Singapore Scout Association
National Training Team

CAOE Pt 1

Certificate in Applied Outdoor Education Part 1
(Induction Programme)

Learner Guide

Version 1.0

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Table of Contents

Certificate in Applied Outdoor Education Part 1
(Induction Programme)

Scouting is a movement of self-education for young people, developing them to achieve their full potential - as responsible individuals and active citizens in their roles that they play in their families, communities and world. Since the beginning of the Scout Movement, the Scout Method espoused by the founder Lord Baden Powell's continues to contribute to the unique educational experiences that inspire and impact millions of Scout leaders and youths.

The Scout Movement, one of the oldest youth movements has been active in Singapore since 1910. It encourages holistic development of youths with a strong emphasis on duty to country, helping and relating harmoniously with others, and to being responsible in growing one's own capacities. Attending this foundational course is key in equipping participants adequately with the principles, structure and resources on Scouting that an adult leader needs to deliver a quality sectional Scout programme to the youths. This training also complements participants' capabilities and uncovers talents from the class as a whole to help youths experience the game of Scouting as the founder envisaged it through the thoughtful participants' enactment of quality learning experiences.

This course specifies the competencies you will be required to learn to help you put the knowledge, skills and understanding into practice, within your role in either the school-based or community-based Scout Groups in Singapore. It is a fundamental course that you will develop yourself as an effective adult leader at the unit level with the guidance and support you will receive from your patrol mentors. They will guide you through the training you need to lay the strong foundation in pursuit of the Diploma in Applied Outdoor Education (the Wood Badge Course).

The competency elements covered in this CAOE Part 1 course are:

1. Acquire the essential knowledge of the Scout Movement, individual's role and areas of responsibilities as an adult leader *(Module 1 – Scouting and Its Knowledge)*.

2. Explore the Fundamentals of Scouting, POR and other policies related to youth protection and duty of care (i.e. Code of Conduct, Safe from Harm Policy, Whistle Blowing etc.) and consider their relationship with and impact on the delivery of a quality youth Scouting programme *(Module 1 – Scouting and Its Knowledge)*.

3. Acquire the essential knowledge of the developments of the Scouting Movement at the local, Asia Pacific Region and world arena to meet the developmental needs of youths raised in dynamic society today, and to contribute to the growth of their group and/or section *(Module 2 – Scouting Environment)*.

4. Adopt the Youth Programme Model that encapsulated the three core components of 'What' (learning opportunities), 'How' (the Scout Method), and 'Why' (purpose of Scouting) as proposed in the Youth Programme Policy (SSA) for the planning and review of a sectional Scout programme including the use of and a variety of methods to generate programme ideas *(Module 3 – Youth Programme)*.

5. Apply practical skills as an effective adult leader in supporting other adult leaders and youths through the organisation of one's sectional Scout programme that youths can develop their character and learn from the experiences and situations, both organised and spontaneous *(Module 4 – Scouting Skills)*.

Module 1 - Scouting and Its Knowledge

Competency Element 1.1
Acquire the essential knowledge of the Scout Movement, individual's role and areas of responsibilities as an adult leader.

Performance Criteria

1.1.1   Recount briefly how Scouting first started by Lord Baden Powell globally and then how it came into Singapore through Frank Cooper Sands.

1.1.2   Explain the meaning and significance of the unique characteristics and elements associated with Scouting.

Assessment Criteria for this Element of the Course:

Learning activities for this course will be carried out during class. However the following Learning Guide Assessment (LGA) 1 to 5 would be completed outside of class and submitted to the SSA as part of the final assessment.

1.1.1   Able to recall key facts on the origins of the Scout Movement, Founder Baden Powell and his ideas from the pre-course readings

a. The Baden-Powell Story

BP's Early Life

BP's Military Experiences (England, India, Africa)

http://www.thedump.scoutscan.com/bpstory.pdf

b. Scouting for Boys (yarn00)

BP's Ideas for Training Boys

Boys' and Parents' Views on Scouting

http://www.thedump.scoutscan.com/yarn00.pdf

c. Scouting for Boys (yarn01)

Progressive Training of Scouts at Different Developmental Stages

What Good Scouts Do

http://www.thedump.scoutscan.com/yarn02.pdf

     d. [Beginning of the Scout Movement](https://www.scout.org/scout-history)

https://www.scout.org/scout-history

     e. [History of Singapore Scout](http://scout.sg/history-scouting-singapore)

                http://scout.sg/history-scouting-singapore

1.1.2.1   Able to define the following unique characteristics and elements of Scouting with its importance and usage.
+ Left Handshake
+ Scout Sign
+ Scout Salute
+ World Scout Badge
+ Scout Uniform
+ Youth Programme

SSA Policy, Organisation and Rules (Sections 1, 8, 14):
http://scout.sg/sites/default/files/Policy,%20Organisation%20and%20Rules%20(2019)%20BW.pdf

1.1.2.2   Able to develop a teaching / learning / assessment resource for one unit meeting to introduce one essential characteristics of Scouting (e.g. history, BP, uniqueness of Scouting) to youth members.

Origins of the Scout Movement, Founder Baden Powell and His ideas

Recall key facts on the origins of the Scout Movement, Founder Baden Powell and his ideas from the pre-course readings below.

Pre-course Readings

1. The Baden-Powell Story

- BP's Early Life
- BP's Military Experiences (England, India, Africa)

2. Scouting for Boys (yarn00)

- BP's Ideas for Training Boys
- Boys' and Parents' Views on Scouting

3. Scouting for Boys (yarn01)

- Progressive Training of Scouts at Different Developmental Stages
- What Good Scouts Do

Video

Baden Powell Story

Be Prepared: The Story of Robert Baden-Powell

Quiz

How Well Do You Know BP?

Reference:

1. "The Dump" – Resources for Scouting, www.http://www.thedump.scoutscan.com

2. http://scout.sg/our-founder

Personal History of Founder

Robert Stephenson Smyth Baden-Powell

Robert Baden-Powell, from a painting by David Jagger, 1929

The name Baden-Powell is known and respected throughout the world as that of a man who, in his 83 years, devoted himself to the service of his country and his fellow men in two separate and complete lives, one as a soldier fighting for his country, and the other as a worker for peace through the brotherhood of the Scout Movement.

Robert Stephenson Smyth Baden-Powell was born at 6 Stanhope Street (now 11 Stanhope Terrace), Paddington, London on February 22, 1857. He was the sixth son and the eighth of ten children of the Reverend Baden-Powell, a Professor at Oxford University. The names Robert Stephenson were those of his Godfather, the son of George Stephenson, the railway pioneer.

His father died when B.P. was only three years old and the family were left none too well off. B.-P. was given his first lessons by his mother and later attended Rose Hill School, Tunbridge Wells, where he gained a scholarship for admittance to Charterhouse School. Charterhouse School was in London when B.P. first attended but whilst he was there it moved to Godalming, Surrey, a factor which had great influence in

his later life. He was always eager to learn new skills. He played the piano and fiddle. He acted – and acted the clown too at times. He practised bricklaying, and it was whilst a scholar at Charter house that he began to exploit his interest in the arts of Scouting and woodcraft.

Unofficially, in the woods around the school, B.P. would stalk his masters as well as catch and cook rabbits, being careful not to let the tell-tale smoke give his position away. His holidays were not wasted either. With his brothers he was always in search of adventure. One holiday they made a yachting expedition around the south coast of England. On another, they traced the Thames to its source by canoe. In all this, Baden Powell was learning the arts and crafts which were to prove so useful to him professionally. B.-P. was certainly not a 'swot' at school, as his end of term reports revealed. One records: 'Mathematics – has to all intents given up the study', and another: 'French – could do well but has become very lazy, often sleeps in school'. Nevertheless, he gained second place for cavalry in open examination for the Army and was commissioned straight into the 13th Hussars, bypassing the officer training establishments, and subsequently became their Honorary Colonel for 30 years. His Army career was outstanding from the start. With the 13th Hussars he served in India, Afghanistan and South Africa and was mentioned in dispatches for his work in Zululand. There followed three years of service in Malta as Assistant Military Secretary and then he went to Ashanti, Africa, to lead the campaign against Prempeh. Success led to his being promoted to command the 5th Dragoon Guards in 1897, at the age of 40. It was to the 5th Dragoon Guards that B.-P. gave his first training in Scouting and awarded soldiers reaching certain standards a badge based on the north point of the compass. Today's Scout Membership badge is very similar.

In 1899 came Mafeking, the most notable episode in his outstanding military career, by which he became a Major-General at the age of only 43. B.P. became famous and the hero of every boy, although he always minimised his own part and the value of his inspiring leadership. By using boys for responsible jobs during the siege, he learned the good response youth give to a challenge. During the 217 day siege, B.P.'s book Aids to Scouting was published and reached a far wider readership than the military one for which it was intended. Following Mafeking, B.P. was given the task of organising the South African Constabulary and it was not until 1903 that he returned to England as Inspector General of Cavalry and found that his book, Aids to Scouting was being used by youth leaders and teachers all over the country. He spoke at meetings and rallies and whilst at a Boys' Brigade gathering he was asked by its Founder, Sir William Smith, to work out a scheme for giving greater variety in the training of boys in good citizenship.

History of Scout Movement Globally and Locally

Pre-course Readings

- [Beginning of the Scout Movement](#)
- [History of Singapore Scout Movement](#)

Reference:

1. https://www.scout.org/scout-history

2. http://scout.sg/history-scouting-singapore

The Beginning of the Scout Movement

All this began with 20 boys and an experimental camp in 1907. It was held during the first nine days of August in 1907 at Brownsea Island, near Poole in Dorset, England. The camp was a great success and proved to its organiser, Robert Baden Powell, that his training and methods appealed to young people and really worked. In January 1908, Baden-Powell published the first edition of "Scouting for Boys". It was an immediate success and has since sold over 100 million copies, making it one of the best-selling books of all time. Baden-Powell had only intended to provide method of training boys, something that existing youth organisations such as the Boys' Brigade and YMCA could adopt. To his surprise, youngsters started to organise themselves into what was to become one of the largest voluntary youth movements in the world.

The success of "Scouting for Boys" produced a Movement that quickly – automatically it seemed – adopted the name of The Boy Scouts. By 1909 "Scouting for Boys" had been translated into five languages, and a Scout rally in London attracted more than 11,000 Scouts. As a result of Baden-Powell taking a holiday in South America, Chile was one of the first countries outside Britain to begin Scouting. In 1910 he visited Canada and the United States where it had already started.

The coming of World War I in 1914 could have brought about the collapse of the Movement, but the training provided through the patrol system proved its worth. Patrol leaders took over when adult leaders volunteered for active service. Scouts contributed to the war effort in England in many ways; most notable perhaps were the Sea Scouts who took the place of regular coast-guardsmen, freeing them for service.

The first World Scout Jamboree took place in 1920 with 8,000 participants, and proved that young people from different nations could come together to share common interests and ideals. Since that first World Jamboree at Olympia in London, there have been 21 others at different locations.

9

During the Jamboree, the first World Scout Conference (then called "International Scout Conference") was held with 33 National Scout Organizations represented. The Boy Scouts International Bureau, later to become the World Scout Bureau, was founded in London in 1920.

In 1922 the first World Scout Committee was elected at the 2nd International Conference in Paris, where 31 National Scout Organizations were represented. World membership was just over 1 million.

Scouting began as a programme for boys 11 to 18 years of age. Yet almost immediately others also wanted to participate. The Girl Guides programme was started in 1910 by Baden-Powell. His wife Olave Soames who was his constant help and companion in all this work, whom he married in 1912, became Chief Guide. Olave, Lady Baden Powell, until she died in 1977, was known throughout the world as World Chief Guide.

A Wolf Cub section was formed for younger boys. It used Rudyard Kipling's "Jungle Book", to provide an imaginative symbolic framework for activities. For older boys, a Rover Scout branch was formed.

Between the two world wars Scouting continued to flourish in all parts of the world - except in totalitarian countries where it was banned. Scouting is voluntary and based on democratic principles. During World War II, Scouts undertook many service tasks – messengers, firewatchers, stretcher-bearers, salvage collectors and so on. In occupied countries, Scouting continued in secret with Scouts playing important roles in the resistance and underground movements. After the war ended, it was found that the numbers of Scouts in some occupied countries had, in fact, increased.

Many countries gained their independence during these years. Scouting in developing countries gradually evolved to be a youth programme which was designed by Scout leaders in each country to better meet the needs of their communities.

From the 1960s to 1980s, Scouts, particularly in developing countries, became more involved with issues such as child health, low-cost housing, literacy, food production and agriculture, job skills training, etc. Drug abuse prevention, life skills training, integration of the handicapped, environmental conservation and education, and peace education became issues of concern to Scouts around the world. By the 1990s Scouting had been reborn in every country where it existed prior to World War II, and it started throughout the newly independent countries of the Commonwealth of Independent States (formerly the USSR). In 2007 the Movement celebrated its centenary - 100 years of Scouting. What started as a small camp on Brownsea Island is today a growing Movement with members in nearly every country in the world. Through its unique combination of adventure, education and fun, Scouting manages to continuously renew and adapt itself to a changing world and the different needs and interests of young people across the globe. In doing so it continues to be an inspiration for young people to become active local and global citizens, helping them in creating a better world.

History of Scouting in Singapore

Frank Cooper Sands

The Boy Scouts Movement (Scouting in Singapore) was first introduced in Singapore in 1908 and was officially inaugurated on July 2, 1910. Frank Cooper Sands, a warranted Scoutmaster from Nottingham, the United Kingdom, formed the First Sands Troop with 30 boys, under the sponsorship of the YMCA, whose building also served as the Scout Headquarters. In 1920s, Scouting from Singapore spread to the mainland of the Malay Peninsula and Frank Cooper Sands assumed the post of Chief Commissioner of the Scout Branch Association, Comprising of the British Crown Colony of the Straits Settlements (Singapore, Penang and Malacca) and the Federated Malay States.

The Scout Headquarters moved to a building vacated by the General Post Office at Clifford Pier. He became the Commissioner of the Scout Association Malaya Branch which comprised the British Crown Colonies. (Within British Scout leadership hierarchy, Sands position was equivalent to a County Commissioner. All the Malay States and Straits Settlements were Districts only.) Sands spent the next 40 years helping to create Scouting in the region, and is often called the "Father of Malayan Scouting". It is only after his retirement that the posts of Chief Commissioners for Malaya and Singapore were created by the Boy Scouts Association in London for E.M.F. Payne and Canon R.K.S. Adams respectively.

Scouting for local boys only started in 1919 by Captain N.M. Hashim and A.Z. Alsagoff. Recognizing the extensive role of Scouting in the lives of young people, the schools in Singapore adopted the Scout Programme as an extra-circular activity in 1922, resulting in the formation of school-sponsored troops registered. The first School Troop called the Second Troop formed at Raffles Institution as 2nd Raffles Institution, the 3rd at Anglo-Chinese School and the 4th at St Joseph Institution in numerical order of formation chronologically after the 1st Sand's Troop an open troop. The 04 St Joseph's Pelandok Scout Group, formed in the 1911, became the oldest surviving Scout troop after the First Singapore Scout Troop disbanded.

Unique Characteristics and Elements Associated with Scouting

Left Handshake

A Scout shakes hand with his left hand to signify trust and friendship.

"By agreement of the Scout Leaders throughout the world, Boy Scouts greet Brother Scouts with a left-hand clasp. This means of greeting is also used in connection with all Scout gatherings. It is intended to have this different method serve to remind Scouts that they belong to a world-wide brotherhood and that everywhere throughout the world Scouts are following this method of extending greetings as evidence of their interest in Scouts in all parts of the world."[1]

It's the hand nearest to your heart.

"Extend your left hand to another Scout and firmly grasp his left hand. Made with the hand nearest your heart, the Scout handshake signifies friendship. Because only Scouts and Scouters know the Scout handshake, use the regular right-handed handshake when greeting people outside of Scouting."[2]

It comes from Ashanti warriors Baden-Powell met in West Africa.

"The left handshake comes to us from the Ashanti warriors whom Lord Baden-Powell, the founder of Scouting, knew over 70 years ago in West Africa. He saluted them with his right hand, but the Ashanti chiefs offered their left hands and said, 'In our land only the bravest of the brave shake hands with the left hand, because to do so we must drop our shields and our protection.'

"The Ashanti knew of Baden-Powell's bravery for they had fought against him and with him, and were proud to offer him the left hand of bravery.

"When you use the Scout salute or handshake, remember that they are signs of respect and courage."[3]

THE SCOUTS HANDSHAKE

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[1] https://blog.scoutingmagazine.org/2016/04/04/scout-handshake-left-hand/
[2] *Boy Scout Handbook (13th edition), pg.* 19
[3] May-June 1973 issue of *Scouting* magazine

Scout Sign

In Scouting, the three-finger sign and salute are used by Scouts around the world. It is given each time the Scout Promise and Scout Law are recited. It is also handy when one wants to quiet a room and get the attention of Scouts present quickly.

To make the Scout sign, raise your right arm to shoulder height with your elbow bent at a right angle. Cover the nail of your pinky with your thumb and hold the three middle fingers of your hand upward and together.

Your thumb and little finger touch to represent the bond uniting Scouts throughout the world. The three fingers stand for the three parts of the Scout Oath: duty to God and country, duty to others and duty to self.

The Scout Salute: Form the Scout sign with your right hand, then finish the salute by bringing that hand up, palm down, until your forefinger touches the brim of your hat or the tip of your right eyebrow. The Scout salute is a form of greeting that also shows respect. Use it to salute the Singapore flag. You may also salute other Scouts and Scout leaders.
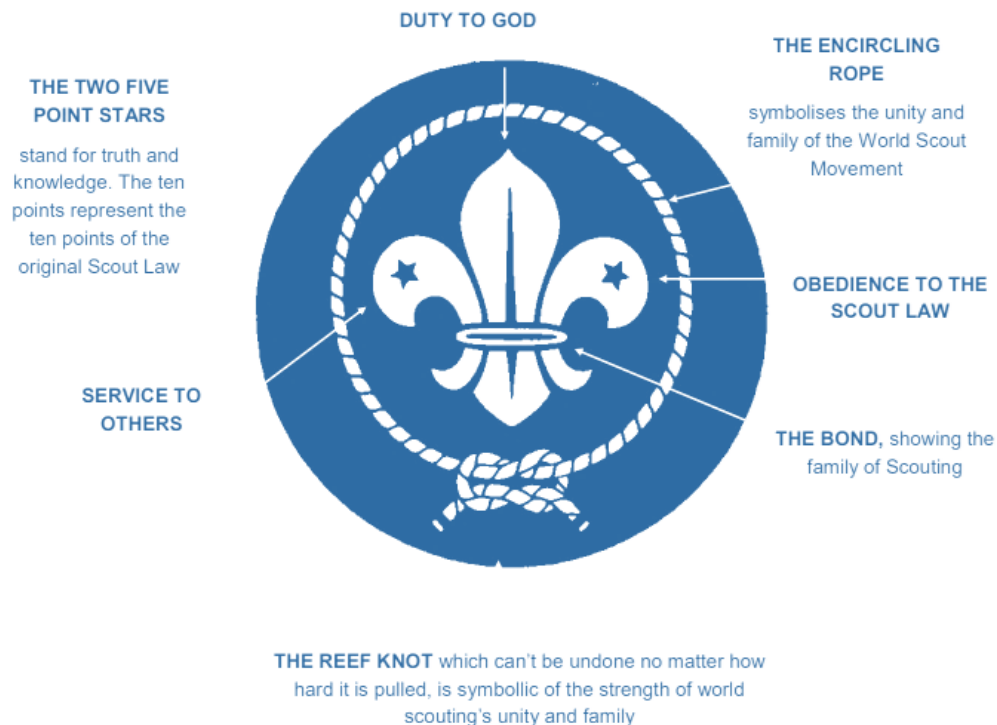
World Scout Badge

"The World Scout Emblem is white, on a royal purple background, in heraldry, white (or silver) represents purity, and royal purple denotes leadership and service.
There is evidence that the basic arrowhead design was being used as a direction symbol by the Chinese as early as 2000 B.C. The Larousse Encyclopaedia notes that some Etruscan bronzes and Roman ornaments carried the design. Also, it has been found on ancient monuments in Egypt and India.
Marco Polo brought it to Europe when he returned with a compass from Cathay at the end of the 13th Century. The Grand Encyclopaedia credits an Italian marine pilot named Flavio Giojo of Amalfi for drawing it as the north point of the primitive compass he built.
Direction-pointing is only one traditional use of the arrowhead design. It has also been used in very ornate versions on the coats of arms of old, wealthy families. Sometimes the design was intended to represent a lance, a spear or a lily (fleur-de-lys).
So today, even as the arrowhead continues to point the way for compass users around the world, the same arrowhead, selected by Scouting's Founder, points the way to service and unity for Scouts."[4]

DUTY TO GOD

THE TWO FIVE POINT STARS stand for truth and knowledge. The ten points represent the ten points of the original Scout Law

THE ENCIRCLING ROPE symbolises the unity and family of the World Scout Movement

SERVICE TO OTHERS

OBEDIENCE TO THE SCOUT LAW

THE BOND, showing the family of Scouting

THE REEF KNOT which can't be undone no matter how hard it is pulled, is symbollic of the strength of world scouting's unity and family

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[4] World Scout Bureau Factsheet June 1985 (https://members.scouts.org.uk/factsheets/FS260016.pdf)

Scout Uniform

All Scouts and adult leaders shall wear the uniform as prescribed by the rules in Section 8.0 Official Scout Uniform of the POR.

Cub Scout Leader	Group Scout Leader & Scout Leader	Venture Scout Leader / Sea Venture Scout Leader	Sea Scout Leader	Rover Scout Leader / Sea Rover Scout Leader	Adult Leader
Yellow Epaulettes with White Scout Logo	Dark Green Epaulettes with White Scout Logo	Maroon Epaulettes with White Scout Logo	Navy Blue Epaulettes with White Scout Logo	Red Epaulettes with White Scout Logo	Sky Blue Epaulettes with White Scout Logo

FEMALE ADULT LEADER UNIFORM

LEE AH CHING

RIGHT SLEEVE

LEFT SLEEVE

Module 1 - Scouting and Its Knowledge

Competency Element 1.2:

Explore the Fundamentals of Scouting, POR and other policies related to youth protection and duty of care (i.e. Safe from Harm Policy, Code of Conduct, Whistle Blowing etc.) and consider their relationship with and impact on the delivery of a quality youth Scouting programme.

Performance Criteria

1.2.1 Possess an overview of the key elements of Fundamentals of Scouting which characterise our Movement and its mission.

1.2.2 Interpret the SSA Policies, Organisation and Rules (POR) which provides directives and governs the work of the Scout Movement in Singapore; and relate to an adult leader who has a responsibility for the support and development of youths in Scouting.

Assessment Criteria for this Element of the Course:

Learning activities for this course will be carried out during class. However the following Learning Guide Assessment (LGA) 1 to 5 would be completed outside of class and submitted to the SSA as part of the final assessment.

1.2.1.1 Able to express in own words the following Fundamentals of Scouting.

- The Definition of Scouting
- The Purpose of Scouting
- The Principles of Scouting
- The Scout Method

https://tinyurl.com/scoutfundamentals

1.2.1.2 Able to write a 1- to 2-page personal reflection using the following guiding questions.
+ What do Scouting, its ideals, values and contributions to a better world mean to you?
+ What are some things about Scouting that you could resonate with or could align your personal values / philosophy (thoughts/beliefs/attitudes) with it?

1.2.2.1 Able to refer to the following sections of the POR for guidelines, best practices for acceptable conduct of oneself and Scouting activities.

- (1) Scouting Fundamentals
- (2) Key Policies
- (3) Membership
- (4) Structure and Organisation
- (5) Financial Policies
- (6) Public Relations
- (7) International Scouting
- (8) Uniform
- (9) Appointment Insignias
- (10) Badges
- (11) Decorations and Awards
- (12) Adults in Scouting
- (13) General Rules
- (14) Annex – Placement of Badges on Uniform

1.2.2.2 Able to apply the above knowledge in POR to scenario-based questions in a quiz.

1.2.3.1 Able to review the Code of Conduct and make an online declaration via the MSDS *(i.e. under Adult Management→Adult Training Registration→Code of Conduct)*

1.2.3.2 Able to adopt guiding principles from the online Safe from Harm training in engaging youths and leaders and in the planning and implementation of exciting, safe and developmental activities for youths.

1.2.3.3 Able to commit oneself to SSA's standard of compliance with accounting, financial reporting, internal controls, corporate governance and auditing requirements etc. as stipulated in the Whistleblowing Policy.

Fundamentals of Scouting

The word 'fundamentals' is used in Scouting to refer to the basic elements upon which the unity of the Scout Movement rests i.e. definition, purpose, principles and method. These fundamentals are stated in Chapter 1 of the Constitution of the World Organisation of the Scout Movement (WOSM) and characterise all member organisations of WOSM.

The wording of the fundamentals was adopted by the 26th World Scout Conference held in Montreal in 1977. It represents the only authoritative statement agreed upon by the more than one hundred member organisations of WOSM.

Definition of the Scout Movement
The Scout Movement is 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 and stated below.

The word '**Movement**' means a series of organised activities working towards an objective. A movement thus implies both an objective to be achieved and some type of organisation to ensure this.

The **voluntary** character of Scouting emphasises the fact that members adhere to it by their own free will and because they accept the fundamentals of the Movement. This remark applies both to young people and adults.

As an educational movement, Scouting is **non-political**, in the sense that it is not involved in the struggle for power which is the object-matter of politics and which is usually reflected in the system of political parties. This non-political character is constitutionally required from all national associations and is a basic characteristic of the movement.

This does not, however, mean that Scouting is completely divorced from political realities within a given country. Firstly, Scouting is a movement whose aim is to develop responsible citizenship; this civic education cannot be accomplished without an awareness of political realities within a country. Secondly, Scouting is a movement which is based upon a number of principles – fundamental laws and beliefs which condition the political options of members of the movement.

Scouting is defined as an **educational** movement. In the broadest sense of the term, education can be defined a lifelong process which enables the global and continuous development of a person's capacities both as an individual and a member of society. Contrary to the commonly held view, education goes far beyond formal education (i.e. educational institutions such as schools) in both scope and duration.

A lifelong process: the development of an individual does not take place exclusively during the formative years (i.e. childhood or adolescence). It will continue throughout his life. As a process, it will have periods that will be more active, intensive, significant than others – and it will need to be supported.

The continuous development of a person's capacities: the purpose of education is to contribute to the full development of an autonomous, supportive, responsible and committed individual.

    I.   Autonomous: able to make his own decisions and to manage his life.
    II.   Supportive: able to actively care about and for others.
    III.   Responsible: able to assume the consequences of the decisions he makes, to keep commitments and to complete what he undertakes.
    IV.   Committed: seek to live according to his values and supports the ideals which he finds are important.

As **an individual**: the development of all the abilities of an individual in all areas of growth i.e. physical, intellectual, emotional, social and spiritual.
As **a member of society**: the development of an awareness of and concern for others, the sense of belonging to a community and being part of its history and evolution.

The above two dimensions cannot be dissociated since there is no "education" without a search for the full development of a person's own potential and there is no "education" without learning to live with others as a member of the local, national and international communities.

Scouting must therefore be clearly distinguished from a purely recreational movement, an image which it tends to project in some parts of the world. Despite the importance of the recreational activities in Scouting, these are conceived as a means to an end, and not as an end in themselves. Education must also be distinguished from the process of acquiring particular knowledge or skills. As defined above, education throughout life is based on four pillars (Delors, J. (1998). Learning: The treasure within. UNESCO.):

    I.   **Learning to know**, by continuing a sufficiently broad general knowledge with the opportunity to work in depth in a few subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.

    II.   **Learning to do**, in order to acquire not only occupational skills but also a broad range of life skills including interpersonal and team relationships.

