

Journal

Start a Scout Journal that keeps track of your journey in Scouting , detailing events that impacted your life, thoughts , reflections and notable interactions with other people. Journal should include Acts of Kindness you have observed, received or rendered. This journal will be reviewed at every end of tier interview by the Scout Leader or his designate. The journal should preferably not be digital and may include illustrations, paper clippings and any suitable forms of expression by the Scout. There should be at least 2 entries per month to encourage consistency as a directed value in life .

Objectives of Journal

- 1) To inculcate **discipline** in the scout, by encouraging him to keep a consistent collection of his scouting journey
- 2) To help the scout to concretise his scouting experience through self reflection.
- 3) To enable the scout to trace his intrapersonal development, by means of self-reflection
- 4) Serves as a **record** of his scouting journey for higher awards assessment.
- 5) The end objective of writing the journal to enable the scout to demonstrate that he has developed maturity of perspective in life as he moves up in the higher tier.

Notes to Adult leaders

1) Frequency

As journal writing is not a widely practised habit, the scout leaders would need to set up a conducive environment to develop the practise of self-reflection in the scouts.

In order to inculcate the habit, it is recommended that certain time be put aside after troop meetings and activities for the scouts to record their experiences and reflections. It would be ideal for the scouts to have a journal entry for each unit meeting and a good target of at least 2 entries per month.

For the purpose of progression, the journal entry at the lower tier does not need to have quality and quantity, but it must be have the consistency of entries. This is to inculcate discipline in the scout.

2) Quality

As the scout progresses on, scout leaders should guide the scout with asking him how he can improve in his journey entries, now that he is one-tier higher. What would his quality and quantity of his entry be, as compared to when his standard in previous tiers.

3) What to write

The scout should be encouraged to write about what he has done during the unit meeting and activities. He can be guided by the questions posed by each activity, if there is any. The Scout Leader can also facilitate the scout's reflection by exploring his high and low moments in the activities that he had participated in. He should also note down what he has learnt from the day's episode.

The scout should also be encouraged to record down

- events that impacted his life, thoughts , reflections
- notable interactions with other people
- Acts of Kindness he has observed, received or rendered.

Within each tier, there is a Beliefs and Attitudes component. The Scout can use the journal to express his views and be prepared to use different medium to do so.

4) How to write it

The scout is not restricted to only one medium of entry for his journal. He can choose to write, blog, draw, take pictures, and do collages.

The scout leader is to review the journal with the scout with an interview at the end of each tier and help him plan for his next scouting journey in the next tier. With a journal, the scout would have a rich repertoire of experience to showcase when he moves on in life from being a scout.

A simple guide to entry writing is the What, When, How and Why reflective questions.

Notes on the Thank you letter

http://greatergood.berkeley.edu/article/item/tips_for_keeping_a_gratitude_journal

Scout leaders can refer to this website to understand the benefits of keeping a gratitude journal. A simple act of gratitude to inculcate sense of appreciation and social graciousness at a formative age.

Though it is mentioned that it is done in the first tier, scouts at all tiers should be encouraged and be reminded of the blessing in their life.

This component will also kick start the list of Acts of Kindness that the Scout is supposed to keep in his journal.

The scouts can do it as a weekly exercise to remember the people who have shown them kindness in the week. It would encourage the scouts to think of who have been kind to them and to act with kindness in return.

This is an act that is carried out by religious group and have been shown to be beneficial, according to Positive Psychology.

Notes on They Say, I quote

Quotes can be easily found on facebook, like pages such as The MASTER Mind, Wisdom Quotes, Motivation Quotes. Scouting Quotes would be a bonus. It would help the scout learn more, especially if the quote meant something to her.

Quotes are usually short. It helps to make one think because it usually has a point to be made. However, one does not have to agree with it because it can be seen from different perspective. When one does, it becomes a powerful line to remember in times of need, especially when one has reflected upon it.

Scout Leader can introduce the quotes too. They can quote to the scouts by sharing with them a story related to it. And the scouts themselves can use the quote to decide for themselves how the quote affects them.

Ideally, all scouts should be able to look for their own quotes and share with their patrol mates what their point of view of the quote.

Review and Reflections

The Scout Leader or his designate shall conduct a face-to-face review with the Scout before granting him any awards so as to personally understand the Scout's attitude, character and personal development. The Scout leader shall then assess if the scout requires more time to be suitable for the award.

For Tiers 1 and 2, the review session can be conducted by the Patrol Leader under the mentorship of a designated Adult Leader.

For Tiers 3 and 4, the review session should be conducted by the Scout Leader or his designated Adult Leader.

Suggested Review Framework

- Review of the Scout's achievements, attitude, character and personal development against the SPICES outcomes as recommended below particularly to their understanding and commitment to the Promise and Law. There should be a marked improvement as compared to the review for previous tier.
- Review the Scout's Journal. Discuss the response to the Scout's Reflection.
- Facilitate the Scout to set personal goals and timelines for his next award.
 - Goals should be specific and measurable where possible.
 - Periodic review of his goals timeline is encouraged.

