

How to write in the Language of the new Program



How to write the language of the program...

It's important that we write the language of our new program in a consistent way. It is important for people to have a fuller understanding of our program and the way in which we use our terminology.

This document especially describes the way we write the language of our program. All resources, training materials, marketing materials, and so on should follow this guide. Informal social spoken language will often be different, of course, and that's ok. However, we should be mindful of how we speak when articulating elements so as not to be confusing.

The Language of the Program Title

Usage	Notes
the program	<ul style="list-style-type: none">• The new youth program is known simply as "the program".• Although "youth program" is a worldwide official term for the non-formal education program for children, adolescences, and young adults we call Scouting, we don't generally refer to it this way unless it is being written about in a context where it could be confusing what is being discussed. For instance, if a resource also talks about the adult training program.• Policy documents and the like will still refer to "the youth program".• While we are transitioning from the old to the new program, we might use the word "new" before "program", in order to distinguish what is being discussed. However, it is not "NYP" for New Youth Program or National Youth Program. And it's definitely not "the YPR"!• In Australia, we don't use the WOSM spelling "programme", unless talking specifically about a WOSM policy or resource.
elements of the program	<ul style="list-style-type: none">• When referring to all the parts that make up the program, "elements" is the word to use. e.g. "The Elements of the Program Poster"

Language of Diversity and Inclusion

Usage	Notes
youth	<ul style="list-style-type: none">• These are appropriate gender-neutral inclusive words to describe young people engaged in the program
youth member	<ul style="list-style-type: none">• We never use language like "boys and girls" in any way – marketing materials, resources, notices, or the way we speak to or refer to Scouts. This sort of language is not inclusive.
young person	<ul style="list-style-type: none">• We also generally avoid words like "his", "hers", "him", "her", and so on in publications and resources. This includes either-or phrases like "him/her".
child	<ul style="list-style-type: none">• Often when we describe who the program is for, we say "children, adolescents, and young adults". Our program is broader than any single one of these, so using anything but all of these should be avoided. "Young people" could also be used.
adolescent	<ul style="list-style-type: none">• More often we can use the term "Scout" instead of "youth member". We never write "the youth" or "the youths".
young adult	<ul style="list-style-type: none">• Only "Scout" uses a capital letter.
Scout	
their/they	

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The Language of The Scout Method

Usage	Notes
Scout Method	<ul style="list-style-type: none"> • Often, we use this term with a “the” before it. This should be lowercase, unless it’s in a heading. • Sometimes we shorten Scout Method to just “Method”. This is ok if we retain the capital M, and previously we have used the full term.
<p>Each of the eight parts of the Method is called an “element”. (Note that we also use the word “elements” as a collective noun for all the different parts that make up the program itself.) We write each of the elements of the Scout Method in lowercase, however we would normally highlight these in some way – bold or italics – so that they stand out in a sentence as a specific element being referred to. This helps the readability of sentences that contain these terms. Headings should use capital letters for the first letter in each word of an element name.</p>	
community involvement	<ul style="list-style-type: none"> • Usually as written here. • Sometimes we write these words together as a verb group in a sentence, rather than referring specifically to the Method element noun. For example, “The community involvement of that Joey Scout was fantastic.” In this case, it would not make sense to use bold or italic.
learning by doing	<ul style="list-style-type: none"> • As written here. No hyphens are needed.
nature & the outdoors	<ul style="list-style-type: none"> • Note that we’re using the ampersand symbol for this one.
patrol system	<ul style="list-style-type: none"> • As written here. Often, we use this with a lowercase “the” before it. • Note that this is the case where the word “patrol” is in reference to the Scout Method element. Other forms of “Patrol” uses capital P, as described elsewhere.
personal progression	<ul style="list-style-type: none"> • Usually as written here. • Sometimes we might write these words together as a verb group in a sentence, rather than referring specifically to the Method element noun. For example, “The Unit Leader monitors the personal progression of each Venturer Scout.” In this case, it would not make sense to bold or italic.
Promise & Law	<ul style="list-style-type: none"> • We’re using ampersand symbol for this one too. • Always written with Promise first, this is because the Promise leads to the Law.
The Australian Scout Promise	<ul style="list-style-type: none"> • We always put “Australian Scout” before the words Promise or Law when we are talking specifically about the current statements, as this is the proper noun name of our Scout Promise and our Scout Law. If we are talking more generally about the element Promise & Law, this isn’t needed.
The Australian Scout Law	<ul style="list-style-type: none"> • This is the only Method element where we use a capital letter for each word.
symbolic framework	<ul style="list-style-type: none"> • As written here. • We describe symbolic framework in terms of three “tiers”. When we label the tiers, they are a proper noun, hence: “Tier 1: Scouting as a whole”, “Tier 2: Section program”, “Tier 3: Activity focus”. So, when we write it in a sentence, it might look something like: “Out of the three symbolic framework tiers, the Scout Sign belongs to Tier 1.”
Tier 1, Tier 2, Tier 3	<ul style="list-style-type: none"> • Always has a comma between the two phrases.
youth leading, adults supporting	<ul style="list-style-type: none"> • Sometimes we use this language without explicitly referring the Method element, in which case we would not bold or italic. E.g.” It’s important that the balance of youth leading and adults supporting challenges Scouts...” • Sometimes we change the tense of this element, making it “youth-led”, but only as part of a sentence. It is NOT “youth lead”. Always remember that “youth-led” is NOT the name of a Scout Method element, so it wouldn’t be bold or italics.
youth-led	

