



EDUCATIONAL PROPOSAL

13/5/2016 – Version 1

The *Youth Program Review Coordinating Team* presents to you a draft of **Scouts Australia's** new **Educational Proposal**.

Worldwide, Scouting is an educational movement of young people, supported by adults. The Educational Proposal enables Scouts Australia to explain to the Australian Community how the **Scout Youth Program** meets the developmental needs of young people in Australian Society, in accordance with the **Purpose, Principles** and **Method** of the Movement, and in line with the **Mission** of Scouting.

The Educational Proposal describes how our non-formal educational method, the **Scout Method**, is complementary to formal education. And, it sets the scene for the context in which we operate, including describing the needs, desires, opportunities, and challenges for young Australians.

The audience for this document is mainly an external one. Elements might be used to support proposals to external bodies, such as governments and businesses, or for organisations we are looking to partner with.

It also acts as a reference document for adult training, particularly as new adults are recruited into Scouting roles. It is important that all adults understand the importance of offering an attractive program, and be committed to a style of educational relationship based on the Scout Method.

This document is a work in progress. It will evolve over the journey of the YPR.

*The Educational Proposal is based on the work of the Scouts Australia Youth Program Review, which began in earnest in 2013. **The concepts presented here are not yet approved as the future program of Scouts Australia.** Further consideration and development of the content of this and other documents are needed before any recommendations for adoption are proposed.*

Any feedback on the content of this document should be forwarded to the YPR Coordinating Team via yp.review@scouts.com.au.

Thankyou,

The YPR Coordinating Team

ACHIEVING THE MISSION OF SCOUTING

The Mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society. (The Scout Association of Australia, June 2015)

Achieving the Mission of Scouting (World Scout Bureau, 2000) outlines six challenges for National Scout Organisations to consider when deciding how to achieve the Mission. Three of those challenges directly relate to young people in the society that Scouting operates:

KEY CHALLENGE 1: RELEVANCE

Scouting today must ensure that what it offers young people reflects their needs and aspirations in the society in which they live, and attracts and retains their interest over a sufficient period of time, especially adolescence, to advance their personal development.

KEY CHALLENGE 2: COMPLEMENTARY IN NATURE

Scouting today must ensure that as a non-formal educational movement, it complements the contribution of other agents such as the family and school, without replacing them or duplicating their efforts, by making its specific contribution to the integral development of young people through the use of a unique method which is clearly understood and implemented.

KEY CHALLENGE 3: ACCESSIBLE MEMBERSHIP

Scouting today must ensure it strives towards opening its membership to those young people in society not previously served and provides equal treatment and opportunities to all its members. (World Scout Bureau, 2000)

This Educational Proposal describes how the renewed Scouts Australia Youth Program (under development by the YPR) addresses these three challenges.

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ChangeLog:

| Version | Date | Changes |
|---|---------|---|
| DRAFT 6 Version 1 for wider distribution | 13/5/16 | <ul style="list-style-type: none"> Updated AoPG and Method descriptions to latest YPR terminology Checked the implications for each of the ‘being a young person’ areas Added new information re youth employment rates Added new information re indigenous incarceration Reviewed and reorganised 21C Australia and Being a Youth sections Redeveloped the opening pages to explain the role of the Ed. Prop. document Added a glossary of terms Changed “History” to “National Identity” General tidy up of text Rewritten Messengers of Peace paragraph |
| DRAFT 5 | 10/4/16 | <ul style="list-style-type: none"> Corrected the Definition of the Scout Movement and added reference to WOSM Constitution Moved Messengers of Peace to the opening section Added further ABS info on religion of young adults LGBTI added into Being an Australian Youth Youth Led, Adults Supported -> Youth Leading, Adults Supporting ‘Google’ added as source of expertise Added disclaimer paragraphs Pg 15 diversified and inclusive Indicated that the Method is updated proposal Added data from UNICEF Australia 2014 research report Updated to P&R 2015 7th Revised ed. Added Challenge Areas Added age sections overview Typos corrected Added Appendix A & B Martin & Priest Adventure Paradigm explained |



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|---------|---------|--|
| | | Updated What Why How diagram Added para about play-based learning |
| DRAFT 4 | 26/2/16 | Bulk of content completed and ok for a wider audience properly referenced Version distributed to NOC and Chief Commissioners' reps, and to NYPT in Canberra in February. Also tabled at NOC in March/April. |
| DRAFT 3 | | Internal YPRCT version |
| DRAFT 2 | 4/10/15 | Content update, mainly program concepts. |
| DRAFT 1 | 20/8/15 | Earliest version shared with NYPT. Initial content, headings, outline, etc. |

SCOUTS AUSTRALIA – WHO WE ARE

Worldwide, Scouting sees itself as *Education For Life*, and as contributing to *Creating a Better World*¹.

The Scout Association of Australia, generally referred to as Scouts Australia, is incorporated by Royal Charter. It is accorded Member status of the World Organization of the Scout Movement (WOSM) (The Scout Association of Australia, June 2015), and, as a well-regarded National Scout Organization, is regularly called upon to provide global support to the World Organization, the Asia-Pacific Region, and to the development of Scouting in nearby countries. This often presents opportunities for older youth members to travel overseas to plan and participate in development projects.

British Army officer and Boer-War veteran, Sir Robert Baden-Powell (B-P), began the Scout Movement in 1907 when he held a 7-day experimental camp in the UK for 20 boys from very different backgrounds. By 1908, through the widespread interest in B-P's publication "Scouting For Boys", the movement had informally spread out around the globe, and had reached Australia.

Australian Scouting celebrated the one-hundredth anniversary of both of these milestones in 2007 and 2008 with a number of local, state and national events. With government support, Scouts Australia was able to increase its visibility in the community during those years, with television and cinema advertising, a specially minted one-dollar coin, a special stamp issue, and a featured front cover of the Australian Bureau of Statistics 2008 Yearbook, with a feature article inside (Australian Bureau of Statistics, 2008). The Australian Government also declared 2008 *The Year of the Scout*. The combined additional exposure over this two-year period resulted in an increase of membership for the first time in many years, as recruitment outstripped losses.

Globally, and in Australia, the Scout Movement is defined as a *voluntary non-political educational movement for young people, open to all without distinction of gender, origin, race, or creed, in accordance with the purpose, principles, and method conceived by the Founder* (World Organization of the Scout Movement, 2015b) (World Scout Bureau, 2011).

Australian Scouting is organised into formations. The Youth Program (the totality of what young people do in Scouting) exists primarily at the local Group level formation, where children and young people meet in a hall or den on a weekly basis, as well as on weekends, to participate in a program appropriate for their age. These age sections are defined by developmental age ranges and are facilitated by adult volunteers, or 'leaders', trained for the section they are primarily connected to. Today there are five sections, dividing up the age range 6-to-25 inclusive.

Other formations exist to support the youth program – districts, regions, and states/territories (or Branches) to provide support to the program leaders, and to manage policies and procedures. In addition, special activity formations exist to offer program variety to youth members, such as adventurous activities, performing arts, and specialised skills.

¹ Download "Scouting – Education For Life" to find out more about how World Scouting goes about Creating a Better World: <https://www.scout.org/node/5990>

The 'business' of Australian Scouting is managed by the Branches of Scouts Australia, subject to certain fundamental policies agreed upon at a National level. The relationship between The Scout Association of Australia and the Branches is in the nature of a federation involving interdependence between Branches and joint action in matters of common interest² (The Scout Association of Australia, June 2015). Youth and adults are members of the Branch in which they reside, rather than the National association. It is through membership of a state/territory Branch of the Scout Association of Australia, that youth and adults are members of the World Movement.

Volunteer adults play a critical role in supporting the Youth Program and its objectives. Numerous opportunities are available for adults to be involved in Scouting roles: leaders of youth, leaders of adults, advisers, parent committee members, supporters, etc. Scouts Australia prides itself on providing a safe environment for children and young people, which for adults in Scouting means signing up to a Mutual Agreement and undergoing police and working with children checks, which go beyond the minimum requirements of state, territory, and federal legislation.

Adult volunteers are also required to undertake comprehensive training. Known as the Woodbadge Training Program, the curriculum is developed on a worldwide Scouting framework for adult leaders, adapted for the Australian context. Today, volunteers can complete a significant component of their training through online eLearning modules, at a time and place that suits their personal needs. The remaining training is conducted face to face, in the outdoors, and in small teams in the spirit of the Scout Method.



Globally, Scouts are *Messengers of Peace*³, and through engaging in a global network of service, Scouts develop Peace Culture through dialogue, and social entrepreneurship. By engaging in Scouting in their local communities, Scouts become Global Active Citizens and understand that *Scouts are Creating A Better World*.

² P1.4 of Scouts Australia's Policy & Rules 2014

³ See <https://scout.org/node/32856/introduction> to learn more about World Scouting's Messengers of Peace programme.

21ST CENTURY AUSTRALIA

The first decade-and-a-half of 21st Century Australia has been influenced by both global developments and internal issues. It was characterized by fast-paced technology development, instant global communication mediums, an increase in multiculturalism, ongoing political debate around immigration, terrorism and global security, the rise of social networking, an ageing population, political and scientific debate about the environment, the imminent effects of global warming, and globalization. Australia rode out the Global Financial Crisis of 2008 better than most Western countries, but continues to debate issues of how best to spend public money, especially around public and private education, transport, and public health policies. The role of young people in influencing the political and social landscape continues to evolve, although the direction of change can be inconsistent thanks to changes of Government; federal, state and territory.

In June 2015, Australia's estimated resident population was 23,781,200 (Australian Bureau of Statistics, 2015). Since March 2014, Australia has recorded, on average:

- one birth every 1 minute and 43 seconds,
- one death every 3 minutes and 31 seconds,
- a net gain of one international migration every 2 minutes and 05 seconds, leading to
- an overall total population increase of one person every 1 minute and 17 seconds

(Australian Bureau of Statistics, 2015)

Australia's population grew by 1.7% during the year ended March 31st, 2014 with all states and territories recording positive growth. WA recorded the fastest growth, and Tasmania the slowest.

Youth and young people aged between 5 and 25 inclusive, totalled 6,301,633 at June 2013. Of these, 3,229,680 were female, and 3,071,953 were male.

Generation Z Australians are born 1995 – 2009). There are 4,430,000 Gen Zeds in Australia. Generation Alpha are those born in 2010 or since. This group represent Australia's biggest baby boom since the immediate post-war period (1940s). There are 300,000 Gen Alphas born each year, and will soon become the target youth age group for Australian Scouting. (McCrindle Research, 2014c)

Australia's population is ageing, with the number of over-60's expected to outnumber the number of under-18's by 2044, for the first time ever. As the Baby Boomer generation retires, there will be enormous pressure to provide enough aged care services. (McCrindle Research, 2014c)

In the 21st Century, Australia is considered a multi-cultural society.

In all, since 1945, seven million people have migrated to Australia. Today, one in four of Australia's 22 million people were born overseas, 44 per cent were born overseas or have a parent who was and four million speak a language other than English. We speak over 260 languages and identify with more than 270 ancestries. Australia is and will remain a multicultural society. (The Australian Government, Department of Social Services, December, 2013)

According to the last Australian Census, Australia's indigenous population (Aboriginal and Torres Strait Islanders) is 669,000, or 3% of the total population. 60% live in major cities, and 20% live in remote or very remote areas. Most live in NSW, although in the Northern Territory, a third of the population are Aboriginal or Torres Strait Islander people. (Australian Bureau of Statistics, 2013)

Australia is the sixth largest country by land mass. It covers an area of 7,692,000 square kilometres, and is completely surrounded by water. Australia is almost as large as mainland USA, and 50% larger

than Europe. It is the driest continent on Earth, apart from Antarctica (The Australian Government, n.d.).

The spread of Australian population centres is vast. With a small population and a large land mass, 8 state/territory capital cities are dotted around the coast where most of the population resides. There are some significant smaller cities, often historically based around specific industries, in most states. The remaining populations are located in small semi-rural, rural, and remote inland and coastal locations.

Australia has a low average rainfall, and is variable across different parts of the land. A fifth of the continent is classified as desert, whereas rainfall is most intense in the northern tropics and on coastal areas. Climate zones range from tropical rainforest, deserts and cool temperature forests, to snow covered mountains in winter (The Australian Government, n.d.).