    III.   **Learning to live together**, developing an understanding of other people, an appreciation of interdependence, skills in teamwork and conflict resolution, and an adherence to the values of democracy, mutual respect and understanding, peace and justice.

IV.   **Learning to be**, so as to better develop one's character and act with ever greater autonomy, judgement and personal responsibility. In that connection, education must not disregard any aspect in the development of a young person's potential.

In the Founder's own words: "*Here, then, lies the most important aim in the Boy Scout training – to educate, not to instruct, mind you, but to educate, that is, to draw out the boy to learn for himself, of his own desire, the things that tend to build up character in him*".

Three types of education, according to the UNESCO can be distinguished:
I.   **Formal education** is the hierarchically structured, chronologically graded, educational system running from primary through tertiary institutions;

II.   **Informal education** is the process whereby every individual acquires attitudes, values, skills and knowledge from daily experience, such as from family, friends, peer groups, the media and other influences and factors in the person's environment;

III.   **Non-formal education** is organised educational activity outside the established formal system that is intended to serve an identifiable learning clientele with identifiable learning objectives.

Scouting addresses itself to **young people**; it is a youth movement, where the role of adults consists of assisting young people in achieving the objectives of Scouting. Scouting is open to all without distinction of origin, race, class or creed. Thus, one of the basic precepts of the movement is the principle of non-discrimination, provided that the person voluntarily adheres to its purpose, principles and method.

Purpose of Scouting: the purpose of a movement is the reason underlying its existence; it represents is objective or aim. The purpose of the Scout Movement is "***to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials as an individual, as responsible citizens and as members of their local, national and international communities***".

I. The statement of the purpose emphasises the educational character of the movement which aims at the total development of a person's capacities. One of the basic principles of education is that the dimensions of the human being – namely the physical, intellectual, social and spiritual cannot be developed in isolation from each other. The process of a person's development is, by definition, an integrated one.

II. Scouting is but one of several factors which contribute to the development of young people. It is therefore not meant to replace family, school, religious and other social institutions; it is conceived to complement the educational impact of these institutions.

III. It is important to point out that the concept of responsible citizenship, which is one of the fundamental goals of Scouting must be understood in a broad context. Thus, a person is, first and foremost, an individual. This individual is integrated into his community, which is part of a wider political structure (district, province, state etc.) the total expression of which is the sovereign state, or country. The latter is, in turn, a member of the international community. A responsible citizen must be aware of his rights and obligations in relation to the various communities to which he belongs.

The Principles of the Scout Movement
The principles are the fundamental laws and beliefs which must be observed when achieving the purpose. They represent a code of conduct which characterises all members of the Scout Movement. Scouting is based on the following three broad principles:

• *Duty to God*. It refers to a person's relationship with the spiritual values of life.
- Adherence to spiritual principles, loyalty to the religion that expresses them, and acceptance of the duties resulting therefrom.

• *Duty to others*. It refers to a person's relationship with society.
- Loyalty to one's country in harmony with the promotion of local, national, and international peace, understanding, and cooperation.
- Participation in the development of society with recognition and respect for the dignity of humanity and for the integrity of the natural world.

• *Duty to self*. It refers to a person's obligations towards himself.
- Responsibility for the development of oneself

Duty to God

It should be noted that, by contrast to the title, the body of the above text does not use the word 'God', in order to make it clear that the clause also covers religions which are non-monotheistic, such as Hinduism or those which do not recognise a personal God, such as Buddhism.

When asked where religion came into Scouting, Baden-Powell replied, "It does not come in at all. It is already there. It is a fundamental factor underlying Scouting." A force above man is basic to Scouting. The whole educational approach of the Movement consists in helping young people to transcend the material world and go in search of the spiritual values of life.

Duty to Others

Loyalty to one's country deals with two fundamental concepts of the Scout Movement: "loyalty to one's country", and "world friendship and understanding". Both are combined in a single statement in order to show that the concept of loyalty to one's country is not a narrow, chauvinistic concept, but one that is considered in a certain perspective, namely, that it must be harmony with the promotion of peace, understanding and cooperation at all levels: local, national, regional and international. Since its inception, Scouting has attached great importance to the promotion of brotherhood and understanding among young people of all nations. The multiple international gatherings of young people are only the most visible manifestation of the means used to achieve this goal, which is reached in more depth through the day to day activities of the Scout programme.

Participation in the development of society expresses the basic principle of service to others. First, in accordance with the Founder's philosophy, the service is conceived in its broader sense, as a contribution to the development of society. Secondly, this development cannot take place at any price; it must be based upon the respect of the dignity of man and of the integrity of nature.

The concept of the dignity of man is a fundamental concept of the international community and is consecrated by the Universal Declaration of Human Rights. It simply means that every action undertaken within Scouting must be based upon the respect of the human being.

Duty to Self

Scouting is thus based not only upon the above two principles of 'Duty to God' and 'Duty to Others', but also on the principle that man should assume responsibility for the development of his own capacities. This is fully in harmony with the educational purpose of the Scout Movement, whose aim is to assist the young person in the full development of his potential – a process which has been called the "unfolding" of the personality. In this respect, the role of the promise and law is a fundamental one.

The Scout Method

It is "an essential system for achieving the educational proposal (*i.e. to contribute to the development of young people's full potential on the basis of the Scouting ideals, values, principles and in accordance with a clearly defined educational method i.e. the Scout Method*) of the Scout Movement. It is defined as a system of progressive self-education, which is complementary to the family and the school, and is based on the interaction of several elements. The key elements of the Scout Method are: progressive system of educational objectives; stimulating adult presence; learning by doing through play, life in nature, and serving others; adherence to the Promise and Law; symbolic framework; team system.

The Scout Method is **a system of progressive self-education**. It is one method based on the **interaction of eight equally important elements** that work together as a cohesive system, and the implementation of these elements in a combined and balanced manner is what makes Scouting unique. It is a fundamental aspect of Scouting and is expressed through the following elements".

• The Scout Promise and Law,
• Learning by Doing,
• Personal Progression,
• Team System,
• Adult Support,
• Symbolic Framework,
• Nature,
• Community Involvement.

A system implies that the Scout Method (i.e. used in the singular) has to be conceived as an interdependent group of elements forming a unified and integrated whole. For, while each of the elements comprising it can be considered as a method in its own right, the Scout Method can only be spoken of when all these eight elements are combined within an integrated educational system.

I.   Each of these elements has <u>an educational function</u> (i.e. each element is designed to contribute to the educational process in a specific way); and each element <u>complements the impact of the others</u>. All of the elements are therefore needed for the system as a whole to function and must be used in a way which is consistent with Scouting's purpose and principles.

II.   The way in which the elements are applied must be <u>appropriate to the level of maturity</u> of the young people. If any of the elements cannot function because of an insufficient level of maturity, or because the individuals have "outgrown" the need for any one of the elements, then Scouting is not suitable for them. This can happen when trying to apply the Scout Method to very young children or to adults beyond their early twenties.

III.   While all the elements of the Scout Method, working as part of a system, will be constantly in play in the Scout experience as it is lived within the local unit, <u>not all of these elements will be apparent in the forefront at any particular moment</u>; some will be playing only a background role. However, over a period of time, for example, over the course of several meetings or a Scout camp, all elements of the Scout Method will have been used actively. In other words, a snapshot picture of life in the unit will not usually capture all elements of the Scout Method in action – but a video diary will.

Elements of the Scout Method

Scout Promise
On my honour I promise that I will do my best
To do my duty to God and the Republic of Singapore
To help other people and
To keep the Scout Law

Scout Law
A Scout is to be trusted.
A Scout is loyal.
A Scout makes friends, establishes and
  maintains harmonious relations.
A Scout is disciplined and considerate.
A Scout is courageous in all difficulties.

The Scout Promise and Law - a personal voluntary commitment to a set of shared values, which is the foundation of everything a Scout does and a Scout wants to be. The Promise and Law are central to the Scout Method.

One of the fundamental aims of Scouting is to get the youths to think things through for themselves and to make up their own mind about what is right, and what is wrong and also the correct attitude to adopt in all kinds of situation.

Scouting has certain common standards enshrined in the Scout Promise and Law. They are standards which all Scouts promise to do their best to strive for and to live up to.

I.   The Scout Promise is a personal pledge to do one's best to live according to that code of behaviour i.e. the Scout Law which every young person makes before a group of peers when he chooses to join the Scout Movement. By making the Scout Promise, the young person makes a conscious and voluntary decision to accept the Scout Law and to assume the responsibility of that decision through personal effort i.e. doing one's best. The fact of making the promise in front of peers not only makes the personal commitment public, it also symbolises a social commitment to the others in the group. Making the promise is thus the first symbolic step in the process of self-education.

II. The Scout Law is a code of living for each individual Scout and for the members of the unit collectively – based on Scouting's principles. Through the practical experience of a code of living applied to daily life, the Scout Law provides a concrete (i.e. not abstract) and practical way for young people to understand the values which Scouting proposes as a basis for one's life.

III. The acceptance and identification with these ethical values, and the sustained effort to live up to those ideals to the best of his ability ("I will do my best") are therefore a most powerful instrument in the development of young people.

Many people are watching our Scouts and judging Scouting by what they see. Neighbours, friends and schoolmates will form their own opinions of the value of Scouting from the actions and the way our Scouts live out the Laws in their daily life. To the new Scout members in the Unit, the Promise and Law will come as something fresh and they will look to older Scouts to see the effort they make to keep them.

Each and every Scout must be made to realise that they are Scouts 24 hours a day and not just when they are in their Scout uniform. They must also realise that it is very easy for anyone to put on the uniform and to call himself a 'Scout'; but it takes a lot more to keep the Scout Promise and Law.

As an adult leader, it is important for you to

- understand the Scout Promise and Law;
- interpret them correctly to the members of your Scout group; and
- guide them with the examples you have set for yourself, to keep the Promise and Law in whatever they do every day.

The Scout Promise, in particular, is
- a pre-requisite / requirement leading to the award of the World Scout Badge to any new Scout members;
- is reaffirmed by every Cub Scout, Scout, Venture Scout, Rover Scout and the unit leaders at the start of unit meeting, and at investiture ceremony;
- is reaffirmed by all adult leaders at the Leadership Kickoff, AGM and meetings;
- is reaffirmed by all commissioners at their respective meetings.

"I Promise to Do My Best"

When you make a promise, you are making a definite commitment and in this instance, "to do my best". The notion of "Scout's Honour" is to be considered as equivalent to an oath, a "cross my heart" pledge of trust and truthfulness adapted to a Scout setting. Your "honour" will be seen in action when you stick to what you know to be right. There will be times when taking the easy way out will cause you less trouble, but if you believe a certain cause of action is right, then take it – even if it means some temporary unpopularity with Scouts who may disagree. If your Scouts see that you are determined, and that your Promise means something to you, they will be prepared to accept your decision.

Show your Scouts that when you promise something you mean it, and therefore you must always guard against making promises that you cannot keep. They will feel let down if you promise a weekend camp full to the brim with activities and on arrival find you have not bothered to prepare the said programme, resulting in a lot of time wasted to get things organised.

You should not promise your Scouts an outing, especially if it involves travelling by boat to an off-shore island or leaving the Republic for a visit to a nearby state in peninsular West Malaysia, until you have done all the ground work. In other words, you must find out everything about the outing, discuss it with your school leaders and obtain their approval, and obtain the necessary clearance from the relevant authorities, if necessary. Should you make a promise without first doing your homework, your Scouts will be terribly disappointed with you when you have to cancel the outing because approval from the authority is not granted.

"To Do My Duty to God"

Every aspect of your Scouting should be firmly linked to your "Duty to God". If you are honest and sincere in your approach to your "Duty to God", this will be reflected by your Unit.

It is likely that you have a multi-racial and multi-religious composition in your Unit. You should encourage your Scouts, who profess their faith in different religions, to practise constantly their respective religious obligations. You must take the pain in explaining to them that in doing their "Duty to God", they must remember God in all things they do for this will help them from doing things that are undesirable or wrong. No matter what religion or faith they belong to, they are expected to observe the customary practices required of them. They must also show respect for other religions or faith, believe in the Almighty through observation of nature and creation.

As an adult leader, you must be sensitive to your Scouts' religious obligations and must not say or do anything that may be misconstrued to be contrary or humiliating to their religious beliefs and practices. Take for instance the preparation of food at a camp. Certain religions strongly discourage the consumption of certain kinds of meat and you must avoid including them in the camp menu. Supply general food such as chicken and seafood which commonly accepted and has no religious inhibitions.

You should also provide opportunities for your Scouts to do their "Duty to God" such as having a minute of silence to be with the Almighty at the beginning of an unit meeting, at the close of an unit function (e.g. a campfire), etc. At some camps, a short period of time is allocated in the evening for the Scouts to sit quietly to reflect on what they have done during the day, to thank the Almighty for the blessings, to meditate or to be with their Creator.

"…Duty…The Republic of Singapore"

Our "Duty to the Republic of Singapore" commits us to respect the laws of our country.

Riding a bicycle with faulty brakes and without any lights is breaking the law, and as an adult leader should be ready to take a firm line with any Scout who disregards these things. In themselves incidents such as these may seem trivial, but if you ignore them or turn a blind eye, pretending you have not noticed, your Scouts will assume that such things do not matter.

You must take the trouble to explain to tour Scouts that "Duty to the Republic of Singapore" calls for active support to the existing policies of the nation such as participation in the various national campaigns; personal observance of the laws of our country; doing public service useful to the nation and above all, loyalty to the nation by responding readily to National Service (i.e. for all Singaporean males) when the time comes.

"To Help Other People"

To help other people is training in not being selfish. As Scouts, you and your members of your Scout group are expected to help others who are less fortunate in life though, no fault of their own. Visits to homes for the aged, the sick, the handicapped, the orphanages and hospitals should be your duty.

Whether a Scout is in uniform or not, he must always be ready to help others, no matter how difficult or inconvenient this may be.

Showing a younger Scout or a new Scout member how to do outdoor cooking or pack his camping gear may not be a particularly exciting way for a Scout to spend a weekday or Saturday morning, but the fact that he is prepared to give his time to help the younger Scout will show him that in Scouting we expect to do this sort of thing.

"To Keep the Scout Law"

Have you ever seen a good mimic in action? Careful study of his subject enables him to impersonate voice and gesture so that you immediately recognise who he is "talking" about. It is not suggested that your Scouts will copy you in everything, but they will tend to follow your example, although you may not be aware of this. The effort you make to live by the Scout Promise and Law will be watched and noted by your Scouts and in this, probably more than anything else, your leadership must be of the highest quality if you are to succeed.

The five parts of the Scout Law teach our Scouts to be a good citizen, to be be trusted, to be loyal to our country, to be friendly to all, to be considerate and to face difficulties in a courageous manner.

All Scouts must put into practice what they have been taught about the Scout Law. Obeying and keeping them is not enough. They should really do something to make the Law come alive.

The Scout Law

1. A Scout is to be trusted.

"Trusted" here means that a Scout can be relied upon to carry his duties faithfully. In his personal bearing and conduct, he is able to win the trust and confidence of other people. There is no need to check to see if such a boy or a girl has done the job he / she said he / she would do, or is telling the truth. People can rely on him / her not to let them down.

2. A Scout is loyal.

Being loyal to people means being on their side and showing that you will stand by them in times of trouble and will back them up all the way. Of course, it is easy to be loyal when things are going well, but the real test of one's loyalty comes when trouble comes or hard work is involved.
An adult leader, you should teach your Scouts to show loyalty to:

- their home and family;
- brother and sister Scouts by sharing their knowledge, and skills and their Scouting brotherhood;
- their patrol leaders – to come to unit meetings on time and get going with the assigned duties / job in hand, or to let them know if they are unable to attend unit meetings / event for any reason;
- you, the unit leader, by complying with decisions taken at the Patrol Leaders' Council or instructions issued by you;
- their Unit by standing by it through thick and thin and never to do anything to tarnish the image of the Unit;
- their school by studying hard, obeying the school rules and doing everything to make their school proud;
- the Singapore Scout Association by keeping the Scout Promise and Law and doing their best to uphold the good name of Scouting;
- the nation by respecting the national flag and the national anthem, by obeying the laws of the nation, by preparing themselves for National Service (for all Singapore males) and by doing all their best to be good citizens.

3. A Scout makes friends, establishes and maintains harmonious relations.

Making friends is very much a part of Scout training. Scouts can do much to keep a friendly, happy spirit bubbling in the Unit, but a lot will depend on each individual's attitude to others. If, for instance, a Patrol Leader's whole approach of relating with his Patrol is one of friendliness and thought for the happiness of others, this will 'rub off' on his Patrol.

As an adult leader, it is your duty to promote Scouting brotherhood amongst the Scouts in your Unit. You need to ensure that there is harmony in the unit and that every member is on friendly terms. You should take the pain to explain to your Scouts the meaning and value of true friendship and to always uphold the philosophy that "a friend in need is a friend indeed".

4. A Scout is disciplined and considerate.

A disciplined Scout is a person who understands what orderliness and unruliness are. He likes discipline because things can be done quickly where there is order. He learns to accept praise without getting swollen-headed and is ready to be corrected if he has done wrong. He acknowledges success with humility and accepts defeat with equal grace.

A Scout is considerate as he is thoughtful of others. He will not do anything that will hurt others whether in thought, deeds or words. He "does to others what he wants others to do to him" and always strives to make others happy through his cheerful disposition and his Scouting values.

5. A Scout has courage in all difficulties.

A Scout who has courage is ready to face any difficulty that comes along in his life. He is not going to give up easily but will always try very hard to overcome them. If he is without such courage, he is not strong in spirit and will have less chance of survival or success than one who is brave and refuses to give up till he succeeds.

A Scout receives training and he develops courage in the course of his training to deal with any difficulty. He is prepared through the youth programme and knows what to do, how to do it and most important of all, does it, in any difficulties and in any emergency.

Learning by Doing - the use of practical actions (real life experiences) and reflection(s) to facilitate ongoing learning and development.

It means developing as a result of first-hand experience as opposed to theoretical instruction. It reflects the active way in which young people gain knowledge, skills and attitudes; it reflects Scouting's practical approach to education, based on learning through the opportunities for experiences that arise in the course of pursuing interests and dealing with everyday life. It is thus a way of helping young people to develop in all dimensions of the personality through extracting what is personally significant from everything that they experience.

It is the Scout Method of teaching. This means that an instructor, whether it is you, other adult leaders, resource persons or another Scout, should spend as little time as possible explaining a skill or activity so as to allow maximum time for the Scouts to learn by doing it themselves. One way is to let the Scouts try doing it eve before you show them how to do it; the minute you show them, you will be setting an adult standard

which they may not be able to accomplish easily. There is nothing wrong in setting adult standards; the aim of Scouting is to prepare youths for adulthood. However, it is often better to determine what their standard is and then show them how they can improve or do it more simply, quickly, or efficiently.

When using resource persons, remember that they may not be familiar with the Scout Method of "Learning by Doing". When you ask them to help, you should carefully explain what it is you want them to do and the preferred way of doing it. There will be times when this may not be possible without offending the person you have asked for help; if this is the case, you should prepare your Scouts beforehand.

For example, suppose you asked your local Red Cross to run a first aid course for you. You can set the stage a week or two ahead by having your Scouts conduct their own first aid instruction session during which you profess to know little about first aid. After they have done their best and realise how little they know about it, they will then be quite ready for your "imported expert" who will show them the proper method. This is known as the "run before walk" technique. It can generally be used for any skill type session e.g. a Scout who has never cooked before.

Coupled with this "Learning by Doing" philosophy is the principle of the "Doing My best" on the part of the Scout. "I promise to do my best" must apply to everything a Scout does or tries to do. If a Scout cannot draw well but he has tried his best to produce a sketch map that you can hardly decipher, he may well deserve praise for his efforts along with some assistance and encouragement to do better. If he can draw well and he does it poorly, do not be afraid to be critical of him; he knows he has not put good effort into it and he will not think highly of you if you are willing to accept something inferior.

The Team (or Patrol) System - the use of small teams as a way to participate in collaborative learning, with the aim of developing effective team work, inter-personal skills, leadership as well as building a sense of responsibility and belonging.

It is the basic organisational structure of the local unit, which is composed of small groups of youth members and the adult leadership.

Each small group, normally comprising 6-8 youth members, operates as a team with one member acting as team leader. Within each team and in ways appropriate to their capacities, the youth members organise their life as a group, sharing responsibilities, and decide upon, organise, carry out and evaluate their activities. This is done with the support of the adult leadership. A representational system ensures that the youth members also participate in the decision-making processes of the unit as a whole with the adult leaders.

The smaller number of people, the lasting character of the relationship, the identification of all the members of the group with the objectives, the thorough knowledge of other persons in the group, the mutual appreciation within the group, together with the feeling

of freedom and spontaneity and the fact that social control takes place informally – all these provide an ideal atmosphere for young people to undergo the process of their transformation into the young adult stage.

The team system, based on young people's natural tendency to form small groups, channels the substantial influence that peers have on each other in a constructive direction. It enables young people to develop their personal and collective capacities through pooling and building on their individual skills, talents and experience and through the development of a mutually supportive team spirit. It also enables them to develop constructive relationships with other young people and adults, to progressively discover and accept the idea of responsibility and to train them towards self-management.

The formation of a patrol should follow the natural groupings of boys / girls and should take into account of close personal friendships; similar age and physical maturity; same school grade; common interests; similar abilities in order to learn to work and play with others; to learn and practice leadership, and to satisfy their needs. Some of these needs are:

Feeling of Being Needed
The Scout can get deeply involved in activities and workings of a patrol. He is much more likely to be an active member of a patrol than he is of a troop. A Scout's own abilities or skills allow him to contribute to the success of the Patrol's activities. One's membership of a Patrol affords security and a sense of belonging for him. He works and plays together with other members having similar values in dress codes and appearance and common ground interests. The close sense of identity gained promotes pride and dignity. The patrol needs him; the troop is big and can do without him. In the troop his absence may not be noticed; in the patrol his absence creates a large gap. His life and the lives of others become intermixed; he cares about them and they about him.

Responsibility
Through his involvement in the patrol, the Scout will accept and carry out responsibilities in a way that he could not experience in a larger group. He will not talk about taking responsibilities; he will do it. Self-reliance becomes attainable because he gets practice in undertaking responsibilities in the patrol.

Learning by Doing
A Scout's involvement in the activity of his patrol provides experiences basic to citizenship learning such as sharing, cooperating and adjusting to the majority. He does not learn only by reading books, but by living with and relating with his patrol. He must live with what the majority wants. He joins others in experiencing success, failure, sunshine and rain, trials and disappointments. He learns new skills and, in the patrol, he has the opportunity to use them.

<u>Opportunity for Leadership</u>
Each Scout will have far more opportunity to practise leadership in the smaller grouping of a patrol than he will within the troop. Leadership is a function or action, rather than an office or appointment. Within a small group such as a patrol, all individuals have a chance to provide leadership whether or not they are formally appointed as the Patrol Leader or Assistant Patrol Leader.

Founder Baden Powell said "the patrol is the character school for the individual". Towards this end, every possible aspect of the unit programme should be planned and operated so as to strengthen the patrol. To effect this, there are two basic guidelines:
1) Each patrol must be given continual, maximum responsibility in accordance with their capabilities. This will include planning troop functions and carrying them out. Patrols should be put in charge of ceremonies, clear up after meetings, run games, give demonstrations, organise camp, outdoor cooking and hike together. Occasional responsibility given to a patrol is not enough; it must be continuous.

2) Patrols must be active. They must do things as patrols, both within troop meetings and separately. One sure way of developing patrol spirit of cohesion is to have the group meet frequently around activities which interest them. Group loyalty and enthusiasm arise out of doing things together. If a patrol is to be more than just a group that gathers in the "patrol corner", it must go places and do things together as a patrol.

Symbolic framework - a unifying structure of themes and symbols to facilitate learning and the development of a unique identity as a Scout.

A symbol can be described as something familiar which represents something more vast or abstract (e.g. an idea or concept). Symbols are often used (e.g. in advertising) to help people to understand and identify with concepts through an appeal to the imagination. In Scouting, a symbolic framework is a set of symbols which represent Scouting's educational proposal for a particular age range. The purpose of the symbolic framework is to build on young people's capacity for imagination, adventure, creativity and inventiveness in a way which stimulates their development, helps them to identify with the directions of development and the values underlying Scouting and stimulates cohesiveness and solidarity within the group.

The very name of the Scout Movement, "Scouting", is an element of a symbolic framework adopted by Baden Powell when e wrote *Scouting for Boys*, intended to inspire the youth of his day. "By the term Scouting" is meant the work and attributes of backwoodsmen, explorers, hunters, seamen, airmen, pioneers and frontiersmen" (Baden-Powell, L. (1945). Aids to Scoutmastership. Boy Scouts of Canada.). Scouting represented adventure, close-knit groups, developed powers of observation, resourcefulness and a simple healthy life in the great outdoors – all qualities which Baden Powell sought to promote.

As Scouting now addresses a wider range of ages than when first invented, each age section has a distinct symbolic framework which corresponds to the level of maturity of the age section and focuses on a specific educational need which is characteristic of the age section.

Personal progression - a progressive learning journey focused on motivating and challenging an individual to continually develop, through a wide variety of learning opportunities.

It is the element concerned with helping each young person to develop the inner motivation to be consciously and actively involved in his own development. It enables the young person to progress in his own way at his own pace in the general direction of the educational objectives of the age section; to gain confidence and to recognise the progress made. The Progressive Badge Scheme is the main tool used to support this element of the Scout Method.

Nature - learning opportunities in the outdoors which encourage a better understanding of and a relationship with the wider environment.

It refers to the natural environment – the woods, the plains, the sea, the mountains, the desert as opposed to the artificially created environments, such as the school compound, cement campsites and crowded cities. Nature also refers to what Baden Powell called the "harmonious whole" of the "infinite, the historic and the microscopic", and of mankind's place in it.

Since the inception of Scouting, nature and life in the outdoors have been considered as the ideal framework for Scout activities. Baden Powell attached a very great importance to nature. Indeed, he subtitled 'Scouting for Boys', "a handbook for instruction in good citizenship through woodcraft", and he defined woodcraft as being the "knowledge of animals and nature".

The importance attached by Baden Powell to nature was not only due to the obvious benefits of life in the outdoors for the physical development of young people. Thus, from the point of view of intellectual development, the numerous challenges that nature presents stimulate the creative capacities of young people and enable them to reach solutions based on combinations of elements which the over-organised modern life in most cities would never have provided.

Furthermore, from the point of view of social development, the common sharing of risks and challenges and the collective struggle for he satisfaction of vital needs creates a powerful link between members of the group. It enables them to understand fully the meaning and importance of life in society.

Nature plays a fundamental role in the spiritual development of young people; in Baden Powell's own words "The atheists…maintain that a religion that has to be learnt from books by men cannot be a true one. But they don't seem to see that besides printed

books…God has given us as one step the great Book of Nature to read; and they cannot say that there is untruth here – the facts stand before them…I do not suggest Nature Study as a form of worship or as a substitute for religion, but I advocate the understanding of Nature as a step, in certain cases, towards gaining religion".

Due to the immense possibilities that the natural world offers for the development of the young person's physical, intellectual, emotional, social and spiritual potential, the natural environment provides an ideal setting in which the Scout Method can be applied. Whenever possible, therefore, Scout activities should take place in an outdoor setting, in contact with nature, since it provides the ideal environment in which a harmonious and integrated development of the young person can take place. Indeed although it may not always be readily accessible especially in today's urbanised environment, most Scout activities should take place in a natural environment.

However, the use of Nature, as an element of the Scout Method, involves more than activities carried out in the great outdoors. It involves the development of constructive contact with Nature, making full use of all the unique learning opportunities provided by the natural world in order to contribute to the development of young people. Although referring to the forest, Baden Powell's view of Nature as an educational tool can be summarised as follows: "For those have eyes to see and ears to hear, the forest is at once a laboratory, a club and a temple." (Powell, B. Lord. Rovering to Succes.)