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The Language of the Symbolic Framework

Usage	Notes
<p>Refer also to the symbolic framework item in the Scout Method Language part of this guide.</p>	
<p>Age section names: Joey Scouts Cub Scouts Scouts Venturer Scouts Rover Scouts</p>	<ul style="list-style-type: none"> • These are always written as here. All sections have “Scouts” as the second word (except one, obviously!) • Sometimes, informally, we say or write the section name simply by the first word. This is fine, and quite acceptable for day to day conversation amongst members. For anything “official”, “formal”, public-facing, or in publications, communications to members, and resources, we always use the full two-word name (other than the Scout section).
<p>Age section mottos: Discover adventure Create the path Explore the unknown Look wide Beyond the horizon</p>	<ul style="list-style-type: none"> • We write “mottos” with a lowercase m. • These statements aren’t elements of our program. They describe the experience of the section. We mostly use them as part of a sentence. So, normal sentence case is what is used. • However, for readability, it is important that the statements are made to stand out in some way, otherwise the sentence they are part of is often confusing. They could be made bold, or italics, or have quotation marks around them. This will depend on the context they are being used.
<p>age section</p>	<ul style="list-style-type: none"> • The term “age section” is the collective noun for the five defined age-groups in the program. “age section” isn’t an element of the program and therefore we don’t use a capital. • Sometimes we shorten it to just “section”, which is useful in some situations, especially when coming after an age section name. e.g. “the Cub Scout section”.
<p>One Program, One Journey one program</p>	<ul style="list-style-type: none"> • Written as “One Program One Journey”, it is a promotions and marketing slogan. It can be written however suits the brand and message being sent. Usually, though, a comma would separate the two phrases. • The term “one program”, however, is a key concept that the new program is built around. It is part of the Tier 1 symbolic framework in that it reminds us that young people should experience one developmental program during their time as a youth member. • Therefore, how it is written will depend on the context, but it would never be written as “One Program”. Sentence case is appropriate. It might be bolded, in italics, or with quotation marks. It should be made to stand out somehow, though.
<p>adventurous fun challenging inclusive</p>	<ul style="list-style-type: none"> • These four words describe how we expect young people to experience the program. They are used to remind program creators of important concepts that should feature in all activities and adventures. Sometimes we use them all together in a sentence, sometimes we quote one of them. • They are not an element of the program and therefore are always written in lowercase, unless part of a heading or the start of a sentence. • An exception might be for promotional items, where the use of these four words could be used in other ways to promote the Scouting experience. • When writing all four, then they are written in this order. • An example might be: From 5 to 25 years of age, the Scout program is adventures, fun, challenging and inclusive.