This diversity, physical size, range of different climates, and spread in population centres means that the lifestyles and opportunities for young people around the country can be starkly different. One example of the impact of this is the need for young job seekers to leave rural towns where they grew up, in order to find work in larger population centres.

21st Century Australian society can be further characterised by the following:

- **Education** – The Federal Government is aiming for a Year 12 completion rate of 90%. Upon completing year 12, there is a strong focus on higher education. Schools have also begun shifting from teacher centred classrooms to learner adaptive ones. Rather than being driven by the content needed to be covered, there is a trend towards emphasising engagement of students, and a move from formal delivery of lessons to more interactive environments (McCrinkle Research, 2014c).
- **Wealth** – The average Australian household has a disposable income of \$48,000 annually. The top 20% of Australian households have almost double the average: \$88,000, and the bottom 20% have less than half that: \$16,000. For 2 in 5 Australian households, there are at times some struggles to pay household bills (McCrinkle Research, 2014c).
- **Family** – 4 in 5 Australians live together prior to registered marriage (79%). Brides and grooms are getting older, with the median marriage age for males sitting at 31.4 years and 29.4 years for females. Australian parents are also getting older. The median age of mothers (giving birth) is 30.7. The median age of fathers is 33. Younger generations are delaying traditional adult milestones.

One in three (33%) Australian households consist of a nuclear family, that is, a couple living with children. Couple-only households are 30%. Almost 1 in 4 (23%) households are comprised of only one person, and 1 in 10 (11%) are single parent families (McCrinkle Research, 2014c).

- **Gender Identity** – Today, Australians of diverse sexual orientation and gender identity may account for up to 11 per cent of the Australian population. The reported number of same-sex couples has more than tripled between 1996 and 2011. In 2011, there were around 6,300 children living in same-sex couple families, up from 3,400 in 2001. Most of these children (89 per cent) are in female same-sex couple families (Australian Human Rights Commission, 2014).

- **Belief Systems** – In Australia, 61% of people identify their religion as Christianity and 7% identify with other religions, while 30% ascribe to no religion. In 1976, when the population was 14 million, 3.9 million Australians regularly attended church. Today, with almost double that population (24 million), Australia has less regular church attendees (3.5 million) (McCrindle Research, 2014c).
- **Climate Change** – The CSIRO reports that there is scientific evidence of climate warming since records were first kept in 1910. Seven of the 10 warmest years on record have occurred since 1998. “Multiple lines of evidence indicate that it is extremely likely that the dominant cause of recent warming is human induced greenhouse gas emissions and not natural climate variability.” (Commonwealth Scientific and Industrial Research Organisation, 2014) Debate rages, politically and socially, about how best to reduce the impact of global warming, what global warming will mean to communities in the coming decades, and the role that Australia can play in a global problem.
- **National Identity** – As a western-nation, Australia is very young. As an indigenous land, Australia is incredibly old. Recognising this history in the most appropriate manner has become a matter of much greater public debate in the 21st Century, as young Australians seek to right the wrongs of past generations who have treated indigenous people poorly. Also becoming more important to Australians is the history of military service of Australians, as evidenced by increased participation at local and state commemorative services. Australians are taking a greater interest in the history of their land and people.
- **Health** – In Australia, life expectancy is increasing. Life expectancy today is 82.1 years, and is predicted to be 90 by 2044 (McCrindle Research, 2014c). We consistently rank in the top 10 of OECD countries for life expectancy. The leading cause of death for Australians today is coronary heart disease. We are dying of different things than in the past. 100 years ago, for instance, pneumonia, influenza, tuberculosis, were big killers. Thus, our health concerns are changing.

The size of the chronic disease problem in Australia is large. Analysis of the 2007–08 National Health Survey indicates that one-third of the population (35%, or 7 million people) reported having at least 1 of the following chronic conditions: asthma, type 2 diabetes, coronary heart disease, cerebrovascular disease, arthritis, osteoporosis, depression or high blood pressure. The proportion increased with age. (Australian Institute of Health and Welfare, 2014)

(Australian Institute of Health and Welfare, 2014)

- **Indigenous Concerns** - Indigenous Australians, Aboriginal and Torres Strait Islanders, tend to die earlier than non-Indigenous Australians and their death rates are almost twice those of non-Indigenous Australians. Between 2007 and 2011, Indigenous Australians were most likely to die from circulatory conditions (26% of all Indigenous deaths), cancer (19%) and external causes such as suicides, falls, transport accidents and assaults (15%).

According to a Law Council of Australia Fact Sheet, Indigenous Australians are seriously over represented in the criminal justice system. Indigenous Australians make up 2.5% of the total population, yet account for 26% of the people in jail. Young indigenous Australians are 31 times more likely to be in detention than their non-indigenous counterparts. (Law Council of Australia)

BEING AN AUSTRALIAN YOUTH TODAY

Being a young person in today's world has a number of opportunities and a number of challenges, some of them peculiar to the 21st Century, and some that have been the case for many years.

What's Important to Young Australians? 2014 was the 25th year of the *UN Convention of the Rights of the Child*. In that year, UNICEF Australia's Young Ambassadors wanted to find out whether children and young Australians believe their rights are being respected and fulfilled.

Over two months, we heard from over 1500 children and youth across Australia, through consultations, written statements and online submissions. We heard from children in almost every state and territory, from different backgrounds and experiences, and who were between four and 18 years old. (UNICEF Australia, 2014)

The top five most important things to the 1500 youth involved were:

#1: Family | #2: Education | #3: Friends | #4: Food, Water, Shelter | #5: Play & Recreation

(UNICEF Australia, 2014)

What sorts of challenges and opportunities face Australian young people in the 21st Century?

- **Culture Shifts and Trends** - Where once childhood transitioned into teenage-hood and then teenage-hood into adulthood, the 21st century has seen a delay in this transitioning through emerging life stages. Life stages do not correlate with defined ages but are fluid markers that shift and change along with cultural shifts and trends. "Tweens", for instance, are currently those aged 8 to 12, in-between childhood and adolescence. They are currently the children of Generation X and have emerged as their own demographic now recognised as brand influencers, a consumer segment and a target market. The peer pressure that is placed on the younger Gen Zeds, and soon the Gen Alphas, to conform to the latest trends is perhaps one of the strongest there has been. In fact, Generation Z is the most marketed-to generation ever, exposed to somewhere between 30,000 and 40,000 advertisements in a year (McCrinkle Research, 2014c). Therefore, there is a clear need for young people to be supported to be critical thinkers when faced with such a bombardment of messages.
- **Social Needs** – Young people approaching and journeying through adolescence have an increased need to be social, to develop social connections. Australian youth experience a significant reorganisation of their social interactions when they move from primary education into secondary. Opportunities for increasing social networks, as well as having a stable existing network are important to young people at this time (BDRC Jones Donald, 2014). Supporting youth to develop positive social networks is becoming increasingly important for organisations like the Scout Movement.
- **LGBTI Young People** – Although Australian society is becoming more aware of the needs of young people identifying as lesbian, gay, bisexual, transsexual or intersex, the impact on young people is still very much overwhelming. A Human Rights Commission research study reveals the following:
 - A large number of LGBTI people hide their sexuality or gender identity when accessing services, at social and community events, and at work. Young people aged 16 to 24 years are most likely to hide their sexuality or gender identity.

- Many LGBTI young people report experiencing verbal, physical, and other homophobic abuse (like cyberbullying, graffiti, social exclusion and humiliation).
- 80 per cent of homophobic bullying involving LGBTI young people occurs at school and has a profound impact on their well-being and education.
- Young men and gender-questioning young people are more likely than young women to experience verbal abuse.

(Australian Human Rights Commission, 2014)

- **Digital Citizenship** - In their lifetimes, today's children and youth have witnessed a technology boom that has redefined the way people relate and communicate. These digital integrators seamlessly incorporate technology into their lives. They have also seen the development and expansion of the Internet, along with the introduction of social media and content sharing, which are being progressively added to everyday life.

For Gen Z, technology has blurred the lines of work and social, of study and entertainment, of private and public. Simplicity and flexibility amidst the complexity of busy lives are some of the key benefits that technology brings to the digital integrator. They live in an open book world where they are just a few clicks away from any information. They now connect in a borderless world, across countries and cultures. (McCrindle Research, 2014c)

It is clear that technology needs to be embraced as a tool, rather than pushed away and ignored. Young people need to be supported to use technology in healthy and productive ways, supporting their everyday adventures.

- **Interpersonal Skills** - A significant implication facing adolescents who grow up in an increasingly sophisticated world with more technology, social media, consumerism, and fashion influences are that there are areas in this age bracket such as creativity, practical skill development, and relational community that are less developed. Programs, such as Scout's Youth Program will need to support the development of interpersonal skills in young people.
- **Mental Health** - Mental health is an increasing concern among young people, and Mission Australia's Mental Health Report 2014 indicates that just over 1 in 5 15-19 year-olds (21%) meet the criteria for a probable serious mental illness. For young people, dealing with stress is the number one area of concern. Being concerned about depression is also in the top five, and suicide in the top ten. (Cave, 2015) (Ivancic, 2014). Scouts Australia invests in education in areas such as mental health first aid. However, it is apparent that offering a supportive environment of peers and trustworthy adults will go a long way to helping those experiencing mental health difficulties.
- **Positive Social Influences** – There are positive social influences that Gen Zed are engaging in, which are shaping the world. A host of creative projects and innovations have gained mass support through platforms like Kickstarter and mass campaigns on social issues are made accessible through initiatives such as Change.org. These projects are often quite innovative, and take advantage of the changing nature of technology. They enable young people to have a greater influence on society, often from their own bedrooms.
- **Changing Religious Beliefs** - The 2011 Australian Census showed that young adults (18-34 years) in 2011 were more than twice as likely as those in 1976 to have no religion (29% compared with 12%). While the increase was evident in the broader population as well, in

2011 the highest proportion of people who had no religion were young adults. (Australian Bureau of Statistics, 2013).

The ABS has compiled a detailed report *Losing My Religion?* which outlines the increase in Australians reporting No Religion in the Australian Census. It makes the claim that it is young people who are driving the increase of reporting No Religion. It starts to become apparent at age 15 and hits a peak at the age of 24. In the 2011 Census, 11% of young people who previously reported a Religion, were now reporting no religion. (Australian Bureau of Statistics, 2013)

- **Having A Voice** - Wherever they are in the world, Gen Zeds are logged-on and linked-up. In such an environment of connectedness and globalisation, now more than ever, everyone is entitled to an opinion. Where in times past opinions may have been left behind closed doors, now behind each of those doors is some form of device linked to the internet. With 96% of Australian households connected to the internet, there is instant opportunity to have a voice (McCrindle Research, 2014c). Young Australians need experience in having a voice and being able to have a say in the things that affect their lives, something that the Scout Movement proudly supports.
- **Peers and Google as Experts** - Gen Z and Gen Alpha are steering away from their reliance on information from experts or parents, and seeking more from peer groups and the opinions of others (McCrindle Research, 2014c). This is supported by the 2015 Mission Australia survey which found that most of the time, young people go to friends before parents for help with dealing with important issues (Cave, 2015).

After peers, parents, and family friends or relatives, the Internet is the next most likely place that young people turn to when looking for help about important issues. (Cave, 2015) Often, Scouting can be an alternative place to seek information or help, when surrounded by supportive peers and trustworthy adults.

- **Formal Education** - Today's learners are starting formal education at a younger age and staying in education for longer. Most complete year 12, and many more of those go on to higher education. Gen Zeds will be the most highly educated generation ever (McCrindle Research, 2014c). However, young people are saying that school or study problems are their second biggest area of concern (Cave, 2015)
- **Learning Styles** – Used to immediate and unlimited access to technology, Gen Zeds and Gen Alphas are visual and kinaesthetic learners, confident with accessing video content and manipulating devices and interfaces to work as they need them to. For Gen Zeds, their typically preferred training style is interactive and multi-modal, deploying hands-on learning and participation in a stimulating environment. The emphasis on project-based assessments and increased 'real-world' connections are evidence of Australia starting to take education into the 21st century. Collaboration is highly encouraged, and communication skills are beginning to get a higher priority.

