

# Youth Program Review – Issues Brainstorm – Youth Program Teams – April/May 2013

	Joey Scout & Cub Scout Branch Commissioners - April	Scout & Venturer Scout Branch Commissioners - May
Traditions	<ul style="list-style-type: none"> <li>• Do we do enough?</li> <li>• Are they still relevant in today's society?</li> <li>• Which ones should we keep?</li> <li>• Which ones are traditions and which ones are us being 'stuck in our ways'?</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Some</u> traditions still have their place. But ones are you talking about?</li> <li>• Need not be lost &amp; still engaged in. Some old traditions could be cool to bring back (some not) or bring in new exciting ideas.</li> <li>• What are we keeping for the sake of it? Dow we <u>need</u> it?</li> <li>• Is it helping or hindering recruitment &amp; retention?</li> <li>• Still have their places in history.</li> </ul>
Youth Leadership	<ul style="list-style-type: none"> <li>• Where do leadership opportunities start?</li> <li>• How is this formalised?</li> <li>• How is it progressed?</li> <li>• Why are young people not in our 'adult' positions?</li> <li>• Why aren't there any GLs, DCs etc not in their 20s or 30s?</li> <li>• Should we borrow Canada's idea of having a youth partner commissioner for our adult/commissioner roles?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you appropriately support (encourage) people who are working with the grey hair brigade?</li> <li>• Leadership Course should be one course progressing through each section &amp; continuing on to youth helper and adult leadership</li> <li>• What do the youth want??</li> <li>• Not all youth need to be leaders..</li> <li>• Are youth engaged in leadership at all levels of the Movement?</li> <li>• Is it valuable to reengage people between 26 &amp; 55? (former youth members)</li> <li>• Can leadership courses be progressive from each area to the next course – look at overall?</li> </ul>
Transition Between Sections	<ul style="list-style-type: none"> <li>• What do youth think about how we link between sections?</li> <li>• Can the process be further explained?</li> <li>• What other options for those who don't want to link? Lones/e-Scouts?</li> <li>• Are we linking at the correct age?</li> <li>• Do we need to link in school terms?</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders need to consider youth needs rather than their own.</li> <li>• Transitions need to be enforced</li> <li>• Transitory need to be KNOWN and clear</li> <li>• Less transitions</li> <li>• Using the program to transition – when Scout ready for Vents they attend Leadership Course to prepare for next step. <ul style="list-style-type: none"> <li>○ Same for off the street members – attend intro course thing?</li> </ul> </li> </ul>
Age Relevant Programs	<ul style="list-style-type: none"> <li>• How do we meet the need of those with special requirements?</li> <li>• Where do integration aids come into this to assist leaders?</li> <li>• If we know some youth will only stay for one section, are we providing enough?</li> </ul>	<ul style="list-style-type: none"> <li>• Ability &amp; interest based – age range of sections</li> <li>• Different to school programs <ul style="list-style-type: none"> <li>○ Eg. Environmental programs in their curriculum</li> <li>○ Outdoor Ed subjects at school</li> </ul> </li> </ul>

<p style="text-align: center;">Fundamentals</p>	<ul style="list-style-type: none"> <li>• Why can't atheists join Scouts?</li> <li>• More inclusive for special needs children/youth?</li> <li>• What language do we use to express these? Do modern Cubs understand what 'not giving into themselves' means (for example)? What about 'thrifty'?</li> </ul>	<ul style="list-style-type: none"> <li>• Do we need to be clear about what they are so we are able to review?</li> <li>• Does the Patrol System tend to break down the higher up Scouts progress?</li> <li>• How do we enforce fundamentals are integral to our programs?</li> <li>• Do we aim at individual or individual as part of a group?</li> </ul>
<p style="text-align: center;">Developmental Needs of Youth Program</p>	<ul style="list-style-type: none"> <li>• What are they?</li> <li>• Are they changing? (are kids developing younger/faster?)</li> <li>• Look at what they are doing at school</li> </ul>	<ul style="list-style-type: none"> <li>• Do we need to be mindful of the developmental needs / capabilities to ensure that our "Activities" remain engaging and hopefully maintain membership?</li> <li>• What development are youth looking for from us they can't get elsewhere?</li> <li>• What has changed about youth needs?</li> </ul>
<p style="text-align: center;">Leaders / Adults in Scouting</p>	<ul style="list-style-type: none"> <li>• Utilising recently booted Rovers as Adults in Scouting</li> <li>• Quality Leaders = Great Programs (but how do we develop great leaders?)</li> <li>• Understanding special needs of youth – autism, Asperger's, ADHD, etc.</li> <li>• Being confident to deal with such issues in the pack</li> <li>• Do we recruit the right people?</li> </ul>	<ul style="list-style-type: none"> <li>• Do we need to "Step back" and recognise that youth can be good leaders?</li> <li>• How do we get leaders to believe in our youth?</li> <li>• Support for those that need/want it – how do we do this and how can we do it better?</li> <li>• Processes to help this so we don't lose enthusiasm in our leaders.</li> <li>• Rename Leaders to something else (like how Rovers have Advisers) ["Scouters"? –Ed.]</li> </ul>
<p style="text-align: center;">Use of Parents</p>	<ul style="list-style-type: none"> <li>• Family friendly programs that utilise parents</li> <li>• Updating police checks</li> <li>• Communication</li> <li>• How do we involve "time poor parents"?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we utilise the resources of our parents within the legality requirements?</li> <li>• How to find the balance of parents cutting apron strings but not losing their help.</li> <li>• Do we need to have parent activities simultaneously to the meetings of our younger sections eg. JS, CS?</li> <li>• In the Group [Support – Ed.] Committee</li> </ul>