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The Language of the Symbolic Framework continued

Usage	Notes
ceremony ceremonies openings closings	<ul style="list-style-type: none"> We always use lowercase c, other than in titles and headings. In the program, there is no “opening ceremony” or “closing ceremony”. They are referred to as “openings” and “closings”. We don’t use the term “parade” any longer when referring to openings and closings.

The Language of the Educational Objectives

Usage	Notes
SPICES	<ul style="list-style-type: none"> Always written in capitals as it is an acronym. <p>Each of the six SPICES parts are called “areas”. We can refer to SPICES as the “six areas of personal growth”. We write each SPICES area in lowercase; however, we would normally highlight these in some way – bold or italics – so that they stand out in a sentence as a specific area being referred to. This helps the readability of sentences that contain these terms. Headings should use capital letters for the first letter of an area.</p>
social development physical development intellectual development character development emotional development spiritual development	<ul style="list-style-type: none"> In almost all cases these should be written with both words. When writing as a verb variation, there is no need to bold or italic. E.g. “This activity helps Scouts develop socially”.
Spirituality	<ul style="list-style-type: none"> We include this term as Scouts Australia has a definition of Spirituality that suits the needs of the program and makes a link between Duty to God and spiritual development. Only use capital S for Spirituality if it is referring to that definition, otherwise use lowercase. Also refer to the usage of spiritual development in the Scout Method section.
Internal Compass	<ul style="list-style-type: none"> As written here.
Educational Objectives	<ul style="list-style-type: none"> As written here.
SPICES I... Statements	<ul style="list-style-type: none"> As written here, complete with the ellipses. This refers to a particular resource to support personal progression. It’s important to include “SPICES” at the start, so as not to confuse this with the Outdoor Adventure Skills competency statements that are written in the style of “I..” statements.

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The Language of Challenge Areas

Usage	Notes
Challenge Areas	<ul style="list-style-type: none"> Always written with capital C and A.
Community Challenge	<ul style="list-style-type: none"> Always written with the capitals shown
Outdoors Challenge	<ul style="list-style-type: none"> Always written with all words
Creative Challenge	<ul style="list-style-type: none"> An exception is in the Challenge Area logos, where just the first word is used for impact and clarity.
Personal Growth Challenge	

The Language of the Fundamentals of Scouting

Usage	Notes
Fundamentals of Scouting	<ul style="list-style-type: none"> Scouts Australia and WOSM define the “Fundamentals” as the Purpose, Principles, and Method. Sometimes we can include Mission as a statement that ties in with the Purpose. To avoid confusion, and to ensure people don’t make up what they ‘think’ are the Fundamentals, we never write “Scouting Fundamentals”, it is always “Fundamentals of Scouting” or “the Fundamentals” (capital F).
Principles of Scouting	<ul style="list-style-type: none"> The Principles of Scouting are defined as the three “Duty to” statements: Duty to Self, Duty to Others, Duty to God. It should always be written as the Principles of Scouting, never “Scouting Principles”.
Purpose of Scouting	<ul style="list-style-type: none"> When referring to this statement, we always use capital P. Sometimes we can say “Purpose of Scouting”, sometimes we can say “the Purpose”. Never a capital T though, unless as part of a heading. The Purpose is what it is and should never have the words altered or abbreviated. We might quote certain phrases from the Purpose, but always keep the words intact with the actual Purpose.
Mission of Scouting	<ul style="list-style-type: none"> Apply the same concepts to the Mission of Scouting. Purpose used to be known in Australia as the Aim of Scouting, so we all need to ensure all resources, websites, policies, etc are updated to reflect this.
Method	<ul style="list-style-type: none"> See Scout Method Language above.