A new approach and understanding of education is required to see Gen Z and Alpha fully equipped for life in this 21st century world. Education for Gen Z is about social connection, collaboration, ease of access and real-world applications. (McCrindle Research, 2014c)

The idea of play-based learning has existed for many years. The Montessori Method⁴ and the Reggio Emilia⁵ approach to schooling lean heavily on child directed, play learning, particularly for early-years' childhood development. More broadly, schools are starting to understand the benefits of allowing children to play, experiment, have-a-go, and learn from their mistakes at all ages. This is what makes Gen Zeds particularly adept at using technology, playing to learn how it works, and not fearing mistakes that could be perceived as damaging the device.

- **Workforce & Employment** – Current Scout youth members will be entering the workforce in times where there will be a greater demand for productivity from the labour force. Therefore, the ability to innovate and find creative solutions will be required more than ever before and the value of offline skills such as relational and problem solving skills, will be increasingly valuable in the workforce in the years ahead (McCrindle Research, 2014c).

Australia's workforce has grown by 2.8 million full-time workers since 1984, and unemployment rates have decreased by almost 3%. This pattern will continue as the emerging generations begin to engage with the employment market. By 2025, Gen Z will represent 27% of the workforce (McCrindle Research, 2014c).

The International Labour Organization (ILO) describes unemployed people as those who are: without work, and are currently available for work, and are deliberately seeking work. Young people aged 15-24 who are unemployed by that definition, is around 11% (measured against total population in that age group). It fluctuates month-to-month as youth emerge from education and training courses, and has only varied by about 5% in each direction since the 1970s (Commonwealth of Australia, 2015).

Today's students will graduate into a world where the demands of our professional, personal and public lives grow more complicated every year. Instead of slowing down, these trends are gaining momentum. As a result, our students need to be more globally aware, better able to navigate the digital world and more engaged as 21st century citizens. Students must not only be prepared for future education and work, but for their role in the world around them. Each one is equally important to ensuring and shaping a child's successful future.

21st Century Skills are a set of academic building blocks—abilities and ways of thinking—that can help kids thrive as 21st century citizens. The Partnership for 21st Century Learning identifies these skills (or the 4Cs as they are often called) as:

- *Critical thinking and problem solving*
- *Communication*
- *Collaboration and*
- *Creativity and innovation*

(P21 Partnership for 21st Century Learning, n.d.)

- **Life Balance** – Balancing study, work, friends, family, sports, social lives, and other community involvements like Scouting will be a focus for future generations. They will place value on a diverse range of experiences and embracing new opportunities rather than having a single focus or activity to be involved with. With this trend comes higher mobility in

⁴ Read more about the Montessori educational method here: <http://montessori.org.au/>

⁵ Read more about the Reggio Emilia educational method here: <https://www.reggioaustralia.org.au/>

extracurricular areas engaging in a range of activities for shorter periods of time than previous generations may have (McCrinkle Research, 2014c). This suggests that personal development organisations like Scouts Australia need to be clear in their aims about when in a young person's life they can make the greatest impact on personal development.

- **Lifestyle** – Lifestyle factors have a profound effect on our health, and increase the likelihood of being ill with chronic disease. According to the latest ABS Australian Health Survey, in 2011–12 adults spent an average of just over 30 minutes a day doing physical activity. Children and teenagers aged 5–17 spent 1.5 hours a day doing physical activity and more than 2 hours a day in screen-based activity (watching TV, DVDs or playing electronic games). Moreover, physical activity fell as children got older (ABS 2013c) (Australian Institute of Health and Welfare, 2014).
- **Alcohol & Drugs** - The consumption of alcohol is widespread within Australia and entwined with many social and cultural activities. Excessive consumption is a major cause of road and other accidents, domestic and public violence, crime, liver disease and brain damage, and contributes to family breakdown and broader social dysfunction. People in their late teens and 20s are the most likely to drink at risky levels.

Illicit drug use is more prevalent among the following groups:

- males (17.0% compared with 12.3% for females)
- younger people (27.5% for people aged 20–29)
- people who identified as being homosexual/bisexual (35.7%)
- unemployed people (24.9%).

In 2012–13, more than 1 in 5 Indigenous people aged 15 and over (22%) reported that they had used an illicit substance in the previous 12 months.

Cannabis is the most commonly used illicit drug among young people aged 12–17, with 15% of students in 2010 reporting the use of cannabis at some time in their life. This was less than the 2005 figure of 18%. Just 2.7% of secondary school students in 2010 had ever used ecstasy and use has fallen from 3.9% in 2005. Cocaine use has been increasing since 2004. Use of cocaine is rare among young people, however (Australian Institute of Health and Welfare, 2014).

The 2015 Mission Australia survey of young people indicated that alcohol and drugs are of concern to about a quarter of respondents. (Cave, 2015)

- **Smoking** - Tobacco smoking is a leading risk factor for chronic disease and death, and young people are heeding this warning. Smoking rates in Australia have been falling since the 1960s. The ABS reported 16% of Australians were regular smokers in 2013 (43% in 1964). In 2001, 24% of 18-24 year olds smoked. In 2010 it was down to 16%. Smoking rates of adolescents aged 12-15 has decreased from 20% to 6% in 10 years. Today two-thirds had never smoked, compared to about half in 2002. (Australian Institute of Health and Welfare, 2014)
- **Bullying & Harassment** – All types of violence, harassment and bullying are harmful and unacceptable. The UN Committee on the Rights of the Child has clearly stated that there are no exceptions to this. Violence, harassment and bullying can have a profound effect on physical and emotional wellbeing; have a negative impact on a child and young person's right to enjoy the highest attainable standard of health; victims tend to miss school more often

and achieve lower academic results than other students; and often occur where children and young people play and socialise (such as in school playgrounds and on social networking).

Violence, harassment and bullying of children and young people are hidden, under recorded and under reported. Some believe that bullying and harassment is a 'normal' part of growing up. These problems make it difficult to assess accurately the extent of violence, harassment and bullying against children and young people.

Risk factors are complex, and include socio-economic disadvantage and social exclusion, income inequality, poor educational attainment, long term unemployment, a cultural acceptance of violence and harassment, be it in sport or in the workplace, negative attitudes to vulnerable and minority groups and exposure to media violence.

There are identified protective factors that reduce the likelihood of harassment and bullying, that support young people to reduce their risk.

- Positive home environment, with non-violent discipline, and strong relationships between parents/carers and children
- A high level of social cohesion in a community
- Equality in a society
- Schools and community organisations with strong policies and curricula that support non-discrimination and non-violent behaviour

(Australian Human Rights Commission, n.d.)

In the 2015 Mission Australia survey, about half of the young people surveyed are concerned about bullying and emotional abuse. (Cave, 2015)

- **Overall Feelings of Safety** – The 2014 UNICEF Australia research found the top 4 reasons for children and youth to feel unsafe were Violence in their Communities, Crime, Unsafe Feelings from News and Media Reports, and Bullying. The research also found that young people worry about Family & Friends first, the Future, War, Crime & Violence, Community Safety, Stress, and Bullying.

Despite having a lot of optimism, practical ideas for improving equality, and hope for the future, many of the children we listened to were concerned about global issues such as war, politics and climate change. In their immediate lives, many children mentioned they were anxious about their school marks as it played a major role in their future opportunities. (UNICEF Australia, 2014)

Young people need safe places to socialise, learn and develop. Family and school should both offer these sanctuaries, however community organisations such as the Scout Movement can also provide safe places for young people to be themselves.

- **Body Image** – In the Mission Australia of 18,000 young people (15-19 year olds) in Australia in 2015, body image concerns rated as the third most important issue. This was more strongly felt in females than males. (Cave, 2015)
- **Helicopter Parenting** – A three-year study of 'parent fear' commissioned by VicHealth found that parents who are protecting their children by not allowing them to be independent, especially in their travel to and from school, was contributing to the inactive lifestyle of children, and therefore the increased risk of serious health problems. Being independently

mobile helps children in their development of spatial awareness, decision-making, self-confidence and knowledge about their local neighbourhood.

A key recommendation from this study was to provide opportunities for children's independent mobility, other than their travel to school (e.g. outdoor play, walking or cycling to other destinations), such as through sporting clubs, maternal and child health centres, playgroups, community groups and parents' workplaces (VicHealth, 2015). Scouting is well placed to deliver on this recommendation, particularly with its approach to personal adventure, and education around responsible risk taking.

- **Sexual Activity** - In 2008, 27% of Australian Year 10 students, and 56% of Year 12 students had experienced sexual intercourse. Two-thirds of sexually active students used a condom at their most recent sexual encounter. Sexual development is a normal part of adolescence; however, sexual and reproductive behaviour during this time can have far-reaching consequences in later life, including contracting sexually transmissible infections and unwanted pregnancies. A supportive social environment is critical to healthy adolescent development, and a strong relationship with parents, a connection to school, and open communication with sexual partners have been shown to be important in reducing unsafe or unwanted sexual behaviour among adolescents (Australian Institute of Health and Welfare, 2011). Organisations like the Scout movement are well placed to support adolescents and young adults to develop those strong connections and to open up healthy discussions amongst peers and adults.

The challenges and opportunities facing the current generations growing up in Australia is well summarised by McCrindle Research:

It is the sociological and demographical changes, interestingly, that will have more profound implications on our future than even the massive technological ones. From issues of an ageing workforce to massive leadership transitioning as the Boomers step out of leadership roles and into retirement. It is clear that today we are living in an era of intergenerational transfers. Organisations like Scouts Australia need to position themselves to prepare for this significant intergenerational transition. (McCrindle Research, 2014c)

THE SCOUT MOVEMENT'S RESPONSE

Scouts Australia offers a program for Australian youth that contributes to their personal growth, develops resilience, and prepares them for the challenges and opportunities presented to them as they grow up in tomorrow's global community.

Worldwide, Scouting is an Educational Movement and is invested in a process of non-formal education through a specific value system, and is based on the **Fundamentals of Scouting: the Purpose, Principles and Method**. Scouting sees itself as complementary to formal education systems. There are over 40 million people enjoying the benefits of Scouting worldwide.

The **Purpose** of the Scout Movement is to contribute to the development of young people in achieving their full physical, intellectual, emotional, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities. (The Scout Association of Australia, June 2015).

These personal development areas are known as the **Areas of Personal Growth**, known to members as the "**SPICES**", an acronym for the Areas described below. In essence, participation in the Scout youth program will encourage a young person's:

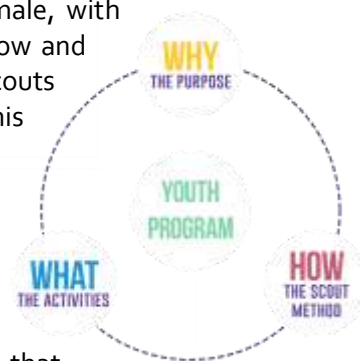
- **Social Development** – Social development refers to belonging to a group, one's relationships with others and understanding differences between people in small groups of peers or up to diverse larger communities.
- **Physical Development** – Physical development refers to a person's relationship with their body. It includes active care for health, as well as the pursuit of physical skills and fitness.
- **Intellectual Development** – Intellectual development refers to my ability to think, plan, innovate, review and use information in new and different circumstances.
- **Character Development** - Character development refers to the pursuit of personal best. It includes positive attitude, responsibility, respect and making an effort beyond what benefits the self. Character is the product of all the Areas of Personal Growth.
- **Emotional Development** – Emotional development refers to the need for understanding of one's own emotions and others. It includes awareness of how a person is feeling, expressing emotions in a positive manner, and respecting the emotional needs of others.
- **Spiritual Development** – Spiritual development refers to the development of a person's beliefs regarding their purpose in life, connection to others, place in the world around them, while respecting the spiritual choices of others.

The focus is on personal progression. This puts youth at the centre and recognises that each individual has unique needs on their developmental journey. Every youth member will develop at different rates, in different ways, and from different experiences.

The program that youth and adult volunteers are involved in is based upon three broad **Principles** which represent the Movement's fundamental beliefs. They are referred to as **Duty to God**, **Duty to Others**, and **Duty to Self**. As their names indicate, the first refers to a person's relationship with the spiritual values of life; the second, to a person's relationship with society in the broadest sense of the term; and the third, to a person's obligations towards themselves. (World Organization of the Scout Movement, 2015b). All Scouts commit to a code of living as expressed in the **Scout Promise and Law**.

