

# Scouting Top Ten

## People who are Scouts are likely to be

Able to solve problems creatively and effectively  
Capable of being a constructive and productive member of a team  
Able to take care of themselves and others  
Able to cope with emergencies  
Aware of and have a deep affinity with the environment and the need to conserve it  
Responsible and capable of assuming leadership with ease  
Able to live and survive in the open  
Capable of undertaking challenging and adventurous activities

## Beaver

### 10 things a Beaver should be able to do

- # Fly a kite
- # Follow a tracking sign trail
- # Signal a message with a torch
- # Assist with lighting a fire
- # Make a shelter /den
- # Be able to find the North Star
- # Cook a sausage on a stick
- # Tie a reef knot
- # Make a simple compass
- # Treat a cut or scratch

## Cub Scout/Macaoimh

### 10 things a Cub Scout should be able to do

- # Tie a figure of eight knot
- # Pack a rucksack
- # Render some basic first aid
- # Pitch a tent
- # Use a compass and read a map
- # Navigate using nature
- # Cook a backwoods meal
- # Stalk animals
- # Light a fire using only one match
- # Own a survival kit

## Scout

### 10 things a Scout should be able to do

- # Make a Turks head woggle
- # Light a fire using flint and steel
- # Make a bivvy shelter
- # Survive in the backwoods

- # Build a tripod tower
- # Navigate across open countryside
- # Cook a meal on a fire
- # Deal with an emergency
- # Own a staff/walking stick
- # Make a raft/coracle

## Venturer

### 10 things a Venturer should be able to do

- # Be able to abseil
- # Pack a rucksack for a lightweight expedition
- # Make a raft/coracle
- # Navigate in all conditions
- # Deal with an emergency
- # Camp in all locations and seasons
- # Build a bridge or tower
- # Paddle a canoe
- # Survive in all conditions
- # Climb a rock face

## Section Top Ten

10 things that should happen in your section each year.  
The minimum standard should be an outdoor activity once a month. The breakup can be like this:

- 6 Hikes or outings
- 2 Weekend camps
- 1 weekend hostel
- 1 Annual camp/expedition/holiday

## Section Leader

10 things a section leader in any section should be able to do

- # Be able to camp
- # Light a fire with one match
- # Tie the basic knots
- # Use a map and compass
- # Hold a first aid certificate
- # Know the SQS minimum standard
- # Know about Adult Appointment procedures
- # Ensure your on a NHQ mailing list
- # Basic elements of section programme
- # How to seek help and advice

Scouting can be complex or very simple to understand. This TOP TEN listings will enable you to get a simple picture of what a member of your section should be able to do. This is basic fare but yet these are the main items that your members expect from Scouting. Can all your members do everything on the list ?

# Fulfilling the Promise - SQS and your Section



# Guarantee to all Scouts

**The Association guarantees to provide for the members of its sections, Scouting of a type and to a standard, that they expected when they joined, and that the Association would wish them to experience in their time in Scouting.**

SQS - a System for Quality Scouting is concerned with delivering this Promise to every young person in our Association. The key people responsible are Section Leaders working with young people every week, with the support of their Group, County and Province. The System for Quality Scouting is simple to understand and is based primarily on the 'Scout Programme Method'. This document will explain the rationale and practice of the method.

The Association would expect every adult to fully understand what is meant by the 'Scout Programme Method' and the commitment that is required to ensure that the Scouting they deliver to young people is of a type and quality that reflects that which the 'Scout Programme Method' seeks to achieve. Every Section will have its own spirit and flavour but the key elements of the method should be evident in the delivery of the programme.

## Scout Programme Method

*"It is not the curriculum of Scouting that is the most striking feature it is the method"* stated Baden Powell in 'Aids to Scoutmastership' The Scout method is the way in which the

aim and principles of Scouting are translated into an exciting programme of fun, adventure, challenge and friendship.

The Scout Programme Method is explained by six basic elements. The basic elements are like the ingredients of a cake and it is these basic ingredients that when mixed together in the right proportions result in a good Quality Scouting experience for young people.