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The Language of Achievement Pathways

Usage	Notes
Achievement Pathways	<ul style="list-style-type: none"> As written here. We no longer say “award scheme” in any publication or communication. Earlier in the new program development, we used the term “Personal Progression Framework”. This is also not used anymore. However, there might be times where we say “The Achievement Pathways are a personal progression recognition framework”, or statements like that, as this is what it is.
Program Essentials	<ul style="list-style-type: none"> As written here.
Milestones	<ul style="list-style-type: none"> As written here, singular or plural. Be careful not to confuse other kinds of milestone achievements with Program Essentials Milestones. e.g. “We celebrate the milestone of a Scout becoming a Venturer Scout” – written as a lowercase m since in this case it is not referring to the Achievement Pathways Milestones.
Milestone 1	
Milestone 2	
Milestone 3	
participate	<ul style="list-style-type: none"> We write these in lowercase; however, we would normally highlight them in some way – bold or italics – so that they stand out in a sentence and to help the readability of sentences that contain these terms. Headings should use capital letters for the first letter Sometimes, when describing how many of each of these a Scout needs or has, we can make them plural. E.g. “Once a Scout has completed a certain number of participates, assists and leads, they will achieve a Milestone.” Often, we need to use these words as a verb, in which case there is no need to italic or bold. E.g. “Two Patrol members will be assisting the Challenge Area related activity”.
assist	
lead	

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Usage	Notes
Outdoor Adventure Skills	<ul style="list-style-type: none">• As written here. Never shortened to “OAS” in publications and formal communications,• When we use the collective noun of the various Outdoor Adventure Skills we write “skill areas”, e.g. “If a Scout has completed Stage 3 in two of the core skill areas, ...”• When a skill area breaks into multiple related disciplines, we call them “streams”.• We write “core skills” and “specialist skills” (we don’t use “non-core” anymore)• We write “Stages” (be careful not to accidentally write “Levels”), and Stage 1, 2, 3, etc.• When we talk about how far a Scout has moved through the Stages in a particular skill area, we say “progressions”.• We never talk about “OAS badges” unless we are talking specifically about the little cloth patches we present to Scout to sew on their uniform. Always, the emphasis is on Outdoor Adventure Skill achievements, not badges.
skill area	
streams	
progressions	
badges	
core skills	
specialist skills	
Stages	
Stage 1	
Stage 2	
Stage 3... etc...	
Camping	
Bushcraft	
Bushwalking	
Alpine	
Aquatic	
Boating	
Cycling	
Paddling	
Vertical	

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Usage	Notes
<p>Special Interest Areas</p> <p>Areas</p> <p>badges</p> <p>projects</p> <p>project mentors</p> <p>subject matter experts</p> <p>Adventure & Sport</p> <p>Arts & Literature</p> <p>Environment</p> <p>Growth & Development</p> <p>Creating a Better World</p> <p>STEM & Innovation</p>	<ul style="list-style-type: none"> • As written here. Never shortened to “SIA” in publications and formal communications. • When we use the collective noun of Special Interest Areas we write “Areas” or “Area”. • We never talk about “SIA badges” unless we are writing specifically about the little cloth patches we present to Scouts to sew on their uniform. Always, the emphasis is on Special Interest Area achievements, goals, or projects, not getting badges. • We use the terms “projects” and “goals” when we are talking about the work a Scout is doing towards a Special Interest Area. We don’t say “A Joey Scout is working on their Growth & Development badge”, instead we say “A Joey Scout is working on a Growth & Development project”. • Always use lower case for “project mentors” and “subject matter experts”. • Most areas have an ampersand (&) rather than “and” in their name. • STEM is always written in all capitals since it is an acronym.
<p>Adventurous Journey</p> <p>Leadership or Personal Development Course</p> <p>Personal Reflection</p>	<ul style="list-style-type: none"> • As written here • Sometimes, in paragraphs, we simplify it to “the Journey”. To ensure it is clearly referring to the Adventurous Journey, we use capital J. • Use capitals when referring to this part of the Achievement Pathways, or requirement for the peak award. • When talking more broadly about leadership courses or personal development courses, use lowercase. • As written here. • When discussing the Personal Reflection using words like “reflect”, “review”, “reflection”, and so on, use lowercase. It’s only the name of the action item itself that we identify with capitals.