Within Australia, Scouting provides young Australians, male and female, with challenging and adventurous opportunities in order that they may grow and develop in the Areas of Personal Growth outlined in the Purpose. Scouts Australia has almost 70,000 members, youth and adult, enjoying this experience.

This essential part of the Scouting experience occurs through the Youth Program. **The Youth Program is the totality of what young people do in Scouting (the activities), how it is done (the Scout Method), and why it is done (the Purpose)** (World Organization of the Scout Movement, 2015b). Activities are seen as the means, rather than a goal, that create opportunities for each young person to develop skills and attitudes, and acquire knowledge.



Central to this experience is the Scout **Method**.

THE SCOUT METHOD

The Scout Method is a system of progressive non-formal self-education and is made up of elements which work together to provide a rich, active and fun learning environment⁶. It is the Scout Method that makes Scouting truly unique as an educational movement of young people.

The Scout Method is made up of 8 elements. Not one element of the Method is more important than another, and different elements will feature more prominently through different activities and experiences. The Method is a feature in all that Scouts do.

In Australia, the updated elements of the Method are:

- **Learning By Doing** - Learning through practical experiences and activities.
- **Nature & Outdoors** – The outdoors is the primary setting for learning and encourages a two-way relationship between the individual and the natural world.
- **Personal Progression** - A learning journey focussed on challenging the individual to do their best through a range of experiences.
- **Promise & Law** – Scouting values and ideals that underpin all activities and interactions.
- **Community Involvement** – Active explorations of an individual’s commitment and responsibility to their community and the wider world.
- **Small Team System** - A way to develop interpersonal and leadership skills through teamwork, responsibility and belonging.
- **Symbolic Framework** - A unifying structure of themes and symbols that facilitates the awareness and development of an individual’s personal journey.
- **Youth Leading, Adults Supporting** - A youth movement, guided by adults, where youth are increasingly self-managing.

The Scout Method has its origins as a strong educational method for developing youth in the adolescent age range (generally considered as around the second decade of life). Although this doesn’t mean that Scouting ignores the age ranges either side of adolescence, it is for adolescent youth that Scouting can measure its success against the Purpose and Mission of Scouting.

⁶ <https://www.scout.org/method> - this is the Method as described by the World Organization. The Scout Method may be adapted locally by National Scout Organisations, as has occurred in Australia.

Scouting provides occasions for adolescents to spend time with peers in a small, informal group setting which involves the participation of an adult, and the influence of a values system. Research suggests that for older adolescents, activities need to be more than just fun. Even if they are learning new skills, and working in social groups, this is often not enough. There needs to also be opportunities to try out meaningful roles. Scouting can offer just these experiences through the Scout Method, and especially the small team system. Additionally, Scouting offers the adolescent a positive adult role model outside the family, to help them into adulthood (World Scout Bureau, 1995).

Although the Scout Method is designed around a non-formal approach to learning, many years ago an opportunity was identified to offer individuals the chance to use their Scout training to qualify for formal industry accredited qualifications. A division of Scouts Australia, the Scouts Australia Institute of Training (SAIT), was set up in order to meet the requirements of the Australian Skills Quality Authority (ASQA). This allowed Scouts Australia to offer adult volunteers who complete various levels of Scout training, and had formally enrolled and submitted appropriate evidence of competence, to be issued with accredited Certificate III, Certificate IV, and Diplomas in areas such as Business and Frontline Management. In recent years this was extended to Certificates III and IV in Outdoor Recreation. This concept was later offered to older youth members who had made achievements in their award scheme requirements. And again, through providing suitable evidence, the opportunity to receive Certificates II in either Business and/or Outdoor recreation became available. In most states in Australia, these qualifications will contribute toward units in their higher school certificates.

RELEVANCE TO YOUNG AUSTRALIANS

Getting involved in what Scouting has to offer means that children, adolescents, and young adults are engaged in:

- a diversified and inclusive program
- a variety of activities that challenge all abilities, and is personal
- a program that is values based
- an environment with a focus on non-formal learning opportunities, and playing
- an experience that has well defined outcomes for individual development
- opportunities to have a voice, be independent, and be well supported

This program provides opportunities that are...



In a society that is becoming more and more cautious, and the potential negative effects of “cottonwool-balling” children, Scouting offers an experience that will develop resilient young people, and importantly, train adults and youth to work together to be responsible risk takers.

In a 2008 article published in the University of California Berkley's online blog, *Greater Good*, Professor Emeritus David Elkind emphasised the critical importance of playing as a way of learning, for infants, toddlers, children, adolescents, and adults:

In infancy and early childhood, play is the activity through which children learn to recognize colours and shapes, tastes and sounds—the very building blocks of reality. Play also provides pathways to love and social connection. Elementary school children use play to learn mutual respect, friendship, cooperation, and competition. For adolescents, play is a means of exploring possible identities, as well as a way to blow off steam and stay fit. Even adults have the potential to unite play, love, and work... (Elkind, 2008)

Scouting's non-formal, learning-by-doing, and outdoors approach to personal development of children and young people responds to this argument well. Further, Elkind raises concerns about children younger than 6 or 7 being involved in team sports, for which he argues they are not developmentally ready to cope with rules of games like soccer, but also takes away time to learn independence and creativity through unstructured playing. Again, Scouting responds well to this, where games with rules are a short, fun, energetic period in the program, but not the focus of the program.

Socially, Scouting offers a safe place for adolescents to grow, develop, take risks, and learn. With the rise of mental health concerns amongst this age group, Scouting offers the opportunity to be in a positive and supportive social environment, with peers and adults, that can offer important mental health first aid.

A study into the educational impact of Scouting on adolescents, WOSM offers up some guidance as to the importance of focusing Scouting on young people who are entering, or are at the adolescent stage of life:

Modern society has come to regard schools as the primary institutions for socializing the young, although family remains crucial. Adolescents thus find themselves spending more years in school and more time in age-segregated (peer) groups. Interaction between age groups seems to be lessening. Yet, this period in a young person's life, during which the transition is made from childhood to adulthood, is one of vital importance and one which requires guidance from the older generations. In order to develop a consistent self-image, to plan for the future, and to find a sense of meaning for their lives, young people need to be able to interact with their elders. As young people move into adolescence, they begin to look for mentors outside their family. There are also very few opportunities for adolescents to take on meaningful roles that are valued by others. (World Scout Bureau, 1995)



OTHER YOUTH DEVELOPMENT ORGANISATIONS

Compared to other youth development organisations, Scouting takes pride in the broad nature of its youth development program. The following table compares a variety of organisations found in Australia and documents their youth development focus against Scouts Australia's Areas of Personal Growth:

| Organisation | Youth Program Age Range | Documented Purpose | AoPG and other Scout Youth Program similarities |
|---|--|--|--|
| Girl Guides Australia ⁷ | Age 5 – 17 Olave Program: Age 18 - 30 | A non-formal educational program based on shared leadership and decision-making at all ages. There are four main elements in the Australian Guide Program: physical, people, practical, and self. The program includes a variety of fun activities that focus on self-development in the areas of practical skills, physical development and relationships with people, appropriate to age and interests. Guides of all ages are involved in decision-making, planning, implementing and evaluating their activities. Leadership development begins with the youngest Guides and develops as the girls mature. | Non-Formal Education Skills Development Physical Development Social Development Leadership Development Youth Led, Adult Supported Values Based |
| NSW State Emergency Service Cadet Program ⁸ | School Year 9 and above | The specific goals of the program are: <ul style="list-style-type: none"> To provide progressive, interesting and challenging training that encourages the development of positive personal and team characteristics among participants To encourage the idea of achieving success in life through the spirit of service to Australia and commitment within the local community To provide an understanding of the NSW State Emergency Service and other Emergency Service agencies | Character Development Community Service Skills Development |
| Surf Life Saving Victoria - Nippers ⁹ | Age 5 - 13 | Nippers is a great way for children to make friends, be active and enjoy the beach in a safe environment. The major program is the Surf Education Program (5 - 13 years). This National program is structured specifically to their ages and abilities gradually teaches kids basic lifesaving skills required to be safe around an aquatic environment as well as developing their skills to compete in surf sports. | Physical Development Social Development Safety Skills |

⁷ <http://www.girlguides.org.au/About-Us/what-is-guiding-.html>

⁸ <http://www.ses.nsw.gov.au/volunteering/cadets>

⁹ <http://www.lifesavingvictoria.com.au/www/html/640-nippers.asp>



| Organisation | Youth Program Age Range | Documented Purpose | AoPG and other Scout Youth Program similarities |
|--|-------------------------|--|--|
| Boys Brigade¹⁰ | Age 5 - 18 | To provide, in cooperation with the local church, a supportive Christian community for boys and young men to assist in their Christian growth, balanced personal development, and leadership training, and to assist the church reaching out into the community. BB has a balanced structured program that focuses on the Spiritual, Educational, Physical and Social aspects of members' lives. | Spiritual Development Personal Development Community Service Leadership Development Physical Development Intellectual Development |
| Australian Defence Force Cadets¹¹ | Age 13 - 17 | The Australian Defence Force Cadets (ADF Cadets) are a personal development program for young people, conducted by the Australian Defence Force in cooperation with the community, which benefits the Nation by developing an individual's capacity to contribute to society, fostering an interest in Defence Force careers, and developing ongoing support for Defence. | Contributing to Society Social Development Skills Development Leadership Development |
| Country Fire Authority (Vic) Junior Brigades¹² | Age 11-15 | Team building, practical skills, fundraising, first aid, community service, sporting and social activities and excursions. Fun, Friendship, Belonging, Volunteering. Responsibility, Challenges, Teamwork, Leadership. Skill development, Community spirit, Commitment, Firefighting skills. | Community Service Leadership Development Skill Development Social Development |
| Rural Fire Service (NSW) Cadet Program | School Year 9 & 10 | The aim of the program is to: <ul style="list-style-type: none"> • Develop an interest in the NSW RFS and its traditions • Provide cadets with a knowledge of fire safety and preparedness • Develop the qualities of leadership, self-discipline, self-reliance, initiative and team work • Encourage cadets to continue service in the NSW RFS or other community service organisations • Provide training that can contribute to NSW RFS firefighter and other specialist training | Skill Development Leadership Development Duty to Self Community Service |

¹⁰ <http://boys.brigadeaustralia.org/about>

¹¹ <http://www.defenceyouth.gov.au/experience/adf-cadets/about-cadets/>

¹² <http://www.cfa.vic.gov.au/volunteer-careers/junior-volunteers/>



| Organisation | Youth Program Age Range | Documented Purpose | AoPG and other Scout Youth Program similarities |
|--|-------------------------|---|---|
| Country Fire Service (SA) Cadet Program²³ | Age 11 – 18 | <ul style="list-style-type: none"> To do something different in your life To have fun getting out there 'doing stuff' To meet new people and make friends Give your time to your community - make a difference | Social Development Community Service Adventure Skill Development |
| Martial Arts (Australian Martial Arts & Fitness Academy²⁴) | Age Toddler - 17 | <p>Teens Program (13-17):</p> <p>Encourages teens to lead a positive lifestyle by encouraging healthy eating and exercise habits which are incorporated into the teen curriculum as developed by our own exercise scientist and dietitian. The instructors are great role models who ask for respect for people and ourselves and build teens confidence so that they can aim high and achieve their goals!</p> <p>Teens only classes are great way for this age group to make friends with other teens who have like interests and with a great attitude. We see this program as a great way for teens to also deal with stressors in high school, help them to become more goal orientated and to set these soon to be adults up for a life of success! all while having FUN!!!</p> | Social Development Resilience Development Skill Development Fun Health |
| St John Juniors²⁵ | Age 8 – 10 | <p>Emphasises fun, helping people and participation. As a St John Junior, you'll participate in camps, excursions and adventure activities, and learn basic first aid.</p> <p>You'll also have a chance to earn Interest Badges, which are achieved by taking part in a variety of Interest Courses like computing, sports, animal care, personal and road safety and much more. There are 18 Interest Courses to choose from!</p> | Duty to Others Adventure & Fun Skill Development Award Scheme Community Service |

