planning	Leadership Beliefs & Values Health & Wellbeing Growth Interests Skills	Engagement Involvement Getting out into the community Projects Partnerships Visits Diversity & Inclusion Environment
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They could be:

Fast High Wide Slow Deep Safe	Unusual New Colourful Bold Innovative Investigative	Individual Healthy Growing Commitment Resilience Response Believing	Local National International Supporting Knowledge Service
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We'll make sure they're:

ADVENTUROUS	FUN	CHALLENGING	INCLUSIVE
--------------------	------------	--------------------	------------------

Some activities might fit under multiple Challenge Areas. In this case, youth members will decide which area to categorise it as – normally the activity will fit more into one area than another. This is especially important to clarify when a Scout is counting the activity towards a Milestone of the [Program Essentials](#).

PLAN>DO>REVIEW> OF THE PROGRAM CYCLE

In general, the process of Plan>Do>Review> for the program cycle will follow this basic model:

Step 1: Gathering external information

- The person leading the Unit's program planning gathers info on relevant local, state/territory, national and international events/activities members of the Unit should consider being involved in.
- Gather previous ideas for activities that may have been already discussed.

Step 2: Reviewing (using Patrols)

- Youth members review the current program cycle, reflecting also on their own personal progression, the [SPICES](#) developed and which elements of the [Scout Method](#) were used where.

Step 3: Coming up with new ideas (using Patrols)

- Use the [Challenge Areas](#) to come up with a diverse range of new ideas, placing the ideas under the headings of each Challenge Area.
- Identify how the activity might be run (like as a Project Patrol or a Unit activity).
- Individuals identify if they want to be participate, assist or lead in those activities.

Step 4: Program planning (Unit Council)

- Review all the information gathered.
- Shortlist all the ideas to make sure the program is diverse (across all the [Challenge Areas](#)), allows for people to progress through the [Program Essentials](#), is engaging and attractive, practical and well-balanced in terms of logistics and affordability.
- Develop the program cycle into a useable format (like a calendar or table).
- Delegate responsibilities within the program to youth and/or adults (make sure they agree to what's being asked of them!).

Step 5: Monitor the program (Unit Council)

- If something isn't going to plan, change it!
- Ensure that everyone is prepared and ready to go.
- Give assistance as required.

This process will look different for each age section. Of course, this is also just a starting point; you should think about some ways to make this engaging. Think about how you can make the process of program planning [adventurous, fun, challenging, and inclusive](#) too!

ONE PROGRAM



JOEY
SCOUTS
DISCOVER ADVENTURE



CUB
SCOUTS
CREATE THE PATH



SCOUTS
EXPLORE THE UNKNOWN



VENTURER
SCOUTS
LOOK WIDE



ROVER
SCOUTS
BEYOND THE HORIZON

ONE JOURNEY