How to write in the Language of the New Program



The Language of the Peak Award

Usage	Notes
peak award peak awards	<ul style="list-style-type: none"> Always written in lowercase unless in a heading or title. There are five peak awards, so can be written plural as well. This replaces language like “top award” or “highest award” etc, which we no longer use in resources and program materials. We no longer use the terminology “highest award” when describing any peak award, as there is no definition for this. It is unnecessary and sets up elitism.
Joey Scout Challenge Award	<ul style="list-style-type: none"> Full title is always written and needs capital letter for each word We no longer have “Australian Scout Medallion” or “Joey Promise Challenge”. (Scouts achieve the Australian Scout Award and are presented with a medallion.)
Grey Wolf Award	
Australian Scout Award	<ul style="list-style-type: none"> Note the location of the apostrophe in Queen’s Scout Award. This is important!
Queen’s Scout Award	
Baden-Powell Scout Award	<ul style="list-style-type: none"> Note the hyphen between Baden and Powell.

The Language of Plan>Do>Review>

Usage	Notes
Plan>Do>Review>	<ul style="list-style-type: none"> Always written with the “>” after each word, no spaces between. The last > indicates that the process never stops, it just returns back to the start. Capital letter for each step.
Plan>	<ul style="list-style-type: none"> Can be written separately but still retains the > and the capital letter. We never write “P>D>R>”.
Do>	<ul style="list-style-type: none"> Sometimes we write each step as a verb (i.e. an action that has occurred), rather than the noun (i.e. name of the step). In this case it need not have the “>”. E.g. “Venturer Scouts engage in planning their own program.”
Review>	<ul style="list-style-type: none"> Be careful not to use “Plan>” when you really mean “plan”. E.g. “The mentor checked over the hike party’s plan”.
program cycle	<ul style="list-style-type: none"> Always lowercase, other than headings/titles.

The Language of Groupings of Scouts

Usage	Notes
Group	<ul style="list-style-type: none"> As written (with capital G), including plural.
Unit	<ul style="list-style-type: none"> As written (with capital U), including plural.
Patrol	<ul style="list-style-type: none"> As written (with capital P), including plural. We also sometimes write “home Patrol”, if we’re trying to differentiate from a Project Patrol. Note lowercase h.
home Patrol	<ul style="list-style-type: none"> Note that we also use the word “patrol” in patrol system, in which case it is lowercase p.
Project Patrol	<ul style="list-style-type: none"> As written (with capitals)
Unit Council	<ul style="list-style-type: none"> As written (with capitals)

How to write in the Language of the New Program



The Language of Scouting Roles

Usage	Notes
Scout Leader	<ul style="list-style-type: none"> As written here. A Scout Leader is an adult in Scouting. They have a Leader of Youth or Leader of Adults appointment, usually. Of course, this can also be confused with the adult leader from the Scout age section. We no longer use the term “section leader”. Note that Adviser is spelt with “er” not “or”.
Joey Scout Leader	
Cub Scout Leader	
Scout Leader	
Venturer Scout Leader	
Rover Scout Adviser	
youth leader	<ul style="list-style-type: none"> These terms are often used in sentences describing how a person is providing support to a Scout. Often that person has a leadership role in the Unit – usually a Scout Leader, a Patrol Leader, or a Unit Leader. These terms also help us remember that leadership in the Unit doesn’t only belong to adults. The person providing the support doesn’t have to have a formal leadership role in the Unit. They could be the appointed mentor or another Scout who has subject matter expertise, for example. For all these reasons, all words are written in lowercase.
adult leader	
leader	
leaders	
youth members	<ul style="list-style-type: none"> Always written in lowercase.
adult members	
Scout	<ul style="list-style-type: none"> Instead of writing “youth member”, try to use the term “Scout” instead. We never write “the youths” or “the youth”
Scouts	
Patrol Leader	<ul style="list-style-type: none"> As written here. We only use “PL” in spoken or informal language
Assistant Patrol Leader	<ul style="list-style-type: none"> As written here. We only use “APL” in spoken or informal language.
Unit Leader	<ul style="list-style-type: none"> As written here (and note that this person is always a Scout, not an adult)
adviser	<ul style="list-style-type: none"> In the program, these roles are people, youth or adult, that provide some kind of support to other Scouts. As they are not elements of the program, they are always written in lowercase. Note that in Scouting, we always write “adviser” with ‘er’, not ‘or’. Rover Scout Adviser is the term for the adult appointed to the Rover Scout section who is not a participant in the youth program (a ‘youth member’), but acts in the role of an adviser and has completed relevant adult Scout training.
Adviser	
mentor	
subject matter expert	
Commissioner	<ul style="list-style-type: none"> As written here.