²³ http://www.cfs.sa.gov.au/site/volunteers_and_careers/cadets.jsp

²⁴ <http://www.australianmartialarts.com.au/teens-program-ages-13-17.html>

²⁵ <http://cadets.stjohn.org.au/juniors>



| Organisation | Youth Program Age Range | Documented Purpose | AoPG and other Scout Youth Program similarities |
|---|-------------------------------------|---|--|
| St John Cadets ¹⁶ | Age 11 – 18 | <p>St John Cadets is an active youth program for everyday kids. Whilst the emphasis is on first aid, you'll also develop leadership and social skills through the programs and activities St John has to offer. But most of all being a St John Cadet is about having fun!</p> <p>St John provides many opportunities and recognises your achievements. In Cadets you can:</p> <ul style="list-style-type: none"> • form new friendships with other young people • experience a sense of achievement through personal success and community service • learn about accepting responsibility • learn skills for life • have fun! | Social Development Skill Development Fun Achievement Recognition Teamwork Community Service Duty to Others |
| Cricket Australia ¹⁷ inzCricket Program T20 Blast Program Junior Club Cricket | Age 5-8 Age 7-12 Age 9-17 | <p>It is a fast, fun and active program that emphasises maximum participation, basic motor and cricket skill development. It is experience based and builds its foundations on the essentials for lifelong involvement in physical activity and sport.</p> <p>A super fun, social, safe, cricket program for boys and girls.</p> <p>For kids with basic cricket skills. Play games of cricket. Game formats and length vary. Play a full cricket season.</p> | Physical Development Teamwork Social Development Skill Development Health |
| AFL AusKick ¹⁸ | Age 5-12 | <p>The NAB AFL Auskick program makes learning to play AFL fun, safe and easy for boys and girls. Through weekly coaching sessions they will learn the skills of the game in an exciting, social and safe environment.</p> <p>Children will learn fundamental motor skills vital for future physical activity and sport participation as well as learning how to interact with other children as part of a team in small group activities.</p> | Physical Development Social Development Small Team System Skill Development |
| Football Federation of Australia Mini-Roos ¹⁹ | Age 4 - 11 | <p>Designed for kids of all abilities, the nation-wide initiative uses short, game-based sessions to introduce the sport of football to newcomers in an inclusive way. It focuses on learning new skills, being active, making life-long friends and, potentially, unearthing the next generation of Socceros or Matildas.</p> | Physical Development Social Development Skill Development |

¹⁶ <http://cadets.stjohn.org.au/cadets>

¹⁷ <http://www.playcricket.com.au/>

¹⁸ <http://www.aflauskick.com.au/what-is-afl-auskick-2/>

¹⁹ <http://www.miniroos.com.au/about/what-is-aia-vitality-mini-roos/>

SCOUTS AUSTRALIA'S EDUCATIONAL PROPOSAL

In 2013, a review of the Scouts Australia youth program was launched. Its purpose was to revitalise the entire program to ensure that it meets the needs of 21st Century Australian youth and their parents, and to arrest significant membership loss resulting from poor retention over the past 30 years. A key factor identified for this poor retention was an inconsistent, and poorly understood, resourced, and delivered program of youth development that was unable to maintain the engagement of youth across the full age range.

As a member of the worldwide Scout Movement, the development of the new Program was strongly influenced by the World Scout Youth Programme Policy (WSYPP) (World Organization of the Scout Movement, 2015b), the World Scout Youth Involvement Policy (World Organization of the Scout Movement, 2015a), and the World Adults in Scouting Policy (World Scout Bureau, 2011).

Scouts Australia's redeveloped Youth Program is seen as one developmental program from when a child turns 6, until the day that a young adult turns 26. This is colloquially known as the "one program" approach, where, despite breaking the age range into developmentally appropriate sections, youth can progress along their Scouting journey in a consistent manner, learning and growing as they experience a wide range of developmentally challenging adventures, with peers.

| The Scouts Australia Youth Program will... | Link to WSYPP Key Principles ²⁰ |
|---|--|
| be ADVENTUROUS throughout. | Be attractive, challenging, and meaningful |
| be based on developmental age sections. | Be about education |
| be catered to the needs of the individual. | Have young people at the centre |
| be focused on the Purpose and Mission of Scouting. | Be about education Develop active citizens |
| clearly communicate a modernised Fundamentals of Scouting. | Be up to date and relevant |
| refocus on the Areas of Personal Growth (SPICES). | Be about education |
| reinvigorate the Scout Method. | Be locally adapted and globally united |
| be youth-led, adult-supported. | Have young people at its centre Develop active citizens |
| be open to all | Be open to all |
| have a single, developmental, model of personal progression and a system of award badges recognising progression. | Be attractive, challenging, and meaningful |

ONE PROGRAM, FIVE DEVELOPMENTAL AGE SECTIONS

²⁰ See page 17 & 18 of the World Scout Youth Programme Policy (2015) for detailed information.

The youth program is divided into 5 age-based sections. This helps cater to the changing developmental needs of youth, promotes personal progression, ensures young people are at the centre, and builds a supportive environment. Not everything in the program is limited to these sections, or to the local area.

As youth grow older and progress through the age sections, it is the support from peers that is often a key contributor to a successful section progression. As such, each section functions with a peer mentoring system. This helps facilitate transition even before the youth member is ready to move to the next section. As Scouts get older, they will be more and more closely involved with Scouts in the sections either side of theirs.

The end of the program exists within the Rover Scout section. The Program Objectives for this section are the same as those for the program as a whole; it is this section where the Purpose of Scouting is realised.

The sections are designed around developmental milestones for a typical child, youth, and young adult. [Appendix A](#) outlines the developmental stages used to guide the age ranges of each section. However, transition points are flexible to meet the personal needs of individuals. Below, each section is described and includes the typical development a youth of that age will be experiencing.

THE FIRST SECTION: 6 & 7 YEARS OF AGE

“The adventure begins...”

The program in this section is designed with the expectation that typically a child will be in the section for two full years.

They are:

- Developing friendships
- Greater interactive experiences
- Physically active
- Broad imagination

IDEALLY PROGRESS after 8th birthday

THE SECOND SECTION: 8,9,10 YEARS OF AGE

“Creating the path...”

The program in this section is designed with the expectation that typically a child will be in the section for three full years.

These youth are:

- Broadening social networks
- Transitioning from imaginative play
- Developing independence

IDEALLY PROGRESS after 11th birthday

THE THIRD SECTION: 11,12,13,14 YEARS OF AGE

“Into the unknown...”

The program in this section is designed with the expectation that typically a young person will be in the section for four years.

These youth are:

- Experiencing significant physiological changes
- Transitioning from primary to secondary schooling years
- Redefining social groups
- Shifting to a peer networks focus

IDEALLY PROGRESS before 15th birthday

THE FOURTH SECTION: 15,16,17 YEARS

“Look Wide...”

The program in this section is designed with the expectation that typically the young person will be in the section for three full years.

These youth are:

- Completing upper secondary years
- Relying on peer/social support
- Experiencing flexible/transient social groups
- Increasing their opportunities to have a community impact

IDEALLY PROGRESS Choice: 18th birthday or completion of year 12

THE FIFTH SECTION: 18–25 YEARS

“Beyond your horizon...”

The program in this section is designed with the expectation that typically a young adult will be in the section for up to eight years.

These youth are:

- Experiencing significant life changes
- Entering full independence
- Self-exploring
- Continuing personal development
- Becoming global citizens

Complete the program by 26th birthday as individuals, responsible citizens and members of their local, national and international communities.

A NON-FORMAL LEARNING ENVIRONMENT

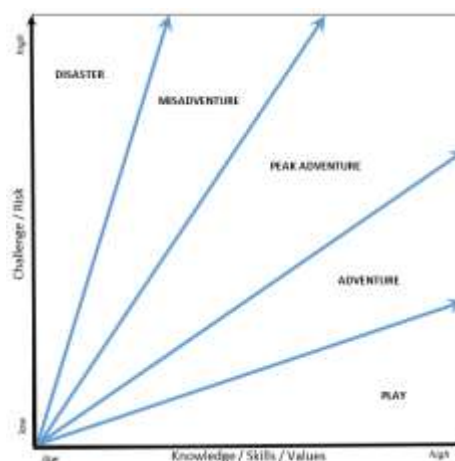
Scouting's educational method is a non-formal approach to learning. It promotes the idea that people can develop by getting involved in projects and adventures, having a go, and learning from the both successes and the mistakes along the way. With support from adults and peers, the opportunities for non-formal learning are extremely valuable in a young person's development.

ADVENTURE

Scouting defines Adventure as a responsible risk taking experience that challenges an individual beyond their comfort zone, in any (or all) of the Areas of Personal Growth.

Adventure requires an individual to responsibly take a risk, 'get outside their comfort zone', in order to succeed, while utilising the qualities of creativity, problem solving, adaptation and initiative. Scouting consciously endeavours to provide young people with endless opportunities and avenues for new adventures, locally and globally, to foster these skills.

An adventurous Scout Program provides young people with the opportunity to undertake challenging and developmentally appropriate activities, incorporating all Areas of Personal Growth, in a safe environment utilising the framework of the Scout Method. The Martin and Priest Adventure Experience Paradigm shows adventure, and in particular 'peak' adventure, as the balance of risk and skill²¹.



Martin & Priest Adventure Experience Paradigm

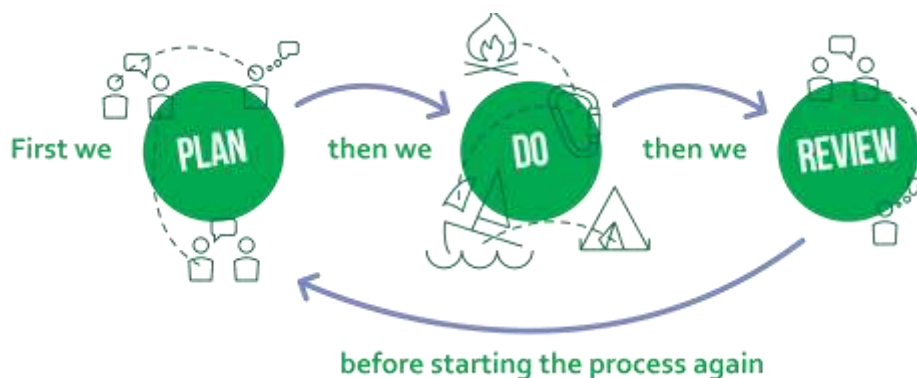
Activities are engaging for the individual, and for small groups (or patrols), and include activities that are:

- indoor or outdoor;
- active and reflective;
- local, regional, national and global; and
- in both the natural and built environments.

Australian Scouts follow a process called **Plan ▶ Do ▶ Review ▶** which helps ensure the program stays up to date and that individual youth members learn and develop.

Plan ▶ Do ▶ Review ▶ occurs in many different ways and at different times, depending on the needs of the group and what is being *done!* Plan ▶ Do ▶ Review ▶ is used for everything from an individual game to the whole program of a Unit, and is especially helpful for running big projects and going on adventures.

²¹ Five stages or outcomes were identified in the paradigm, expressing the relationship between different levels of perceived and actual risk and skill. The five outcomes were exploration and experimentation, adventure, peak adventure, misadventure, and devastation and disaster (Martin & Priest, 1986).



The **Review** step is a critical step. The Review helps ensure the educational Purpose of Scouting is attended to, that youth are embedding their learning and can apply knowledge, skills and experience in new ways, in new adventures. The Review is usually quite informal, and includes asking questions, like:

- What did you see or hear or notice?
- What did you enjoy about this activity?
- What was a challenge for you in this activity?
- What do you know now that you didn't know before?
- What might we do differently if we did this again?

CHALLENGE AREAS

To support quality and depth of program, Scouting develops activities from four Challenge Areas:



Scouts work together, with support from adults, to develop their programs involving activities from each of these areas. A variety of resources assist in this process across each of the sections. This helps Scouts to make sure every activity is **fun, challenging, adventurous and inclusive**.

Every Scout will participate, assist in, and lead a range of activities across all the Challenge Areas. Through this involvement, each individual Scout will develop in different ways through each of the Areas of Personal Growth. The Challenge Areas ensure that everyone has the opportunity to encounter a wide range of experiences through Scouting, to participate in and learn through a balanced program of activities. Through personal reflection at the *review* stage however, progress through each of the Areas of Personal Growth will be developmental, responsive and, above all, very individual.