**The six elements are:-**

**Being a member of a small group of friends (Lodges, Sixes, Patrols, Venturer Group)**  
**Taking part in adventures in the out of doors**  
**Learning by doing**  
**Service to others**  
**A knowledge of woodcraft and an understanding of nature**  
**Promise and Law**

Each of the six elements are inter-twined together so that any one by itself does not constitute Scouting but rather the interaction of all the elements. In putting together any programme for young people within Scouting each of these elements must be present in the programme content.

The Promise and Law is the glue that holds the whole package of Scouting together. Although in cold terms it can be seen as a list of moral and behavioral objects, in reality it is the spirit of Scouting. Good Scouting reflects the Scout Law, the moral conduct and approach to others.

All these elements are the building blocks on which Scouting is built and every part of our programme approach can be traced back to these elements.

# Out - of - doors

*Why is the Out of doors a fundamental part of our method ?*

**It is natural, it is healthy, and it is free.**  
**It links people to the environment and their eco-responsibilities**  
**It is reality, not abstract**  
**It is unpredictable - so we must react**  
**It promotes self reliance**  
**It is simple and low tech**  
**It is our educational system**  
**It draws together all parts of our programme**  
**It is a special environment/spiritual place (relationship with creation)**

Wild, remote and wilderness areas have always attracted many people. Adventures in our local wilderness either by hiking or camping can create a wonderful and memorable experience for those who take part. The magic of sleeping in a bivouac under the night sky. The exhilaration of standing on top of a mountain or seeing the beauty of sunrise and sunset over a wild landscape. We as Scouts have more opportunities than others to experience such adventures. These adventures will put us in close contact with our environment and instill in us a greater appreciation of the elements which make it. Although it is more likely that in such situations you will ponder on the greatness of creation and its wild beauty, it is possible to experience and appreciate such experiences closer to home.

Have you ever been in a natural situation when you have experienced something

special, even wonderful. A realising of the world around you and the part you play in it. Such experiences may only happen to you once in a lifetime while others may experience such a thrill every day. These experiences, called 'peak experiences' by psychologists happen to most people at some time or another.

Scouts are more likely to be high peakers as a result of their exposure to the natural environment.

**High peakers are more likely to**

**Find their lives more meaningful**  
**Meditate on life more frequently**  
**Know the meaning and purpose of life more consistently**  
**Feel more confident and self assured**

Baden Powell, the founder of Scouting, recognised the value of such experiences and it is one of the primary reasons why our programme is based in the out of doors. By providing young people with opportunities to be outdoors in a wilderness and wild countryside the likelihood of a young person experiencing a peak experience are heightened. Baden Powell called this element of Scouting woodcraft and described it as an understanding and appreciation of the world around us. The reason that Scouting has an outdoor programme of camping and hiking has a direct relationship to the need for a wilderness experience and a woodcraft element in our programmes. This had been interpreted over the years to mean knowing the names of plants, trees, etc. Woodcraft is more than a knowledge of the names of plants etc. but a deeper and more meaningful relationship with it. It is the experiencing of

nature through all the senses that provides the mind with a more intensified picture of our surrounding, which will enable us to harmonize with the life of the planet.

The development of the total person ( the aim of Scouting) implies the physical, mental, social, spiritual, and cultural development of that person. Within the Scouting programme all of these elements are interlinked so a simple hike or camp can offer a number of opportunities to develop many of the aspects listed. The spiritual aspect of our programme ( so often neglected ) can have a real place on such activities and in the understanding of our environment. The beauty of the landscape, the plantlife along the trail, the wildlife lurking in the bushes, streams and ponds beside you as you walk. Perhaps lying out under a starry sky or listening to the torrential rain as it lashes down on your tent. All of these experiences are opportunities both for yourself and the members of our sections to ponder at the wonder and power of nature and God's part in it.

Baden Powell stated ..... ' *The atheists maintain that a religion that has to be learnt from books written by men cannot be a true one. But they don't seem to see that besides printed books .... God has given us as one step the great Book of Nature to read; and they cannot say that there is no truth there - the facts stand before them... I do not suggest Nature Study as a form of worship or as a substitute for religion, but I advocate the understanding of Nature as a step, in certain cases, towards gaining religion* '

## **Adventures in the out - of - doors**

Scouting provides a range of quality outdoor activities based in the main around hiking and camping. These activities should provide opportunities for adventure and the testings of one's abilities. The range of outdoor activities provided as part of our programmes should be complemented with a wide range of other activities, which project an image of an active, vibrant movement for young people

By being actively engaged in outdoor life, in close contact with nature while being a child and through adolescence, a person will experience advantages, obtain resources and spiritual understanding from which he or she might benefit from for the rest of their lives. Outdoor life challenges the imagination of the individual, tests and widens one's limits and gives a broader perception of life.