In an increasingly small and interdependent world, nature also refers to the environment in which we live. Thus, in urban environments with limited green spaces, this element of the Method can still be expressed through having activities out of doors, e.g. doing pioneering on basketball courts.

Activities or projects may focus on different themes, such as classic outdoor adventure such as hiking or camping, or on projects related to environmental sustainability or education. In a world with fewer and fewer resources, Scouting is well placed to involve young people and the community in encouraging environmentally sustainable activities and practices. This would help anchor young people in their environment and help them appreciate their role in the wider world.

Adult support - adults facilitating and supporting young people to create learning opportunities and through a culture of partnership to turn these opportunities into meaningful experiences.

It involves 3 aspects which correspond to the three different roles an adult needs to play within a Scout unit:

The activity leader: he or she must ensure that every activity that the group undertakes is successfully carried out. While no adult can be expected to have all the skills required for all activities, it is his or her responsibility to ensure that the necessary technical support and expertise is made available to the group when and where needed.

The educator: he or she needs to directly support the process of self-education and ensure that what a young person experiences has appositive impact on the development of that young person's knowledge, skills or attitudes. In other words, as an educator, the adult leader needs to relate to each individual member – male or female, so as to help the young person to identify his or her development needs, to help the young person to accept those needs and to ensure that they are met adequately through the Youth Programme.

The group facilitator: based on a voluntary partnership between adults and young people, he or she needs to ensure that the relationships within the group are positive and enriching to all and that the group provides an attractive and supportive environment for the continued growth of the group as a whole. This implies a rich learning partnership between young people and adults, based on mutual respect, trust and acceptance of each other as persons.

Community involvement - active exploration and commitment to communities and the wider world, fostering greater appreciation and understanding between people.

The term "community" refers to a social unit whose members have something in common. A Scout's community includes those within Scouting (e.g. Unit, District, County / Region / State) or outside Scouting (e.g. family, school and nation), and it could be local or international in nature.

The emphasis on community involvement highlights:

The shared values and principles of Scouting. The application of The Scout Method happens mostly within the local community context, it becomes an important vehicle for increasing one's awareness on global challenges and initiatives, for joining global action, and for assimilating / developing global shared values.

The influence of the community and societies where Scouts come from in their personal development process. Activities and the cycle of action and reflection enables young people to develop a deeper understanding of themselves while having a meaningful contribution to the overall objectives of the community they live in.

Community engagement equally allows Scouts to experience and work with people from different diversities. Therefore, working with and within the community enables Scouts to increase their intercultural understanding, appreciate inter-generational issues that come into play, and get more involved in the community in other scopes of their lives.

Every learning opportunity the Scout undertakes should therefore be linked to how it could benefit the community. When a Scout learns to tie a new knot like the bowline, it should be linked on how it could be applied to saving a life. Even when a Scout experiences a learning opportunity that may appear only to benefit oneself (e.g. a sports activity), one should also reflect how such a learning opportunity could benefit the community (e.g. a fit and healthy Scout would be well-placed to serve the community better).

Community involvement promotes greater cohesion and rallies each member of the community towards a common purpose of transforming their communities for the better. It exposes more people to the values and purpose of Scouting and rallies them to support the cause of Scouting. Creating a better world is a journey which Scouts cannot take on their own while leaving the community behind. It should be a collective effort regardless of the size of the learning opportunity Scouts engage in. Service should not just be seen as doing things for others but through involvement, it will definitely entail doing things with others. The element of community involvement is about helping Scouts to create a better world. The focus is on active citizenship and responsibility of each Scout to know the role they can play in the community.

The Dynamics of Scouting: The Scout Method In Action

Educational objectives

Structure & functioning

Activities

Group life

Young people

Law and promise

Games

Symbolic framework

Group life

Nature

Team system

Activities

Service

Objectives
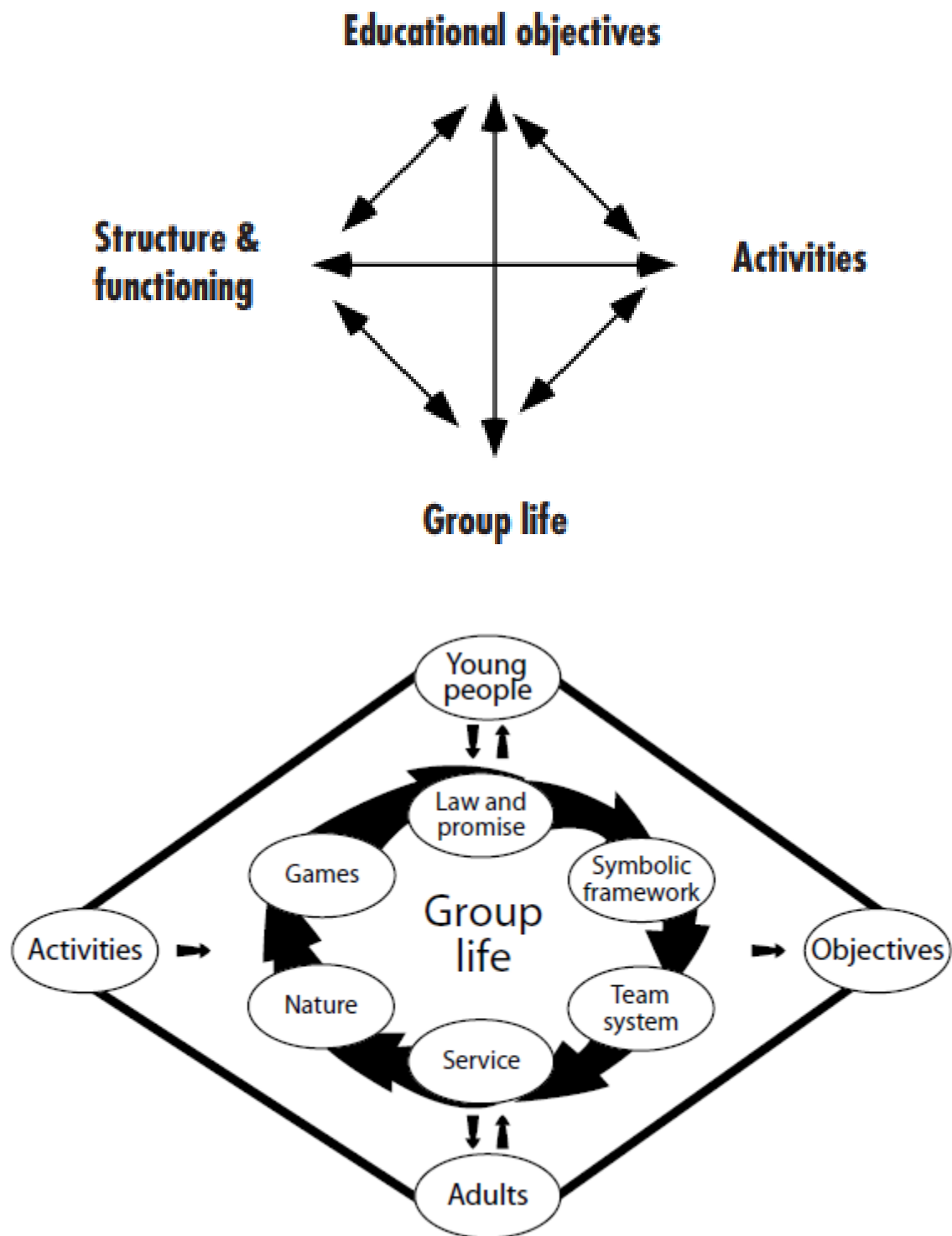
Adults

In order for the Scout Method to function effectively with a group of young people, the adult must be able to make appropriate use of the elements of the Scout Method and the dynamics of Scouting in action. The dynamics of Scouting are composed of four inter-related and interdependent ingredients. These are:

Educational Objectives
Within the context of the Youth Programme, a set of general educational objectives, concerning the development of the young person in each area of development of the human personality, is proposed for each age section. Each young person strives to progress towards these educational objectives in a ersonalized way. Adults need to consider everything in the unit (e.g. the way in which the Unit is run, the decision-making processes, the kinds of relationships to be promoted as well as the activities that the young people take part in) from the perspective of how all these aspects can contribute to, as opposed to detract from, the educational objectives sought.

Learning Opportunities
In Scouting, learning opportunities include activities such as a hike in nature, a community service, etc. They also include roles and things that are necessary for the functioning of the unit and for dealing with the necessities of everyday life, e.g. buying food and cooking supper in camp, travelling to an activity site, being a patrol leader or taking part in a discussion to evaluate personal progression. Both kinds of learning opportunities contribute to the educational process nd the Scout Method must be applied to both. Indeed, learning opportunities provide the supporting context for the application of the Scout Method. It is important to say that a learning opportunity, of whatever kind, does not automatically constitute a cout learning opportunity. It only becomes a Scout learning opportunity when the Scout Method is consciously applied to it, experience is gained and reflection happens.

In themselves, learning opportunities in Scouting must be based on the young people's interests and needs to be so in order to be enjoyable and attractive to them. The learning opportunities must be conceived with a clearly defined educational objective in mind; they must provide an appropriate degree of challenge and be perceived by the young people as useful to them. Over time, a balanced variety of learning opportunities needs to be offered.

Group Life
This refers to everything that is experienced, within the teams and the unit as a whole, as a result of operating as a mini-society composed of the young people and adults. A sense of group life is essential for the harmonious development of young people. While young people have a natural tendency to form groups of friends, and even though this tendency is reflected in the team system, a sense of group life does not automatically exist in Scouting. Fostering a sense of group life involves promoting constructive group dynamics (the interaction and relationships that develop between the young people and between the young people and adults). It also involves making use of opportunities for young people to interact (amongst themselves and with the support of adults) in the

wide variety of situations which occur naturally in the course of their time in Scouting. When a true sense of group life develops, the group as a whole takes into account the needs and interests of each person, and each person contributes towards the well-being of the group.

Group life stimulates experiences which can lead to emotional and social growth, the development of attitudes and the progressive appropriation of values because:

I.   operating within a close-knit group and experiencing for themselves the merits of a code of living (the Scout law in action) provide a natural context for each young person to discover the deeper meaning of the values for which Scouting stands;

II.   constructive interaction and relationships with others in the group stimulate a climate of mutual trust and caring and contribute to the development of a sense of identity, self-worth and sense of belonging;

III.   when the prospect of being part of a close-knit group stimulates a desire to belong and feel accepted, and when that group operates according to Scouting's code of living, peer pressure – a major influence on the development of young people – is constructive, not destructive.

IV.   Thus, the attitudes and values which group life stimulates are both of a personal nature (such as a constructive and pro-active attitude to life, self-confidence, a spirit of enterprise, goal-setting, etc.), and of a social nature (such as a team spirit, seeking a consensus, acknowledging differences and interdependence, experiencing solidarity, etc.). Group life, therefore, provides a useful way of helping young people instantly put into practice, and develop – to the extent of their abilities – their capacities for autonomy, supportiveness, responsibility and commitment.

Structure and Functioning of the Unit

This refers to the way in which the Scout Method is applied and put into place in the unit (e.g. the provision of concrete opportunities for young people to experience making decisions and assuming responsibility, establishing contact with their local community, etc.). It also refers to the use of resources (not only financial and material, but also in terms of time, etc.) which also play an important role in influencing the quality of the educational experience.

In summary, when these four ingredients truly reinforce each other, Scouting can offer a more coherent and richer learning experience. For example, an organisation may consider that "democracy" is an important issue that requires an educational emphasis. Helping young people to develop a personal adherence to a democratic way of life (educational objective) is unlikely to result solely from learning opportunities related to gaining knowledge about the subject. In this example, questions to consider include: does the way in which the learning opportunities are conceived permit an experience of a democratic way of life? Do all of the young people share in responsibilities and make

a personal contribution to the well-being of the Unit (group life)? Is the adult able to listen to the young people and offer opportunities for them to make decisions to the extent of their ability (structure and functioning)? In summary, what could be modified in the way in which the unit functions, in the way in which adults and young people interact, in the activities that the young people take part in, so as to reinforce the educational objectives?

Scouting is an educational movement of young people. It caters to a diverse age range (from 5 – 26), all of whom possess different abilities and developmental rates. Young people are open to challenges, are curious and eager to learn. However, with so many other distractions in today's fast changing world and numerous challenges to a young person's development, the role of Scouting is particularly important. It is therefore essential to bear the following in mind:

The proper application of the Scout Method should result in an experience for young people that is educational, fun and enjoyable and where young people are safe physically and emotionally.

It should be flexible and relevant to the times and, in particular, meet the demanding needs set by the 21st Century as a response to the changing needs of young people and society.

It has to be adapted to the age and developmental appropriate criteria of learning.

Personal and group reflection as a mode of self-directed learning is the best tool to tailor individual experiences and learning and should be used in converting experiences to learning opportunities, which in turn would lead to self-education and self-development.

The Scout Method should empower young people to play their role as active citizens which results in a lifelong learning experience.

The Scout Method is "How" the Youth Programme in Scouting is implemented.

The Singapore Scout Association (SSA) Policies, Organisation and Rules (POR)

1. Scouting Fundamentals
2. Key Policies
3. Membership
4. Structure and Organisation
5. Financial Policies
6. Public Relations
7. International Scouting
8. Uniform
9. Appointment Insignias
10. Badges
11. Decorations and Awards
12. Adults in Scouting
13. General Rules
14. Annex – Placement of Badges on Uniform

[Safe from Harm (SfH),](#) Code of Conduct (CoC), Whistle Blowing Policy

World Safe from Harm Policy

This policy aims to keep Scouts safe from harm by supporting the development of National frameworks with local effectiveness that will promote the wellbeing, healthy development and safety of children and young people by providing them with a safe environment throughout their time in the Scout Movement.

"For over 100 years, Scouting's successful existence has been credited to the fact that it has taken on the responsibility of providing a safe environment to support the emotional, intellectual, physical, social and spiritual development of children and young people.
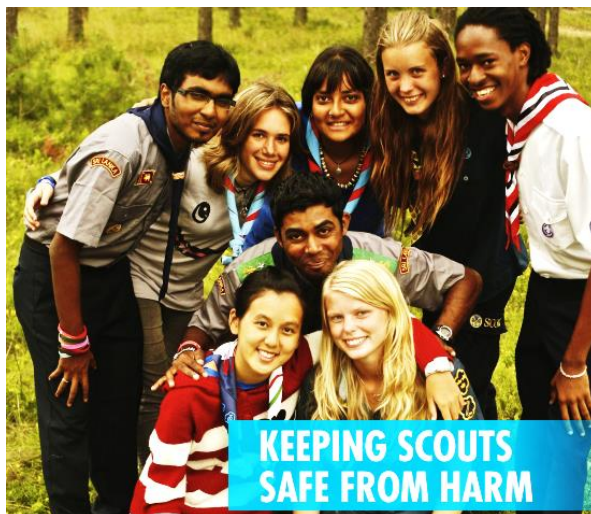
The educational purpose and values of the Movement, the Scout Method, and the partnership between youth members and adult leaders proposed by Baden-Powell have played a fundamental role in helping Scouting to maintain its attractiveness to young people and to maintain quality and consistency worldwide. Over the years, child and youth protection has been an increasing priority for the World Organization of the Scout Movement (WOSM). Both WOSM and the National Scout Organizations (NSOs) have invested considerable effort in raising awareness, implementing policies and procedures and keeping up with the developments in this area.

Today, Scouting is the largest global youth Movement with over 40 million members in 224 countries and territories around the world. WOSM has a responsibility to provide a safe environment for children and young people in Scouting by supporting the development and adoption of policies and procedures at the national level.

In Scouting, child and youth protection is a responsibility shared by every individual involved in the Movement. The wellbeing, development and safety of children and young people should consistently be considered a top priority in all Scouting related activities.

It is important that this mentality is adopted and displayed by everyone, including all adults who directly support the delivery of the Youth Programme and related activities, as well as all adults who perform supporting and administrative tasks and may or may not be in direct contact with children and young people."

"Child and youth protection in Scouting should encompass a full range of strategies, systems and procedures implemented at all levels of Scouting that work together to provide children and young people with a safe environment that enables them to develop their full potential. A safe environment is an environment that promotes and supports young people's well-being, while simultaneously working to address and prevent harmful practices." [5]

Definitions[6]

Safe from Harm:
In the context of Scouting, keeping children and young people safe from harm encompasses all areas of child and youth protection work, and includes a full range of strategies, systems and procedures that aim to promote that the wellbeing, development and safety of children and young people is a priority in all Scouting-related activities.

Within the context of an NSO, the implementation of the policy requires putting in place a systemic approach to prevent and react to situations that may affect the wellbeing, development and safety of children and young people.

Child and Youth Protection:
This term is used to define the safeguarding and promotion of the welfare of children and young people, which includes but is not limited to:
• protecting children and young people from abuse,
• preventing the impairment of a young person's health or development,
• ensuring that Scouting is providing children and young people with a healthy environment in which they can grow and develop,
• taking action to promote the safety of children and young people in all possible situations.

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[5] Keeping Scouts Safe From Harm - WOSM's Position Paper On Child And Youth Protection (October 2016)

[6] World Safe from Harm Policy (https://www.scout.org/sites/default/files/library_files/SafefromHarmWorldPolicy_2017_EN_0.pdf)

Safe environment:
A safe environment is an environment that promotes and supports children and young people's wellbeing, while simultaneously working to address and prevent harmful practices. There are some fundamental norms in Scouting that are non-negotiable. These include:

• The Scout Promise and Law,
• The principles of Scouting which includes the Scout Method (Duty to God, Duty to Self, Duty to Others),
• Respect for oneself and others (empowering children and young people to protect themselves and others),
• An environment that promotes openness and a diversity of views, without a fear of adverse repercussions for expressing different opinions,
• Providing equal opportunities for everyone.

Ultimately, a safe environment enables the self-development of children and young people as well as the development of positive and healthy interpersonal relationships (children and young people - children and young people; children and young people - adults; adults - adults).

Harm: This term refers to any detrimental effect on a persons' physical, emotional or psychological wellbeing and integrity.

Abuse: This term is used to describe a range of ways in which maltreatment can be inflicted on children and young people. Abuse can be categorized into different typologies such as physical, psychological, emotional and take various forms such as bullying, neglect, sexual abuse or exploitation. It is important to note that children and young people can suffer from one or a combination of these forms of abuse. Abuse can take place at home, in school, at Scouts or anywhere else.

Generally, "abuse" consists of anything which individuals or institutions do, or fail to do, which directly or indirectly harms children and young people or damages their prospect of safe and healthy development into adulthood.

The misuse of traditions, the disregard for co-educational practices, the lack of gender balance or the lack of support to children and young people with diverse and special needs are examples of practices that expose children and young people to situations of abuse.

It is an obligation in Scouting that we work to prevent any of these types of abuse and properly address it if it occurs.

Youth:
The word "youth" in Scouting refers to all boys and girls involved in the educational programme within the Movement. The learning experience within Scouting focuses on the development of young persons. Therefore, the Youth Programme ends at adulthood (it includes childhood, adolescence and early adulthood).

The different stages of personal development determine the age sections within Scouting, which may vary according to the cultural differences and contexts in which NSOs operate. Nevertheless, the sections often fall between the five and 26 years' age range. As the word "youth" is more generic, we use the term "young people" when we refer to the membership or the active Scout members.

Adults:
Are primarily volunteers responsible for the development, facilitation or delivery of the Youth Programme, supporting other adults or supporting the organisation's development.

Youth Programme:
The totality of the learning opportunities from which children and young people can benefit (What), created to achieve the purpose of Scouting (Why) and experienced through the Scout Method (How).

Adults in Scouting: A systematic programme for managing adults in order to improve the effectiveness, commitment and motivation of the leadership so that better programmes are facilitated or delivered by and for children and young people. It also enhances the overall effectiveness and efficiency of the NSOs.

https://www.scout.org/safefromharm

https://www.scout.org/elearning_sfh1

https://www.scout.org/sites/default/files/library_files/SafefromHarmWorldPolicy_2017_EN_0.pdf

CODE OF CONDUCT FOR ADULTS

Adherence to this Code of Conduct is required of all adults, uniformed and non-uniformed, who work within The Scout Association, recognising that at all times they should act responsibly and exercise the appropriate duty of care to the youth members.

It is the policy of The Singapore Scout Association to safeguard the welfare of all members by protecting them from physical, sexual and emotional harm.

The Association, on behalf of the young people in your care, expects that you will:

1.   Accept the Scout Promise and the Scout Law, the Aims, Principles and Methods and any other rules and policies of the Association;

2.   Realise that bullying, physical or verbal abuse, neglect or any type of abuse is unacceptable conduct by any member of the Movement. Corporal punishment is never accepted;

3.   Not impose your own religious beliefs, behaviours or practices on others and not use the Movement as a platform to promote your own beliefs, behaviours or practices, if these are incompatible with Scouting.;

4.   Treat youth members with respect and accept that you have a duty of care for the welfare, safety, health and happiness of young people while they are under your responsibility;

5.   Respect everyone's right to personal privacy at all times and take special care where sleeping, changing clothing, bathing and ablutions are concerned;

6.   Accept that adults in Scouting do not involve themselves in unaccompanied or unobserved activities with individual youth members, including discussions and interviews. (Remember: In Sight – Out Of Hearing).

7.   Act with courtesy, consideration and good judgment in all interpersonal relationships, both inside and outside Scouting;

8.   Avoid entering into relationships with young people which are unacceptable or which compromise the framework of trust between an adult and youth member (e.g. a sexual relationship between a leader and a youth member);

9.   Refrain from drinking alcohol or smoking in the presence of youth members.

10.   Report any conduct seen or heard that does not comply with this Code of Conduct.

Signature: …………………………… Name: ……………………………………..

Date: ………………

School/Scout Group: …………………………………………………………………

**THE SINGAPORE SCOUT ASSOCIATION (SSA)
WHISTLEBLOWING POLICY- May 2019**

1. PURPOSE

1.1   The Singapore Scout Association ('SSA') is committed to a high standard of compliance with accounting, financial reporting, internal controls, corporate governance and auditing requirements and any legislation relating thereto. In line with this commitment, the Whistleblowing Policy ('Policy') aims to provide an avenue for employees, volunteers, external parties and members of the public to raise concerns and offer reassurance that they will be protected from reprisals or victimisation for whistleblowing in good faith.

1.2 The Policy is intended to encourage employees, volunteers, external stakeholders and members to raise concerns, such as conflict of interests, illegal conduct, unethical behaviour, irregularities or other malpractices, in confidence, locally or internationally.

2. WHO IS COVERED BY THIS POLICY

2.1 This Policy applies to all employees and volunteers of the SSA.

3. OBJECTIVES OF THIS POLICY

3.1 Deter wrongdoing and to promote standards of good corporate practices

3.2 Provision of proper avenues for employees and volunteers to raise concerns about actual or suspected improprieties in matters of financial reporting or other matters and receive feedback on any action taken.

3.3 Give employees and volunteers the assurance that they will be protected from reprisals or victimisation for whistleblowing in good faith.

4. REPORTABLE INCIDENTS

4.1 Some examples of concerns covered by this Policy include:

• Concerns about SSA's accounting, internal controls or auditing matters

• Breach of or failure to implement or comply with SSA's policies or code of conduct

• Impropriety, corruption, acts of fraud, theft and/misuse of SSA's properties, assets or resources

• Conduct which is an offence or breach of law

• Abuse of power or authority

• Serious conflict of interest without disclosure

• Intentional provision of incorrect information to public bodies

• Illicit behaviour

• Any other serious improper and unprofessional matters which may cause financial or non-financial loss to the SSA, or damage to the SSA's reputation

• Concealing information about any malpractice or misconduct

• Acts to mislead, deceive, manipulate, coerce or fraudulently influence any internal or external accountant or auditor in connection with the preparation, examination, audit or review of any financial statements or records of the SSA

4.2 The above list is by no means exhaustive, but intended to give an indication of the kind of conduct which might be considered as "wrong-doing". Work performance related issues are not regarded as 'reportable' incidents and should be addressed via the usual chain of command.

5. PROTECTION AGAINST REPRISALS

5.1 If an employee or a volunteer raises a genuine concern under this Policy, he or she will not be at risk of losing his or her job or suffering from retribution or harassment as a result. Provided that the employee or volunteer is acting in good faith, it does not matter if he or she is mistaken.

5.2 However, SSA does not condone frivolous, mischievous or malicious allegations. Employee(s) making such allegations will face disciplinary action in accordance with SSA's Disciplinary Procedures.

6. CONFIDENTIALITY

6.1 SSA encourages the whistleblower to identify himself/herself when raising a concern or when providing information. This is to enable the clarification of information to ascertain the facts of the case, as well as to provide a reply to the whistleblower upon conclusion of the investigation. All concerns will be treated with strict confidentiality.

6.2 Where the identity of the whistleblower is concerned, we will not reveal it unless we are required to do so under the law, and in such a case, we will let the whistleblower know. Confidentiality is still preserved as only the authorities know who the whistleblower is.

7. CONCERNS AND INFORMATION PROVIDED ANONYMOUSLY

7.1 Concerns expressed anonymously are much less persuasive and may hinder investigation work as it is more difficult to look into the matter or to protect the whistleblower's position. Accordingly, SSA will consider anonymous reports, but concerns expressed or information provided anonymously will be investigated on the basis of their merits.

8. HOW TO RAISE A CONCERN OR PROVIDE INFORMATION

8.1 The whistleblower can report matters through the following channels via letters or emails at their usual addresses:

• Executive Director

• Chief Commissioner And if the none of the above channels are suitable, to the Audit Committee Chairman, or President.

8.2 The whistleblower can also choose to report matters to the dedicated email account: whistleblowing@scout.sg, which is overseen by the Executive Director in person.

9. IMPORTANT POINTS TO NOTE WHEN RAISING A CONCERN OR PROVIDING INFORMATION

9.1 The earlier the concern is raised the easier it is for SSA to take action.

9.2 SSA expects the whistleblower to provide his/her concern in good faith and to show to the appropriate officer that there are sufficient grounds for his/her concern.

10. HOW SSA WILL RESPOND

10.1 SSA assures you that any concern raised or information provided will be investigated, but consideration will be given to these factors:

• Severity of the issue raised

• Credibility of the concern or information

• Likelihood of confirming the concern or information from attributable sources

10.2 Depending on the nature of the concern raised or information provided, the investigation may be conducted involving one or more of these persons or entities:

• Relevant Scout Council Members, Commissioners or Unit Representatives

• The External Auditor

• Legal Professionals

• Forensic Professionals

• The Police or Commercial Affairs Department

• Any other Professional deemed appropriate

10.3 The amount of contact between the whistleblower and the person(s) investigating the concern raised and information provided will be determined by the nature and clarity of the matter reported. Further information provided may be sought from the whistleblower during the course of the investigation and written statements signed by whistleblower as mark of authenticity.

10.4 The investigating officer(s) will communicate the findings of the investigation(s) to the Audit Committee and channel of reporting for their necessary action.

Module 2 - Scouting Environment

Competency Element 2

Acquire the essential knowledge of the developments of the Scouting Movement at the local, Asia Pacific Region and world arena to meet the developmental needs of youths raised in dynamic society today, and to contribute to the growth of their group and/or section.

Performance Criteria

2.1 Relate with the dynamism and flexibility of how the WOSM, Regions and National Scout Organisations work collaboratively in support of volunteer adult leaders' development, youth empowerment, strong communication and information flow in creating a better world.

2.2 Relate with the structure of headquarters of the Singapore Scout Association (SSA), Area and Scout Group i.e. people, resources, processes to support implementation of youth programme at National / Area / Group level respectively.

