



DEVELOPING AND PLANNING PROGRAMMES



Programme planning

Scouting provides a unique programme opportunities to young people. To a young person the experience of Scouting is one of fun filled activities and gatherings undertaken with a group of friends. Scouting exploits the gang forming and gang based play activities that young people graduate to whether they are Scouts or young people playing in the street/playground.

Within the 'gang' there are issues of leadership, peer pressure, tradition, getting on with each other, conflict and the building of friendship. Also within the 'gang' structure there will be the 'picking order' of the members of the gang - who is the best at this and that, who is the youngest and the oldest, who is new to the gang and who are the senior members. The size of a gang can be from six members upwards perhaps to ten members.

Traditional play and street gangs will relate to where the members live - a street, a play area, a housing estate or a street corner. Gangs can also form from classroom situations, other club membership or gatherings. The key component of the gang is friendship and life within a gang is in itself a social environment, a micro society where life is played out and imitated.

The driving force of play activity (what the gangs does) is based in the main in the outdoors, away from the home and adults and includes sports, traditional street games, exploring, mischief, films, tv programmes, the seasons of the year and what toys are available in the local shop. The gang gather for play and suggestions are provided by members as to what they will do - this can be anything from playing football, making

things - like a 'base', re-enactment of tv programmes or films, playing out adult rolls (doctors and nurses, shop, dressing up). Play is not constant and will jump from one thing to another as the mood of the gang changes and interest levels wain.

This gang structure and basis of how it works is one of the key building blocks of Scouting that is referred to as the '**Team System**'.

The gang interaction was one of the key elements that Baden Powell had observed about young people, and through his work in the British Army, practiced with small teams of army scouts. Later he refined the successes he achieved to formulate the Scouting programme for young people. The experiment camp on Brownsea Island, in 1907, was comprised of four 'gangs' called Patrols, consisting of from 6-8 young people. Each Patrol had a Patrol Leader and an assistant, and every member of the Patrol has a job or responsibility - cook, first aider, scribe, firefighter.



To be a Scout

To be a Scout is a special undertaking for a young person. It is not simply becoming a member of a Scout Section, it imposes on a young person the taking of a Promise and the living of the Scout Law. Once a young person takes the Scout Promise, they are invested as a Scout and they can wear the uniform and neckerchief. This is another element of gang based membership an initiation to membership. In a street gang, an initiation test could be anything, for example, being able to run fast to being able to do some mischief. The Scout Law and Promise is a positive action rather than a possible negative action within a street gang. Scout gangs - Lodges, Sixes, Patrols, Units and Crews are positive teams of young people who seek positive actions and outcomes.

To be a Scout also means following a motto, having hand signs and behaviours and seeking to follow key principles and missions. The Scout motto - Be Prepared, the Scout Sign and handshake indicating to other Scouts and non- Scouts that a young person is different and is now on the scouting trail. Ongoing missions, include doing a good deed everyday, being a friend to all, taking leadership and responsibility and seeking to be an active citizen.

From the time a young person becomes a Scout they enter a journey or apprenticeship of leadership. Within the team based structure all Scouts will be expected to work as a team and take on responsibilities and leadership opportunities. Over time Scouts will also assume the role of Team Leader - Lodge leader, Sixer, Patrol Leader, Crew leader and many situations will arise in general Scouting activity for young people to step up to the role of leadership. For example, a Scout who is the cook will be in charge of cooking the meals and directing the preparation of food, cooking



of food and serving of food. Leadership is a layered process and younger members are given minor jobs in the team that are added too as experience is gained. Over time a young person will gain enough experience that they can consider the leadership of their team.

To be a Scout also implies that a Scout is 'prepared' and has a skill set to undertake adventures. Adventures, by their nature are risk related activities. Risk is diminished by having the skills to overcome the risk. Mountaineering is a risk based activity, but if you have navigation skills, are prepared for the environment, have the right equipment and can look after yourself in wild countryside then the risk is diminished to such a level as it become a walk in the hills.

Acquiring skills is key activity of Scouting, because to have the required skills allows for a wealth of adventure opportunities. Scouting therefore promotes the achieving of skills. These skill sets will range from basic to advanced levels. There are a basic set of skills that very Scouts need to have to participate these would include - knots, map reading, firelighting, cooking, first aid, camping. As a young person progresses through Scouting they can seek to become experts in particular skills. The drive to reach skill levels is a personal one and determined by the Scout based on their interest and the level of adventures undertaken. Scouts can also seek to show their expertise in other skill areas - special interests outside of the skill sets required for safety and risk management during adventures.