## **Why is the out - of - doors so important to Scouting ?**

The out - of - doors is so important to Scouting because it underlines every part of our programme. Everything we do as part of our programmes is geared to giving our members adventures and experiences in the outdoors.

Young people join Scouting because they go out camping and hiking. They also want to be able to light fires, learn to navigate over open country, explore unknown places, and push themselves to their limits. Young people are attracted to Scouting by the romantic picture of seeing themselves camping in the wilds, cooking their own meals, looking after themselves, and climbing to the top of that mountain.

Therefore, adventures in the out - of - doors are so important to its well being. By living and coping in the out of doors, it affords the young person the opportunity to become self reliant. This is not seen as an individual activity but one partaken in with your fellow Scouts in the Patrol ('team') and within a section. Through this activity in small groups, overcoming the difficulties that are inherent in activities out in the wilds, it is possible to develop in young people survival skills, social and life skills and attitudes which will enhance their life both as young people and adults. Baden - Powell called it developing character and citizenship. So, a section who do not partake in outdoor activities, in particular hiking and camping (depending on section) is not providing Scouting. Scouting is not weekly meetings, or the Team System, or the Promise and Law it is the FULL PACKAGE.

## Meetings

A quick word about meetings. The weekly meeting is the place where we train our members so that they can take a more useful part in activities out - of - doors. Therefore they are a means to an end - the end being camping and hiking.

## Activities

Activities can take many forms and we will not get into listing them here. However, there should be a clear distinction between activities such as visits and service type projects and those activities which are based around camping and hiking. It is suggested that an average Troop, for example, should provide the Scouts in their sections with the opportunity to take part in at least :-

**6 Hikes a year**  
**3 weekend camps**  
**An annual camp**

These outdoor activities should be complemented by activities organised and run by the Patrols such as Patrol camps, hikes, meetings, visits, etc. The activities on offer to the Troop can be planned in such a way so that if is possible to take part in an activity every month, an activity that is based in wild or open countryside and can provide the ingredients of an adventure.

## Balance

As a rule of thumb a section should spend at least 75% of the time spent Scouting in the year in activity in the out - of - doors.

## Adventure

What is adventure? Adventure can mean different things to different people therefore it is hard to tie down. However, taking part in a hike does not ensure that 'adventure' will take place. Scouts of different ages and levels of experience can experience adventure in many ways. For a young Scout the notion of lighting a fire and cooking a sausage on it, is one big adventure, whereas to an older and more experienced Scout, the notion of backpacking and camping in high mountain areas in the snow is what appeals to their notions of adventure.

Small things added to the activity help to feed the imagination of young people and help to create an adventure in their minds. Meeting at a grid reference instead of at the church gates. A coded message rather than a written note. A storyline built around the activity into which short Patrol challenges can be built. There are many small ways this can be done

# Small group system

*Why are small groups of friends so important to the Scouting programme*

**People like to do things with their friends  
They help develop social skills and  
friendship**

**They foster a spirit of co-operation**

**The encourage shared learning**

**They help to develop leadership skills and  
promote the importance of responsibility**

**They encourage the tolerance of others**

**The provide opportunities for many people  
to be involved in decision making**

**They create a safe environment, create an  
identity, and build loyalty**

**It is a good management system**

Scouting is participated in as part of a formal group of friends. The group system harnesses the natural instincts of young people to form as groups of friends and puts it to positive rather than negative use. The Scouting programme exploits the concept of these friendship groups to develop effective teams of young people, develop responsibility and as a means of friendship, bonding and training.

The small group system is the means by which Scouting is delivered to young people. In the Beaver section it is done by Lodges, in Cub Scouting by the Six, in the Scout Troop by the Patrol and in Venturing by way of the Group acting as the 'Ultimate Patrol' planning, organising and executing their own activities and programme.

A group system should be in place (Lodges, Sixes, Patrols, Venturer Group ) in each

Section and being exploited and worked. In working the system we should be creating effective and efficient teams so as to develop friendship, leadership skills, responsibility and social skills. The programme of Scouting is built on teams, therefore without this system in place all other elements of the Scouting programme will not flourish correctly.

