

ABOUT ONE PROGRAMME

Scouting Ireland has just completed a huge programme of renewal and redevelopment over the past 5-6 years. This has taken the ideals, principles and traditions of Scouting and made them into a practical Scouting that is also appealing and exciting for the young people of today.

We have developed and designed brand new, age specific, publications that will appeal and be reactionary to different age ranges. We are focusing on Personal Development and a clear and progressive Adventure Skills structure – rather than a traditional 'merit badge' system.

This process has given us a unified Association backed by a ONE Programme from Beaver Scouts 6 years of age right through to Rover Scouts 20 years of age.

ONE Programme for all

The principle means that each section of Scouting delivers the programme in a similar way. Small groups are present in all Sections. Handbooks are designed to appeal to the age range of the Section by presenting the concepts to young people in appropriate language and images.

The Scout Method

The Scout Method is how we deliver the Programme to young people. The Method is comprised of 8 equally important parts, and when collectively implemented make Scouting what it is. It is through the use of the Scout Method that Scouting achieves its aims in developing young people.

The Aim of Scouting

The Aim of Scouting is to develop young people Socially, Physically, Intellectually, Character, Emotionally, Spiritually. These elements are called the SPICES and are deeply integrated into the programme experience via the Scout Method, Personal Progress Awards and Programme designed by young people.

The Personal Journey

The Programme, that the young people have designed with the help and assistance of Scouters follows a simple process; PLAN, DO, REVIEW.

Programmes are planned, activities executed, and the whole process is reviewed. The review process is important as it allows young people to learn by doing, reflect on their new knowledge, and carry it through to the next Programme step. This allows them to see their own progress, and move towards future discoveries and experiences. Along with the Progress badges that a young person gets from following their personal journey in Scouting they also have the opportunity of doing complementary badges; Adventure Skills, Special Interest Badges and Nautical badges.

Adventure Skills

Adventure Skills Badges require a young person to achieve a detailed set standard in a particular Adventure Skill. The requirements are progressive, and ultimately pave the way to outside recognition by a governing body of a chosen skill. There are currently nine Adventure Skills Badges.

Special Interest Badges

Special interest badges are open-ended badges that reflect the interests of the young person undertaking them. Any subject is possible. The requirements are designed by the young person in consultation and agreement with their Scouters. Badge requirements are designed to allow exploration of the subject, develop and improve skills, and put the new knowledge into practice, preferably as a practical project which will benefit others.

The Role of the Adult Scouter

The role of the Scouter is one of assisting, supporting, facilitating and motivating. The Scouter is a role model, rather than a boss. Younger age ranges will require more facilitation and direction but this should be reversed in older age ranges to one of 'mentor or coach'. The Scouter needs to be aware of the young people in their Section, and understand 'where they are' in relation to their development as young people. Scouters will assist in reviewing activities and help young people to reflect on their experiences and personal journey through Scouting.

WHY ONE PROGRAMME

'WHY' we do what we do in Scouting

Scouting's aim and the SPICES

Scouting is an adventure for young people. It provides fun, friendship and challenge, helping them to develop their skills and talents. The official aim of Scouting Ireland is to encourage the physical, intellectual, emotional, social, and spiritual development of young people so that they may achieve their full potential and as responsible citizens, improve society.

In order to achieve the aim, the programme is based on a set of learning objectives which are organised in six areas of personal growth, which we call the SPICES (Social, Physical Intellectual, Character, Emotional and Spiritual). Each of the areas contributes to the development of the person as a whole and all are equally important.

SPICES

Social: Having a sense of belonging in a group, through friendship and interaction. Developing an understanding of social issues in my communities, and recognising my responsibility to appreciate cultural diversities. Having fun.

Physical: Understanding my body and my physical capabilities, while developing skills through appropriate physical challenges.

Intellectual: Having the ability to create ideas, leading to a plan of action and carrying it through to its conclusion using common sense. Being able to plan and analyse and take on board the consequences of my actions. Having the ability to understand how a team works, and my role within it. Having the ability to evaluate a situation and follow instructions as appropriate.

Character: Accepting myself and recognising my own potential for growth and what it is I can become. Developing myself in a manner consistent with a set of values and with mutual respect and understanding for others.

Emotional: Having the confidence and security to be aware of and express my emotions, and to understand and accept them. Learning how to deal with situations and people I meet everyday while having respect for other people's emotions and being aware of the impact of my actions.