Each of the skill levels achieved by Scouts are displayed on their uniform by badges. Therefore a scout displays their expertise to other Scouts on the 'arms'. Within common language the term 'merit badge' is a common phrase to indicate a level of expertise. (These are now called skills badges and special interest badges.)

The mix

Each of the items outlined above stem from observations of gangs and teams and have been exploited to create Scouting. How each of these elements are interlinked and at play within the Scouting Programme is referred to as the 'Scout Method'. The Scout Method is comprised of eight elements - underpinned by three overriding principles, a motto and missions.

They are:-

Principles - Duty to God, Duty to self, Duty to others - the Scout sign of three fingers represents these.

The motto - Be Prepared - the Scout skill set and preparedness for action supports this

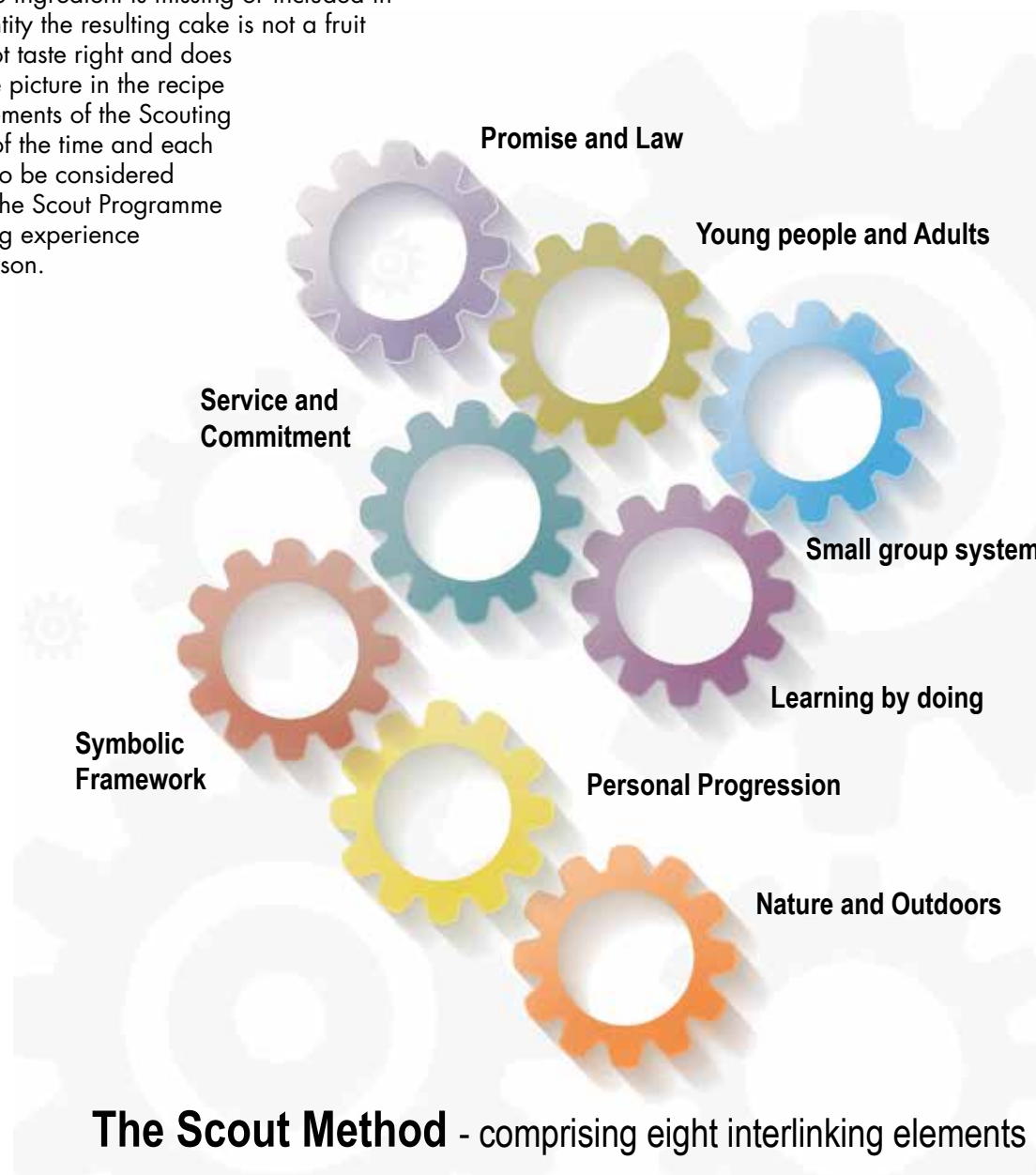
Mission - to do a good deed every day, service to others, to be a friend to all, taking leadership, being an active citizen - Scouts display these attributes in their everyday life and reflect the Scout Principles and Scout Law.