**The idea of the system is to create  
effective teams of young people  
working together as a unit.**

**Through the system we develop  
friendship, leadership skills,  
responsibility and team spirit.**

It is through the system that the programme of Scouting is imparted. Activities and programme items are participated in as part of a 'team' within the section - Patrols working towards a common objective as Patrols which make up a Troop rather than individual Scouts working as a collective group.

Within the Beaver and Cub Scout section this means that the programme is delivered via the 'small group method' appropriate to that section - Beavers work as Lodges with adult help, Cub Scouts work as Sixes under the control of a Sixer with adult help, Scouts work as Patrols with adults supporting them and Venturers work as a collective group.

# Learning by doing

*Learning skills and ideas through trial and practice*

**Why is learning by doing a cornerstone of the Scouting programme**

**It is a system of learning anything**

**It can be applied to all skills**

**It allows for mistakes (it is a process)**

**It is experimental**

**It uses lots of senses**

**It is naturally progressive**

**It is fun**

**It challenges continually**

**It is mature, uses self critique**

## Opportunities for learning

Scouting is an out - of - school organisation. We do not teach skills etc., we provide opportunities by which learning can take place by doing an activity. We must support this learning process and it is fair to say that this can be the hardest element to work effectively. Its easier to teach, and that is a trap we fall into. Learning by doing is an element which is woven into every and all activities. It is an ongoing process, its success can be judged in some ways by the attainment of badges within a section, but not solely by this measurement.

The activities that are undertaken by Scouts necessitate the need for knowledge of a number of skills. A knowledge of these skills allow Scouts to participate in the activities arranged for them through our programme more effectively. The skills we expect our Scouts to know are necessary survival skills for anyone venturing out into the wilds. The type of skills that a frontier man/explorer would possess before they would embark on a journey into the great outback in times past and indeed in the present day. When one embarks on an adventure into the great outdoors we leave behind the trapping of our homes, towns and cities. These skills therefore are our passport to a safer adventure in the open.

The purpose of Scouting is to offer young people the opportunity to explore and experience the adventure of the outdoors in safety and with confidence. In order to do this we run a programme of outdoor activities, meetings, and events. At the weekly meetings we endeavour to instill in young people the variety of skills necessary through varied activities and programme items. It is hoped that the young people will learn these skills in practical, hands on, situations so that when a situation arises in the open, these skills can be put into effect.

A knowledge of these skills however does not mean that we have good Scouts. Scouting encompasses more than just the need for outdoor skills, we also attempt to develop within our Scouts the skills of teamwork, leadership, life skills, and responsibility. Therefore the responsibilities for the transfer of knowledge from the Leader to the young person is enormous.

## How learning is achieved

Learning is accomplished through the five senses: seeing, hearing, feeling, smelling and tasting. It is through these senses that impressions, which result in learning are made on the brain. It is important, therefore that material presented make strong impressions on the trainee.

If you were to rank the senses in order of importance in grasping impressions and ideas, it would be; seeing, hearing, feeling, smelling and tasting. While the latter two are generally of least importance in giving impressions that are important for learning, they can be very important in some areas. For example, a fireman may use smell to learn the exact location of a fire, a food inspector may use taste to learn if a product is satisfactory.

In planning any learning activity, it is important to remember that the five senses are the channels through which an individual is stimulated. Through the senses he or she makes contact with the things around him or her, and make responses which lead to the acquiring of new knowledge, skills or attitudes. The more senses involved the greater the learning.

## Memory

Research has shown that when a skill is learnt and immediately put into practice and continued to be used, learning and retention are much higher. Studies have also shown that if you do not have an opportunity to use the skill within a year after the original input, it is likely that you will forget 50% of what was learnt in a passive way by reading or listening. In two years you will have forgotten 80%.

In fact, some studies indicate that within 24 hours you will have forgotten 50% of what you heard the previous day. In two weeks, you will have forgotten 25% more. Adults and young people can learn by listening and watching, but they'll learn better if they are actively involved in the learning process.