Marketing	<ul style="list-style-type: none"> <li>• How do we market that we are about youth development, rather than that we're about rock climbing?</li> <li>• Can we market the life skills component rather than just activities?</li> <li>• Promote our badgework</li> <li>• How do we market to those of different ethnic backgrounds?</li> <li>• Do we market what we deliver weekly?</li> <li>• How do we market 'being part of/useful to community members?</li> <li>• How to market to the iGeneration, it's very different to X, Y generation leaders</li> <li>• Does our marketing have an impact on our retention?</li> </ul>	<ul style="list-style-type: none"> <li>• Do we deliver what we sell?</li> <li>• Word of mouth? How good is it?</li> <li>• Do more in the public</li> <li>• Wear uniforms at all times in public to advertise</li> <li>• Leaders need to set an examples. Eg. Uniforms.</li> <li>• One community involvement using other organisations to promote.</li> <li>• How good is our image? How much marketing do we need?</li> </ul>
Award Scheme	<ul style="list-style-type: none"> <li>• Are we repeating things that don't need to be? Are we not re-enforcing other things enough?</li> <li>• Are some of our tests too much like school? (Why do we use the word "test" - very like school!)</li> <li>• Is it youth generated? Can it be?</li> </ul>	<ul style="list-style-type: none"> <li>• Do we need to keep our award scheme as a skeleton for improvement?</li> <li>• Do Scouts that don't want to engage in the award scheme impact our programs?</li> <li>• Look at what is relative to present Scout Life Skills and personal growth</li> <li>• Does the content of the Award Scheme still operate as the spine of the weekly program - full of SPICES?</li> <li>• Award Scheme is what makes us different - let's make it relevant</li> <li>• Use it to spt whatever programs we set up/move to.</li> <li>• Almost scratch it all and start again.</li> </ul>
Engaging Youth	<ul style="list-style-type: none"> <li>• How can we utilise technology in the sections?</li> <li>• How do we know what young people want?</li> <li>• How do we offer more of the right opportunities?</li> <li>• We communicate with youth already in Scouting (through forums - at all levels). We need to ask/survey kids who are in in Scouting - what aren't you a Scout?</li> <li>• Are we asking the 'right' questions?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do we lost as many as we recruit - what is it that attracts them that they aren't getting?</li> <li>• Do we need to consider that youth will be engaged with our program just not all of the time? That's life!</li> <li>• Look at the Venturer Progress to the next section -&gt; Older Scouts involvement with scout section</li> <li>• How do we get leaders to allow youth th be active leaders? Through troop council - so many stories about troop council not in place / not effective.</li> </ul>

Being Adventurous

- Legislative restrictions / hurdles / restraints?
- Challenge the current
- Be creative
- Not using the same thinking that got you in to a problem to get out of.

- Do we need to understand what we mean by adventurous and what others mean by it and do the two meet?
- How much is this a mindset? How can the mundane be adventurous and the super exciting/adventurous be mundane?
- What are adventurous activities in the eyes of youth?
- Are we restricting the activities available to Scouts because of a "cotton wool" society?
- Not to be scared from leaving the norm encouraging leaders to engage in Scouts to create new and challenging ideas.
- Not being within the usual things groups do