2.3 Review existing membership growth strategies in school- or community-based Scout groups with emphasis on recruitment, management and retention of adult leaders and youth members.

Assessment Criteria for this Element of the Course:

Learning activities for this course will be carried out during class. However the following Learning Guide Assessment (LGA) 1 to 5 would be completed outside of class and submitted to the SSA as part of the final assessment.

2.1.1 Able to state the organs, functions, purpose, strategic priorities of World Organisation of the Scout Movement (WOSM) and World Scout Programmes; the members, functions of the Asia Pacific Region.

https://www.scout.org/governance

https://www.scout.org/vision

https://www.scout.org/sites/default/files/library_files/WOSMconstitutionV2017%20EN%20FR%20xweb_1.pdf

https://www.scout.org/asia-pacific

2.1.2 Able to create one's own profile with www.scout.org, join/follow Scouts in social media, read news and look for reference Scouting resources.

World Scout Programmes--
Scout of the World Award (SWA)
Messengers of Peace (MoP)
World Scout Environment Programme (WSEP)

2.1.3 Able to explore and plan for future international Scouting activities for one's own unit (e.g. Scout internationalisation programme, jamboree, International Friendship Day, JOTA-JOTI).

https://www.jotajoti.info/

2.2 Able to describe the various roles and functions within the SSA, Area Leadership Team (Operations, Programme, Training) and Scout Group including the role of Sponsoring Authority, qualities, role and responsibilities of an adult leader.

SSA Policy, Organisation and Rules (Sections 4):
http://scout.sg/sites/default/files/Policy,%20Organisation%20and%20Rules%20(2019)%20BW.pdf

2.3 Able to share, develop and implement good section-specific practices in the recruitment, management and retention of adult leaders and youth members within one's Scout Group including the following brief drafts.

- CCA Open House / Community Outreach / Scouting Profile
- Learning and Development
- Deployment and Reassignment
- Awards and Recognition

https://www.scout.org/sites/default/files/library_files/WOSM_Report_UK_online.pdf

Scouting Environment

WOSM

The organization of the Scout Movement at world level is governed by the constitution of the World Organisation of the Scout Movement (WOSM). It is an independent, non-political, non-governmental organization which was established in 1922. WOSM has 170 members in over 200 countries and territories. These members are recognized national Scout organizations, which collectively have over 50 million participants.

The purpose of the World Organization is to foster the Scout Movement throughout the world by:
1. promoting unity and understanding of its purpose and principles,
2. facilitating its expansion and development,
3. maintaining its specific character.

The official logo of the WOSM is made up of the emblem of Scouting, the wordmark "SCOUTS", the registration sign and the claim (Creating a Better World).

The Strategic Priorities of the WOSM strategy 2014 – 2023
1. Youth Engagement
2. Educational Methods
3. Diversity & Inclusion
4. Social Impact
5. Communications & External Relations
6. Governance

The **3 main World Scout Programmes** of the WOSM
1. Scouts of the World Award (SWA)
2. Messengers of Peace (MoP)
3. World Scout Environment Programme (WSEP)

The **official languages** of the WOSM are English and French. The **working languages** of WOSM are Arabic, English, French, Russian and Spanish.

The largest World Scout Event in the WOSM is the JOTA-JOTI (Jamboree-On-The-Air and Jamboree-On-The-Internet). It is held of the 3rd weekend of October.

The main World Scout Events of the WOSM are
1. World Scout Jamboree
2. World Scout Moot
3. World Scout Youth Forum
4. World Scout Conference
5. World Scout Educational Congress
6. World Scout Interreligious Symposium
7. Jamboree-On-The-Air and Jamboree-On-The-Internet

The main policies of the WOSM
1. World Scout Youth Programme Policy
2. World Scout Youth Involvement Policy
3. Adults in Scouting World Policy
4. Safe from Harm World Policy

The organs of the WOSM are:

The World Scout Conference.
The World Scout Conference is the governing organ of the World Organization and is composed of all the Member Organizations.

Member Organizations are represented at any meeting of the World Scout Conference by delegates not exceeding six. Accredited National Scout Organizations are represented at any meeting of the World Scout Conference by delegates not exceeding two.

The legal seat of WOSM is in Geneva, Switzerland.

The functions of the World Scout Conference are:
1. To consider the policy and standards of the Scout Movement throughout the world and to take such action as shall further the purpose of the World Organization.
2. To formulate the general policy of the World Organization.
3. To consider applications for membership and decide as to the expulsion of Members.
4. To hold elections as provided in this Constitution.
5. To consider reports and recommendations presented by the World Scout Committee.
6. To consider recommendations brought forward by Member Organizations.
7. To consider proposed amendments to this Constitution.
8. To exercise other functions resulting from this Constitution.

The World Scout Committee.
The World Scout Committee is the executive organ of the World Organization. Its members shall consider the interests of the Movement as a whole and shall neither consider themselves, nor be considered, as representing any particular Member Organization or Region.

The World Scout Committee shall be composed of:
1. Voting members: Twelve elected members, who shall be members of Member Organizations. They shall be elected by the World Scout Conference, by secret ballot, from a list of nominees submitted by Member Organizations. In no case shall more than one elected member from any one Member Organization serve on the Committee in any one period.
2. Ex-officio non-voting members:
3. The Secretary General of the World Organization, who shall also be an ex-officio member of all subsidiary committees of the World Scout Committee.
4. A Treasurer, appointed by the World Scout Committee.
5. The Chairperson or Vice-Chairperson of each duly elected Regional Scout Committee.
6. A member of the Board of the World Scout Foundation.

The functions of the World Scout Committee are:
1. To act on behalf of the World Scout Conference between its meetings; to give effect to its decisions, recommendations and policies; and to represent it at international and national events.
2. To promote the Scout Movement throughout the world by means of visits, correspondence, training courses and other appropriate action.
3. To advise and assist Member Organizations in carrying out the purpose, principles and method of Scouting.
4. To recommend the admission of National Scout Organizations applying for membership, and to suspend provisionally the membership of a Member Organization.
5. To designate Accredited National Scout Organizations.
6. To prepare the agenda and procedure of the meetings of the World Scout Conference, giving consideration to suggestions from Member Organizations, and appoint the Chairperson and Vice-Chairperson(s) of the World Scout Conference.
7. To appoint the Secretary General of the World Organization, and to appoint his Deputy or Deputies upon a recommendation of the Secretary General; and to supervise the management of the World Scout Bureau.
8. To approve the annual budget and financial statements of the World Scout Bureau.
9. To accept the responsibility for the raising of additional funds.
10. To approve the constitutions or other laws governing Regions.
11. To appoint the Treasurer.

12. To appoint Chairpersons of sub-committees and working groups on the recommendation of the Chairperson of the World Scout Committee.
13. To grant consultative status to such organizations as may be of assistance to the Scout Movement.
14. To decide upon granting of awards for services to the World Scout Movement.
15. To coordinate links with all organs of the World Organization.
16. To secure compliance with the Constitution of the World Organization by all organs.
17. To ensure that risks facing the World Organization of whatever nature are assessed and appropriate control measures put in place.
18. To call for an extraordinary meeting of the World Scout Conference in accordance with Article XII where required.
19. To consider plans and strategies for the World Organization and make appropriate proposals to the World Scout Conference.
20. To approve the purchase/lease of real estate for use or occupation by the World Organization and ensure that the title is registered in the name of the World Organization according to legal requirements.
21. To follow-up on the execution and evaluation of the programmes/activities of the World Scout Bureau.
22. To receive yearly consolidated audited reports from the World Scout Bureau.
23. To liaise and promote good relationships with the World Scout Foundation and receive its annual plans and strategies.
24. To approve the creation and supervise the management of all legal bodies created on behalf of the World Organization.
25. To supervise the organization of World Scout Events.
26. To exercise other functions resulting from this Constitution.

The World Scout Bureau.
The World Scout Bureau shall serve as the Secretariat of the World Organization. It shall comprise the Secretary General of the World Organization and such staff as the Organization may require. The Secretary General shall be appointed by the World Scout Committee and shall be the chief administrative officer of the World Organization.

The World Scout Bureau shall consist of its international headquarters and such Regional Offices as are established under Article XX of the Constitution of the WOSM. The World Scout Bureau Global Support Centre is located in Kuala Lumpur, Malaysia, since 2014.

The functions of the World Scout Bureau are:
1. To assist the World Scout Conference, the World Scout Committee and its subsidiary organs in the fulfilment of their functions; to make preparations for all their meetings; and to provide the necessary services for the implementation of decisions.

2. To provide the services necessary for the promotion of the Scout Movement throughout the world, such as research and documentation, training, programme, public relations and publications.
3. To maintain relations with Member Organizations and to assist them in the development of Scouting.
4. To promote the development of Scouting in countries where it does not exist, and to assist non-member National Organizations to attain the standards necessary for membership in the World Organization.
5. To enquire into applications for membership, requests for aid and other similar matters.
6. To support the organization of world and regional Scout events.
7. To maintain relations with international organizations whose activities are concerned, inter alia, with youth.

Regions

Regions may be established in conformity with the requirements of this Constitution, comprising Member Organizations so desiring within a geographical area to be defined from time to time by the World Scout Committee.

Each Region shall be composed of the following organs:
1. A Regional Scout Conference, comprising all Member Organizations of the Region.
2. A Regional Scout Committee, duly elected by the Regional Scout Conference.
3. A Regional Scout Office, directed by a Regional Director. The Regional Scout Office is also a branch of the World Scout Bureau, in conformity with Article XVII, paragraph 2, of the Constitution of the WOSM.

The Regional Director is appointed by the Secretary General in agreement with the Regional Scout Committee, is paid by the World Scout Bureau and reports to the Secretary General to whom he is responsible, and to the Regional Scout Committee.

The names of the **6 Scout Regions** in the WOSM are Africa, Arab, Asia-Pacific, Eurasia, Europe and Inter America.

The number of National Scout Associations in the respective regions:
1. Africa (38),
2. Arab (19),
3. Asia Pacific (27),
4. Eurasia (09),
5. Europe (40) and
6. Inter-America (34).

Asia-Pacific Region (APR)

The Asia-Pacific Scout Region has witnessed the births and rebirths of national Scout organizations since the region was founded in 1956. Starting with ten founding members, it grew to 27 member countries by 2016, out of which 25 are full-fledged members and two are associate members, encompassing 30 million Scouts. Eight of the 15 largest Scout associations in the world are in the Region. The World Scout Committee accepted in 2009 the declaration of Gerakan Pramuka Indonesia of having 17 million members for the census 2008. This has directly affected and changed the membership figure in the region, resulting in an increase of 9 million members, which now stands at a total of 24.7 million in 2009.

The Asia-Pacific Scout Region is the divisional office of the World Scout Bureau of the World Organization of the Scout Movement, headquartered in Makati City, Philippines, with satellite offices in Australia and Japan.

Ref:
https://www.scout.org/sites/default/files/library_files/WOSMconstitutionV2017%20EN%20FR%20xweb_1.pdf

Organisation Structure (SSA)

(the organisation & structure, the area set up and the unit)

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                              ┌─────────────────┐
                              │  The Chief Scout │
                              └─────────────────┘
                                       │
                         ┌───────────┐ ......... ┌──────────────┐
                         │ President │           │ Scout Council│
                         └───────────┘           └──────────────┘
                                 │
                    ┌──────────────────┐ ........ ┌─────────────────────┐
                    │ Chief Commissioner│          │ Commissioners' Council│
                    └──────────────────┘          └─────────────────────┘
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Area Council	Asst. Chief Commissioners (Area Commissioners)	Asst. Chief Commissioners (Functional Commissioners)	Executive Director
	Area Leadership Team	Functional Leadership Team	Executives and Staff

Group Scout Leader	Group Council	Group Committee
Asst. Group Scout Leader		

Cub Scout Leader	Scout Leader	Venture Scout Leader	Rover Scout Leader
Asst. Cub Scout	Asst. Scout Leader	Asst. Venture Scout Leader	Asst. Rover Scout Leader
Senior Sixer	Troop Leader	Venture Chairperson (With Executive Committee)	Rover Chairperson (With Executive Committee)
Sixer	Patrol Leader	Venture Patrol Leaders Asst. Venture Patrol Leaders	
Assistant Sixer	Assistant Patrol Leader	Venture Scouts	Rover Scouts
Cub Scouts	Scouts		

64

Commissioners' Council

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                          ┌─────────────────────┐
                          │ Chief Commissioner  │
                          └─────────────────────┘
                                     │
                          ┌─────────────────────┐
                          │   Deputy Chief       │
                          │   Commissioner /     │
                          │   International      │
                          │   Commissioner       │
                          └─────────────────────┘
                                     │
        ┌────────────────────────────┼────────────────────────────┐
┌──────────────┐          ┌──────────────────┐          ┌──────────────────┐
│ National     │          │ Assistant        │          │ National         │
│ Operations   │          │ Chief Commissioner│         │ Communications   │
│ Commissioner │          │ (North)          │          │ Commissioner     │
└──────────────┘          └──────────────────┘          └──────────────────┘
        │                          │                              │
┌──────────────┐          ┌──────────────────┐          ┌──────────────────┐
│ National     │          │ Assistant        │          │ National Growth  │
│ Training     │          │ Chief Commissioner│         │ Commissioner     │
│ Commissioner │          │ (South)          │          └──────────────────┘
└──────────────┘          └──────────────────┘                   │
        │                          │                     ┌──────────────────┐
┌──────────────┐          ┌──────────────────┐          │ National         │
│ National     │          │ Assistant        │          │ Partnership      │
│ Programme    │          │ Chief Commissioner│         │ Commissioner     │
│ Commissioner │          │ (East)           │          └──────────────────┘
└──────────────┘          └──────────────────┘                   │
        │                          │                     ┌──────────────────┐
┌──────────────┐          ┌──────────────────┐          │ National         │
│ Education    │          │ Assistant        │          │ Adults in Scouting│
│ Methods      │          │ Chief Commissioner│         │ Commissioner     │
└──────────────┘          │ (West)           │          └──────────────────┘
                          └──────────────────┘                   │
                                   │                     ┌──────────────────┐
                          ┌──────────────────┐          │ Support          │
                          │ National Rover   │          └──────────────────┘
                          │ Chairperson      │
                          └──────────────────┘
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Area Structure

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                    ┌─────────────────────────┐
                    │   Assistant Chief        │
                    │   Commissioner (Area)    │
                    └─────────────────────────┘
        ┌──────────────┬──────────────┬──────────────┐
┌───────────────┐┌───────────────┐┌───────────────┐┌───────────────────┐
│     AAC       ││     AAC       ││     AAC       ││ Unit Development  │
│  Operations   ││   Training    ││  Programme    ││   Consultant      │
└───────────────┘└───────────────┘└───────────────┘└───────────────────┘

┌───────────────┐┌───────────────┐┌───────────────┐
│     Area      ││     Area      ││     Area      │
│ Operations Team││ Training Team ││Programme Team │
└───────────────┘└───────────────┘└───────────────┘

┌───────────────┐┌───────────────┐┌───────────────┐
│Unit Development││Unit Development││Unit Development│
│  Leaders /    ││  Leaders /    ││  Leaders /    │
│ Area Leaders  ││ Area Leaders  ││ Area Leaders  │
└───────────────┘└───────────────┘└───────────────┘

      ┌───────────────┐┌───────────────┐┌───────────────┐
      │    Group      ││    Group      ││    Group      │
      │ Scout Leaders ││ Scout Leaders ││ Scout Leaders │
      └───────────────┘└───────────────┘└───────────────┘
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Area Programme Council

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                                          ┌──────────────────┐
                                          │   Cub Section    │
                                          └──────────────────┘
                                          ┌──────────────────┐
                                          │  Scout Section   │
                                          └──────────────────┘
                                          ┌──────────────────┐
                                          │ Venture Section  │
                     ┌──────────────┐     └──────────────────┘
                     │ Area Leader  │     ┌──────────────────┐
                     │ (Programmme) │     │ Special Needs    │
┌─────────────────┐  └──────────────┘     │    Section       │
│ AAC (Programme) │─────────────          └──────────────────┘
└─────────────────┘                       ┌──────────────────┐
                                          │   Air Section    │
                                          └──────────────────┘
                                          ┌──────────────────┐
                                          │   Sea Section    │
                                          └──────────────────┘
                                          ┌──────────────────┐
                                          │     Rover        │
                                          │ Representative   │
                                          └──────────────────┘
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66

Area Training Team

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                           ┌─────────────────────┐
                           │   Skills / Courses  │
                           └─────────────────────┘
        ┌──────────────────┐
        │   Area Leader    │ ┌─────────────────────┐
        │   (Training)     │ │  Events / Activities │
┌──────────────┐└──────────┘ └─────────────────────┘
│ AAC (Traning)│
└──────────────┘            ┌─────────────────────┐
                           │  Adult in Scouting  │
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Area Operations Team

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                           ┌─────────────────────┐
                           │   Administration    │
                           └─────────────────────┘
        ┌──────────────────┐
        │   Area Leader    │ ┌─────────────────────┐
        │   (Operations)   │ │      Logistics      │
┌─────────────────┐└───────┘ └─────────────────────┘
│ AAC (Operations)│
└─────────────────┘         ┌─────────────────────┐
                           │  Events / Activities │
                           └─────────────────────┘
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Leadership in Scouting[7]

The kind of Scouting that your Scouts experience will depend on the type of leadership you provide and the environment you help to create. Adult leaders, including the Group Scout Leader and Assistant Group Scout Leaders, form an adult leadership team to provide a model of leadership from whom individual patrols and Scouts may learn. If members of this adult leadership team develop an atmosphere of caring and encouragement, and are able to relate to the Scouts in the troop without the use of sarcasm and judgemental attitudes, this same spirit of support will be reflected in the patrols.

An adult leader has two jobs to do:

1) Help the Scouts to learn the skills they need to carry out their activities and let them build up their team spirit and commitment to the task at hand. For example, in preparing the camp, you will help them to learn the skills they need such as preparing menus, cooking, pitching a tent, using camp equipment, taking care of the environment.

2) Help them to grow as a patrol by letting them share the responsibilities, plan and run activities and build up their enthusiasm for the project.

Your Scouts will learn best by doing things for themselves. You are there as an adult leader to encourage them in their efforts, to help them choose the activities they would like to do, and to help set the stage so they can accomplish the things they want to do with safety and some degree of success. Frequently you will have to show them how to do things or how to do them more easily and safely.

You as an adult leader are expected to know or learn some of the basic skills in Scouting, especially with respect to camping and Scoutcraft. No one expects you to know all things or to be able to do everything by yourself. You and the other adult leaders in the troop form a team. Each member has his own knowledge and skills which he uses to help Scouts enjoy and profit by their Scouting experience. Some will be adult leaders like yourself, others will be interested adults who cannot help on a permanent basis but have a special skill that would be useful.

Scouting is a youth movement. The adult leaders and other adults who help you from time to time are there primarily to help Scouts learn and do things for themselves. It is important that you realise that your adult standards will be considerably higher than what Scouts can achieve, otherwise you may be disappointed. You will enjoy the game of Scouting if you like working with youths, try to understand them and can help them to achieve appropriate goals.

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[7] Canada Scout Leaders' Handbook (1985)

The kind of leadership that an adult leader gives depends upon the ability of the individual members of the patrol with regard to the activity they are involved in. If the Scouts have little ability and little commitment for the activity, the leadership required will be that which will help the Scouts to grow both in ability and commitment.

Thus, in planning a hike, an adult leader will need to share his own enthusiasm first, telling them about the kinds of fun they will have, perhaps recalling some of the hikes that members of the leadership team undertook when they were younger Scout members. It may be necessary to kindle the first spark of their enthusiasm, and until it begins to burn and warm up, you will find that the adult leaders will be doing most of the talking. Scouts need to be involved, invite them to remember hikes and other outdoor activities they found were fun.

What kind of leadership should you as an adult leader give Scouts? The answer depends on the ability of the patrol members and on the way in which you are able to communicate with them.

Maturity

The patrol should be growing in its willingness to work together as well as in its skills. The maturity of a patrol and its members may be measured in three areas:

- willingness to take responsibility or commitment to a task;
- ability to plan and carry out activities;
- willingness to learn skills needed for patrol activities.

Maturity is always to be seen in relation to a specific activity. A patrol is not completely mature or immature, for example, a patrol might be quite mature in planning and organising a CCA Open House, but not be nearly so mature in living in a camp setting.

The maturity of a patrol or troop with regard to a particular activity may be outlined in this way:

Immature	1	2	3	4	Mature
	Little ability	Little ability	Have ability	Have ability	
	Little commitment	Have commitment	Lack commitment	Have commitment	
Maturity Level	Low	Moderate		High	**Maturity Level**

69

As an adult leader, your task may be to help the Scouts learn the skills necessary for hiking: proper footwear and clothing, food, planning a route. While you share your knowledge and skills, you also encourage them to share their own skills and learn together. Teach them the needed skills by demonstrating, by activities, by discussion, and by letting them learn by actually practising these skills. Much of this should be done outdoors if possible, rather than in a classroom setting.

As the Scouts grow in their abilities and commitment, you will have to encourage both, but according to their needs and to the stage of maturity they are in with regard, to this activity. Good judgement alone will tell you when to encourage, when to give direction, when to leave them alone. You need to make sure that all members feel free to take part and to share their leadership, skills, and ideas for the good of all.

Encourage them to take an increasing responsibility for their planning and activities. Be ready to share your skills with them, or to suggest another resource person who can help them. Encourage the patrol members to develop their self-confidence by helping them to grow in their skills, and share in their fun and enthusiasm. You are also with them when things go wrong, or when skills seem to be difficult to learn.

A patrol or individual Scouts develop skills and enthusiasm in a particular area such as camping or hiking. Encourage them to continue in these areas, and challenge them to learn new ones and help them promote a stronger team spirit by learning to work together.

The Adult Leadership Team

Providing leadership is a difficult and challenging task. It is a skill that most people have to learn and practise. Moreover one individual cannot be expected to provide leadership in all situations. That is why Scouting Movement utilises, whenever possible, a team of leaders sharing the leadership responsibilities.

Leadership tasks are undertaken by different members of the leadership team as conditions change in order to make the best use of all the skills within the group. This means that you as an adult leader may be the Group Scout Leader or Assistant Group Scout Leader carrying out certain functions on behalf of the troop as a whole.

Because of the many demands of modern society on a leader's free time and the wide range and variety of activities available to Scouts today, it is too much to expect any one individual to be proficient in everything. By sharing the leadership functions, there is also less of a gap should one of the adult leaders suddenly be transferred elsewhere.

Because Scouts living in our highly industrialised society have such a wide range of interests and aspirations, Scouting activities should not be limited to the capabilities and personal interests of the adult leaders. For some activities, therefore, adult leaders will have to rely on other experienced people or experts. These are known as resource persons. Do not overlook the possibility of some of your Scouts having sufficient knowledge in a given area that would qualify them as resource persons in their own right.

The Scouts themselves will also share in other leadership functions. This applies not only to Patrol Leaders and Assistant Patrol Leaders, but to any Scouts in the patrol or troop who may from time to time be selected as a project or activity leader. Your leadership task may therefore involve coordinating the work of other leaders, Scouts, and adults, as well as imparting your own skills and knowledge to your Scouts.

Group Scout Leader

He has overall responsibility for the operation of a troop. This responsibility involve meeting the very different expectations of both adults and Scouts. On the one hand, the Singapore Scout Association, the sponsoring authority, the group or section council, and the parents are concerned about health, safety, and character development. On the other hand, the youths are looking for fun, adventure, and a feeling of accomplishment. The Scout programme has been designed to meet these two expectations. The Group Scout Leader in partnership with the group leadership team on troop activities, and through them on patrol activities, should have no problem satisfying both the youths' and adults' expectations. If the adult leaders work together effectively as a team, they and the Scouts will enjoy their achievements in Scouting and to the satisfaction of each of the mentioned adult groups.

The following are some of the adult leaders' responsibilities:

- ensuring the health, safety and wellbeing of their Scouts;

- assisting in the planning and operation of the troop programme;

- encouraging patrols to accept their share of the responsibility for the patrol and troop programme;

- ensuring that each patrol member is provided with opportunities for leadership, achievement and recognition;

- assisting in locating and providing resources and resource persons.

Community Involvement and Its Function

(differences between school and community based units)

Community-based Scouting (also known as Open Group or Community Scouting)

Like the school-based Scouting, community-based Scouting is based on the same framework. However, Community-based Scouting aims to provide another alternate platform of opportunity for youth to participate in Scouting programmes and activities outside the environment of an educational institution (e.g. schools). As the name suggests, the Singapore Scout Association (SSA) extends its arms to reach out and recruit members from the community. Unlike school-based Scout groups, community-based Scouting promotes family bonding, inclusivity and diversity as members come from different backgrounds in the community including parents and their children.

As compared to school-based groups that have more constraints in providing exciting programmes for youth. Community-based Scouting has direct communication between adult leaders, parents and youth members (girls and boys). Therefore, more constructive programmes, events, activities and projects can be carried out to benefit the youth and to contribute to their growth as active citizen and play a constructive role in society.

Membership Growth Strategies and Practices

Some key success factors for a Youth Programme that attracts young people for Scouting:

1. Youth Programme

- Fun, challenge, adventure and excitement in our progressive programme,
- Youth Involvement in the decision making within Scouting while meeting the requirements and expectations of what a Scouting programme should be,
- An up-to-date programme, meeting the interests of young people by adopting the Renewed Approach to Programme.
- Successful transition between Scout Sections.

2. Adult Resources

- Adequate number of trained adult leaders who are supported in their role in enabling the Youth Programme,
- Adults in Scouting Approach – a model for recruitment, support/training, and mutual agreement/review,

3. Recruitment

- Current situation analysis (SWOT) and preparation
- Scouting culture (Scout uniform, vocabulary, symbols, ceremonies)
- Methods (bring a friend to existing unit, opening new units in communities, stakeholders involvement)

4. Communication and Partnerships

https://www.scout.org/sites/default/files/library_files/WOSM_Report_UK_online.pdf

Module 3 – Youth Programme

Competency Element 3

Adopt the Youth Programme Model that encapsulated the three core components of 'What' (learning opportunities), 'How' (the Scout Method), and 'Why' (purpose of Scouting) as proposed in the Youth Programme Policy (SSA) for the planning and review of a sectional Scout programme including the use of and a variety of methods to generate programme ideas.

Performance Criteria

3.1 Make sense of how the educational purpose of Scouting serve to develop the youths in the context of one's sectional Scout programme in school or community.

3.2 Incorporate the Scout Method in the planning, conduct and review of a sectional Scout programme.

3.3 Define the concepts related to the Youth Programme which covers the totality of the experience proposed to youths in terms of what they do in the Scout Movement.

Assessment Criteria for this Element of the Course:

Learning activities for this course will be carried out during class. However the following Learning Guide Assessment (LGA) 1 to 5 would be completed outside of class and submitted to the SSA as part of the final assessment.

3.1.1 Able to articulate how each of the following is aligned to the MOE Desired Outcomes of Education, 21st Century Competencies, SEL Competencies, Character and Citizenship Education Learning Outcomes; and influence the planning and review of Youth Programme.

- Definition of the Youth Programme
- Active Citizenship through Scouting to promote Sustainable Development Goals (SDGs)
- Focus of the Education Process for Singapore Scouting
  - ➢ Character Values - R^{3}ICH
  - ➢ Social & Cross-cultural Skills
  - ➢ Appreciation of Outdoors & Environment

- Educational Outcomes
  - ➢ 3 Scout Sections, 4 Tiers
  - ➢ SPICES Framework – 6 areas of development
  - ➢ 18 educational objectives

https://www.moe.gov.sg/education/education-system/desired-outcomes-of-education

https://www.moe.gov.sg/education/education-system/21st-century-competencies

https://www.moe.gov.sg/education/programmes/social-and-emotional-learning

https://www.moe.gov.sg/docs/default-source/document/education/syllabuses/character-citizenship-education/files/character-and-citizenship-education-(primary)-syllabus-(english).pdf

3.1.2 Able to write a 1- to 2-page personal reflection using the following guiding question.

+ What are your thoughts on the Youth Programme and your supportive role as an adult leader in developing youths under your charge through non-formal education, preparing them as "active citizens creating positive change in their communities and in the world based on shared values"?