Scout Method

The Scout Law and Promise
Young People working in teams
Adults supporting young people
Learning by doing
Progressive
Nature and the outdoors
Leadership and responsibility
Symbolic system

The mix of items that make up the programme are many and varied but each ingredient is crucial to the success of the Scout Programme. A simple analogy is that related to making a cake, all the ingredients are

required in the correct quantity to make the desired fruit cake. If one ingredient is missing or included in the wrong quantity the resulting cake is not a fruit cake, it does not taste right and does not look like the picture in the recipe book. So all elements of the Scouting are at play all of the time and each element needs to be considered when creating the Scout Programme and the Scouting experience for a young person.



Scout Programme

Each Section has a unique feel determined by the age range of its members. Scouting has five age related sections - Beaver Scouts 6-8, Cub Scouts 8-11, Scouts 12-15, Venture Scouts 15-18, Rover Scouts 18 - 25.

The programme is progressive so the activities of a Section are age related and within the capabilities of that age range. In all cases it is team based - a group of young people interacting and working together to achieve an objective.

A Section is a collection of teams rather than a group of young people - a Beaver Scout Section is comprised of Lodges, Cub Scout Pack comprised of Sixes, Scout Troop comprised of Patrols, Venture and Rover Scouts comprised of Crews.

All activities (games, challenges, actions) in the main should be small team based. Group based activities should be kept to a minimum. For example splitting a Section in two to form two large teams, to play football or sport based activity should be discouraged. This is discouraged because it breaks up the small team structure and fails to help this structure foster and improve. It does not follow the Scout Principles or Scout Method.

A Scout Programme therefore is a series of activities that Scouts undertake that are small team based. They employ the key elements of the Scout Method, learning by doing, working together, in the outdoors connected to nature, they are progressive, provide opportunities for leadership and are supported by adults.



Experiential learning model

The Scout method is an experiential learning model, recognised by educationalists. Learning by doing is a key component underpinned by the concept of Plan, Do, Review. The Plan, Do, Review model suggests that learning achieved is carried forward to inform and improve future actions. An action is planned, it takes place and afterwards the action is reviewed. During the review process positives and negatives are identified, improvements and successes celebrated, improvements required are noted and awards presented. Then the process is applied again to the next action bringing the experience of previous actions to bear. Overtime, the team improve and become more proficient and the complexity and difficulty of challenges and objectives can increase.

A key principle to note is that everyone taking part - takes one step forward as a result of their participation. For some, this will be a small step and for others a giant step however every member of the team progresses on their personal journey of development.

What a programme cycle looks like

The programme in a Section is formed by a series of programme cycles. A programme cycle can last for any period of time but generally it is a 4-6 week time period. The core of the programme cycle is an adventure or series of adventures. The adventure forms the focus point of the programme cycle. Meetings and other smaller activities are the trail or journey to the adventure.

The elements of a programme cycle are:-

- The adventure**
- Smaller activities**
- Weekly meetings**
- Team based activities**

A simple example

The adventure planned is a - cycle based treasure hunt

It is identified during the planning process that the section will need to be proficient in the following to be able to undertake the challenge of the adventure.

- Cycle skills
- Code breaking
- Teamwork to overcome obstacles
- Map reading
- How to use a GPS device
- Local knowledge of their community
- Puzzle solving
- Science based activities
- Knots and rope climbing

The adventure is a wide activity covering a lot



Do - adventure

of ground on bikes in a park/forest setting. The adventure will be clue based and include incidents that need to be overcome to reveal the next clue. Position of clues and incidents will be determined by

use of maps and GPS devices. Obtaining the treasure will be a self contained challenge to retrieve it from a place in a tree. The adventure will also include a meal cooked over a fire. The adventure will be a day long activity but can also be a weekend activity including camping.