Area	Thread	Initiation into Patrol Life	Participation in Patrol Life	Building Patrol Life	Contributing to Troop Life
General		Knows what makes up a patrol and who's who and feels comfortable in the patrol.	Actively involved in patrol activities and carry out his patrol responsibilities assigned to satisfaction of his PL/AL.	Actively contributed to his patrol functioning and growth as a senior member of his patrol.	Actively participate in troop level planning and execution. How has he contributed and improved the Troop's activity and programme
Social Development	Relationships and Communication (Relationship Management)	Shows respect for other people's opinions. Encourages respect for his weaker or less pleasant companions.	Is open to different opinions, social classes and ways of life.	Is able to recognise and challenge gender and ethnic stereotypes and prejudices.	Demonstrates that he considers people who are different to him to be equal in dignity.
	Cooperation and Leadership	Accepts rules and demonstrates a sense of fair play in games. Carries out the duties assigned to him within the pack	Shows an ability to take decisions jointly and act upon them with the team	Helps to establish rules in the groups he belongs to.	Is able to play a role of leader (mediator, tutor, mentor) in a group.
	Social Responsibility	Shares what he has with his companions. Shows that he knows the Rights of the Child and relates them to current situations.	Shows the ability to understand and act upon responsibility that stronger/more able members have to help the weaker/less able within the Patrol.	Contributes to a better world through service, makes suggestions and assists in the organisation of social service projects undertaken by the team or the unit.	Understands Singapore's place in the world and the need for collective contributions to build a better community for all.

Area	Thread	Initiation into Patrol Life	Participation in Patrol Life	Building Patrol Life	Contributing to Troop Life
Physical	Responsibility	Makes an effort to follow guidelines from adults on the care of his body. Judges the level of risk involved in his actions.	Participates in activities which contribute to the development of his body.	Respects his body and that of others.	Keeps himself in good physical condition.
	Identifying Needs	Shows that he knows where the main organs of his body are. Explains how the major bodily systems function.	Recognizes the changes which are happening in his body as it develops.	Describes the relation between the physical and Psychological processes of his body.	Explains the physical and Psychological differences between male and female development. Takes suitable measures in case of illness or accident.
	Maintenance	Describes the main illnesses which could affect him and their causes. Develops habits to protect his health.	Takes care of his health at all times and avoids habits which could damage it.	Helps to prevent situations which could adversely affect his own or his companions' health.	
Intellectual	Collecting Information	Expresses what he finds surprising or strange. Shows an interest in discovering and learning	. Shows an interest in expanding his knowledge of things going on around him.	Extends fields of knowledge in which he learns for himself.	Progressively focuses his learning on subjects linked to his career options.
	Processing Information	Tells little stories or talks about situations from life in the Pack. Explains the conclusions which he draws from stories, tales and characters in them	. Is capable of expressing his own thoughts about situations which he experiences.	Demonstrates an ability to analyse a situation from different standpoints.	Shows an ability to sum up, criticize and make suggestions.
	Problem Solving	Describes the use or application of the objects he knows. Describes solutions to small problems.	Recognizes some of the different elements of a problem.	Participates in a project, which presents a novel technical solution to a common problem.	Actively participates in a project which uses innovative technology.
Character Development	Identity	Appreciate what he is capable of doing. Identifies his main abilities and limitations.	Is able of accepting and evaluating the criticisms made about his behaviour.	Is capable of looking at himself in a critical way.	Is capable of projecting his present abilities and limitations onto adult life.
	Autonomy	Accepts difficulties cheerfully. Cheerfully faces up to and overcomes difficulties.	Adopts consistency as a value to direct his life.	Is able to make decisions by himself and to implement them.	Expresses his own views assertively

Area	Thread	Initiation into Patrol Life	Participation in Patrol Life	Building Patrol Life	Contributing to Troop Life
	Commitment	Generally fulfils the tasks he undertakes. Shows constant efforts to be consistent.	Takes responsibility for his own development and sets objectives to achieve it.	Is able to manage his personal time, respecting priorities set.	Sets goals for his personal life.
Emotional Development	Self-Expression	Expresses emotions and feelings naturally. Shows an interest in expressing himself during different activities.	Expresses in different ways what he lives, thinks and feels, in the Patrol Book.	Shares his worries, aspirations and feelings in his team.	Has an on-going mutually enriching dialogue with his parents and his friends
	Self-Awareness and equilibrium	Identifies and describes his emotions and feelings. Recognizes and expresses his fears and anxieties.	Identifies the causes of his reactions and impulses.	Recognizes in himself tendencies such as loneliness, shyness, rebelliousness and insecurity and progressively learns to handle them.	Progressively manages to handle his emotions and feelings, achieving a more stable state of mind.
	Assertiveness and friendliness	Adapts easily to affective relationships in the Pack. Says what he thinks without hurting his companions or making fun of them.	Expresses his opinion showing respect for other people.	Listens to other peoples' opinions and expresses his differences appropriately.	Knows how to express his opinions freely in different circumstances, without dismissing those of others.
Spiritual Development	Spiritual Discovery	Notices and recognises his companions' good deeds. Participates in meditation activities during excursions and camps.	Participates with his patrol in time of reflection aimed at finding out and expressing the spiritual meaning of their experience.	Is able to recognise the spiritual significance of personal and collective experience.	Prepares and leads activities aimed at helping the members of his team to find out the spiritual meaning of their experience.
	Spiritual Understanding	Shows an interest in finding out about his family's religion. Values all his companions equally, without distinction of religious ideals.	Shares with people of different faiths without prejudices.	Deepens his knowledge of the spiritual heritage of his family or community.	Has reached a more personally meaningful, individualized attitude towards belief and faith.
	Spiritual Commitment	Shows that he understand that the value of his faith is expressed in his attitudes towards other people. Respects the attitudes of people who make an effort to live according to their religious beliefs.	Shows an interest in acting consistently with his faith, especially in moments of difficulty.	Constantly examines the consistency between his beliefs and his actions.	Perseveres with commitments, which he has undertaken to his faith.