3.2.1 Able to describe how the interaction of the 8 equally important elements of the Scout Method, in a combined, balanced and contextualised manner that influences the Youth Programme (by section) and makes Scouting unique.

  (1) The Scout Promise and Law
  (2) Learning by Doing
  (3) Personal Progression
  (4) Team System (The Patrol System)
      > The Patrol In Council
      > The Patrol Leaders' Council
      > Patrol System Checklist
      > Patrol Assessment Checklist
      > Patrol Leader Checklist
  (5) Adult Support
  (6) Symbolic Framework
  (7) Nature
  (8) Community Involvement

3.2.2 Able to incorporate the following approaches in implementing one's sectional Scout Programme.

- 4 ingredients of the 'Dynamics of Scouting in Action'
    + Educational Objectives
    + Learning Opportunities
    + Group Life
    + Structure and Functioning of the Unit
- 4 Approaches for Implementing the Youth Programme
- People, Objectives and Activities Contextualised by Scout Section
- Facilitating Reflections to Deep Learning (PESR Learning Cycle)

Youth Programme Policy: http://scout.sg/policies

http://scout.sg/sites/default/files/SSA%20YP%20Policy%202017%20(SSA%20Website).pdf

3.2.3 Able to write a 1- to 2-page personal reflection using the following guiding question.

+ *What I could do differently (i.e. learning by doing, personal progression, team system etc.) from a personal standpoint the next time I conduct the Youth Programme with my Scout Group?*

3.3.1 Able to identify the characteristics of a good Youth Programme in the design and implementation of it.

- Loyalty – adhere to the Fundamentals of Scouting
- Relevance – meet the needs and aspirations of youths
- Feasibility – is adaptable and easy to implement

World Scout Youth Programme Policy:
https://www.scout.org/sites/default/files/library_files/YouthProgrammePolicy_EN-Final_1.pdf

76

3.3.2 Able to incorporate the 8-step Renewed Approach to Programme to adapt the Youth Programme to the needs and aspirations of youths.

(1) Educational Proposal
(2) Areas of Personal Growth
(3) General Educational Objs.
(4) Stages of Devt. & Age Sect.
(5) Section Educational Objs.
(6) Educational Activities
(7) Section Methods
(8) Personal Progressive Scheme

Renewed Approach to Programme: https://www.scout.org/node/6433

3.3.3 Able to incorporate the concepts from the Youth Programme Model and Progress Schemes in one's 30-Week CCA Plan incorporating the following when necessary.

- Experiential Learning
- 4 Core Scouting Activities
  + Camping
  + Outdoor Exploration / Expedition
  + Knotting & Pioneering
  + Outdoor Cooking & Survival

- Progress Schemes by Scout Sections
  + 4 Tiers Award Scheme
    * Initiation to Patrol Life
    * Participation in Patrol Life
    * Building Patrol Life
    * Contributing to Troop Life

  + 6 Themes / Threads
    * Citizenship & Global Awareness
    * Adventure & Outdoor
    ** Leadership & Interest
    * Service & Community
    * Sports & Physical Recreation
    * Inspirations, Beliefs & Attitudes
    * Creative Pursuits

- The Rover Milestone Framework
  + Fellowship
  + Open Air
  + Service and Citizenship
  + Rovering to Success
  + Back to Scouting

Youth Programme Policy (Chapter 5: What Does Scouting Look Like? – The Programme Model and Progress Scheme:
http://scout.sg/sites/default/files/SSA%20YP%20Policy%202017%20(SSA%20Website).pdf

Singapore Scouts App Online: https://scoutsg.herokuapp.com/#/home

https://www.rovers.sg/

Rover Journey:
https://drive.google.com/drive/folders/0B5hDRixvn12bYXk3MHhqd05YTDA

YOUTH PROGRAMME POLICY
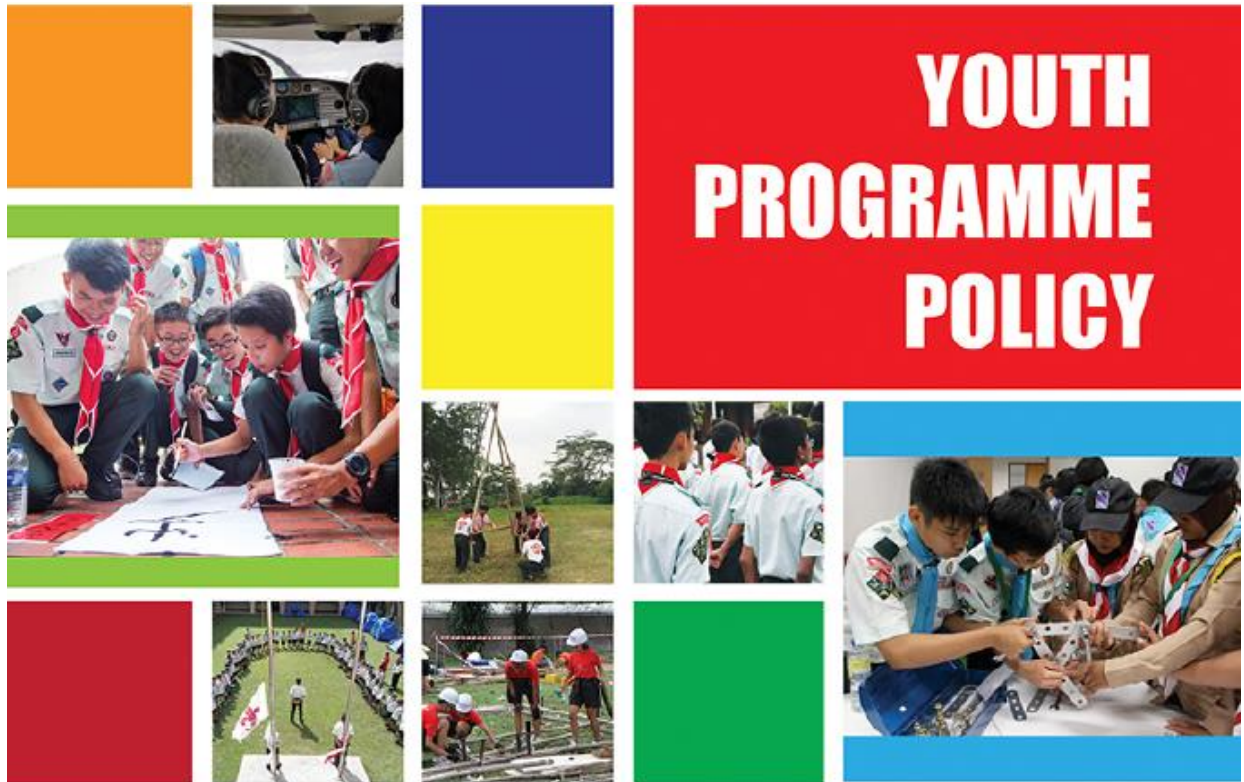
SINGAPORE SCOUT ASSOCIATION

The Importance of Youth Programme

Scouting is an educational movement for and of young people based upon the Fundamentals of Scouting: its purpose, principles, and method. The cause of Scouting is Education for Life where the Youth Programme is the main medium through which young people are educated for life. Hence the Youth Programme is the central element of Scouting, the vehicle through which the purpose of Scouting is achieved. Without the Youth Programme, there is no Scouting.

Given the above, all other functions in an NSO merely support the implementation of the Youth Programme; for example, management structures, adult training, communication teams, financial resources. This does not mean that adults working with the Youth Programme are the most important people in Scouting: it means that all adults in Scouting should work together to implement an effective Youth Programme.

[SSA's Revised Programme for 21st Century](#)[8] is SSA's response to Scouting's current situation in Singapore. It is based on Scouting fundamentals, but focuses attention on areas in which Scouting can be further developed in Singapore.

The Policy is characterised by: -
1) A Programme Model that establishes the clear importance of Group Life, embedding the Team System within the context of the badge scheme and promoting the activity-based schedules.

2) Explicit character outcomes and objectives articulated in the programme scheme to provide clearer guidance and reference to Unit Leaders in a phase of formal education that has seen a general reduction in time spent on Scouting activities.

3) Predetermined categories of Learning Experiences to be undertaken as part of the Scouting experience. Articulated in the form of activities to be experienced and games to be played.

4) Flexibility for the Unit Leader to determine required skills, knowledge and achievement standards in order to draw out learning outcomes in character domains. This means space for Scouts to demonstrate their best, both in skills, knowledge and achievement as well as character traits.

5) Explicit emphasis on usage of Patrol In Council (PIC) / Patrol Leader Council (PLC) protocols to facilitate reflections to draw out learning.

The purpose of Youth Programme is guided by Singapore Scouting's value proposition which is to contribute to the education of Young People especially in developing

1) Character values such as Respect, Resilience, Responsibility, Integrity, Care and Harmony (R3ICH values).

2) Social and cross-cultural skills such as the ability to socialise and harmonise in teams and groups that are cross cultural and global in nature.

3) Beliefs and awareness of the environmental constraints of living on this planet, respect for nature and ruggedness in the outdoors.

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[8] SSA Youth Programme Policy 2017 http://scout.sg/sites/default/files/SSA%20YP%20Policy%202017%20(SSA%20Website).pdf

Definitions

Youth
The word 'Youth' in Scouting refers to all boys and girls involved in the Educational Programme within the Movement. The learning experience within Scouting focuses on the young person development; therefore the Youth Programme ends at adulthood (it includes childhood, adolescence, and early adulthood only). The different stages of personal development determine the age sections within Scouting, which may vary according to the cultural differences and contexts in which NSOs operate (although, often, the sections fall within a range between 5 and 26 years of age). The word 'youth' is more generic, whereas we use the term 'young people' when we refer to the membership or the active member Scouts.

Age Sections
Age Sections are divisions within Scouting made according to age range and different stages of personal development. The actual names and age ranges of these sections differ from country to country.

Adults
According to the Adults in Scouting World Policy, adults, leaders of adults and leaders are mainly volunteers (only in a few cases do we have professional leaders) who are responsible for Youth Programme development or implementation; responsible for supporting other adults; or responsible for supporting organisation structures.

Definition of the Youth Programme

The Youth Programme in Scouting is the totality of the learning opportunities from which young people can benefit (*What*), created to achieve the purpose of Scouting (*Why*), and experienced through the Scout method (*How*)[9].

The Youth Programme Policy[10] applies a broad definition of the concept of Youth Programme, covering the totality of the experience of the young person, i.e. during all their life within Scouting, which comprises:

• **What** – all experiences and situations that young people can learn from, both organised and spontaneous, i.e. the learning opportunities. What should Young People do as part of Scouting activities, primarily driven by activities encapsulated in the progressive scheme and organised by other structures (such as Areas)[11].

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[9] World Scout Youth Programme Policy, adopted at 40th World Scout Conference (2014)

[10] World Youth Programme Policy https://www.scout.org/sites/default/files/library_files/YouthProgrammePolicy_EN-Final_1.pdf

[11] SSA Youth Programme Policy 2017 http://scout.sg/sites/default/files/SSA%20YP%20Policy%202017%20(SSA%20Website).pdf

• **Why** – the educational objectives, in accordance with the purpose and principles of the Movement. Why the activities are done, guided and driven by larger educational objectives, the character attributes and outcomes Scouting activities hopes to develop in the youth members, derived from the SPICES (Social, Physical, Intellectual, Character, Emotional, Spiritual) framework, 21st Century Competencies (21CC), Socio-Emotional (SE) Competencies, etc.

• **How** – the way in which it is done, i.e. the Scout Method. How the Young Person experiences Scouting through Group Life and activities organised and delivered, supported by Adult Leaders through The Scout Method.
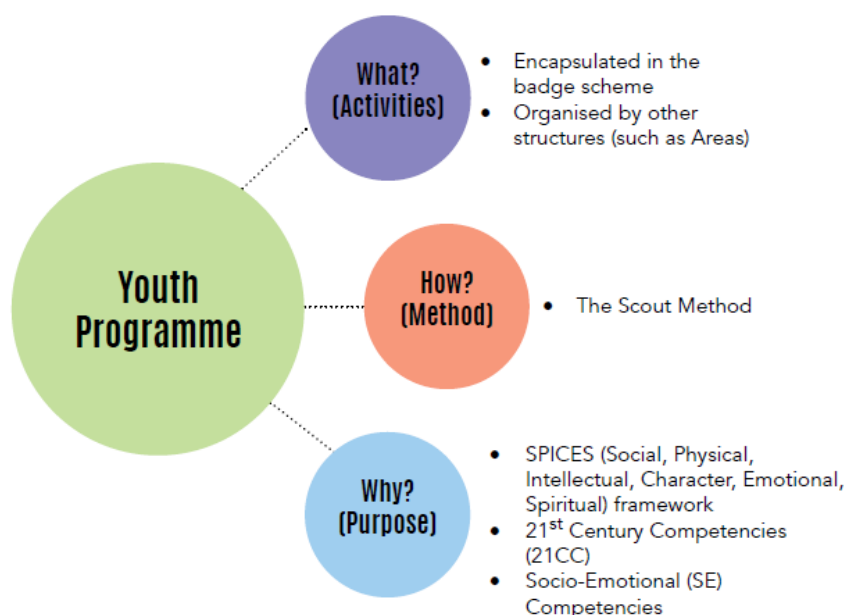
The Youth Programme Content

Why: The Purpose Of Scouting And Its Educational Objectives

The Youth Programme is the educational means used to achieve the purpose of Scouting, which 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'. Therefore, the Youth Programme is the means through which Scouting contributes to the **empowerment** of **autonomous individuals** and the holistic **development of active global citizens** for the community.

Moreover, the Scout Youth Programme is based upon three broad principles which represent the Movement's fundamental laws and 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. Within Scouting worldwide, we share the inclusive values of coexistence which are mainly expressed in the Scout Promise and Law.

Scouts as Empowered Individuals – Areas of Personal Growth
Based on the purpose of Scouting and considering developmental theories, Scouting takes all the dimensions of the human personality into account and identifies several areas of growth on which the Scouting's educational objectives are based. The areas of growth should not be considered separate elements, but as parts of a whole.
The Youth Programme acknowledges areas of personal growth stated in the purpose of the Scout Movement as **physical** development, **intellectual** development, **emotional** development, **social** development, and **spiritual** development where all of these areas help the individual's **character** development.

Scouts as Active Citizens – Creating Positive Change in Their Communities
Scouting's educational process leads to the development of **active citizens**, who take positive action in their communities. An active citizen is a citizen who strives to build a better society with tools that are democratic and non-violent, respectful of the opinions and differences of others. An active citizen is a committed and responsible individual, endowed with critical thought, who does not passively accept reality as defined by others or institutions as they have developed over time and current laws, but one who strives to critically examine and potentially challenge the status quo using the principles of democracy, whilst taking account of the diverse range of opinions which exist in any society.

As a worldwide movement, Scouting should prepare young people to be active citizens locally and globally, responding to current economic, social and environment challenges, and contributing to the achievement of the Sustainable Development Goals (SDGs). Therefore, young people should be:

Autonomous – able to make choices and to control their personal and social life as an individual and as a member of society.

Supportive – able to show concern for others, able to act with them and for them, and able to put themselves in the other person's shoes (empathy).

Responsible – able to take responsibility for their actions, keep commitments, and complete whatever they undertake.

Committed – able to assert themselves in respect of values, a cause or an ideal, and to act accordingly.

Culturally sensitive – able to respect other paradigms by virtue of their gender, ethnicity, religion, language, or culture.

To be active citizens – envisioning a better world and taking action to contribute to its creation – Scouts need solid leadership capabilities. In Scouting, leadership is understood as the process of establishing a vision, engaging and empowering others, and collaboratively facilitating change towards the shared purpose. Leadership does not refer to holding formal leadership positions, in Scouting or in society, but to the ability to

effect change in the surrounding community, a fundamental tool for active citizenship10. Notably, leadership is also seen as a collective process, requiring several participants, whereas knowledge and management of the self, sometimes referred to as 'self-leadership', is an aspect of personal growth of Scouts as empowered individuals as well as an essential prerequisite for the effective leadership of others.

What: All Learning Opportunities in Scouting From Which Young People Can Benefit

The Youth Programme encompasses all learning opportunities that young people in Scouting encounter: camping and outdoor activities, community service and community development projects, achieving progressive goals or standards symbolised by proficiency badges, games, ceremonies, patrol and troop life, etc. Learning opportunities are the instances in which young people have the potential to gather and process knowledge, to develop attitudes and skills that will help develop their individual character. The Youth Programme is therefore not about the activities per se, but rather about the learning opportunities that activities can offer within Scouting fundamentals and shared values.

Adults and young people should work together in partnership to create learning opportunities. It is up to young people to turn these opportunities into meaningful experiences for themselves (learning is a choice). The adults support the young people in this process. Hence, the primary role of the adult in Scouting is not to plan or execute activities, but to facilitate the learning of young people.

Scouting education does not offer the same experience for all young people; it creates different experiences for each individual Scout according to their learning ability, competency, stage of development, and needs. The Youth Programme in Scouting should offer all possible opportunities to develop young people's areas of personal growth.

Trends and the Youth Programme
The world is changing at an exponential rate. We increasingly encounter a greater variety of perspectives, cultures, and communities. This is partly the result of urbanisation and globalisation, through which people and countries have become increasingly interconnected technologically, socially, culturally, politically, and economically. This increases the importance for the Youth Programme to reflect these changes and to consider new trends in society in order to remain relevant. To achieve the purpose of Scouting, young people should be equipped with the knowledge, attitudes, and skills required for active citizenship today and in tomorrow's world.

Trends are key factors that we should look at when we think about the what of the Youth Programme. They can be global, national, and local. Economy, education, society, and health are relevant areas to analyse when looking for trends. Some examples are intergenerational dialogue, employability, youth empowerment, the environment, intercultural exchange, leadership, sustainable development, and social media. NSOs should periodically analyse the prevailing local circumstances to ensure that their Youth Programme remains relevant.

How: Using the Scout Method
Scouting is based on the concept of self-education. This acknowledges that each youth member is a unique individual who should take responsibility for their own development. The young person is the primary actor in the educational process. The Scout Method is the structured framework, which is designed to guide and encourage each young person along this path of personal growth.

Goals of the Formal Education System

"The boy is not governed by don't, but is led by do."

Bearing in mind Scouting's mission to contribute to the education of young people, Singapore Scouting has close links with the formal education system, with a majority of the Scout groups is school-based.

Framework for 21st Century Competencies and Student Outcomes[12]
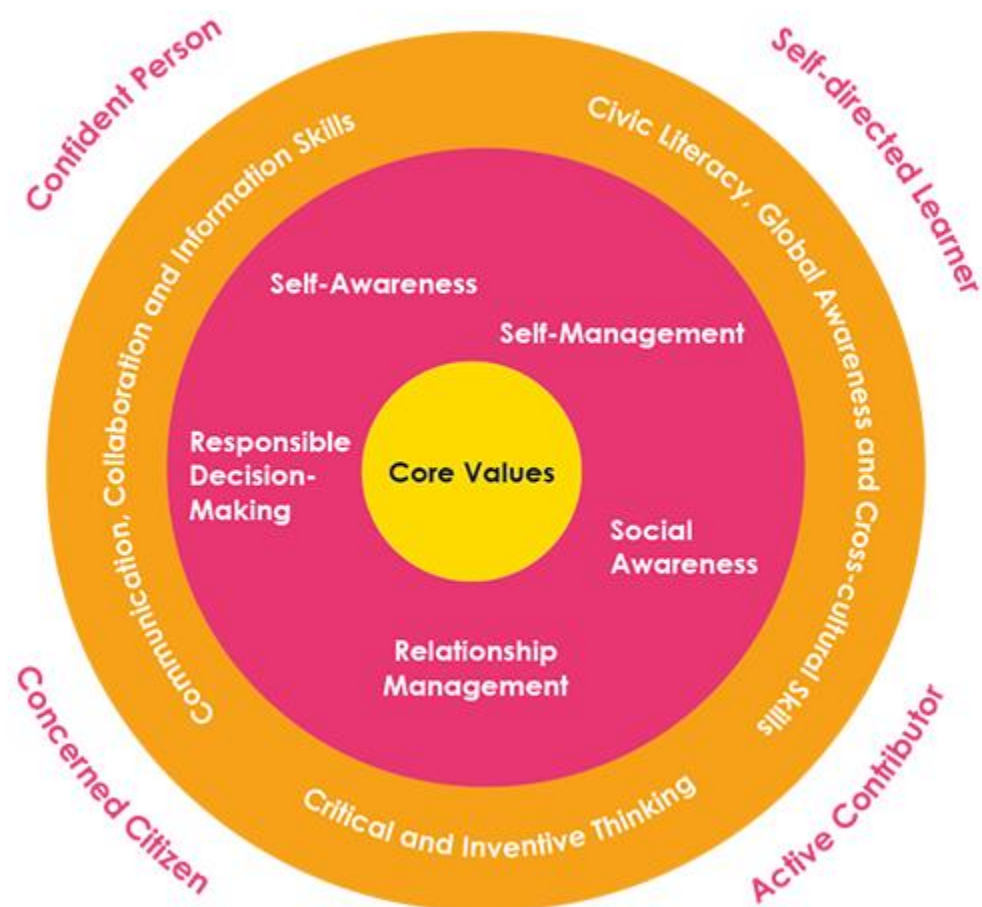
The goals of the formal education system are articulated through the following 21st Century Competency Framework statements. In sum, the person who is schooled in the Singapore Education system is:

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[12] https://www.moe.gov.sg/education/education-system/21st-century-competencies

• A **confident person** who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively; (CP)

• A **self-directed learner** who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning; (SDL)

• An **active contributor** who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence; and, (AC)

• A **concerned citizen** who is rooted to Singapore, has a strong civic consciousness, is informed and takes an active role in bettering the lives of those around him. (CC)

At the core of the 21st Century Competency framework are the **core values** of: -

1) **Respect** – a person demonstrates respect when he believes in his own self-worth and the intrinsic worth of all people.

2) **Responsibility** – a person is responsible if he recognises that he has a duty to himself, his family, community, nation and the world, and fulfils his responsibilities with love and commitment.

3) **Integrity** – a person is a person of integrity if he upholds ethical principles and has the moral courage to stand up for what is right.

4) **Care** – a person is caring if he acts with kindness and compassion, and contributes to the betterment of the community and the world.

5) **Resilience** – a person is resilient if he has emotional strength and perseveres in the face of challenges. He manifests courage, optimism, adaptability and resourcefulness.

6) **Harmony** – a person values harmony if he seeks inner happiness and promotes social cohesion. He appreciates the unity and diversity of a multicultural society.

Surrounding these core values are five interrelated sets of cognitive, affective and behavioural competencies in Social and Emotional Learning (SEL) and they are clustered as five key domains of social and emotional skills.

1) **Self Awareness** – a person has self-awareness if he understands his own emotions, inclinations and weaknesses (i.e. Identifying and recognising emotions, accurate self-perception, recognising strengths, needs and values, self-efficacy, spirituality).

2) **Self-Management** – a person can manage himself effectively if he has the capacity to manage his own emotions. He should be self-motivated, exercise, discipline and display strong goal-setting and organizational skills.

3) **Social Awareness** – a person has social awareness if he has the ability to accurately discern different perspectives, recognize and appreciate diversity, empathise with and respect others.

4) **Relationship Management** – a person can manage relationships effectively if he has the ability to establish and maintain healthy and rewarding relationships through effective communication, and is able to work with others to resolve issues and provide assistance.

5) **Responsible Decision Making** – a person can make responsible decisions if he has the capacity to identify and analyse a situation competently. He should be able to reflect upon the implications of decisions made, based on personal, moral and ethical considerations.

In addition to these, the **8 Learning Objectives of MOE Character and Citizenship Education**[13] are

LO1 - Develop self-awareness and self-management skills to achieve personal well-being and effectiveness.

LO2 - Apply moral reasoning, display responsibility in decision making, and demonstrate integrity to stand by moral principles and shared values.

LO3 - Develop social awareness and demonstrate interpersonal skills to build and maintain positive relationships.

LO4 - Demonstrate resilience in the face of individual, community and national challenges, and develop the ability to turn challenges into opportunities.

LO5 - Appreciate our national identity, develop a sense of belonging to Singapore, and demonstrate commitment to the well-being, security and defence of the nation.

LO6 - Demonstrate socio-cultural sensitivity and promote social cohesion and harmony in Singapore as a multicultural society.

LO7 - Demonstrate care for and contribute actively towards improving the lives of others to build a bright future for ourselves and to progress together as one nation.

LO8 - Demonstrate the ability to reflect on and respond to community, national and global issues, and to make informed and responsible decisions as a citizen.

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[13] https://www.moe.gov.sg/docs/default-source/document/education/syllabuses/character-citizenship-education/files/2014-character-citizenship-education-eng.pdf

The outer ring encapsulates the emerging 21st Century competencies of:

Civic Literacy, Global Awareness & Cross-cultural Skills

Our society is becoming increasingly cosmopolitan and more Singaporeans live and work abroad. Our young will therefore need a broader worldview, and the ability to work with people from diverse cultural backgrounds, with different ideas and perspectives. At the same time, they should be informed about national issues, take pride in being Singaporean and contribute actively to the community.

Critical and Inventive Thinking

To be future-ready, our young need to be able to think critically, assess options and make sound decisions. They should have a desire to learn, explore and be prepared to think out of the box. They should not be afraid to make mistakes and face challenges that may at first appear daunting.

Communication, Collaboration and Information Skills

With the Internet Revolution, information is often literally just a click away. It is important that our young know what questions to ask, how to sieve information and extract that which is relevant and useful. At the same time, they need to be discerning so that they can shield themselves from harm, while adopting ethical practices in cyberspace. The workplace of the 21st Century requires our young to be able to work together in a respectful manner to share responsibilities and make decisions with one another to meet group goals. Importantly, they should also be able to communicate their ideas clearly and effectively.

The Better World Framework[14]

The Better World Framework was conceptualised in 2015 to integrate established World programmes and promote the engagement of young people in community development. Soon after it was endorsed by the World Scout Committee and shared with National Scout Organizations (NSOs), it became a common approach to support young people and succeeded in boosting actions in local communities.

The Better World Framework is a set of coordinated programmes, campaigns, calls to action, and events designed to develop the competencies of young people to become global active citizens by taking action around issues related to sustainable development.

Integrated approach: Development of young people through actions taken for the community, and development of the community through the actions of young people.

In line with the Scout Movement's commitment to the achievement of the Sustainable Development Goals (SDGs), the Better World Framework is now enabling NSOs to align their community actions with the SDGs.

The Better World Framework seeks to synergise and have a collaborative effort across all the 7 Flagship Initiatives[15] and other secondary international programmes. The Singapore Scout Association has taken a step further by synchronising the criteria of the Flagship Initiatives and match it to the sectional programmes across all the echelons.

The Scout Movement has a commitment towards "Creating a Better World". This is literally about community involvement through Scouting. Hence, society stands to benefit from the Scout Movement by empowering young people to become responsible and committed citizens. Scouting identifies opportunities, both within the Scout Movement and externally, for young people and adult volunteers to be active in society.

This resulted in the birth of the 7 Better World Flagship Initiatives: the Scouts of the World Award, the World Scout Environment Programme, the Messengers of Peace Initiative, the Scouts Go Solar Programme, the Patrimonito Scout Badge, the Dialogue for Peace Programme, and the HeForShe Action Kit.