YOUTH LEADING, ADULTS SUPPORTING

WOSM Vision for Youth Involvement:

Young people are empowered to develop their capacities for making decisions that affect their lives; and engage in decision making in the groups and institutions in which they are involved, so that they actively contribute to creating a better world²².

Young people are valuable members of our societies; they are active citizens who are contributing to resolving the challenges our communities are facing today. With contemporary issues demanding intergenerational collaboration for finding solutions, the importance of involving young people in decision-making processes is visible now more than ever before.

The Youth Program occurs through a partnership between youth members and adults, who take into account each young person's interests, needs and abilities. Young people are the main players in this non-formal educational process who require adequate support, usually provided by adult volunteers. **Scouting is a Movement of young people, supported by adults; it is not a Movement for young people managed by adults.** Thus, Scouting offers the potential for a learning community of young people and adults, working together in a partnership of enthusiasm and experience (World Organization of the Scout Movement, 2015a).

"Teach them, train them, let them lead"²³ - to develop their leadership capacity, young people require opportunities to develop knowledge, skills and attitudes that allow exploration of leadership styles. The use of the small team system to enable leadership development through learning-by-doing is powerful. Some educational research suggests that young people have the potential to explore leadership from the age of seven.

Opportunities for leadership development and experiences occur in Scouting in a wide variety of ways, particularly within the program itself. There are formal leadership opportunities within a patrol (small team) of Scouts, and informal opportunities for leadership on specific activities and projects. Leadership is also developed through weekend courses, youth forums and councils, organising committees for major events, and various other positions of responsibility within the organisation.

By involving young people in leadership and decision-making processes in Scouting, we are not only fulfilling our Mission and respecting the Scout Method, but are also supporting young people to reach their full capacities and engage in constructive dialogue in order to contribute meaningfully to their communities.

Finally, involving young people in decision-making involves them in active citizenship, and helps them to understand the responsibility they carry as individuals towards the community as a whole.

Right from the start, Lord Baden-Powell's vision for Scouting was of a program in which the youth took responsibility for their activities and adventures. Scouts play the most important role within their formations, and adults give them the opportunity to step up and run the program.

Youth decide what activities they want to do, what adventures they want to undertake and what challenges they wish to give themselves. This does not mean that there is no adult involvement in the program. 'Youth-led' is not a free-for-all where anything goes while the adults stand back and watch.

²² Adopted by the 39th World Scout Conference, Brazil, 2011. Document 14: *Youth Involvement in Decision-Making*, page 3

²³ R Baden-Powell, 'Well, B-P Always Said...' in *Grand Lodge of British Columbia and Yukon*, viewed on 13 January 2015, http://freemasonry.bcy.ca/texts/scouts/bp_said.html

Adults have an active role in mentoring, encouraging, guiding and inspiring the youth. Trained adults in Scouting are ultimately responsible for creating a safe, inclusive, challenging, and fun environment where youth can take on increasing responsibility and leadership roles.

Scouts Australia continues to look for ways to broaden leadership opportunities. These opportunities must be age-appropriate, with adults accepting the desire of youth to practice leadership, and be supported by adults: *Youth-Leading, Adults-Supporting*.

ENVIRONMENTAL EDUCATION



For over 100 years, Scouting has been developing youth through an engagement with Nature, to 'create a better world' by training youth in global citizenship, including environmental concerns. In recent times, the environmental aspect of Scouting has been developed further through initiatives such as the World Scout Environment Programme (Nicholls, 2014).

The World Organization states that "the environment is central to the Scout Programme and a key element of developing good citizens of the world". This is one of the principles of environmental education within Scouting, the other two being "Scouting provides opportunities to experience and connect with the natural world", and "Scouts actively engage in educational programmes to make informed choices about the environment, people and society - choices that reflect the Scout Promise and Law". Along with these principles, WOSM also has the aims of having Scouts working towards a world where:

- People and natural systems have clean water and clean air
- Sufficient natural habitat exists to support native species
- The risk of harmful substances to people and the environment are minimised
- The most suitable environmental practices are used
- People are prepared to respond to environmental hazards and natural disasters

(World Scout Bureau, 2009)

In Australia, dedication to the natural environment is articulated through an element of the Scout Law, "A Scout cares for the environment", and the Scouts Australia Environment Charter.

Scouts develop environmental caring through establishing environmental knowledge (education about the environment), attitudes (education in the environment), and behaviours (education for the environment), through the youth program.

(Nicholls, 2014)

Elements of the personal progression framework recognise youth members' personal development in areas of environment education. This includes the opportunity to earn the World Scout Environment Badge²⁴.



²⁴ Learn more about the World Scout Environment Programme here: <https://www.scout.org/wsep>

INTERNATIONAL SCOUTING

*"When you join a Patrol you become part of a worldwide brotherhood in which every member has promised to keep the Scout Law. Because of this it doesn't matter if they speak different languages, are of different colours or hold different religious beliefs. When you meet Scouts at large gatherings, remember that they are your brothers and show by your actions that you regard them as friends."*²⁵

International Scouting offers youth members yet another opportunity to develop in the Areas of Personal Growth. Scout's Australia's International Scouting Mission is:

An International Experience For All Members of Scouts Australia

Scouting is a worldwide Movement with over 40 million Scouts in 162 countries. International Scouting is aimed at creating an understanding of other cultures as well as promoting peace and tolerance through our common understanding of the Purpose and Principles.

National Scout Organizations around the world cooperate to develop international events and projects. Australian Scouting is particularly active in supporting developing countries and Scouting in the Asia Pacific region.

Opportunities to connect with international Scouts include World and National Jamborees and Moots (major youth events), the Scouts International Student Exchange Program (SISEP) for 16 & 17 year olds, the International Pen-Pal Program, and the International Explorer Award. Visitors to Australia also offer an international experience to Australian Scouts when they visit local Scout Groups and share their culture and experiences. Major events held by Scouts Australia attract overseas contingents, and provide further opportunities for Scouts to gain an international experience.

Leadership development opportunities are available for young people who wish to lead a contingent of Australian Scouts to international events, knowing that they will be well supported and mentored by experienced volunteers.

Opportunities to volunteer and learn at international Scouting activity sites are also available and popular with Australian youth. The Kandersteg International Scout Centre "Permanent Mini Jamboree" in Switzerland is one example of such a site where many Australian Rover Scouts have volunteered, and have been employed, as short or long term staff.

One of the greatest international experiences a young person can have is to travel to another country to help with a development project. It could be to run training programs for local Scout volunteers, or to assist in the development of Scout facilities, or another community-based project. With the good name of World Scouting behind them, youth are well supported to contribute to the communities they visit as well as undertaking personal development in these unique environments.

Of course, Scouts don't have to leave Australia's shores to have an international experience. The youth program can incorporate a discovery of international adventure from the local hall, in camp, or out and about. An internationally themed meeting night is one example. An annual event that offers and international experience is the Jamboree On The Air and Jamboree On The Internet (JOTA/I)

²⁵ Lord Baden-Powel, founder of World Scouting

weekend which is an international Scouting festival between youth based in their home city, country, and the world that utilise radio or the Internet to connect youth members from many locations.

PERSONAL PROGRESSION

The journey a young person takes through Scouting is a personal progression through the youth program. A Scout formation does not function like a school where each individual is obsessed with passing tests, but like a group of peers eager for new discoveries and adventures. Personal progression occurs naturally by participating in activities and group life. Scouting's Method emphasises a non-formal mode of education, which "learning-by-doing" characterises.

The process of Plan ▶ Do ▶ Review ▶ very strongly supports the personal progression of a young person through Scouting. By asking the right questions, an adult or peer can help a youth member develop in a way that is individual, or personal, to them.

PROGRAM OBJECTIVES

Scouting has an explicit Purpose: **to contribute to the development of young people in achieving their full physical, intellectual, emotional, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities.**

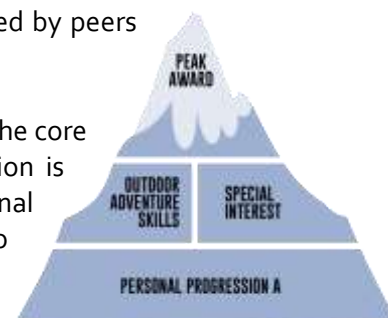
Program Objectives are a concrete and precise expression of this Purpose. They clearly define, for each Area of Personal Growth, the results which a young person can be expected to have attained by the time he or she leaves the Movement, having completed the oldest Section of Australian Scouting. These results should be observable by the young person themselves, by peers, and by the adults supporting them.

Each Section of Scouts Australia also describe developmentally appropriate Program Objectives, allowing a young person to be able to measure their personal progression throughout their Scouting journey. Developmentally appropriate Section Program Objectives help to ensure a smooth progression from one Section to another. [Appendix B](#) outlines the Program Objectives for each section.

RECOGNISING PERSONAL PROGRESSION

Youth members of Scouts Australia see their personal progression recognised by peers and adults through a **Personal Progression Framework**, or 'award scheme'.

This recognition scheme is in four parts. **Personal Progression A** represents the core of the program, and makes up the 'base of the mountain'. This recognition is connected to the Purpose of Scouting, therefore this part of the personal progression framework should be able to be achieved by all members who participate in a regular, quality program.



The second part, the **Outdoor Adventure Skills** enhances the program for those wanting to explore more than just the 'base'. This part of the Personal Progression Framework allows for specialisation and upskilling in certain outdoor pursuits, and Scouting skills. There are nine broad areas of outdoor adventure, each with nine stages of proficiency. There is a strong emphasis on learning, teaching and leading in the outdoor adventures.



The fourth part, the Special Interest areas, enhance the program by allowing for personal goal-setting and exploration of new and existing interests in a broad range of areas. These consist of broad areas that the youth member can select from, which they then use the Plan Do Review framework to develop goals to complete the award, with their peers and leaders.

Youth members may aspire to achieving the 'Peak Award' in their age Section. The Peak Award incorporates Personal Progression A, as well as a specified amount of engagement with the Outdoor Adventure Skills and Special Interest areas, as well as participation in a leadership course, and adventurous journey, a reflection on their personal progression, and a Plan>Do>Review Journal.

When assessing personal progression, the peer or adult evaluates the effort made by each young person and the progress he or she has made in relation to themselves. Recognising personal progression through the award scheme is considered developmentally appropriate for each individual, rather than age specific.

IN SUMMARY

- The Purpose of Scouting is about the development of Character, as reflected in the Areas of Personal Growth. Character development refers to the pursuit of personal best in these areas. It includes positive attitude, respect, and making an effort beyond what benefits the self. A person of well-developed Character will contribute to creating a better world – locally, nationally, internationally.
- The Scouts Australia Youth Program promotes the development of resilience in young people. By challenging youth to be adventurous, taking advantage of leadership opportunities, learning about responsible risk taking, and embracing personal progression with a gradual release of responsibility from adult involvement, Scouting is contributing to the development of the next generation’s active and confident citizens.
- Leadership Development and opportunities for young people to take on leadership roles, whether in their local formation, or in the wider management of Scouts Australia and its branches, provides valuable learning-by-doing lessons that will put our youth in good stead for future vocations.

Scouts Australia is well placed to offer a non-formal educational, fun, challenging, adventurous and inclusive program for children, adolescents, and young adults, strongly complementing formal education in Australia, and the influences of family. Indeed, *it takes a village to raise a child.*²⁶

As a movement of young people, accessible and relevant to all, with the purpose of developing the whole person, Scouting is genuinely “Education for Life”. It is part of a global movement, and therefore Scouts in Australia are truly contributing to “Creating a Better World”.

²⁶ An “African” proverb of unknown origin.

GLOSSARY OF TERMS

Adolescent – a stage in a young person’s life. It has a variety of definitions: United Nations & World Health Organisation: age 10-19; The Scout Association UK: age 10-18; WOSM: age 11-18; Many others: From puberty onset to the age of legal adulthood. For Australian Scouting, Young Early Adolescence is defined as someone between the age of 8 and 11, Early Adolescence 12-14 years of age, and Late Adolescence 15-17 years of age.

Adult in Scouting – mainly adult volunteers (sometimes professionals employed by Scouting) responsible for the development or delivery of the Youth Program, or responsible for the support of other adults, or for supporting other structures and projects within the organisation.

AoPG/SPICES – The Areas of Personal Growth as described in the Purpose of Scouting. These Areas are described in detail by the Program Objectives. Members use the acronym SPICES as a memory aid to recalling each of the six Areas: Social, Physical, Intellectual, Character, Emotional, Spiritual areas of development.