Spiritual: Having an understanding and acceptance of myself and my value as a unique human being, and an equal acceptance of the value of others. Having respect for myself and others and the world in which we live. Having a sense of responsibility for my environment and my place in it. Developing a personal awareness of a higher being and an expression and exploration of a faith.

By engaging in a challenging programme of outdoor activities, young people in scouting go on a personal journey which sees them progress in each of these areas of personal growth. It is of paramount importance that this is a personal journey for each individual young person, so that they can complete it in a manner which suits their own abilities, interests and circumstances. Above, it is intended to be challenging, adventurous and fun.

Working towards the SPICES involves the use of programme cycles. This involves a simple process of Plan, Do, Review. Programmes are planned, activities executed, and the whole process is reviewed. Planning beings with the scouts, with the

help of adult volunteers, deciding on the activities and adventures they want to undertake to help them work on the SPICES. The review process is important as it allows young people to learn by doing, reflect on their new knowledge, and carry it through to the next programme step. This allows them to see their own progress, and move towards future discoveries and experiences. Along with the Progress badges that a young person gets from following their personal journey in Scouting they also have the opportunity of doing complementary badges; Adventure Skills, Special Interest Badges and Nautical badges.

HOW WE DO SCOUTING

'HOW' we do our Scouting

The Scout Method

The Scout Method is how we deliver the Programme to young people. The Scout Method is an educational framework which is unique to Scouting. It is composed of eight different elements which work together as a system to provide young people with a rich and active learning environment.

The Scout Method consists of elements which interact to create a unique educational system.

While individual elements may be found in other organisations it is the combination of all of the parts working together which makes the Scout Method unique. Each element of the Scout Method has a specific function, interacts with the other elements so as to reinforce the effectiveness of each one, contributes to the overall purpose to be achieved and is needed for the system as a whole to function.

The elements of the Scout Method are:

Promise & Law

The Scout Law is personal code of living which young people voluntarily commit to when they make their Scout Promise. Through the practical experience of a code of living applied to daily life, the Scout Law provides a concrete and practical way for young people to understand the values which Scouting proposes as a basis for one's life. The Promise is a personal pledge to do one's best to live according to that code which every young person makes before a group of peers when he or she chooses to join scouting. By making the Scout Promise a young person becomes part of a global movement with over 30 million people.

Nature and Outdoors

Outdoor activities, adventures and the exploration of nature refer to the immense possibilities that the natural world offers for the development of the young person. Living in the natural world helps us to get back to essentials and helps in discovering things of genuine significance rather than the superficial which can dominate contemporary life. We should explore nature, learn about how the environment works and see ways in which they can make changes in their lifestyle.

Learning by doing

Since its origins over a century ago, scouting has firmly held that young people learn best by actually doing and through practical task-based approaches. Learning by doing involves young people being encouraged to experience things first hand and draw conclusions from what they have experienced later. This also allows the young person to actively engage with the process and take ownership, with the assistance of their peers and adult volunteers.

Small Group System

The small group system is the basic organisational structure in Scouting. Young people experience adventure and challenge in small teams. Each small group, normally comprising 6-8 members, has a team leader with a role for every member. A number of small groups make up a programme section, with a representational/coordinating system. The team system is based on young people's natural tendency to form small groups. The team system is intended to help young people to understand the concept of democracy through experiencing it in action. The small teams should ensure that the needs and interests of all are taken into account.

Personal Progression

This involves the development of knowledge, skills and attitudes in all areas and the development of the whole person as an individual and as a member of society. It can be called your personal journey, in which each individual scout can progress in his or her own way at his or her own pace, gain confidence and recognise the progress made.

Symbolic Framework

Provides a setting for Scouting; through the use of symbols, themes, stories, notions the young person's imagination is stimulated and activities are given a purpose. The very name of the Movement, "Scouting", is an element of a symbolic framework adopted by Baden-Powell. Scouting represented adventure, close-knit groups, developed powers of observation, resourcefulness and a simple healthy life in the great outdoors

Young People & Adults

Scouting is a partnership between the young person and the adult, the adult provides support for the young person in groups which become increasingly self-governing. Scouting has long abandoned terms such as Scout Leader or Scout Master for adult volunteers. We emphasise the role of the adult volunteer, called Scouters, as one of assisting, supporting, facilitating and motivating. The Scouter is a role model, rather than a boss. Younger age ranges will require more facilitation and direction but this should be reversed in older age ranges to one of 'mentor or coach'.