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[14] https://www.scout.org/better-world-framework

[15] https://scout.betterworld.sg/about/better-world-framework/

Scouts for Sustainable Development Goals[16]

Following the adoption of the United Nations Millennium Declaration by all 191 member states in 2000, the Millennium Development Goals (MDGs) were established in order to address global challenges. Ranging from extreme poverty and hunger, to gender equality and environmental sustainability, the MDGs aimed to tackle world problems at the core.

In 2004, WOSM signed an agreement with the UN to contribute actively to the MDG campaign. The Scouts of the World Award was thus launched to encourage Scouts and non-Scouts to adopt world citizenship.

With the success seen in the MDGs, the UN Sustainable Development Goals (SDGs) were introduced in 2015 to better define the obstacles faced. As such, the Scouts of the World Award will continue the good work of addressing the challenges of SDGs in conjunction with other emerging world issues.

Scouting's action-oriented approach to education is uniquely designed to equip young people with the competencies to be active citizens and contribute to sustainable development.

Over the years Scouting has made any extraordinary contribution to improve the sustainability of our planet, promote peace, and tackle inequality. Already Scouts have contributed more than one billion hours towards sustainable development through initiatives under the Better World Framework.

Now, as a global Movement, we are taking that commitment one step further with Scouts for SDGs - an unprecedented mobilization that aims to engage 50 million Scouts to make the world's largest coordinated youth contribution to the Sustainable Development Goals by 2030. Along the way we plan to deliver two million local projects and an additional three billion hours of service for the SDGs.

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[16] https://sdgs.scout.org/

Importantly, Scouts for SDGs is more than just a campaign or promise, it's a systematic effort to leverage the Scout Youth Programme and initiatives under the Better World Framework[17], including Messengers of Peace, to raise awareness and take action for the SDGs.

Scouts for SDGs features this newly launched online SDG hub and a range of educational tools, training and resources developed to support National Scout Organizations in aligning their Youth Programme and other activities with the SDGs.

This initiative also leverages financial and in-kind contributions from the World Scout Foundation and a wide network of partners, including United Nations agencies and non-governmental organizations, to support local projects led by Scouts.

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[17] Better World Framework https://scout.betterworld.sg/about/better-world-framework/
https://www.scout.org/better-world-framework

Explore the Sustainable Development Goals

Goal	Description	Sample Action(s)
1. No Poverty	Nearly half of the world lives in poverty today, and so many people struggle for basic human needs like adequate food and clean water. Eliminating poverty is about giving all people everywhere an equal chance at living fulfilled lives.	Discuss in your patrol what poverty means and what needs to be done to eliminate it in your community.
2. Zero Hunger	We already have enough food to feed everyone on the planet, but hunger is still the leading cause of death in the world. Millions of people are malnourished, but if we simply cut down on food waste, give everyone equal access to land, and support local and sustainable farmers, no one will ever go hungry again.	Put yourself in someone else's shoes, try to buy food for the day with the least amount of money possible. Over 1.3 billion tonnes of food is wasted every year. Challenge yourself to not wasting any food for two weeks.
3. Good Health and Wellbeing	Everyone deserves to live a healthy life, and achieving Goal 3 means making going to the doctor more affordable, leading a healthy lifestyle easier, and preventing diseases effortless through access to safe medicine and vaccines for all.	Start a blood donation campaign with your Scout group to support local blood banks. Plan a group visit to a hospital to learn about important health issues in your community. Walk for at least 30 minutes every single day. It's good for the mind, body, and environment. Do a short presentation in your Scout group meeting about the consequences of alcohol and drug abuse. Volunteer at a local hospital to give an extra set of hands to their daily operations.

Goal	Description	Sample Action(s)
4. Quality Education	Education can be the key that opens the door to a lifetime of opportunity, but only if everyone has access to lifelong learning opportunities, whether inside or outside of school.	Collect used books with your Scout group and donate them to a library or school in a low-income neighbourhood. Lend your passion to a community centre and volunteer 5 times to teach skills-based classes. Visit a kindergarten and share your Scouting experience to younger kids, your creative ideas may inspire them! Challenge yourself to learn something you've always wanted to learn. Spend at least 10 hours learning a new subject. Tell your friends about the SDGs and the importance of sustainability.
5. Gender Equality	All humans are born equal no matter their gender. It's our duty to make sure that women and men have equal opportunities and rights in every part of life. When women are empowered, the entire society benefits.	Be aware of gender stereotypes in everyday life. For an entire Scout meeting, perform tasks that are typically associated with the opposite gender and have a group discussion about the experience. Calculate the ratio of women to boys to girls in your Scout group and in the national board of your Scout association. Discuss the results with your Scout group. Deliver the activities in the HeForShe and WOSM action kit and commit to being an ambassador for gender equality in Scouting.

Goal	Description	Sample Action(s)
6. Clean Water and Sanitation	Can you imagine a life without water? 1 in 9 people live without access to safe water, and even worse, 1 in 3 don't have access to a toilet. Providing access to clean water and proper sanitation services can save millions of lives a year by preventing water-borne diseases, dehydration, and contamination.	Every single drop of water counts. Check every pipe in your house and fix any leaks. Protect and restore your local water sources, take your Scout group to clean up a river. Raise awareness about the importance of washing your hands properly. Put up poster in the restrooms of your school and Scout den. Reduce the amount of water you use daily. Calculate your water footprint and challenge your friends to measuring how much water you can save daily.
7. Affordable and Clean Energy	Our reliance on unclean energy to fuel our lives means that climate change is speeding up and millions suffer from unnecessary health conditions. But it's not only about switching to clean and renewable energy, over 1 billion people don't have electricity in the first place.	Hold your next camp entirely with the goal of saving energy or using 100% renewable energy sources. Teach your campers about how they can save energy in their household. Keep track of your household energy bill and try to make it lower every month by wasting less and less energy. Stop using one-use batteries, only use rechargeable electronics and even try our solar-powered batteries.
8. Decent Work and Economic Growth	Over 200 million people don't have jobs, and many of those who do still live in poverty. Achieving Goal 8 means creating decent jobs, equipping young people with relevant job skills, protecting	Support local economic growth by buying from local producers and small businesses. Invite a speaker to come to your Scout meeting and talk about his job.

Goal	Description	Sample Action(s)
	everyone's labour rights, and putting a stop to child labour.	Research your favourite brands and commit to only buying from companies that follow good labour practices.
9. Industry, Innovation and Infrastructure	Technology is constantly changing, cities are growing, and renewable energy is becoming more and more important. That's why we need to always be innovative in planning for the future to make our societies inclusive for all.	Research what mobile reception is like in your region and present findings to your Scout group. Profile 1 developed country, 1 developing country, and 1 under developed country to compare what it is like to have more or less access to mobile networks.
		Try to live a day without using electricity, including electronic devices.
		Draw a picture a world that does not run on fossil fuel, show it to your Scout group and tell them how it works.
		Participate in JOTA-JOTI and discuss with other Scouts which technologies they use to access information in their countries.
10. Reduced Inequalities	Everyone deserves to have the same opportunities to live a happy, healthy, and successful life, yet inequalities are rising between social classes, rural and urban populations, and people of different genders, ethnicities, and abilities. It's our responsibility to make sure everyone around us is treated with respect and is able to live a fulfilled life.	Start a discussion on social media about how inequalities influence a person's happiness – it can be a photo, video, or short blog post.
		In a globalised world, we all need to understand different cultures to make our communities more inclusive. Use social media to connect with Scouts from 3 different countries and learn about their culture.
		Organise an international meeting for your Scout group to learn

Goal	Description	Sample Action(s)
		about different religions, cultures, and heritages.
		Welcome migrants in your community into your Scout group and plan a Scout activity with them.
11. Sustainable Communities	More than 1/2 of the world lives in urban areas, and by 2050 more than 2/3 of humanity will. We need to make sure that cities are safe, inclusive, and sustainable for everyone, especially for women, children, and disabled people. It's not just the responsibility of local governments and city planners, but of individuals to take care of their home neighbourhoods.	Start a project with your Scout group to create a safe public space for sports or community gatherings. Ditch the car. Choose walking, bicycling, or public transport for an entire week and share what you learned with your Scout group. Take a walk around your neighbourhood and note down which parts are not accessible for children, seniors, or people with disabilities. Make a neighbourhood task force to implement solutions to make your neighbourhood more inclusive for all. Do a clean-up day with your Scout group to make your community safe and clean. Identify some small empty spaces around your neighbourhood and plant some greenery to spruce it up.

Goal	Description	Sample Action(s)
12. Responsible Consumption and Production	Humans consume a lot. Whether water, food, or energy, it also means that we produce a large amount of waste. Achieving Goal 12 requires all of us to consume fewer single-use plastics, recycle and reuse what we can, and consider buying only sustainably-sourced products.	Refuse all single-use disposable plastics. Challenge yourself to going producing zero waste for an entire week, that means no packaging, no plastic bags, no paper wrapping, etc. Use a food sharing app on your mobile phone to donate leftover food instead of letting it go to waste. Calculate your Scout camp's ecological footprint and commit to improving it next time (https://www.Footprintnetwork.org/resources/footprint-calculator/)
13. Climate Action	The negative effects of climate change are already visible in so many aspects of life. Offsetting the impact of climate change starts with education, awareness, and individual action. We can all do something small to offset our footprint on this planet that we call home.	Learn about composting and set up a compost bin in your school / own household. Recycle everything you can. Separate your paper, glass, plastic, metal, and electronic waste and take them to the local recycling centre. Switch off your lights for Earth Hour and do a Scout activity with your Scout group outside. The meat production industry has a hugely negative impact on the environment. Make a vegetarian menu for your entire Scout camp.

Goal	Description	Sample Action(s)
14. Life Below Water	Oceans and seas cover over 70% of our planet. Our existence depends on them for food, water, energy, and more, yet they're suffering from overfishing and plastic pollution. By keeping our oceans clean and our fish stocks healthy, we'll ensure that the Earth will remain habitable for humankind for centuries to come.	Hold a debate in your Scout group on the topic: "Do oceans need us or do we need them?" By 2050 there will be more plastic in the ocean than fish. Stop using plastic bags, straws, and other single-use plastics, and convince all of your friends and family to do the same. Run an awareness campaign about how plastic use affects the seas, oceans, and their entire ecosystem.
15. Life On land	Forests provide a home for millions of species and give us all clean air and water. To protect and restore life on land, we need to stop deforestation and preserve biodiversity.	Grab a trash bag and collect all of the trash you see along your running route or commute to school or work. Volunteer to help maintain park connectors or nature reserve. Protect the great outdoors. Apply the 7 Leave No Trace Principles in your next Scout adventure. Attend upcycling workshops and learn how you can give your old items a second life.
16. Peace, Justice and Strong Institutions	Sustainable development depends on a peaceful world free of conflict, injustice, and abuse. Peacebuilding is a better of taking individual actions for resilient communities, standing up for human rights, and being an active citizen in governance structures.	What does a peaceful world look like to you? Make an art corner and share with your friends and family. On International Peace Day, post a picture of you in your uniform on social media and write about what peace means to you. Speak out against bullying. Organise a team of youth and adults to raise awareness online

Goal	Description	Sample Action(s)
		and in person about how bullying impacts a person's mental health. Plan a Good-Turn Marathon and see how many people you can get to benefit from your actions.
17. Partnerships for the Goals	The Sustainable Development Goals can only be met if we all work together. The world today is more interconnected than ever before, meaning that the time is now to partner up and help each other out.	Familiarise yourself with your government's plan to implement the SDGs. Volunteer to be a part of the process of reviewing that plan at the local level. Become an ambassador for the SDGs and make sure everyone around you knows what they are and what they can do to help. Bring a friend to Scouting and support them in becoming more active in their communities to achieve the SDGs together.

The Scout Method

The Scout Method is an essential system for achieving the educational proposal of the Scout Movement. It is defined as a system of progressive self-education. It is one method based on the interaction of equally important elements that work together as a cohesive system, and the implementation of these elements in a combined and balanced manner is what makes Scouting unique. The Scout Method is a fundamental aspect of Scouting and is expressed through the following elements:

The Scout Promise and Law - a personal voluntary commitment to a set of shared values, which is the foundation of everything a Scout does and a Scout wants to be. The Promise and Law are central to the Scout Method.

It is the first element of the Scout Method and has already been seen that the promise and law are the basic tools for the formulation of the principles of the Scout Movement. Here, however, we are concerned not so much with the ethical principles contained in the Promise and Law, but more with its role as an educational method.

Through the Promise and Law, a youth makes, of his own free will, a personal commitment to a given code of behaviour and he accepts, before a group of peers, the responsibility to be faithful to the given word.

The permanent identification with these ethical values, and the sustained effort to live up to those ideals to the best of his ability ("*I will do my best*") are therefore a most powerful instrument in the development of youths.

Learning by Doing - the use of practical actions (real life experiences) and reflection(s) to facilitate ongoing learning and development.

It is another basic element of the Scout Method with the concept of active education, or more simply, learning by doing, which has become a cornerstone of modern education.

This concept appears throughout the writings of the Founder Baden Powell, who has systematically emphasized that "*a boy is always ready to do rather than to digest*".

The idea in Scouting that learning must be by observation, experimentation and personal activity was praised by Dr Maria Montessori, one of the greatest authorities in the field of active education. When asked how her system would be applied to children when they had grown out of the infant age after six or seven years of age, Dr Montessori replied: "*You in England have the Boy Scouts, and their training is a natural continuation of that which I give to the children*."[18]

A programme which is not based upon the concept of learning by doing cannot be considered a Scout programme.

Team System - the use of small teams as a way to participate in collaborative learning, with the aim of developing effective team work, inter-personal skills, leadership as well as building a sense of responsibility and belonging.

This element is the system of membership of small groups. The advantage of small groups as agents of socialization i.e. facilitating the integration of young people in social life has long been recognized by social science. In this respect, it is an acknowledged fact that, in the peer group, relationships take place at the primary level.

The small number of people, the lasting character of the relationship, the identification of all the members of the group with the objectives, the thorough knowledge of other persons in the group, the mutual appreciation within the group, together with the feeling of freedom and spontaneity and the fact that social control takes place informally i.e. all this provides an idea atmosphere for young people to undergo the process of their transformation into adult stage.

This small group operation thus provides opportunities for youths to progressively discover and accept the idea of responsibility and trains them towards self-government. This facilitates the development of youths' characters and enables them to acquire competence, self-reliance, dependability and capacities both to cooperate and to lead.

In the above process, the role of adults is one of guidance. It consists in helping youths to discover their potential to assume responsibility in social life. The role of adults should not be conceived as one of control, since youths can only develop fully in a climate of respect and appreciation of their personality. When truly applied, this

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[18] Aids to Scoutmastership (1919 edition), p. 21

relationship between young people and adults fulfills an essential need of modern society, since it provides a platform for dialogue and cooperation between generations.

Team System (i.e. the Patrol System)

The Patrol system is the basic organization of the Scout Section.

The Patrol System is as much a part of Scouting as the Promise and Law. It is not merely one way to run a Unit, it is the only way and it is the right way.

A Unit is a set of Patrols and exists to provide in-depth experiences and relationships for boys of individual Patrols.

A Patrol is a small, intimate group of 6 to 8 Scouts, led by one of its members – usually an older member, called a Patrol Leader, who has the responsibility to plan, train and coordinate the working of the Patrol, each individual within it and his own personal development.

The Patrol enjoys self-selection of activities and goals.

It enjoys flexibility in the acceptance of leadership – the Scouts, in their own way, recognize the talents and abilities of the various members of the Patrol.

Members of the Patrol achieve satisfaction through the attainment of their goals and the making of their own decisions within the Patrol.

Members develop citizenship through individual and Patrol experiences by largely training themselves.

The responsibility of coordinating the working of several Patrols in a Unit lies with the Patrol Leaders' Council.

Points for Consideration

Each Patrol should consist of Scouts of different ages to enable the older member to lead the Patrol and to train the younger members who will learn from his example.

In a new Unit, it is best not to form any Patrols too quickly. Time should be given for the members to get to know one another well, to develop the friendship and to discover common interests.

In an established Unit, a new recruit is usually brought along by a Scout. It is a good idea to allow him to join his friend's Patrol in the beginning. If he has not been introduced to the Unit in this way, he should then be put into a Patrol where one of the members live near his home. The approaches aim at making the new member feel at home and become part of the Patrol as soon as possible.

All Patrols must be taught the importance of welcoming new members into their group, and helping them to feel at home and becoming part of the Patrol as soon as possible.

Patrol Size
The number of members in a Patrol will vary from six to eight and it will depend mainly on the Patrol Leader's experience and ability.

Everyone in the Patrol must be involved in Patrol and Unit activities.

The Patrol must be large enough to enable it to undertake a reasonable range of activities.

If the size is too large, the Patrol Leader may difficulties in managing it. The members are likely to lose interest and this can easily lead to boredom or frustration of being excluded.

Patrol Identity
The Scouts in a Patrol must identify themselves with the Patrol.

The Patrol satisfies the Scouts' strong desire to belong to and the need to be accepted.

The Patrol must be able to command the loyalty of its members and develop the spirit-de-corps through the Patrol identity. This will lead to its members doing more and more things together as a Patrol.

Patrol identity can be promoted through a Patrol name and a Patrol patch. They should be approved by the Patrol Leaders' Council.

Each Patrol should be allotted a Patrol Corner, a place they can call their own, a place they can meet and to keep their treasures and perhaps a place where they would like to build their 'fort'. The Patrol, of course, can choose a place of their own.

The Patrol Leader

The Patrol Leader (PL) is a long-term leader of the Patrol and ha has the personal responsibility for whatever the Patrol does and for the encouragement of the Patrol members to share his leadership.

The PL is appointed by the Unit Leader after consultation with the other Patrol Leaders and members of the Patrol concerned. It will be easy for the Unit Leader to appoint without having to go through all the hassles of consultation; but this would defeat the whole purpose of the Patrol System.

All the Scouts in the Unit should know about the nature of leadership, and the duties and responsibilities of a Patrol Leader. This will allow them to identify anyone with potential to be appointed as a Patrol Leader.

The attributes of a good Patrol Leader
He must:
- Have the ability to lead his Patrol.
- Be a good example in such matters as wearing his uniform correctly and being courteous.
- Be sufficiently qualified – a Silver Arrow for Cub Scouts, an Explorer Award for Scouts, a Trekker Award for Venture Scout.
- Be interested enough to devote his time to planning and leading his Patrol.
- Be loyal to the Unit Leader and look to him for advice and training.
- Be prepared to play his active role in the Patrol Leaders' Council and be loyal to its decision.
- Possess the necessary leadership qualities in him.

The Assistant Patrol Leader
The Assistant Patrol Leader (APL) is usually appointed by the Patrol Leader with the approval of the Unit Leader.

He is loyally support and assist the Patrol Leader and to take over responsibility for the Patrol in his absence.

The Senior Patrol Leader
He may be appointed by the Unit Leader in consultation with the Patrol Leaders' Council.

He must have been a Patrol Leader for a period of time and has demonstrated his ability to lead beyond his Patrol.

He acts as Chairman of the Patrol Leaders' Council and helps the Unit Leader as required.

The Patrol-In-Council
The Patrol-in-Council (PIC) is the vital link in the Scout Programme and provides the means whereby every Scout can help to decide what his Patrol and Unit will do.

The Patrol Leader usually chairs the PIC.

The PIC meetings are informal and the Patrol Leader uses them as a way of deciding how the Patrol will tackle any task allotted to it.

The Patrol Leader must provide his Patrol-in-Council with firm leadership if it is to succeed.

The Patrol-in-Council may sound like a very serious business meeting. It is just get together of Patrol members to talk about things. A log may, however, be kept if the Patrol wishes. The Patrol discusses what it has done and what it wants to do. The boys come up with ideas and some of these ideas might turn into plans. This is also the time to discuss how the Patrol is working with the rest of the Unit.

During the PIC, the Patrol Leader needs to keep members on track with the topic discussed and should do his best to head off arguments. He must also be careful not to force his own ideas on everyone else just because he is the leader.

The PIC may be called at any time the Patrol finds that it has a problem. For instance, if a Patrol is on an obstacle hike and comes to a fast moving stream that it has to bridge, the first thing to do is to call a PIC to decide how it is to be done safely. This way, each member knows both what he must do and how to do it. Also, because each member has had some say in the matter, each feels that in a way it is his "bridge".

The PIC may also be used to "discipline" an errant member. For example, the Patrol Leader may consult his Patrol at PIC on what to do with a Scout who just will not work on his Discoverer Award, or the Patrol may ask the Patrol Leader what he intends to do about this Scout member, since he is obviously letting the Patrol down.

The Unit Leader can be a great help in ensuring that Patrol-in-Council is implemented successfully by training the Patrol Leaders.

The Patrol Leaders' Council (PLC)
It is an expected organization within a Scout Unit. It is an integral part of the Scout Section in manifesting the Aim and Principles of Scouting. It is used regularly, democratically and representatively in the Unit. Its success depends on the encouragement, patience and support of the Unit Leader.

The Functions of the PLC
- Responsible for Unit administration through self-government.
- Assists in organizing Unit activities.
- Prioritises activities in the Unit and plans for the future.
- Gives direction and ideas to Unit programme.
- Monitors and maintains the progress of Scouts in the Unit.
- Represents the Patrols in the Unit.
- Responsible for the training of Scouts in the Unit.
- Approves the award of badges to Scouts.
- Maintains high Scouting standard and protects the honour of the unit.

The Patrol System Checklist
This checklist will help you decide whether you are operating a Patrol System in your unit.

		Yes	No
1.	Do the Scouts in each Patrol elect their own Patrol Leader?		
2.	Are there between six and eight Scouts in each Patrol?		
3.	Does the Patrol Leader represent the views of his Patrol at the Patrol Leaders' Council?		
4.	Do your Patrol Leaders have regular Patrol Leaders' Council meetings?		
5.	Can each Scout decide for himself which Patrol he would like to join?		
6.	Are the Scouts free to change their Patrols?		
7.	Do you keep 'friends' together (i.e. 3 new Scouts join your Unit, do they stay together in a Patrol)?		
8.	Do the more experienced Scouts help the less experienced members of the Patrol?		
9.	Is the leadership of each Patrol reviewed periodically by the Scouts in the same Patrol?		
10.	Do the Scouts in each Patrol create their own team spirit through close and cohesive team work?		
11.	Is there shared leadership in each Patrol?		
12.	Do you believe that the Patrol System is the only system for your Unit?		

To the Cub Scout Leader:
- The Patrol System applies to the Cub Scouts.
- Instead of a Patrol, you have a Six comprising of 6 Cub Scouts.
- A Sixer is like a Patrol Leader and an Assistant Sixer is like an Assistant Patrol Leader.
- A number of Sixes forms a Cub Scout Unit.
- Of course, the young Cub Scouts are not expected to do everything Scouts do in the Patrol System. You should modify accordingly to suit the abilities of the Cub Scouts.

The Patrol Assessment Checklist

Once you have set up Patrols in your Unit, it is necessary to monitor their effectiveness. You may use this assessment checklist to find out how a Patrol measure up to the set of standard, talk to them to find out why and help them develop a solution.

Members of A Patrol	Yes	No
1. Are friendly and cooperative with each other.		
2. Meet regularly for Patrol and Unit activities.		
3. Relate well with one another, even outside of Scouting.		
4. Respond quickly and freely to tasks and duties.		
5. Are energetic and cheerful.		
6. Show regular and consistent progress in badge work.		
7. Are prepared for all activities.		
8. Participate actively and show friendly Patrol competitiveness.		
9. Work well even when not directly supervised by you.		
10. Accept increasing responsibility for their success.		
11. Share knowledge, experience and leadership with each other within the Patrol.		
12. Have common patrol activity and team spirit.		

The Patrol Leader Checklist

The success of your Unit can be measured by the extent to which you enable your Patrol Leaders to exercise the responsibilities of the job. The Patrol System will be beginning to work successfully if they are able to do the things that they and members of their Patrol wish to do. Regular meetings of the Patrol Leaders' Council coordinate their plans. You need to know what is expected of a Patrol Leader if the job is to be successfully carried out. Below is a checklist for your use. You might like to add to it or change if you think fit. (The Cub Scout Leader, Venture Scout Leader and Rover Scout Leader may modify the list to suit the needs of their respective sections).

The Job of the Patrol Leader	What does he need to know and understand?
• Be a role model. • Give ideas to Patrol and adult leaders. • Run Patrol-In-Council (PIC). • Organize activities – Unit and Patrol Meetings • Train Patrol. • Get trained himself. • Help solve problems. • Attend Patrol Leaders' Council. • • •	• His role. • His responsibilities. • His Patrol as individuals. • Scout Promise and Law. • The purpose of the Patrol Leaders' Council. • • • • •

With whom does he have to work?	What Scouting skills does he need?
• Members of his Patrol. • Unit Leader and Assistant Leaders. • • •	• Camp craft. • Basic Scouting skills, e.g. • • •
What does he need to plan?	How does he put his plans into action?
• Patrol and Unit activities. • Patrol Leaders' Council meetings. • A young Scout's progress through the Progressive Training Scheme. • • • •	• Can he instruct? • Does he know how a committee works (e.g. the PLC)? • Does he know where to find ideas for meetings, games, etc? • • •
Here are some problems you may encounter:	However a well thought out plan of support and training for Patrol Leaders will produce dividends and eliminate some of the problems. Some suggested opportunities to achieve it:
• Younger Scouts may find it difficult to accept the responsibility of being a Patrol leader or Assistant Patrol Leader. • It takes perhaps up to 18 months or more to develop a successful Patrol System within your Unit. • Many of the decision of the Patrol Leaders' Council can be difficult to implement. • Older members leave if provision is not made for their specific needs. List other problems you may encounter: • • • •	• During Patrol Leaders' Council. • After Unit meeting. • During chats over a snack/meal. • At camp. • • • •

Personal support from the Unit Leaders	Scout Leadership Course (*former Patrol Leader Training Course)*
• Affirmation and encouragement during Patrol and Unit meetings. • Creating opportunities for Patrol Leaders to bring ideas and problems to Unit Leaders. • Helping Patrol Leaders to make decisions and solve problems for themselves.	• Organizing one yourself or take advantage of the SLC • • • • •
Reading	Make a list of the opportunities you as a Unit Leader or Assistant Unit Leader will create within your own Unit to provide greater support and training for your Patrol Leaders
• Making Scouting books available to look for ideas. • Providing Scouting magazines to the Patrol Leaders. • Recommend books available on activities. • • •	• • • • • • • •

Personal Progression - a progressive learning journey focused on motivating and challenging an individual to continually develop, through a wide variety of learning opportunities,

Adult Support - adults facilitating and supporting young people to create learning opportunities and through a culture of partnership to turn these opportunities into meaningful experiences,

Symbolic Framework - a unifying structure of themes and symbols to facilitate learning and the development of a unique identity as a Scout,

Nature - learning opportunities in the outdoors which encourage a better understanding of and a relationship with the wider environment,

Community Involvement - active exploration and commitment to communities and the wider world, fostering greater appreciation and understanding between people.

NSOs are expected to apply the Scouting way of education within the framework of the fundamental Scout Method described in this document. This Method is how we practise Scouting to create a meaningful experience for young people based on our shared values. All the various elements of the Scout Method are essential for the system as a whole to function and must be applied in a way that is consistent with Scouting's purpose and principles.

Scout Method Contextualised by Section

Generally, each component of The Scout Method expands and progresses across the age sections.