B-P – Robert Stephenson Smyth Baden-Powell, 1st Baron Baden-Powell, also called Sir Robert Baden-Powell, 1st Baronet (born Feb. 22, 1857, London, Eng.—died Jan. 8, 1941, Nyeri, Kenya). B-P was a British army officer who became a national hero for his 217-day defence of Mafeking (now Mafikeng) in the South African War of 1899–1902; he later became famous as founder of the Boy Scout and Girl Guide Movements.

Childhood – a developmental stage in a young person’s life. For Australian Scouting it is defined as someone up to the age of 7 years.

Patrol – the name given to the small team of Scouts engaged in a program of activities and adventures. Usually a patrol is 4-to-8 Scouts in size and is led by a Patrol Leader.

WOSM - The organisation of the Scout Movement at the world level, “World Scouting”, is governed by the World Organization of the Scout Movement (WOSM). WOSM is an independent, non-political, non-governmental organisation that is made up of 163 National Scout Organizations (NSOs). These NSOs are located in 223 countries and territories around the world. With over 40 million members in some one million local community Scout Groups, WOSM is one of the largest youth movements in the world. The purpose of WOSM is to promote unity and the understanding of Scouting's purpose and principles while facilitating its expansion and development. The organs of WOSM are the World Scout Conference, the World Scout Committee, and the World Scout Bureau.

WSYIP – The World Scout Youth Involvement Policy. Adopted in November 2014 and published in 2015, this policy aims at strengthening and ensuring youth involvement at all levels in the Scout Movement. It serves as a reference to National Scout Organizations in the development of their national policies. Of note, Scouts Australia and the National Youth Council were consulted in the early development of this policy, and has helped shape the final product.

WSYPP – The World Scout Youth Programmme Policy was updated from the 1990s edition, and adopted in November 2014. This document is one of the main institutional documents of the World Organization. This second edition of the Policy aims to find a way in a fast moving world to unite Scouts all over the world around the main core elements that match the diverse cultures and needs of young people



Young Adult - A developmental stage in a young person's life. For Australian Scouting it is defined as someone between the age of 18 and 26.

Youth Member – someone who is engaged in the program of youth development offered by Scouts Australia. The age range for this program is 6 – 25 years of age, inclusive. The actual status of membership of the Branch of Scouts Australia is dependent on the policies of each branch, so it may be that an adult member is participating in the youth program as a youth, as they are between the ages of 18 and 25.

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Scouts Australia

Youth Program Review



APPENDIX A – TABLE OF DEVELOPMENTAL STAGES FOR AUSTRALIAN SCOUTING

(Teoh, Pearn, Johnson, & Rogers, 2014)

| Young Early Adolescence Ages 8-11 years | Early Adolescence Ages 12-14 years | Middle Adolescence Ages 15-17 | Late Adolescence, Ages 18-19 yrs |
|---|--|---|---|
| <p><i>Behaviours</i></p> <p>Younger Adolescents have higher energy levels compared with their older adolescents (Kahn et al. 2008)</p> <p>Hormonal changes at this age group may contribute to unpredictable behaviours, especially for boys (Susman et al. 1987; Granger et al. 2003)</p> <p>10-11 year olds engage in more temperament related pro-social behaviours compared with 4-5 year olds. (Australian Institute of Family Studies, 2014. P. 54)</p> <p><i>Cognitive Abilities</i></p> <p>Younger adolescents below the age of 15 years have less sensitivity in identifying negative emotions based on facial expressions than adults, with anger recognition developing later than that of fear (Thomas et al. 2007)</p> | <p><i>Behaviours</i></p> <p>Early Adolescents, when compared with older adolescents or adults, are more impulsive and are especially responsive to short-term rewards (Steinberg, 2009, 2010). Long term projects need to have lots of short-term goals and rewards along the way.</p> <p><i>Cognitive Abilities</i></p> <p>Early adolescents are able to responsibly plan their tasks (Query & Berkland, 1998), thus should be given more opportunity to do so, and to encourage some degree of independence.</p> <p>The ability to become more aware of thinking and feelings is beginning to emerge (Slife, 1987), and they would benefit from reminders and prompts to use these types of self-awareness skills (Veenman et al. 2005).</p> | <p><i>Cognitive Abilities</i></p> <p>15-17 year olds have mature reasoning ability and are able to demonstrate abstract, multidimensional, intentional, and hypothetical thinking (Davey et al. 2008; Kuhn, 2009). Case studies and discussions are good ways of getting them to think and understand. At this age, there are also better able to understand the value of external expert input (Lewis, 1981), thus use of guest speakers is useful.</p> <p>Middle adolescents are able to think about their future, and explore future careers and roles in life (Bacchini & Magliulo, 2003).</p> <p>Brain development in middle adolescence would suggest that this group begins to make decisions that are affected by how they feel (Galvan et al. 2006). They are more like to benefit from activities that help them to</p> | <p><i>Cognitive Abilities</i></p> <p>Adult-like thinking is common in late adolescent, but lacking in the skills that most adults have (Casey et al. 2008)</p> <p>Late adolescents have greater independence than younger adolescents (Allen & Land, 1999), and want to be treated as adults.</p> <p>Late adolescents experiment with identity development, much more than the younger ages (Kroger Thinking about life and post-school careers often preoccupy the thoughts of late adolescents (Adams et al. 1992; Wigfield et al. 2006)</p> <p><i>Socialisation</i></p> <p>Many late adolescents are in a serious relationship (Mosher et al. 2005), and</p> |



| | | | |
|--|--|---|--|
| <p>Given the differences in brain development in areas of higher order problem solving, younger adolescents may not process information as quickly as compared with older adolescents (Casey et al. 2008). Thus younger adolescents may be more responsive if information is presented in smaller chunks instead of larger blocks (Query & Berkland, 1998)</p> <p>Younger adolescents are less able to shift from one category or response to another than middle adolescents (Jaquish & Ripple, 1980).</p> <p>6-7 yr olds, prefer maths more compared with 10-11 yr olds (Australian Institute of Family Studies, 2014. P. 77)</p> <p><i>Socialisation</i></p> <p>Younger adolescents, as compared with older adolescents, still tend to prefer to spend time with their own gender (Barrett, 1996). One of the by-products of this is the promotion of groups based on common interests, which sometime reduces the adolescent’s acceptance of new ideas and activities (Brown, 1990).</p> | <p>Early adolescents begin to think about independence and autonomy, and move away from dependence on adult opinions to that of the opinions of peers (Bukowski et al.1996; Laursen & Collins, 2004). Conflict with adults begins. Difficult behaviours are ideally discussed privately with the adolescent. Given the changes in these attitudes, this is a good time to re-think, train and model appropriate communication skills to enhance family relationships, given that parents are no longer viewed as perfect.</p> <p><i>Socialisation</i></p> <p>Peer acceptance is important to Early Adolescents, which is reflected in reward seeking activity within the brain (Waraczynski, 2006). Thus at this age, the utilisation of peer support as a reason for involvement in the activity may be a stronger motivator, as compared with merely the aim of the task (Bauman et al, 1991).</p> <p>Early adolescence are keen to be accepted by peers, so perceptions of normative peer behaviour are important (Hansen & Graham, 1991; Steinberg, 2008). Thus, ensuring that there is accurate information available</p> | <p>recognise how they are feeling, and to re-focus on the process of critical thinking and reflection. This is related to the need for short-term reward seeking impulses which is heightened even more in middle adolescence (Steinberg, 2010). Emphasising the short-term benefits of abstaining from risky behaviours is important at this stage. Salient, as opposed to symbolic, rewards for middle adolescents is useful at this stage (Galvan et al. 2006).</p> <p>The short-term benefits of peer influence in risky taking and impulsive behaviours, tends to outweigh adults advice and decision-making at this stage (Gardner & Steinberg, 2005; Cauffman et al. 2010).</p> <p><i>Socialisation</i></p> <p>Preoccupation with interactions with the opposite gender, and “falling in love” begin within middle adolescent (Barret, 1996; Tanner et al. 2010).</p> <p>Middle adolescents are also more emotionally supportive of one another, as compared with young and early adolescence (Bokhorst et al. 2010)</p> | <p>intimacy and sexuality issues are the focus for this age group.</p> |
|--|--|---|--|



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| <p>Parental involvement appears to be more critical for children under the age of 10 years, above this age, their peers play an increasing role in influencing their behaviours (Higginbotham et al; Topor et al. in Jakes & DeBord (2010). However, these activities need to be carried in a context of a supportive parent environment.</p> <p><i>Emotions</i></p> <p>Young Adolescents: Girls have lower self-esteem, as compared with boys (Givaudan et al. 2008)</p> <p><i>Body Image</i></p> <p>At age 8-9 years, regardless of gender, more children wanted to have a thinner than average body size rather than an average body size.</p> <p>At age 10-11 years, the proportion of girls who wanted to be of average body size was greater than the proportion of girls who wanted to be thinner than average.</p> <p>As children grew older, the proportion who were dissatisfied with their body increased among underweight and</p> | <p>to stop the “Everyone is doing it” myth is important to prevent risky behaviours.</p> <p>When comparing Comparison of Grade 9 (14 yrs) and Grade 11(16 yrs), the Grade 11 were more able to trust, were more autonomous, too more initiative to do things, were more industrious, had a better sense of their identity and were more willing to consider the topic of intimacy (Rosenthal et al. 1981).</p> | <p><i>Emotions</i></p> <p>Dealing with emotions may become overwhelming for the middle adolescent, as a result of development, leading to a greater prevalence of depression and suicide attempts within this age-group as compared with early adolescents and children (Buchanan et al. 1992).</p> | |
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| <p>normal weight children but decreased among overweight children, regardless of gender. (Daraganova, 2014)</p> <p>Regardless of gender and body mass status, 10-11 yr olds tend to report their body size more accurately than 8-9 yr olds. (Australian Institute of Family Studies, 2014. P. 118)</p> | | | |
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APPENDIX B – DRAFT PROGRAM OBJECTIVES FOR SCOUTS AUSTRALIA’S YOUTH PROGRAM

Each of the five development areas described here are known as the Areas of Personal Growth, and are the found in the Purpose of Australian Scouting.

| SOCIAL DEVELOPMENT | | | | | |
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| <i>Social development refers to belonging to a group, one's relationships with others and understanding differences between people in small groups of peers or up to diverse larger communities.</i> | | | | | |
| Educational Trails | 6-7 year-old | 8-10 year-old | 11-14 year-old | 15-17 year-old | 18-25 year-old |
| Becoming Aware | Is aware of oneself | Encourages and shows respect for oneself | Demonstrates consistently, appropriate behaviour in different situations | Addresses personal strengths and weaknesses | Addresses bias and injustice and practises and promotes equality among all people |
| | Uses appropriate behaviour | Considers one's influence and impact on others Carries out the duties assigned | Adheres to the rules of the group Agrees to and implements responsibilities within the group | Encourages the participation of all members, recognising individuals' strengths | Lives according to one's legal and ethical responsibilities |
| Interacting With Others | Makes new friends and is kind and caring | Shows respect to others | Is open to different opinions and lifestyles | Demonstrates an inclusive approach to all and is able to recognise and challenge prejudices and bias | Explores other ways of life and embraces diversity |
| | Demonstrates a sense of fair play in games | Demonstrates an awareness of the needs of others in the group and undertakes set activities in teams | Works effectively in small and large groups in various roles and tasks | Assumes the role of leader (mediator, tutor, mentor) in a group | Works as a part of a team, manages collective projects and serves actively in the local community, influencing change |
| Developing Relationships and Networks | Shares with others | Is aware of other members of the local community | Works with people of all ages and develops support networks | Contributes to and recognises the benefits of wider networks | Builds and maintains meaningful relationships within the local, regional and global communities |
| | Attempts to safely explore the local community | Shows an awareness of one's personal safety and support | Addresses the requirements for personal safety and support for themselves and others | Promotes and addresses personal safety and protection issues for oneself | Interacts in an appropriate manner with members of diverse communities |



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| | | | | and other members who may be at risk | |
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PHYSICAL DEVELOPMENT