In order to accomplish active learning Scouting uses a combination of the 'small group system' and a process of learning by doing. In this method the skills are transferred using the interactions of a group of young people - the Patrol, Six, Lodge. The 'group' work together to overcome or achieve a challenge, by doing this it is possible to effect the understanding and uptake of new skills and the reinforcing of skills already held. In order to understand this process it is necessary to explain it in detail.

## Want to know !!

Young people join Scouting because they want to take part in hikes, go on camps, and generally participate in the adventure of Scouting. These young people realise that they cannot participate in the activities of Scouting without a number of skills. They want to know how to light fires, how to read maps, how to camp. Therefore in general within Scouting we have a captive audience ready to learn, so already we have overcome one of the difficulties to establishing the conditions for learning.

## Learning by Doing

Learning by doing is achieved by allowing young people to discover solutions to problems / challenges and then using the collective skills of the 'small group' to overcome or solve that problem. Normally the knowledge of the skill required to

overcome the problem is held by the Leader (Patrol or Sixer) or an older or more experienced member of the 'group'. Therefore through using the skills inherent in the 'group' it is possible to achieve a number of things

## **Overcome the problem**

**It allow a younger or new recruit to see a skill being put into action to overcome a problem**

**It allows an opportunity for the members of the Patrol/Six/Lodge to see again, use again, a skill in a practical situation and as a result reinforce it in our memory banks.**

**It allows opportunities for the Patrol Leader/ Sixer or someone else in the Patrol or Six to instruct younger or less experienced members in a new skill in a practical situation there and then.**

**It allows the Patrol Leader / Sixer to discover those skills which are weak within his/her Patrol/Six or discover gaps in his/her own knowledge.**

## **Re-inforce**

One of the secrets to retaining a skill is the reinforcement of that skill in the memory banks. Through constant reinforcement and repetition of the use of the skill at meetings and on activities the young people will retain the skill through life and because of the many practical ways it can be shown in action will develop within the young person the capabilities to 'Be Prepared' for any situation.

Through the progressive scheme, the aim is to train young people in the many skills of Scouting over his/her lifetime in the various sections. If the practicing of these skills is through a process of Patrol challenges it also allows those Scouts with little knowledge an opportunity to see and do at their own pace, and for the Patrol to develop as a team.

## **The Leader**

There should never be a need for the Leader to lecture to the section as in a classroom situation. The Leader should act like a floating expert ready to lend a hand and offer advice if and when needed. That does not mean that he/she just let's it happen. The Leader can manage this process by using the training of Patrol Leaders/Sixers method or through one - to - one training. How this happens is something like this: -

The Patrol are given a challenge at the Troop meeting or on Camp. You the Leader then watch the Patrol in action. If the Patrol are say building a pioneering tower and cannot tie a 'Figure of Eight' lashing or have made an attempt but its not working. Now you as the Leader could assist the Patrol in this challenge by showing them how to make a 'Figure of Eight' lashing, thus enabling the Patrol to complete the challenge but at the same time learning a new skill. You may follow up this training later with a bit of extra instruction to the Patrol Leader or by directing the Patrol members to relevant pages of the 'Scouting Trail Handbook'.

At the next challenge in the programme you may assist another Patrol in a First Aid skill - such as pointing out that the victim is suffering from shock and how to treat it as

well as the fact that the victim has a cut to his head, and again pointing them to the relevant pages in the 'Scouting Trail Hnadbook' or First Aid manual.

By using this approach it is possible over a period of time to effect a greater knowledge of Scout skills by every member of the Troop. The transfer of knowledge is concentrated to a one - to - one method or one to Patrol method. This is far better than one to thirty. The other beauty of this system is that you are instructing in a practical situation where it is possible to see a result immediately. In the case of the example above the Leader shows how the 'Figure of Eight' lashing is done and it is seen in use a couple of minutes later as an important knot in the structure of a pioneering tower. The second important part of this method is that you are only passing on a bit of information or knowledge of a skill at a time therefore it is easier to concentrate the minds of the Scouts into learning this new skill. Lastly, you enable the Patrol to participate with honour in the challenge and not be shown up, thus helping to reinforce the Patrol as a team and develop Patrol Spirit.

This method used on a ongoing basis coupled with Patrol Leader training and direction to written material, will work and as a result the challenges offered to your Troop can increase in complexity over the year.