Scout Method	Cub Scouts	Scouts	Venture Scouts	Rover Scouts
Symbolic Framework	The 'Jungle Book'; Mowgli the man-cub; The free people of Seonee; Akela and pack.	Being a 'scout', an explorer, exploring new territories with a team of friends.	Being a 'venturer'. Doing something we've never done before.	To take the 'road': to travel around the world to discover and change the world.
Learning by Doing	Short activities, games. The imaginary world plays an important role.	Activities last longer and start to have do with social reality. Community service appears.	Unit and team projects: mastering new technologies, serving the community, acquiring useful and recognized skills.	Discovering society, identifying problems and challenges, experiencing adult roles. Travel, service and vocational preparation.
Life in Nature	Discovering natural elements. Limited exploration, short camps. Learning the value of natural environment.	Nature is the favoured setting in activities. Introducing to ecology.	Confronting natural elements on outdoors expeditions. Environmental conservation projects.	Physical pursuit outdoors: Experiencing the concept of sustainable development through community projects.

Scout Method	Cub Scouts	Scouts	Venture Scouts	Rover Scouts
Team System	Limited team autonomy. Most activities on pack. First step towards involvement in decision making.	The Team System operates fully, more autonomous teams, team leader's role more substantial.	Teams of very close-knit friends. Unit Council and Unit Assembly run more directly by youths. Inter-team task groups.	Very autonomous teams. The team is a youth community run by youths themselves.
Law & Promise	Tangible rules of behavior. Short text, simple and concrete words. Promise is a commitment to respect group's rules.	Learning to set rules together at the light of the Scout law, a concrete and positive code of living.	A code behaviour, which already conveys universal values. The Scout Promise is a commitment for life.	A 'charter' which conveys universal values on which Scouting is based. The Rover explains his life plan during the "Departure" ceremony.
Adult Support	Adult-led activities. Adults provide physical and emotional security and try to give children real responsibilities.	Adults share Responsibilities with youths. Growing youth involvement in decision-making.	Adults opening up to youth fields of experience responsibilities. Youth-led activities.	Youth-led community: Adults being advisors and trainers helping Youth to develop leadership skills.

In general, the adjustments in each component of the Scout Method as Scouts progress across age sections would fall into one of the categories described below. Unit Leaders should be aware of these adjustment methods which allow them to tailor the activities within their programme to fit their youths more closely.

Widening the Framework

Framework	Children	Pre-adolescents and Adolescents	Young Adults
Length of Activity	Short activities and games	Longer activities	Long extended activities and projects
Physical Environment	Familiar local	Unfamiliar local or familiar overseas	International and overseas
Level of Autonomy	Pack operations	Patrol operations within Scout unit context	Autonomous team operations

From Imaginary to Reality

Children	Pre-adolescents and Adolescents	Young Adults
Identify with imaginary and fictitious characters.	Identify with renowned people with characteristics they admire.	Identify with actual people they know or meet in their fields of direct interest.

From Small Group Context to Societal Context

Children	Pre-adolescents and Adolescents	Young Adults
Operate within a very small team context. Each team generally does things according to unit practices, with less identifying practices across teams.	Operate within a slightly larger team, with each team taking on more autonomy and identity, and thus complexity. Teams may have their own identifying practices.	Operate within a national context. Teams represent the entire unit, and have their own unit identifying practices, interacting with other teams on a national level.
Actions have influence and relevance to the small group.	Actions may have influence and relevance to entire unit or nearby community.	Actions may have influence and relevance to a large community or society at large.

From Rules of the Game to Universal Values

Children	Pre-adolescents and Adolescents	Young Adults
Learn simple Scouting values through rules of games.	Learn simple Scouting values through challenges and activities.	Universalise their Scouting values to broader ideas such as democracy and peace.
Learn simple Scouting values through rules of games.	Learning rules of games, setting own rules according to rules of fair play.	Understanding universal rules and values.

Progressive and Stimulating Programme

The three elements of the Scout Method (i.e. Promise and Law, Learning by Doing, Team System) are concretely expressed within a Scout programme, which is the totality of activities practised by youths in Scouting. This programme must be conceived as an integrated whole and not as a collection of miscellaneous and unrelated activities. The basic characteristics of this programme constitute the fourth element of the Scout Method (i.e. Personal Progression).

The Scout programme must thus be conceived in a progressive way in order to satisfy the need for a gradual and harmonious development youths. One tool to achieve this progression is the Progressive Badge Scheme.

To achieve its objectives, a programme must also be stimulating in order to appeal to those to whom it is addressed. In this respect, the programme should be a balanced combination of varied activities which are based on the interests of the participants. This, when observed in the design of a programme, is one of the best guarantee for its success.

In the balanced combinations of varied activities, games, useful skills and service to the community are three major areas which should be taken into account by those designing a programme. A harmonious combination of activities falling within these three areas constitutes the best way to ensure that the programme reaches its educational objectives.

Since the inception of Scouting, nature and life in the outdoors have been considered as the ideal framework for Scout activities. The Founder Baden Powell attached a very great importance to nature. Indeed, he subtitled 'Scouting for Boys', "a handbook for instruction in good citizenship through woodcraft", and he defined woodcraft as being the "knowledge of animals and nature". The importance attached by Baden Powell to nature was not only due to the obvious benefits of life in the outdoors for the physical development of youths.

Thus, from the point of view of intellectual development, the numerous challenges that nature presents stimulate the creative capacities of youths and enable them to reach solutions based on combinations of elements which the over-organised life in most cities would never have provided.

Furthermore, from the point of view of social development, the common sharing of risks and challenges and the collective struggle for the satisfaction of vital needs creates a powerful link between members of the group. It enables them to understand fully the meaning and importance of life in society.

Finally, nature plays a fundamental role in the spiritual development of youths; in the Founder Baden Powell's words, "*The atheists…maintain that a religion that has to be learnt from books written by men cannot be a true one. But they don't seem to see that besides printed books…God has given us as one step the great Book of Nature to read; and they cannot say that there is untruth there – the facts stand before them…I do not suggest nature study as a form of worship or as a substitute for religion, but I advocate the understanding of nature as a step, in certain cases, towards gaining religion*".

Consequently, to Baden Powell, "*the wonder…of all wonders is how some teachers have neglected this (i.e. nature study) easy and unfailing means of education and have struggled to impose Biblical instruction as the first step towards getting a restless, full-spirited boy to think of higher things*".

Whenever possible, therefore, Scout activities should take place in an outdoor setting, in contact with nature, since it provides the idea environment in which a harmonious and integrated development of youths can take place.

Effective Youth Programme[19]

In order to deliver effective Youth Programme at the unit level, we need to be clear about what youth members do as part of Scouting activities, how the youth members experience learning through the process of Scouting and activities, and why the activities are designed the way they are – that is the character attributes and outcomes. Scouting activities hope to develop in the youth members.

What Should Youth Members Do?
Activities are an integral part of Scouting, and what makes it so exciting for the Young People involved. Activities and Games are the basis of learning through Scouting.

Whether you are managing Cub Scouts, Scouts, Venture Scouts, Rover Scouts or Adults, people learn best when they have the opportunity to do, to participate, and to experience the principles being taught. Research indicates we learn best when more senses are involved in the learning process. When groups participate in an activity, they

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[19] SSA Youth Programme Policy 2017 http://scout.sg/sites/default/files/SSA%20YP%20Policy%202017%20(SSA%20Website).pdf

have the opportunity to reinforce learning through hearing, seeing, touching, and the brain is further stimulated through social interaction and strategy. Most importantly, activities and games are FUN, so the learners want to participate. Even when the purpose of a game or activity is merely to entertain, participants gain significant benefits through social interaction, team building, stress relief, and problem solving.

Activities should be organised such that they are fun and enjoyable for the Young People involved with a variety of activities to promote an exciting and invigorating Scouting experience in totality and frequently conducted in the outdoors with encounters with nature.

From this perspective, many modern activities and pursuits can be considered for Scouting activities. However, it is also useful to understand that there are four broad categories of activities considered core, fundamental or traditional to Scouting, which are

(1) **camping** and experiencing living in the outdoors,

(2) **hiking and** adventurous **exploration** and **orienteering** in new places in the outdoors close to nature,

(3) building of man-made structures using natural materials to overcome obstacles (**pioneering**) or undertake tasks and

(4) **cooking** and **surviving in the outdoors** using natural materials and methods. These are often accompanied by other important bonding activities associated with outdoor living, such as campfires, singing songs together, dancing and acting.

Thus, many modern Scout activities are extensions of these activities, sometimes with the support of modern technologies that enhance the experience without diluting the key learning experiences. It is also inevitable that whether modern technologies have a place in Scouting becomes an important debate. To this end, it is the view of the National Programme Council that technologies can support the character development outcomes we hope to achieve, and modern Scouting is driven by character development through activities, rather than by technical proficiency in the activities.

How the Youth Members Experience Learning?[20]

The Scout Method provides the process and describes the environment through which learning takes place.
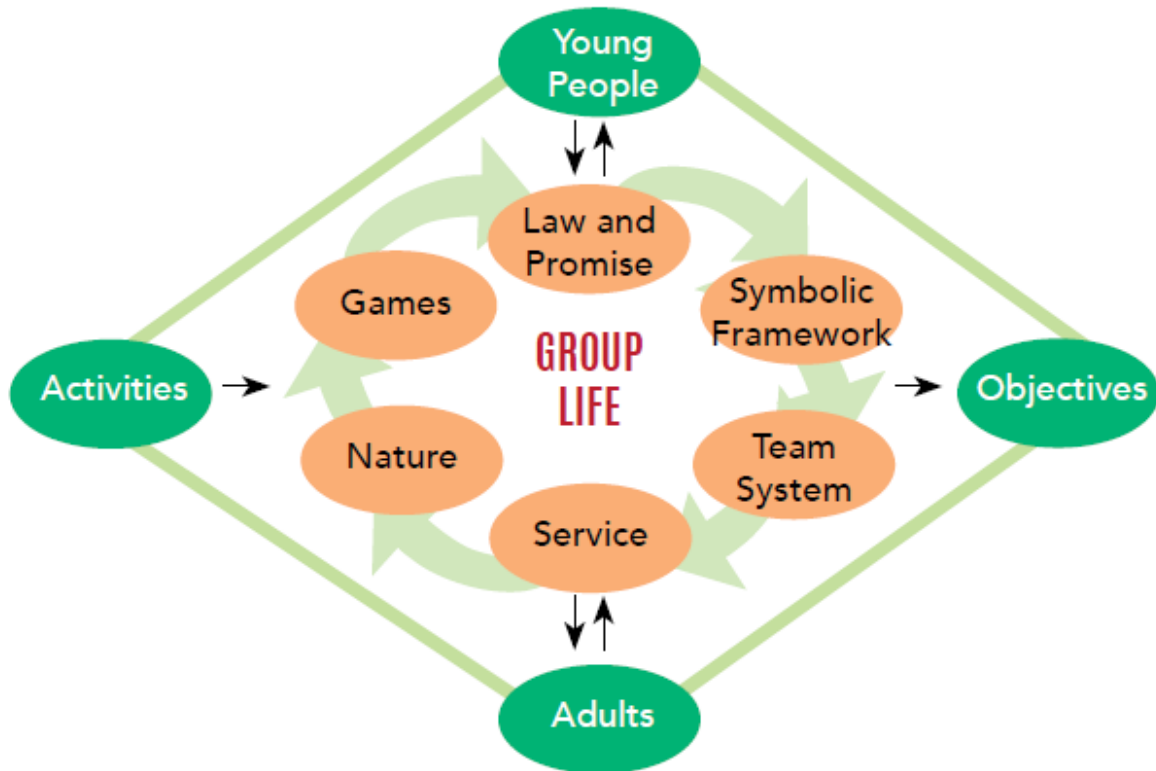
At the core of The Scout Method is Group Life, which drives the Scouting experience. Quality Group Life provides rich Patrol/Team life and experiences, rules and culture that is guided by values of the law and promise, shared responsibilities, exploration of identity and autonomy, challenges of personal progression, undertaking leadership and youth led decision-making processes and a sense of purpose provided by the symbolic framework.

The people in the method are the Adults and the Young People, who interact through Group Life and also contribute to Group Life that is at the core of the Scouting experience. The relationship is educational and mutual rather than hierarchical. Quality interactions provide for quality Group Life and quality Scouting experiences. Adults facilitate and guide the learning of the Young People and aid in the processing of the experiences into learning outcomes.

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[20] SSA Youth Programme Policy 2017 http://scout.sg/sites/default/files/SSA%20YP%20Policy%202017%20(SSA%20Website).pdf

Learning through The Scout Method is organised around activities (the principle of learning by doing), which are the experiences that provide the stimuli for learning. Through the intervention of quality Group Life, these stimuli will lead to long term learning to achieve educational objectives. While activities are separate from objectives, thoughtful selection of activities provide the basis for the experiences which lead to learning.

Why the Activities are Designed the Way They Are?

1) **"*The most important object in Boy Scout training is to educate, not instruct.*"**

Scouting is not about instruction in woodcraft skills, but to educate a Young Person into a **confident person** who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively;

2) **"*The object of the patrol method is not so much saving the Scoutmaster trouble as to give responsibility to the boy.*"**

A well run patrol method would develop a **self-directed learner** who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning;

3) **"*The more responsibility the Scoutmaster gives his patrol leaders, the more they will respond.*"**

Scouting and the patrol method develops an **active contributor** who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence;

Scouting is a process of character education through activities based in the outdoors and nature. As Scouting is predominantly based around outdoor activities and nature, Scouts would naturally receive education and knowledge about outdoor based skills and technical competencies. In fact, close association with camping, hiking, exploration, pioneering and woodcraft over the period of a Century means that skills and technical competencies in these fields are closely intertwined with Scouting. However, these should not be confused as the educational objective of Scouting. These outdoor based skills and technical competencies support character education by providing avenues for effective and exciting activities to occur to challenge Scouts to develop their character further. In this manner, outdoor-based skills and technical competencies, while important to quality Scouting, are not the focus of the educational process.

The educational outcomes are set out in the SSA Youth Programme Policy document and are categorised into the **SPICES** Domains, which are: -
1) Social
2) Physical
3) Intellectual
4) Character
5) Emotional
6) Spiritual
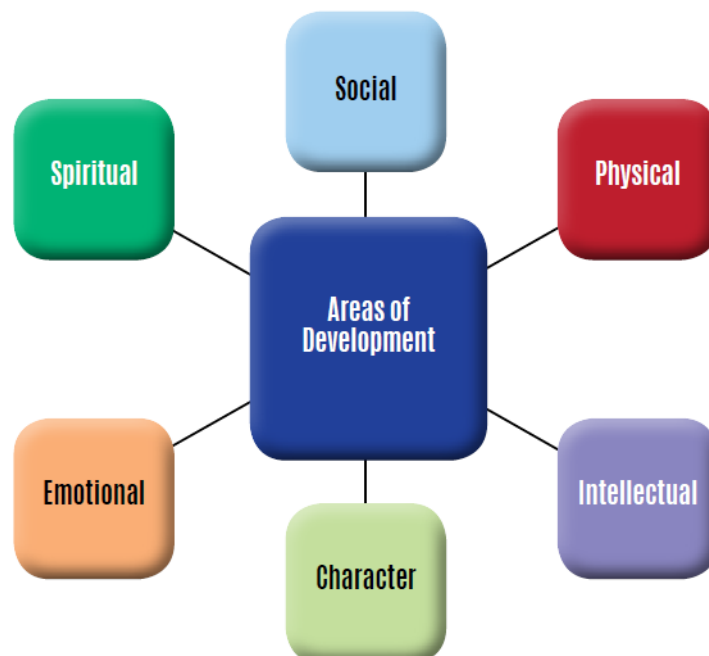
Under each domain development, there are 3 educational objectives, making a total of **18 educational objectives** in total. Delivery of the programme is driven by the achievement of these educational objectives, and where possible and practical, activity and programme plans should make explicit how the activities will work towards achievement of these objectives through the Scout Method.

There are age sections in Scouting with each having their own educational objectives that are generally appropriate to the ages of the Young Persons within those age sections. Thus, the educational objectives of each section build on each other before leading to the final educational objectives, which coincide with the educational objectives of the final age section, which is the Rover Scouts. This idea is illustrated in the graphic below.
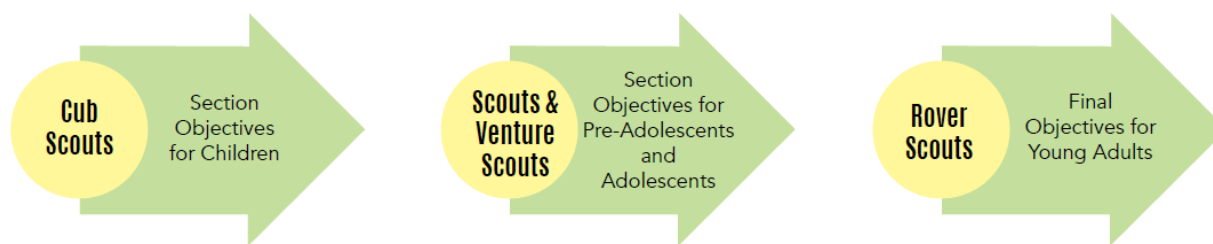

The final educational objectives are listed in the table below.

Area of Development	Thread	At the end of the journey through the Youth Programme, a Scout…
Social Development	Relationships and Communication	Is keen to explore life and consider socio-cultural and religious diversity enriching rather than threatening.
	Cooperation and Leadership	Is able to work as a part of a team, manage collective projects and serve actively in the local community, influencing the process of change.
	Social Responsibility	Sees himself as a citizen of the world, and engages in social causes and contributes to the community, country or society due to a sense of responsibility to and solidarity with fellow citizens or fellow humans.
Physical Development	Responsibility	Accepts his own share of responsibility for the harmonious development of his body.
	Identifying Needs	Is aware of the biological processes which regulate his body, protects his health, accepts his physical capabilities and directs his impulses and strengths.
	Maintenance	

121

Area of Development	Thread	At the end of the journey through the Youth Programme, a Scout…
Intellectual Development	Collecting Information	Continually expands his knowledge by learning systematically and for himself.
	Processing Information	Acts with mental agility in the most diverse situations, developing a capacity for thought, innovation and adventure.
	Problem Solving	Values science and technology as ways to understand and help man, society and the world.
Character Development	Identity	Recognises his possibilities and limitations, has a critical awareness of himself, accepts the way he is and preserves a good image of himself.
	Autonomy	Demonstrates a critical awareness of the world around him, is able to make personal choices and accepts the consequences.
	Commitment	Makes efforts to determine his lifestyle and plans his social and professional integration.
Emotional Development	Self-Expression	Expresses what he thinks and feels through different media.
	Self-Awareness and equilibrium	Reaches and maintains an inner state of freedom, equilibrium and emotional maturity.
	Self-Confidence and friendliness	Behaves confidently and is affectionate towards other people, without being inhibited or aggressive.
Spiritual Development	Spiritual Discovery (Exploration) So long as not actively anti-spiritual	Searches for a spiritual reality through wonders of nature, empathising with other people, working for justice and peace, taking responsibility for his own development.
	Spiritual Understanding	Has a deep understanding of the spiritual heritage of his community, shares with people of different faiths without discriminating.
	Spiritual Commitment	Makes his spiritual principles part of his daily life, achieving consistency between them, his personal life and his participation in society. Is able to commit to a higher moral code (derived from his spiritual principles) and live consistently with it in his daily life.

Facilitating Reflections to Deep Learning - PESR Learning Cycle[21]

The PESR Learning Cycle drew inspiration from other learning models to suit our unique approach and needs. Some references were David Kolb's Experiential Learning Model, Biological Sciences Curriculum Study's 5E Instructional Model and Diane Tavenner's The Learning Cycle.
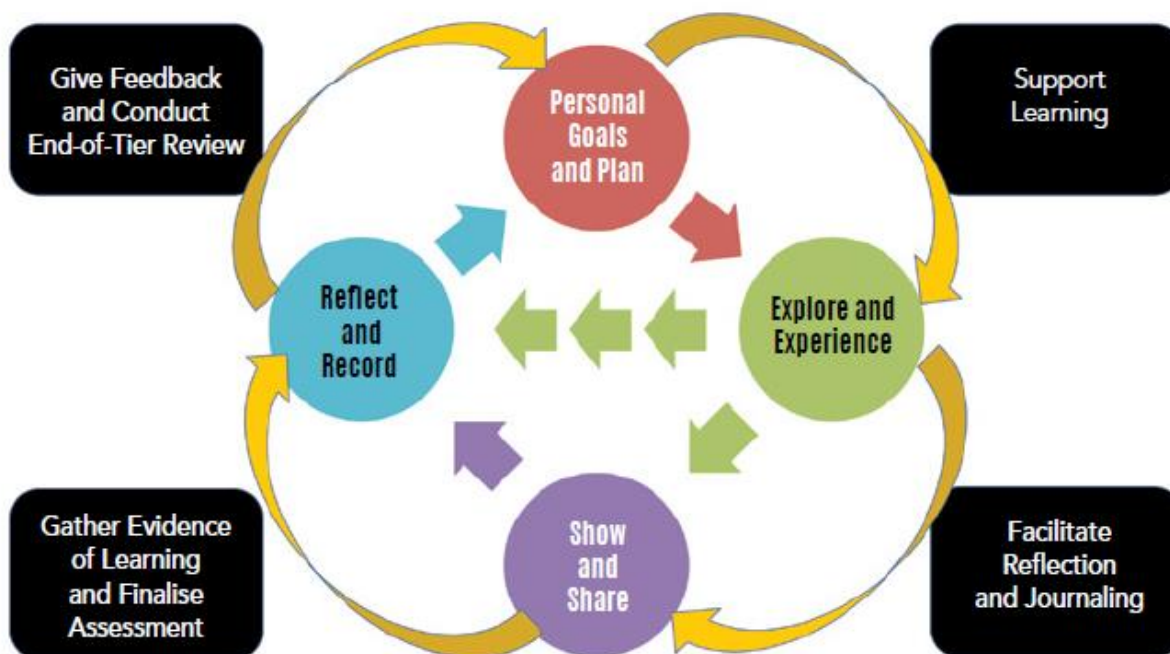
Personal Learning Goals and Plan

Personal learning goals are the intermediate checkpoints to the Sectional Educational Objectives. While the ultimate aim is for every Scout to complete the Progress Scheme and fulfil the Educational Objectives, every individual's journey will be unique due to different background, experience, abilities and level of motivation.

As their learning guide, Adult Leaders are responsible for facilitating and scaffolding this process for every Scout. Adult Leaders are encouraged to use the following guide:

1) Give the Scouts an overview of the Scouting Journey (Cub Scouting to Rover Scouting).

2) Give the Scouts an overview of the Revised Scout Progress and Proficiency Schemes.

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[21] SSA Youth Programme Policy http://scout.sg/sites/default/files/SSA%20YP%20Policy%202017%20(SSA%20Website).pdf

3) Step 1 and 2 may be facilitated by a Patrol Leader or Scout undertaking a higher tier.

4) Walkthrough the requirements of the tier the Scouts is about to undertake.

5) Provide hints and directions on how to complete the tier. Allow time for discussions with peers and Patrol Leaders, and to conduct their own research.

6) All Scouts require time and guidance to be developed into a self-directed learner. Be generous with your support in helping them adjust, fine tune and confirm their goals.

7) Be conscious that each Scout may have a different pace and ability in setting their own goals. You could provide intermediate goals or tailor for those who are not ready. In such cases, be deliberate in explaining why those goals were selected for them.

8) Goals should be SMART (Specific, Measurable, Achievable, Relevant and Time-based) and safe to implement. They should reflect the Scouts' interests, ability and spirit of doing their best.

9) Upon confirmation of the Scouts' personal learning goals by you, the Scouts should work on how to reach them. They should record their goals in their Learning Journal.

10) The Scouts should provide you with a realistic schedule and highlight the activities that plans to undertake with the Patrol and the activities that require your assistance and guidance.

11) Integrate your Scouts plans into your Unit Work Plan.

Explore and Experience

From your Scouts' plan, you would have a good idea how your weekly programme would look like. Work with your Patrol Leader's Council on balancing and scheduling activities. Adult Leaders are encouraged to:

1) Work with your Patrol Leaders on identifying types of activities that can support the Learning Goals set by the Scouts.

2) Work with your Patrol Leaders on the activities they can lead.

3) Work with your Scouts undertaking Tier 3 (Explorer) and Tier 4 (Voyager) on activities they can lead.

4) Allow your Scouts opportunities to work with their peers and Patrol Leaders.

5) Allow your Scouts to be creative in how they intend to acquire their learning.

6) Guide and challenge your Scouts to maximise their learning and experience.

7) Ensure all activities are carried out safely and meaningfully.

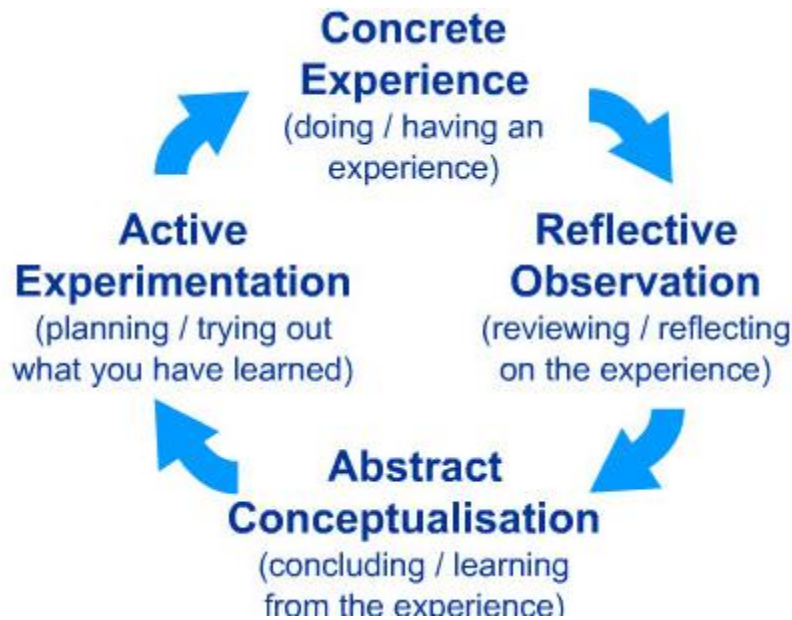8) Provide time and guidance for reflection and journaling.

Show and Share

When your Scouts are confident with their new skills and knowledge, it is time to validate their learning. Having them demonstrate and display what they have learnt is also an avenue to build confidence and communication skills.

Reflect and Record

"Reflection involves describing, analysing and evaluating our thoughts, assumptions, beliefs, theory base and actions." ~ Learning and Assessing Through Reflection, Stephanie Fade (2005)

"Hearing the word reflection most people automatically think of seeing themselves in a mirror or a pool of still water. Either image means that there is something about yourself that is being played back to you; a form of feedback telling you something about the immediate situation. In the literature this is sometimes called spective reflection. A photograph or video film will do the same thing but will give you an image of your reflection set in a context in the past, so it is retrospective. Likewise a film or a brochure that you see about a place that you plan to visit will also enable you to imagine and reflect on what you might expect to find. Usually you will slot these thoughts into those from other past experiences so that you can interpret them and make sense of them. This is called prospective reflection. So you see that you can reflect in the past, the present, and in the future in order to get feedback, and once you have feedback you may wish to do something about what you find out." ~ Making the Most of Fieldwork Education, Auldeen Alsop and Susan Ryan (2005)

Reflection is a critical component of experiential learning of which there are several models developed upon. One of the frequently cited models is the one developed by Kolb and Fry (1975). Their model comprises of four elements: 1) concrete experience, 2) observation and reflection, 3) the formation of abstract concepts and 4) the active experimentation.