PHYSICAL DEVELOPMENT REFERS TO A PERSON'S RELATIONSHIP WITH THEIR BODY. IT INCLUDES ACTIVE CARE FOR HEALTH, AS WELL AS THE PURSUIT OF PHYSICAL SKILLS AND FITNESS.

| Educational Trails | 6-7 year-old | 8-10 year-old | 11-14 year-old | 15-17 year-old | 18-25 year-old |
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| Being Healthy and Fit | Makes an effort to follow guidelines from adults to care for one's body and develop good habits | Judges the level of risk involved in one's actions | Respects one's body and that of others and understands the importance of good personal hygiene | Understands good sexual health and safe practises | Takes responsibility of making good lifestyle choices to ensure good mental health |
| | Explains why it is important to eat healthy foods | Describes healthy 'anytime' foods and 'sometimes' foods | Demonstrates an understanding of food nutrition and good food choices | Outlines the effects of drugs, self and substance abuse on the body Explains the difference between healthy and unhealthy drinking habits | Takes responsibility of making good lifestyle choices to ensure good physical health |
| | Identifies the main organs of the body | Describes the main illnesses which could affect oneself, their cause and prevention Explains how the major bodily systems function | Recognises the physical and physiological changes which are happening in one's body as it develops | Takes suitable measures in case of sickness or accident | Is aware of the biological processes which regulate one's body, protects one's health and accepts one's physical capabilities |
| Being Adventurous | Participates in new and active activities | Participates in, and helps plan a wide range of active outdoor activities | Explains and demonstrates the importance of exercise, fitness and challenge in the development of one's body | Incorporates adventurous, challenging and new physical activities into everyday life Seeks to master and refine one's skill set | Takes part in physical expeditions and adventurous activity that challenge oneself physical and intellectually Consolidates outdoor skills and knowledge to lead adventurous activities |



| Intellectual Development | | | | | |
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| INTELLECTUAL DEVELOPMENT REFERS TO MY ABILITY TO THINK, PLAN, INNOVATE, REVIEW AND USE INFORMATION IN NEW AND DIFFERENT CIRCUMSTANCES. | | | | | |
| Educational Trails | 6-7 year-old | 8-10 year-old | 11-14 year-old | 15-17 year-old | 18-25 year-old |
| Acquiring new information | Shows an interest and responds to activities presented | Expresses interest when doing new and unknown experiences | Actively seeks new experiences to develop one's skills and interest areas | Actively pursues personal development opportunities and shares information, knowledge and skills with others | Engages in qualifications/ training to assist personal development, education and or employment |
| Showing Initiative | Shares stories and experiences that are relevant | Discusses possible solutions to situations, stories or problems | Demonstrates an ability to analyse a situation from different perspectives and applies problem solving techniques, using a range of evidence before making a decision or judgement | Actively participates and seeks innovative solutions to challenges by using a range of sources to effectively evaluate, implement and review a project | Identifies and responds creatively to current issues and performs with great dexterity in diverse situations, demonstrating capacity for thought, innovation, adventure and resourcefulness |
| Being Adaptable | Participates in activities when plans are changed | Provides helpful suggestions to solve problems | Responds to changing circumstances and offers suggestions regarding contingencies | Demonstrates flexibility and adaptability with activities. | Reviews and revises major projects in the light of new evidence, and involving stakeholders and support and expertise outside of the project team |
| Planning and Reviewing | Identifies personal interests and abilities Contributes ideas on activities | Demonstrates a commitment to learning and reflect about new things Can discuss an activity after it has been held using the Plan – Do – Review cycle | Develops an appropriate plan which includes what to do when a plan doesn't work Implements the Plan – Do – Review cycle | Successfully undertakes long, medium and short term planning Critically reflects on the Plan-Do-, Review cycle for a project | Critiques long, medium and short term planning As a routine, applies the Plan-Do -Review to all aspects of life |



| Character Development | | | | | |
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| CHARACTER DEVELOPMENT REFERS TO THE PURSUIT OF PERSONAL BEST. IT INCLUDES POSITIVE ATTITUDE, RESPONSIBILITY, RESPECT AND MAKING AN EFFORT BEYOND WHAT BENEFITS THE SELF. | | | | | |
| Educational Trails | 6-7 year-old | 8-10 year-old | 11-14 year-old | 15-17 year-old | 18-25 year-old |
| Developing Identity | Is cheerful | Identifies one's main strengths and limitations and does one's best | Reviews personal behaviour and can accept and evaluate criticism | Projects current abilities and limitations into the impact of one's adult life | Does one's best and critically reflects on self and lifestyle, with a view to improve and value oneself |
| | Attempts to do one's best | Recognises the need to do one's best | Reviews personal behaviour regarding doing one's best | Challenges and monitors performance to do one's best | Critically reflects on one's performance |
| Showing Autonomy | Accepts duties cheerfully | Addresses and overcomes difficulties cheerfully | Makes and implements decisions which demonstrate a consistent approach in choosing one's direction in life | Expresses one's own views assertively, and takes action where one identifies an injustice | Demonstrates a critical awareness of the world, is able to make personal choices, accepts the consequences, and respects the opinions of others |
| Demonstrating Commitment | Generally, fulfils the task one undertakes | Shows consistent efforts to fulfil tasks | Takes responsibility for one's own use of time and personal development, including setting goals for one's personal life | Actively reviews and pursues the achievement of personal goals in life | Monitors personal lifestyle and plans effectively for social and work activities Is considered a role model to others |



| Emotional Development | | | | | |
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| EMOTIONAL DEVELOPMENT REFERS TO THE NEED FOR UNDERSTANDING OF ONE'S OWN EMOTIONS AND OTHERS. IT INCLUDES AWARENESS OF HOW A PERSON IS FEELING, EXPRESSING EMOTIONS IN A POSITIVE MANNER, AND RESPECTING THE EMOTIONAL NEEDS OF OTHERS. | | | | | |
| Educational Trails | 6-7 year-old | 8-10 year-old | 11-14 year-old | 15-17 year-old | 18-25 year-old |
| Being Emotionally Aware | Begins to understand one's own feelings and those of others | Demonstrates awareness of one's feelings and how these will impact on others | Learns to manage one's own emotions and when responding to other people | Controls one's emotions and maintains a positive self-concept | Manages the range of one's emotions in different situations, including the ability to engage when outside of one's comfort zone Recognises when others need emotional support and offer suitable assistance |
| Expressing One's Feelings | Identifies different feelings and is sharing about these | Expresses own feelings without hurting other peoples' and talks about this | Manages one's feelings in appropriate ways and talking about this to others | Controls and expresses one's feelings appropriately and knowing when and who I can talk to about these | Maintains an inner state of freedom, equilibrium and emotional maturity Gives and receives constructive feedback and know when to ask for assistance |
| Showing Respect | Adapts to relationships within the small group and its members | Respects other people who may be different, is accepting of them and is aware of their feelings | Considers other people by respecting and accepting them, and their point of view | Accepts respects and understands that others may have feelings and opinions which are different to theirs Recognises and supports where possible and appropriate, others who have specific needs | Behaves assertively and affectionately to other people without showing inhibition or aggression Demonstrates awareness of mental health issues, and understands how to support those in need. |



| Spiritual Development | | | | | |
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| SPIRITUAL DEVELOPMENT REFERS TO THE DEVELOPMENT OF A PERSON'S BELIEFS REGARDING THEIR PURPOSE IN LIFE, CONNECTION TO OTHERS, PLACE IN THE WORLD AROUND THEM, WHILE RESPECTING THE SPIRITUAL CHOICES OF OTHERS. | | | | | |
| Educational Trails | 6-7 year-old | 8-10 year-old | 11-14 year-old | 15-17 year-old | 18-25 year-old |
| | Appreciating the world around me | Understanding that people have different beliefs and expressing thanks to others | Beginning to explore different religions and belief systems, developing a sense of connection to others, and taking time to stop and reflect | Forming my own beliefs about my purpose in life, and improving my sense of connection to others and the world | Being able to express beliefs about my purpose, respecting those of others, and understanding how my beliefs influence my actions |
| Exploring beliefs | <ul style="list-style-type: none"> Know if my parents have a belief system | <ul style="list-style-type: none"> Experience religious belief systems through family and community activities Experience non-religious belief systems through family and community activities Know that there are many ways that I may choose to find meaning in my life | <ul style="list-style-type: none"> Understand how common religious beliefs can be applied in daily life Understand non-religious conceptions of the meaning of life and how these can be applied in daily life Question my feelings and beliefs regarding my purpose in life | <ul style="list-style-type: none"> Understand how different religions shape an individual's worldview and the implications this has on society Understand how different non-religious beliefs shape an individual's worldview and the implications this has on society Possess a developing conception of my own spirituality | <ul style="list-style-type: none"> Engage in informed discussion on the role of religions in society Engage in informed discussion on the role of non-religious systems of spiritual belief in society Continue to explore and express my spirituality and understand how this influences my life |
| Stopping for reflection | <ul style="list-style-type: none"> Appreciate that the Promise and Law should play a part in guiding my life | <ul style="list-style-type: none"> Know the Promise and Law, be able to express in basic terms what they mean to me, and know that my spiritual beliefs are | <ul style="list-style-type: none"> Explain how my spiritual beliefs, the Promise and Law guide my actions and understand the importance of | <ul style="list-style-type: none"> Express how my spiritual beliefs guide my actions in particular contexts and how they have developed over time. | <ul style="list-style-type: none"> Express the reasons I have arrived at my current spiritual beliefs and how these combine with the Scout Promise and |



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| | <ul style="list-style-type: none"> Know that I am part of something bigger than myself | <p>influenced by my family and community</p> <ul style="list-style-type: none"> Know that there are right and wrong ways of doing things and I should use my spiritual beliefs to guide my actions Appreciate that I am connected with others and the world | <p>surrounding myself with positive influences</p> <ul style="list-style-type: none"> Understand how my spiritual beliefs guide my actions Have an understanding of how I am connected with others and the world | <ul style="list-style-type: none"> Express examples of when I have not lived up to my spiritual beliefs and explain how I can improve in future Express my beliefs about my connections with others and place in the world | <p>Law to guide me through my adult life</p> <ul style="list-style-type: none"> Articulate my plan for further developing and adhering to my spiritual beliefs in the future Lead younger individuals in gaining their own understanding of their connection with others and place in the world, and reflect upon how my understanding of this informs my actions |
| Respect for others | <ul style="list-style-type: none"> Know that others may have different beliefs to me about life Know that others have different social and cultural backgrounds to me Know that my community has many different people in it | <ul style="list-style-type: none"> Know something of the beliefs of my peers Know something of the social and cultural backgrounds of my peers Know something of the societies and cultures in my community | <ul style="list-style-type: none"> Experience spiritual belief systems, religious or otherwise, other than my own Experience cultures other than my own Explain the value of diversity in my community | <ul style="list-style-type: none"> Experience spiritual belief systems in a deep way and explain spiritual beliefs systems other than my own to others Experience societies different to the one I am living in and show respect for those differences Participate in inter-faith or non-faith spiritual community events | <ul style="list-style-type: none"> Contribute to a culture of understanding and respect towards religious and spiritual beliefs that are different from my own Contribute to a culture of understanding and respect towards societies and cultures that are different from my own Contribute to a culture of mutual understanding and respect in a multicultural community |



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| <p>Being thankful</p> | <ul style="list-style-type: none"> • Appreciate the complexity and awe-inspiring nature of the natural and human worlds • Identify the people that are most important in my life • Know that many opportunities are available to me throughout my life | <ul style="list-style-type: none"> • Experience and appreciate some of the world's beauty • Express thanks to my family and other people in my life for the things they do for me • Be thankful for the many opportunities that have been, are and will be available to me | <ul style="list-style-type: none"> • Explore beautiful places and reflect on nature's magnificence, and know that it is worth preserving • Understand my cultural and spiritual heritage, and how these have shaped my life • Understand that others may not have the same opportunities as I have had | <ul style="list-style-type: none"> • Consider the impact of a deteriorating natural environment on those around me • Understand the importance of acceptance and forgiveness in maintaining the relationships I have • Be thankful for the opportunities I have had and start to help those who may not have the same opportunities | <ul style="list-style-type: none"> • Care for the natural beauty of the world through my actions • Articulate how the relationships I have shape my life and express thanks to those who support me • Provide a disadvantaged group with opportunities for development and growth |
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