The journey to the adventure is captured in the weekly activities of the Section. Each of the bits of knowledge or expertise required are learnt, refreshed, and practiced at the weekly meetings. One meeting might be related to cycle skills, another related to map reading and GPS devices, another knots and rope climbing. This can be presented to the Section in many different ways - games, challenges, practice sessions.

Other additional meetings/gathering might be required - for example a talk by a local historian in the local library.

Solving puzzles and team building skills and coordination at small team meetings.



A Section meeting

A section meeting normally lasts from one and half to two hours. It is comprised of a series of time blocks of about 10-15 minute duration. So a meeting will consist of 6 - 8 time slots. Each time slot will have an activity associated with it. Slots can be combined or broken down into smaller time allocations.

As a general rule of thumb - Beaver Scout and Cub Scout meeting have three games and two challenge elements. A Scout meeting will have three challenge elements and two games.

Starting and finishing - this takes about 10 mins (5 minutes to start and 5 minutes to end)

Games should be limited to 10 minutes and time strictly altered to - finishing games on a high rather than let them run forever.

Challenges should also have time limit. The idea is to put the team under pressure to complete the challenge in the time allowed. Therefore the team have to organise themselves, work together and get the challenge completed. The time limit will depend on the challenge but usually 15 - 20 minutes duration. A portion of time needs to be allowed for the team to talk and work together - this is referred to as Team corners. The team sit down to discuss matters and perhaps cover some basic skill training of new recruits. If the team need to become proficient in a skill then that would be learnt together in the team corners time. This can be contained or expanded as the need arises in a programme cycle.



Fun

Fun has to be the byword of all that is Scouting. A Section meeting is always fun and enjoyable. That is what brings all the members together each week. The idea is to have a wide, varied, interesting, exciting and action packed meeting.

Directing the meeting

A well planned meeting is a series of programme elements each following one after the other with little downtime between elements. In order for this to happen it needs to be directed by the Section Leader in charge. While one element is underway the next element is lined up and ready to go. Each of the section leader team has a job to do during the meeting and the Section Leader in charge keeps everything moving along. Team leaders in all sections have roles to play also - keeping their team under control, involved and taking part. They are also important in passing on information to the members of the team.

The start and finish of the meeting is formal and will include some ceremony as the Section decides. Some examples include - formal line up of the member around the hall, standing at ease, standing at alert, silence so instructions are heard and understood. Some Sections raise a flag or have a ceremony related to flags, other use traditional meeting ceremonies such as circle based formations, chants and cheers. Following the opening there might be a roll call of members and a short outline of what will happen at the meeting. Some recite the Scout Promise, others the Scout Prayer, some have a thought for the day, again the tradition of a Section might favour ways of doing this or new traditions can be established.

The finish of a meeting

The finish of a meeting is usually a reverse of the opening. It will usually start with some notices about new week's or upcoming events. It can finish then with a prayer, cheer, chant, taking down of a flag etc. Once these ceremonies are completed the Section is formally dismissed and Scouts move from their positions to leave for home.

Putting it all together - step by step

Youth Led

All Scouting Programme is first and foremost 'Youth Led'. Scouting is a game for young people supported by adults - not a game directed by adults. Young people create their programme assisted and supported by adults.

Each Section has its own way of achieving this mix and these will be explored. In the main it is an equal partnership between young people and adults however it is a sliding scale of support. The Beaver Section will have a higher adult led programme whereas the Venture and Rover Section will have a lighter level of support. The Scout Section is the equalised part of the process.

Youth led means that adventures that form Programme Cycles are decided by its members. Activities and challenges are suggested by its members and the loose construction of the programme cycle is determined by its members. Adults support this process, making sure it happens, has the right direction and ensures that jobs and actions are placed on young people as well as Scouter team. For example, elements of a meeting can be organised by both Scouts and teams.

Team Leaders will be involved directly with Scouters in putting the final touches to meetings and activity planning and execution. Formal forums for this planning function are present in each Section (Log Chew, Sixer meeting, Patrol Leaders Council, Executive Committee).



Mystery

While young people are involved in planning the programme Scouters should try to install some mystery into programme elements and challenges so as to introduce an element of surprise at gatherings. Team based challenges might not be revealed until they are happening for example. This is particularly important for the interest of Team Leaders who know already a good part of the programme to come each week. They might know, for example, that there will be a challenge based on knots but not the detail so it is a surprise and challenge to lead the team to solve that challenge.