Service and Commitment

Service to others is fostered by the habit of individual good turns and simply helping each other out. Scouting does not place its members in a world apart, but strives to increase their involvement in their own community. The concept of commitment is central to scouting. It involves commitment to scouting's principles, commitment to fellow scouts and to a Scout Group.

WHAT WE DO IN SCOUTING

'WHAT' we do in Scouting

Activities and Challenges

In Scouting, young people learn by doing. This means that we do everything in the form of activities. Activities, run using the Scout Method, are the way scouts take their personal journey. The ONE Programme involves a variety of activities and events, such as; weekly meetings, regular hikes, sail training, monthly overnights, periodic longer duration overnights, ceremonies to mark specific events etc. It also involves challenges such as Adventure Skills, Special Interest Badges and the Chief Scout Award.

Adventure Skills

Scouting is traditionally associated with specific outdoor skills, such as camping and backwoods survival. The Adventure Skills are the means by which the ONE Programme outlines the primary hard skills involved in scouting and provides a comprehensive competency-based framework for the young person to complete these skills.

There are nine defined Adventure Skills; Camping, Backwoods, Pioneering, Hillwalking, Emergencies, Air Activities, Paddling, Rowing, Sailing. This range of skill areas has been chosen to provide a framework for an active and adventurous outdoor programme providing fun, friendship and challenge. Competency in specific Adventure Skills allows our youth members to carry out a great variety of Scouting adventures and activities in a safe and competent manner.

Adventure Skills Badges require a young person to achieve a detailed set standard in a particular Adventure Skill. The requirements are progressive, and ultimately pave the way to outside recognition by a governing body of a chosen skill. Each Adventure skill is divided into nine levels of competency ranging from basic knowledge to advanced and certified experience. This model allows even the youngest Beaver Scouts to engage in challenging adventurous activities and begin a process which will see them progress in different skills as they advance in Scouting.

Special Interest Badges

In order to reflect the diverse range of abilities and interests of young people, Special Interest Badges recognise personal progression in different areas even those one would not necessarily associated with scouting. Special Interest Badges are based on individual youth member's hobbies and interests. They can be used to acquire a new interest/ hobby/ skill or develop ones they already have.

The requirements are designed by the young person in consultation and agreement with their Scouters. Badge requirements are designed to allow exploration of the subject, develop and improve skills, and put the new knowledge into practice, preferably as a practical project which will benefit others.

To help organise the Special Interest area five general areas have been identified:

Skills: This allows for individuals to develop their personal skills base. – e.g. drama, cooking, painting, martial arts, web site design, musical instrument, foreign language etc.

Adventure: This should be an adventure journey that includes something completely new i.e. a new location, new method of travel, etc

Physical: Any physical pursuit or activity – e.g. athletics, sports team, caving, archery, training for a marathon.

Community Involvement: participation in a community organisation, volunteering, a community service project – e.g. St Vincent de Paul, After School Club, assisting in another section in your Group, Young Social Entrepreneurs, sports coaching, tidy towns etc.

Environment: an activity or series of events which makes a positive impact on the environment/natural world – e.g. running a Leave No Trace day for a Scout Group, cleaning up a natural area, caring for an allotment, membership of a nature club/environmental society, learning about pollution and personal responsibility.

Chief Scout Award

The Chief Scout Award is an award to help Youth Members in their personal journey through scouting. It is a challenge which requires young people to complete a number of Special Interest Badges, advance in the Adventure Skills, complete an expedition and experience an intercultural engagement. For the older sections of the ONE Programme (Scouts, Venture Scouts and Rover Scouts), the Chief Scout Award is linked to the International Award in the form of Gaisce – The President's Award (Ireland) and the Duke of Edinburgh Award (UK).

The Chief Scout Award has seven elements:

Four Special Interest Badges: Skills, Physical, Community and Environment

Scout Skills: Advancement in Adventure Skills

An Expedition

A Residential/Intercultural Activity

The Chief Scout Award is about personal development. It, like all other challenges in scouting, is centred on assisting the self-development of the young person. Each Scout must be in control of their own journey; and they, with the help of a Scouter, choose the individual tasks and challenges that will help them make progress towards the Award.

The Chief Scout Award is designed in such a way that a Youth Member (Scouts, Venture Scouts and Rover Scouts only) will complete their Chief Scout Award and Gaisce/DoE concurrently.