How to write in the Language of the New Program



The Language of Major Scouts Australia Events

Usage	Notes
Australian Scout Jamboree	<ul style="list-style-type: none"> • Writing generally about these events, they are as written here. • When writing about a specific event, we would put the event number prior to the name. e.g. 21st Australian Scout Jamboree
Australian Venture	<ul style="list-style-type: none"> • Informally, and in marketing, we often use the shortened “nickname” of the event, such as “OzMoot” or “AJ2019”, or we might simply write “Moot”, “Venture”, “Jamboree”.
Australian Rover Moot	
Jamboree language:	
Jamboree Unit	<ul style="list-style-type: none"> • A Jamboree Unit is the large grouping of about 6 patrols of Scouts, supported by about 4 Scout Leaders, that camp together, eat together, and manage welfare and activities together.
Jamboree Patrol	<ul style="list-style-type: none"> • A Jamboree Patrol is a small group of Scouts within the larger Jamboree Unit.
Jamboree Unit Leader	<ul style="list-style-type: none"> • A Jamboree Unit Leader is a Scout (youth member) who has a leadership role in the Jamboree Unit.
Jamboree Patrol Leader	<ul style="list-style-type: none"> • A Jamboree Patrol Leader also has a leadership role in the Unit, with the specific leadership responsibility of their patrol.
Jamboree Scout Leader	<ul style="list-style-type: none"> • A Jamboree Scout Leader is the leader in charge of a Unit’s adult leader support team.
Jamboree Line Leader	<ul style="list-style-type: none"> • A Jamboree Line Leader is a member of the Unit’s adult leader support team.
Jamboree Activity Leader	<ul style="list-style-type: none"> • A Jamboree Activity Leader is an adult leader who is part of a Jamboree activity team. They are not normally attached to a Unit.
Jamboree Service Leader	<ul style="list-style-type: none"> • A Jamboree Service Leader is an adult assigned to a service function to support the conduct of the Jamboree. They are not normally attached to a Unit.
Venture language	<ul style="list-style-type: none"> • The same language as Scout Jamborees can be applied to Ventures.
Moot Language	<ul style="list-style-type: none"> • The same language as scout Jamborees can be applied to Moots, just for: <ul style="list-style-type: none"> • Moot Unit • Moot Patrol • Moot Unit Leader • Moot Patrol Leader • Moot Activity Leader • Moot Service Leader • It should be noted though, that all these roles could be current Rover Scouts as well as non-youth member adults.

How to write in the Language of the New Program



The Language of Scouts Australia's Organisational Hierarchy

Usage	Notes
Group	<ul style="list-style-type: none">• As written and described earlier.
District	<ul style="list-style-type: none">• Always as written, including plural.
Region	<ul style="list-style-type: none">• Always as written, including plural.
Branch	<ul style="list-style-type: none">• Always as written, plural becomes "Branches".• Although some Branches refer to themselves as "State", from a Scouts Australia national perspective we always refer to the "Branch" (of Scouts Australia).• A useful way to clarify the meaning of Branch in a resource, is by writing "state or territory Branch" within a sentence.
national	<ul style="list-style-type: none">• This is always written with lowercase n (other than as part of a heading).• There is no such entity as "National". We are "Scouts Australia". Never should a sentence read something like "The badges are provided by National".• However, to differentiate entities within the Scouts Australia national structure from their Branch equivalent, we use "National" (capital N) in their title. For example:<ul style="list-style-type: none">• National Operations Committee• National Support Team• National Chief Commissioner• National Youth Program Team