Plan, Do, Review

The creation of the programme follows the Plan, Do, Review method

Being a Scout is always in the background

Scout Method is also there supporting the mix of elements

As this handbook is concerned with the programme creation and planning process the bulk of the remaining portion of this handbook will deal with the creation process with all of the above in mind.

Programme cycles are based on combining various ideas into a mixture that creates a programme cycle with a focus on an adventure. Ideas can be diverse as is possible and cover and explore any subject matter. There will be the obvious scout based themes but any subject is worthy of consideration or the imagination.



Adventure

What is the adventure? The starting place for any scout programme is identifying the 'Adventure' which will be the focus of the programme cycle.

This can be such things as a camp, a hike, an incident based event, a local or national event, a skill based activity or a mad 'off the grid' activity.

The annual camp, expedition, summertime event is the overriding objective and key adventure. If the Scout Troop plan to go on a seven day annual camp in the UK, for example, this becomes the overriding adventure focus. Other adventures wrap around this adventure and compliment this adventure. The annual camp/expedition is a big undertaking for the Section, apart from the camping and living together element of each team life, there will also be a full programme of activities exploiting the skill and experience levels of the young people.

Presented here is a list of adventure possibilities - it is not an extensive list but rather to illustrate the wide collection of opportunities. Young people in a Section will be able to add to, compliment and come up with wilder and more diverse suggestions that appeal to

them. These suggestions will be based on all sorts of influences - movies, TV programmes, books, dreams, bucket lists etc.

Ideas of adventures and programme items are collected by using brainstorming methods. Once collected the ideas are explored and whittled down to viable adventures suggestions that the whole Section can agree on.

Next step - expanding the idea

Once the adventure has been agreed by all the next step is to explore the adventure idea to it fullest to discover the many possibilities it presents for programme challenges, games, activities etc.

Again this is youth led and teams can work on expanding ideas and these are then returned to the whole Section to agree. Scouter direct and manage this process, ensuring everyone has a say and rationalising, combining and expanding ideas through discussion.

Possibilities - what works

There are hundreds of possible ideas for scout programmes. The resource library provides a collection of ideas but this is only a broad collection exploring some of the possibilities. Young people need to have access to this idea pool and other idea pools so that they can pick and associate different ideas with an adventure. The young people will also want to repeat ideas they have tried before, or make old ideas more complex and these can also be added to the pool of ideas.

Scout skills and special interest badges and awards will also come in, as well as the total mixing in relation to scout method and learning objectives.



So, a lot of ideas are produced. These ideas are then explored to see how they can be added to, combined and mixed. Scout Skill elements are identified and related to requirements, for those young people doing awards and special interest badge the connection with ideas are also identified.

As the programme cycle develops the over all programme cycle should reflect learning objectives - it there a social, physical, intellectual, character, emotional, spiritual element present across the span of the programme cycle. These connections should be discovered by the young people in the Section.

Now, all ideas are gathered, agreed and placed within a framework - weekly gatherings, activities, challenges, and a timetable produced - a programme plan.

The programme plan is comprised of a number of elements - individual tasks and challenges, team based gatherings and challenges, weekly gatherings/ meetings of the section, day activities and camps/ adventures.

The doing - the best bit!! is always active, engaging and exciting. It has purpose in the play and the interaction and things that are learned and explored during the experience.

The review gives everyone a chance to relive the experience and reflect on it - what did we learn, what did we achieve, what can we improve, what lessons can we bring forward to our Scouting. These reflections will be team/individual and section related.

Basic meeting structure

Opening and closing - Games	15 minutes 3 for Beavers and cubs 2 for Scouts 15 minute per game
Team time Activity	15 minutes 2 for beavers and cubs 3 for Scouts 25 minutes

Beaver and Cub

15mins	Opening and closing
15 mins.	Team Time
50 mins	2 no. activity periods
40 mins	3 no. games

Total 120 mins (2 hours)

Scouts

15 mins	Opening and closing
15 mins	Team Time
65 mins	3 no. activity periods
25 mins.	2 no. games

Total 120 mins (2 hours)

This is the basic structure a larger activity period can be joined together or smaller time periods can also be created within the time blocks. For example - a series of 10 minute bases that teams move around or in the context of a bigger period of time an incident trail which lasts an hour.