# Service

## Service to the community

*Why is service a key element of the Scouting programme*

### **Scouts provide a service**

### **Doing things for others is part of our belief and fosters relationships with others**

### **Service will instill a value concept in young people**

### **It is an excellent antidote to consumerism**

### **It has strong links with spirituality**

### **It has strong links with Scout beliefs - the 'Scout Spirit'**

### **It has a positive impact for young people and their communities**

Linked to the concept of Scouts being proactive citizens must be the concept of service. The urge to do something comes from the creation of an awareness of our surroundings and the part we play in it. Certainly, the gang system, the promise and law and the feelings unearthed through the experience of oneness with nature and our surroundings will all help to develop this urge. Activities should be provided or created around the concern to improve the environment, to help and support other people. The important factor in the service concept is that it must be driven by the young people and not by people who would seek to exploit the concept within scouting to do

service and see scouting as cheap or slave labour. Young people need to be encouraged to identify and execute service projects.

One of the elements of the Scout Promise is 'to help my neighbour at all times'. The simplest way of doing this is through the daily Good Turn or act of kindness, a key feature of Scouting since its conception and still one of the things that the public commend us for.

A large part of our Scout training is devoted towards making young people and adults into healthy and happy individuals. All of these traits need to be complemented by developing their outlook, attitudes and behavior towards others.

The idea of the daily good turn or act of kindness was written into the basic practice of Scouting deliberately to overcome selfishness or the 'Don't care' attitude. Scouts respond readily to this idea of service to others and there is much virtue in the 'good turn' habit. In involving Scouts of all kinds and ages in service projects and training: it must be real, significant and meaningful to all.

Training young people to be useful to others was part of the original concept of the Scouting movement. The story of the Chicago publisher who was lost in a London fog in 1909, when a Scout came to his rescue and guided him to the address he was trying to find and then refusing any reward has passed into the legend of Scouting. From the early days the 'good turn' started as an anonymous, individual action. This later evolved into the service task carried out by a Patrol, the Troop or even larger groups on special occasions.

While Scouting is not a rescue agency, Scouts learn to participate in the development of society through direct action. The contribution of the Scouts is often effective during disasters because of the way Scouting is organised with a structured independent team (Patrol) attached to a larger group. This allows Scouts to adapt easily to varied, unforeseen circumstances. With our motto, 'Be Prepared', Scouting has always tried to prepare its members in disaster - prone countries for intervention.

While emergency relief is not one of the fundamental activities, the training given to young people can hold them in good stead in emergencies - team organisation, discipline, self - control, technical skills, selfless devotion and a dedication of service to others.

# Promise and Law

*Why the Promise and Law are important parts of the Scouting programme method*

**It provides a framework for a Scout's relationship with God**

**It creates a set of values**

**It creates an environment**

**It has strong links to spiritual development**

**It challenges us on how we deal with others, with environment and with ourselves**

**It creates the 'Scout Spirit'**

**It instills a 'do your best' mentality**

The Scout Promise and Law are a unique feature of Scouting. In an age which places before us many conflicting and differing standards, the Scout Promise and Law has a lot to offer everyone.

Through the Promise and Law, a person makes, of their own free will, a personal commitment to a given code of behavior and accepts, before a group of peers, the responsibility to be faithful to a given word.

One of these standards, which has caught the imagination of all Scouts and the general public is the concept of 'Scouts Honour', a standard of honesty and reliability. Our honour is a quality we possess because of our dignity as human beings. It is a feeling

of self respect which a person has of himself in relation to others. If you say you will do something 'on your honour' people will know you are serious, it is developing self confidence through self responsibility.

'I promise to do my best' - doing of one's best is a very realisable target to commit one's self to. In saying 'I promise' you are making a commitment before your peers, a commitment which is possible for you to attain. The Promise, and the living out of the Law which expresses it, is no idle form of words. The ritual words for an investiture are a commitment that an adult, or young person can be proud of making, if understood properly, and encouraged to fulfil that Promise.

The taking of the Promise and Law has a real and serious commitment for adults. Young people know the Promise and Law but may not fully understand the commitment and undertaking as stated within it. An adult however can delve deeper and seek real meaning to the ideals expressed in the Promise and Law.

Your investiture as a Leader in Scouting is not to be taken lightly and is a serious journey towards a commitment to the Scout Method, Principles and Promise and Law.