Team time is time when the team sit down and discuss things related to their team - plans, suggestions, tallying of progress, reviewing.

Games in the main should be time related and kept within the time constraints of the game. They should be intense for that period. Games should be varied during meetings to ensure that everyone 'has a go' and are included. All games should be team based - one team against others. Games that divide the section into two teams should be avoided as they deconstruct the team structure.

Opening and Closing is formal - scouts stand still and listen to instructions and information. The opening should in the main be shorter than the closing. A brief outline of the planned meeting is imparted at the opening. Formal notices form part of the closing (usually a printed sheet is helpful for memory and passing on to parents, this can also be supported on social media channels).

Scouts arrive and depart in an orderly fashion. Meeting start and end times are strictly altered to, in order to deliver an exciting, engaging and varied programme to the sections time management is crucial to delivering the ambitions of the programme. Ideally, scouts arrive about 10 minutes before start time and will depart about 10 minutes after official end of meeting (parent drop off and pick up).

Meeting preparation is important from the point of view of the Scouter. So tasks are distributed among the scouter team. One Scouter getting ready while another is involved in another activity. A meeting is like a TV show moving from segment to segment, presenter to presenter and back again. Time management, as has been said, is important and one scouter need to be the clock watcher and keep everything rolling. Team leaders are also involved in time management. Each task (activity/game) has an allotted time to complete the exercise. This is a key life skill and character building element and is designed to put pressure on teams to organise and get things done effectively. It requires teamwork and leadership and overtime a team gets progressively better and achieves more.

Meeting are supportive of an adventure (outdoor day or weekend activity) that will happen shortly. So, for example, on the next activity it is planned to do some backwoods cooking. This will be perhaps a 90 minute activity (on the day) and comprised of firelighting, food preparation, food hygiene, making utensils, clean up. In our meetings we will like to prepare the scouts for this activity so it will all happen without a hitch. The activity periods will then reflect what is required - light a fire with two matches, burn a string, making a food kebab stick, chopping vegetables, leave no trace principles, etc. and are placed within our meeting plan. Scouts and teams can also be invited to do other preparations at home or other gatherings.

The resulting preparations result in a successful activity/adventure where young people are involved and are key to its success. Scouters are in 'supportive roles' rather than 'doing roles'.

Most of the smaller meeting activity periods plus the adventure event will provide experiences that can be traced to skills and stage badge progression. Practice makes perfect so many programme cycles and themes will revisit the skill sets. Older Scouts will have more experience and the team interaction allows for one to one skill transfer and refinement. Over time everyone within a Section moves forward and programme cycles and adventures can become more elaborate.

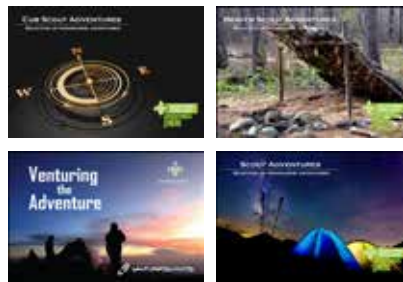
Resource

The resource library www.scouting360.ie provides many resources to use to help in the programme creation process.

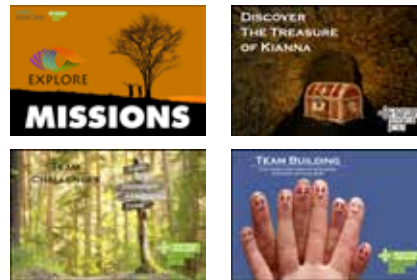
Key planning resources

- Adventures suggestions
- A list of suggested day activities that can be used to prompt ideas and widen the scope of possible activities to engage your section.
- Camping activities.
- Team challenges
- Idea banks
- Individual challenges
- Feature Resources
- Games resource

It is important to state that this is a support resource and does not replace the direct development of programme through young people engagement. It is suggested that this resource acts like a compliment to this process to show possibilities and expand your pool of ideas for the development of your programme. By exposure to the wider pool of resource both those contained in this resource and others - the level of diversity within your programme can expand.



Adventures



Team and individual challenges



Theme Charts and activities



Better World Resources



STEM Resources



Adventure Skills

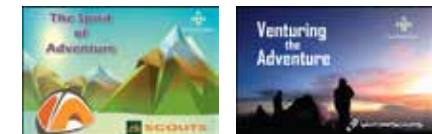


General resources



Section Idea banks

How to Handbooks



Scout Library