Concrete Experience
(doing / having an experience)

Reflective Observation
(reviewing / reflecting on the experience)

Abstract Conceptualisation
(concluding / learning from the experience)

Active Experimentation
(planning / trying out what you have learned)

Kolb and Fry's Experiential Learning Cycle[22]

The first element is about having an experience. It might be based on a specific incident or merely on a selected passage of time. The next element, observation and reflection involve reviewing the experience. This is the most important part of the learning process. This is the part when we try to make sense of the learning by asking simple questions like "What did I learn?" and as a consequence of an experience, "What are the things that I know that I did not know before?", "Did I discover new things that I had taken for granted or re-discover something that I had forgotten?" Or perhaps do something that the learner could not or would not do before. The third element, the abstract conceptualisation, is the part where the learner draws conclusions from the experience after going through the process of critically reflecting on the learning that comes with the experience. The last element of the model, the active experimentation, is the part where the learner makes things happen. The model is in itself a learning cycle. It can begin at any one of the four elements and it should be approached as a continuous spiral. The learning process commences with the person carrying out a specific action and then experiencing the effect of the action.

Hence, we may get our Scouts to reflect on what they have learnt during their recent camp or hike, or how they feel when they are being awarded a badge or they got into an argument with their patrol mate, or what they would like to achieve or experience in the near term.

Ultimately, the Learning Journal serves as a record of response to the Scout's experiences, opinions or new knowledge. It is a record of thoughts, feelings and observations (acts of kindness observed, received or rendered). It could also be a

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[22] Kolb, D.A. and Fry, R 1975, Towards an Applied Theory of Experiential Learning, in C. Cooper (ed) Theories of Group Process, London: John Wiley.

126

record of discussions and tasks from his Patrol Life or pursuit of Progress and Proficiency Badges.

The Learning Journal could be in the form of a book or in digital format. Loose sheets of paper are highly discouraged. Scouts should be encouraged to include illustrations, paper clippings and any suitable forms of expression.

The Learning Journal is a tool to help you gauge the progress of your Scout. You should provide reflection questions frequently and set aside time during meetings to help them. The frequency and demand of the questions should be progressive as the Scout progresses in tier. You should review it at every end-of-tier review. Personal comment and notes of encouragement in respond to their entries is highly encouraged.

The Learning Journal is part of the evaluation for the highest award interview.

It is particularly important to conduct a face-to-face review with the Scout at the end of each tier as it is an important milestone and an opportunity for the leader or his designate to personally understand the Scout's attitude, character and personal development. It should be focused on the Scout/Venture Scout's learning and development over the period taken to complete the tasks required, or even over the period since the Scout / Venture Scout began his Scouting journey.

In facilitating the Scout/Venture Scout's journey of self-awareness and self-discovery, it is also crucial for the leader to provide feedback in the form of observed changes in attitude, character and personal development over this time, as seen from an adult perspective. Provision of feedback is viewed as guidance provided to consolidate their experiences into learning against the SPICES Educational Outcomes and appropriate feedback coupled with engaging young persons in reflections is crucial to deepening learning.
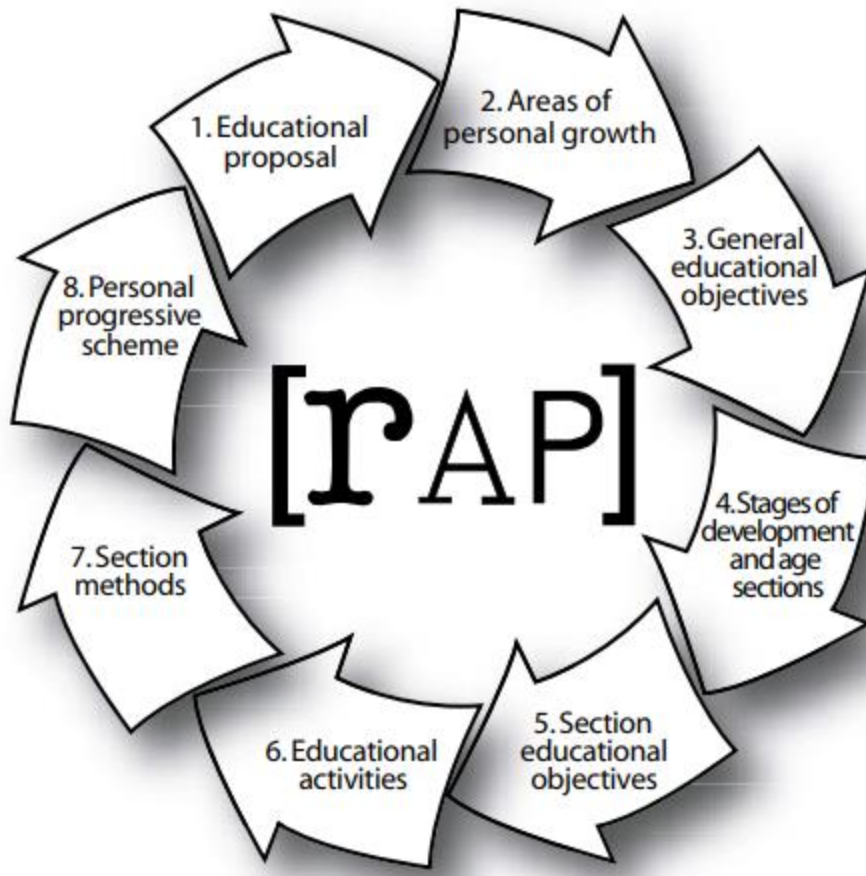
Youth Programme

Scouting is an educational system geared toward the goal of educating young people in accordance with the Scouting fundamental principles (i.e. purpose, principles and the Scout Method) and in constant interaction with its social environment (i.e. needs and aspirations of youths vary according to the environment). Based on the World Programme Policy adopted at the 32nd World Scout Conference, youth programme is evolving with a dynamic world with diverse settings and cultures; and it should be developed from and adapted to the needs and aspirations of the young people of each generation and in each country while keeping the Scouting identity and unity.

The Renewed Approach to Programme aims to promote a youth programme based upon educational objectives – highlighting these age-appropriate objectives underlying activities in the youth programme and striving to make young people learn for themselves and be responsible for their own development.

The characteristics of a good Youth Programme are as follows.

- Loyalty – it should adhere to the Fundamentals of Scouting
  (i.e. purpose, principles and method)
- Relevance – it should meet the needs and aspirations of youths of each generation.
- Feasibility – it should be adaptable and easy to implement at local level.

Renewed Approach to Programme

Renewed Approach to Programme

It is a systematic approach based on the fundamental elements of Scouting (purpose, principles and method) which aims to adapt youth programme to the needs and aspirations of each generation. It comprises eight steps (see diagram above).

[1] Definition of an educational proposal, analyzing the current needs and aspirations of young people and presenting an appropriate educational response, in accordance with the purpose, principles and method of the Movement.

[2] Identification of the areas of personal growth, covering all dimensions of an individual's personality.

[3] Establishment of general educational objectives, which clearly define (for each identified area of personal growth) the results that a young person can be expected to have achieved by the time he or she leaves the Movement.

[4] Definition of the different age ranges and age sections, based on an analysis of the different stages of development of young people.

[5] Establishment of section educational objectives realistically expressed in terms of knowledge, skills or attitudes to be acquired.

[6] Development of activities, which offer young people the type of experiences, which will enable them to achieve the defined educational objectives.

[7] Development of section methods based on the general Scout method and adapted to each age range.

[8] Construction of a personal progressive scheme to help young people establish their personal objectives and to motivate them to make progress.

"*The aim of the Scout training is to improve the standard of our future citizenhood, especially in character and health; to replace self with service, to make the lads individually efficient, morally and physically, with the object of using that efficiency for service for their fellow-men.*" *(Baden-Powell in Aids to Scoutmastership)*

"*The purpose of the Scout Movement is to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities.*" *(Article 1 of the Constitution of the WOSM)*

The Renewed Approach to Programme recognizes five areas of personal growth (i.e. physical, intellectual, affective or emotional, social, spiritual development) plus character development.
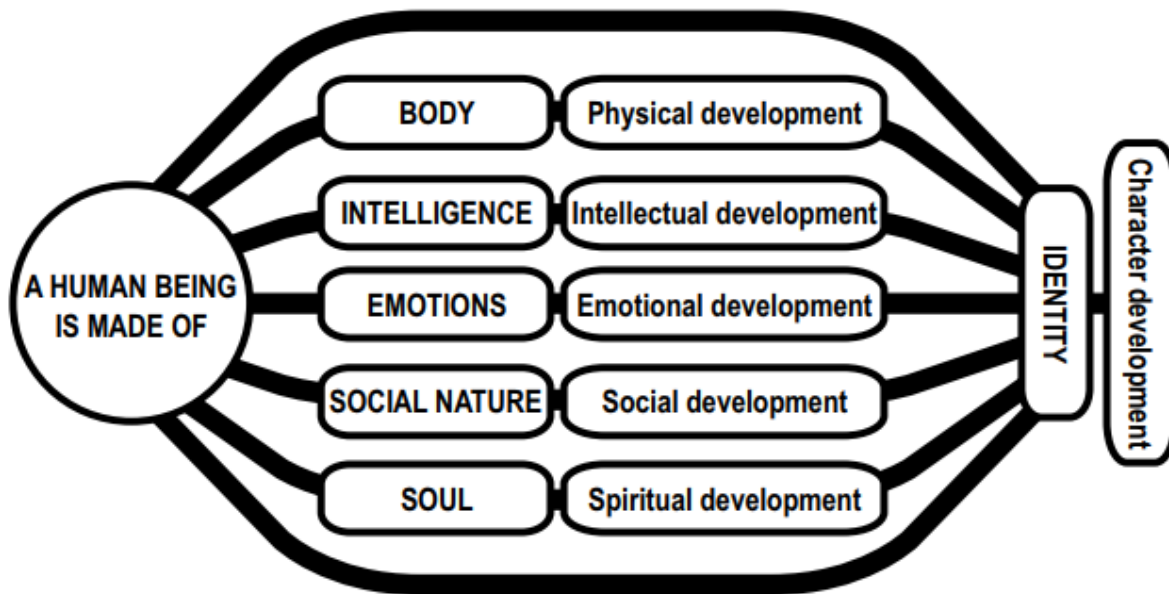
Character development is the dimension of person identity and will which unifies all the other areas in a process of personal growth. Emotional development, mentioned in all recent educational publication of the WOSM is the notion of happiness, the "capacity of enjoyment' and self-expression that Baden-Powell emphasized and they are essential to an individual's well-being.

Scouting takes all the six dimensions (i.e. character, physical, intellectual, affective, social and spiritual) of the human personality into account to derive the educational objectives underlying the areas of growth of an individual. The six areas of growth interact with each other and the character occupies a central position – unifies a person and forms his or her identity.
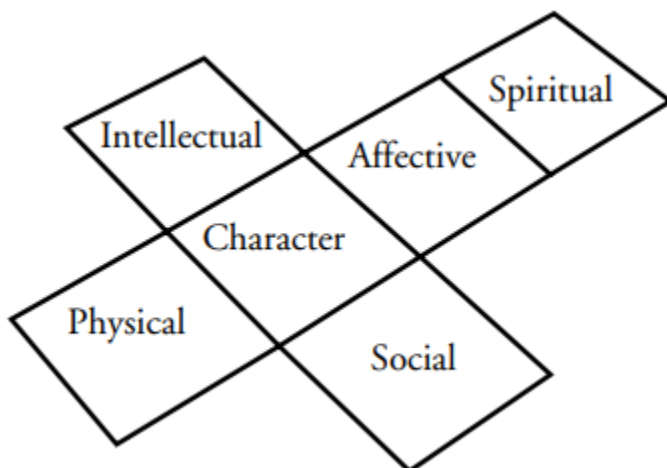
Educational priorities or trails would be identified in each area of personal growth, taking into consideration of the needs and aspirations of young people in your social and cultural context. Coherent educational objectives would then be built from each educational trail.

Physical Development	Becoming responsible for the growth and functioning of one's own body.
Educational trails	Identifying needs • Understanding how one's body functions. • Understanding the changes in one's body. • Understanding the relationships between one's body and the environment, the body's needs and its natural rhythms (oxygen, balanced nutrition, sleep). • Respecting one's body, avoiding abuse.
	Maintenance (keeping fit and healthy) • Healthcare, hygiene. • Nutrition. • Exercise.
	Efficiency • Developing one's senses: touch, sight, smell, hearing, taste. • Developing one's resistance, strength, suppleness, agility, self-control. • Compensating for disabilities.
Intellectual Development	Developing one's ability to think, innovate and use information in an original way to adapt to new situations.
Educational trails	Collecting information • Curiosity. • Exploration. • Investigation. • Observation.
	Processing information • Analysing data. • Sorting and classifying. • Memorising.
	Problem-solving • Spirit of invention and creativity. • Experimenting. • Hypotheses and deduction.
Affective Development	Recognising one's own feelings and learning to express them in order to attain and maintain an inner state of freedom, balance and emotional maturity.
Educational trails	Self-discovery and awareness • Recognising and accepting one's emotions. • Discovering oneself.
	Self-expression • Expressing one's feelings using various creative means.
	Responsibility and self-control

	• Controlling feelings and emotions in order to respect one's integrity and that of others. • Responding in a responsible manner to feelings directed towards oneself. • Controlling aggression.
Social development	Acquiring the concept of interdependence with others and developing one's ability to cooperate and lead.
Educational trails	Relationships and communication • Developing an appreciation of relationships with others (accepting differences, welcoming and listening). • Acquiring communication skills. • Equal partnership between men and women. • Rejecting social or nationalistic stereotypes and prejudices.
	Cooperation and leadership • Learning how to cooperate: building a team spirit; taking on a role within a group; developing, respecting and evaluating communal rules; understanding interdependence and reciprocity; managing a collective project; training in citizenship. • Taking on responsibilities in order to serve others.
	Solidarity and service • Discovering the interdependence among individuals and communities. Developing a sense of belonging to increasingly larger communities. • Developing a sense of service and the common good: adopting the values of democracy and social justice.
Spiritual development	Acquiring a deeper knowledge and understanding of the spiritual heritage of one's own community, discovering the Spiritual Reality which gives meaning to life and drawing conclusions for one's daily life, whilst respecting the spiritual choices of others.
Educational trails	Welcome • Listening. • Being receptive to others. • Showing compassion.
	Wonder • Being sensitive to the wonders of nature and life. • Recognising a Spiritual Reality in it.
	Work • Playing an active role in one's community. • Sharing responsibilities. • Cooperating with others to bring about improvements.
	Wisdom • Developing responsibility towards oneself. • Being able to exercise self-discipline.

	Worship • Recognising the meaning of past experience, being able to express it and celebrating it.
	Spiritual discovery • Exploring and discovering the spiritual heritage of one's community. • Drawing conclusions for one's personal life.
Character development	Recognising one's responsibility towards oneself and one's right to develop, learn and grow in search of happiness whilst respecting others. Learning to assert oneself, make one's own decisions, set aims and identify the necessary steps to achieve them.
Educational trails	Identity • Discovering and asserting oneself; setting objectives for personal progression.
	Autonomy • Being able to judge things for oneself; being able to take decisions, make choices and accept the consequences.
	Commitment • Being able to judge risks and act accordingly; committing oneself to a project; persevering in spite of difficulties.

A general educational objective defines, in terms of an ability to be acquired by a young person, one of the results expected at the end of the last stage of the Scout programme. Each general educational objective will further breakdown into several section educational objectives (or intermediate objectives), adapted to the possibilities of each age range.

General educational objectives clearly define results to be reached. It is only after having formulated them that adult leaders are able to evaluate whether the educational experience it offers young people is effective or not and to identify how it can be improved. Once they have been formulated, it is possible to establish related educational objectives for the younger age sections and thus ensure a smooth progression from one section to another.

In each of the six areas of growth (physical, intellectual, affective, social, spiritual and character), it is necessary to formulate, in accordance with the association's educational proposal:

• Knowledge to be acquired (to know);

• Skills to be acquired (to do);

• Attitudes to be developed (to be).

Characteristics of a Good Educational Objective

A good educational objective is written in clear, easy-to-understand language and has the following characteristics (S.M.A.R.T.) :
• Specific (S) - it deals with only one topic and is expressed in clear, precise terms;
• Measurable (M) - it is expressed in terms of observable behaviour;
• Achievable (A) - it corresponds to the capabilities of the young people concerned and can be achieved under the existing conditions (time, resources);
• Relevant (R) - it corresponds to the identified needs of young people.
• Timed (T) - a time limit has been set.

The following table is a list of verbs to describe an observable action when formulating educational objectives.

Knowledge	Skills	Attitudes
Explain	(Be able to)	Accept
Describe	Demonstrate	Respect
Explore	Show	Value
Identify	Participate	Behave
List	Develop	Judge
Tell	Create	Recognise
Express	Make	Appreciate

For instance, in the area of physical development and the three educational trails, one could define the respective educational objectives as follows.

Identifying needs: '*describes the main biological processes, which regulate his/her body, accepts his/her physical capabilities and takes action to protect his/her health.*'

Maintenance: '*values his/her appearance, takes care of his/her personal hygiene and that of his/her surroundings, keeps to an appropriate and balanced diet and achieves a balanced distribution of time between rest, physical, intellectual and social activities.*'

Efficiency: '*develops his/her senses (sight, hearing, taste, smell, touch) and physical fitness, compensating for any disabilities.*'

Stages of Development

In the development of children and young people, several stages can be identified. The different areas of personal growth interact with each other at certain periods to create a temporary state of balance or imbalance, which is called a stage. These stages represent successive steps in the process of growth. It is necessary to take them into account in order to establish or review our system of age range sections. Sociological and economic factors have an impact on purely physiological and psychological factors, creating different rhythms and steps according the culture and the era. Moreover, depending on the criteria selected (psychological, social, etc.), the stages of development can be analysed in different ways.

It is important to regularly question the relevance of the stages of development under consideration and to review them in order to respond to the needs and aspirations of young people in the best possible way. At each age, he or she has particular characteristics and interests. It is, therefore, necessary to grade the educational objectives according to the potential reached by the young person.

Ages	Physical	Intellectual	Affective
7-10 years	Slower growth. At ease with one's body.	Intellectual curiosity. Development of the capacity for logical reasoning on concrete data. Notion of conservation, ability to classify, make series and count.	Latency period: emotional balance. Affective attachment which goes beyond the family circle.

Ages	Physical	Intellectual	Affective
10-11 years (girls) 11-12 years (boys)	Onset of puberty; acceleration in growth (firstly height, then weight); clumsiness. Appearance of secondary sexual characteristics. Ill at ease with one's body	Stage of concrete logical operations. Development of the capacity for logical reasoning on abstract data.	Awakening of sexual impulses with the onset of biological puberty. Strong, but confusing emotions. Need for friendship. Need to assert oneself as an individual. Identification with heroes.
13-15 years	Sexual maturity.	Stage of formal logical operations reached (reasoning through hypotheses and deductions).	Awakening of the Oedipus complex; development of sexual identity. Adolescent crisis, idealism and depression. Age of friendship. Attraction towards the opposite sex (earlier among girls).
15-16 years			Solidarity with peers. Worries, intense excitement. Need for security, success and accomplishment.

Ages	Social	Spiritual	Character
7-10 years	Reciprocal exchanges. Adoption of different roles; ability to imagine oneself in another person's situation. The child tries to adapt to a group and be appreciated.	Acceptance of family's spiritual heritage. Conformity to conventional morality. Orientation towards "law" and "order"	Conformity to the group. By adapting to a wide variety of situations (school, groups), the child discovers him/herself as a multi-faceted personality. He/she gains a deeper understanding of him/herself.
10-12 years	Childhood rules and regulations called into question. Ability to create new rules through mutual consent. Groups established for the purpose of common activities.	Development of moral autonomy. Acceptance of moral principles as a way of sharing rights and responsibilities within a group.	Period of opposition and rejection of previous identifications.
13-15 years	Period of social restructuring. Rebellion against authority. Efforts to define personal moral values. More closely-knit groups formed, based on mutual trust. Search for a common identity.	Childhood religious practices called into question. Use of symbols to express spiritual meaning. Interest in ideologies and religions. Notion of contract and democratic acceptance of the law.	Crisis of identity. Search for new models for developing one's identity.
15-16 years	Individual awareness of principles ("personal code of honour").	Acceptance of universal values (Human Rights).	Structuring of one's self image. Development of personal autonomy.

Ages	Social	Spiritual	Character
17-20 years	Recognition of enrichment due to accepting individual differences. Problem of social and professional integration.	Orientation towards universal ethics.	Confirmation of personal choices. Search for a social role.

Age Sections

Cub Scout	Scout	Venture Scout	Rover Scout	Seniors in Scouting
7-12 years old	12-16 years old	16-18 years old	18-26 years old	50 years and above

Section Educational Objectives

Section objectives 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 completes the programme of a specific age section. They follow the same educational trails as the general educational objectives, in order to ensure a smooth progression from one section to another. Section objectives may also be considered to be intermediate objectives which lead step by step, from one age range to another, to the achievement of the general educational objectives.

Physical Development						
Educational Trail	**Mid-childhood 7-9**	**Late Childhood 9-11**	**Puberty 11-13**	**Adolescence 13-15**	**Late Adolescence 15-17**	**Youth 17-21**
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.	Accepts his own share of responsibility for the harmonious development of his body.
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.	Is aware of the biological processes which regulate his body, protects his health, accepts his physical capabilities and directs his impulses and strengths.
Maintenance	Describes the main illnesses which could affect him and their causes.	Develops habits to protect his health.	Helps to prevent situations which could adversely affect his own or his companions' health.	Takes suitable measures in case of illness or accident.	Takes care of his health at all times and avoids habits which could damage it.	

Intellectual development (creativity)						
Educational Trail	**Mid-childhood 7-9**	**Late Childhood 9-11**	**Puberty 11-13**	**Adolescence 13-15**	**Late Adolescence 15-17**	**Youth 17-21**
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.	Continually expands his knowledge by learning systematically and for himself.
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.	Acts with mental agility in the most diverse situations, developing a capacity for thought, innovation and adventure.
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.	Values science and technology as ways to understand and help man, society and the world.

Affective development						
Educational Trail	Mid-childhood 7-9	Late Childhood 9-11	Puberty 11-13	Adolescence 13-15	Late Adolescence 15-17	Youth 17-21
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	Expresses what he thinks and feels through different media.
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.	Reaches and maintains an inner state of freedom, equilibrium and emotional maturity
Assertiveness and friendliness	Adapts easily to affective relationships in the Pack	Says what he thinks without hurting his companions or making fun of them.	Listens to other peoples' opinions and expresses his differences appropriately.	Expresses his opinion showing respect for other people.	Knows how to express his opinions freely in different circumstances, without dismissing those of others.	Behaves assertively and is affectionate towards other people, without being inhibited or aggressive.

140

Social development						
Educational Trail	**Mid-childhood 7-9**	**Late Childhood 9-11**	**Puberty 11-13**	**Adolescence 13-15**	**Late Adolescence 15-17**	**Youth 17-21**
Relationships and communication	Shows respect for other people's opinions.	Encourages respect for his weaker or less pleasant companions..	Demonstrates that he considers people who are different to him to be equal in dignity.	Is open to different opinions, social classes and ways of life.	Is able to recognise and challenge gender and ethnic stereotypes and prejudices.	Is keen to explore other ways of life and consider diversity enriching rather than threatening.
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.	Is able to work as a part of a team, manage collective projects and serve actively in the local community, influencing the process of change.
Solidarity and service	Shares what he has with his companions.	Shows that he knows the Rights of the Child and relates them to current situations.	Is able to comment on human rights with the Patrol.	Demonstrates his deep concern about human rights violations and acts accordingly.	Make suggestions and assists in the organisation of social service projects undertaken by the team or the unit.	Is able to explain the principles of human rights and the many ways in which they can be denied or promoted, taking action accordingly.

Spiritual development						
Educational Trail	Mid-childhood 7-9	Late Childhood 9-11	Puberty 11-13	Adolescence 13-15	Late Adolescence 15-17	Youth 17-21
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.	Search for a Spiritual Reality through wonders of nature, empathising with other people, working for justice and peace, taking responsibility for his own development.
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.	Has a deep understanding of the spiritual heritage of his community, shares with people of different faiths without discriminating.
Spiritual commitment	Shows that he understand that the value of his faith is expressed in	Respects the attitudes of people who make an effort to live according to	Shows an interest in acting consistently with his faith, especially in	Constantly examines the consistency between his beliefs and his actions.	Perseveres with commitments, which he has undertaken to his faith.	Make his spiritual principles part of his daily life, achieving consistency

142

						between them, his personal life and his participation in society.
	his attitudes towards other people.	their religious beliefs.	moments of difficulty.			

Character development						
Educational Trail	**Mid-childhood 7-9**	**Late Childhood 9-11**	**Puberty 11-13**	**Adolescence 13-15**	**Late Adolescence 15-17**	**Youth 17-21**
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.	Takes responsibility for his own development and sets objectives to achieve it.	Is capable of projecting his present abilities and limitations onto adult life.	Recognises his possibilities and limitations, has a critical awareness of himself, accepts the way he is and preserves a good image of himself.
Autonomy	Accepts difficulties cheerfully.	Cheerfully faces up to and overcomes difficulties.	Is able of accepting and evaluating the criticisms made about his behaviour.	Adopts consistency as a value to direct his life.	Expresses his own views assertively.	Demonstrates a critical awareness of the world around him, is able to make personal choices and accepts the consequences.

143

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.	Makes efforts to determine his lifestyle and plans his social and professional integration.

Educational Activities

"The child wants to do things, so let us encourage him to do them by pointing him in the right direction, and allowing him to do them how he likes. Let him make mistakes; it is through making mistakes that his experience is formed." (Baden-Powell, Headquarters Gazette, January 1916).

Scouting considers a child's spontaneous activity, games, exploration, building, etc. to be an excellent support for education. The Scout leader tries to use attractive activities, which correspond to the young people's interests, to reach the educational objectives, which he or she has set.
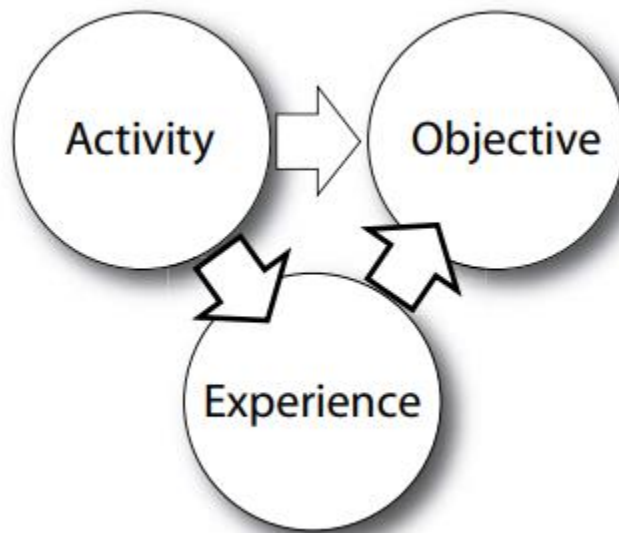
An activity is a flow of experiences, which offer a young person the possibility to acquire knowledge, skills and attitudes corresponding to one or more educational objectives.

Activity and experience

The young people learn through the experiences they gain from the activities. We must distinguish between the activity, which everyone carries out, and the experience that each young person has during the activity.

The following distinction is made between activity and experience:
• Activity=what is happening externally; the action which involves everyone.
• Experience=the internal part, which happens within each person; what each person gets from the action.

The truly educational part is the experience since this is the personal relationship that each young person has with the reality.

A single activity can generate different experiences in the young people who are taking part in it, depending on a wide variety of circumstances, which usually have to do with what each individual is like as a person. An activity can go very well indeed and be very successful for the group as a whole, yet may not generate the desired results in a number of the young people. On the other hand, an activity may not be evaluated as having been very successful, and yet have generated experiences that help one or several of the young people to acquire the desired behaviour.

Since the experience is a personal relationship between each young person and reality, as leaders we cannot affect, manipulate or foresee it with any degree of certainty. We can, however, influence the activities, to try to make them generate or facilitate experiences that are conducive to the acquisition of the behaviour envisaged in the objectives.

• The programme of each Patrol and of the Scout Unit must include a wide variety of activities.
• Activities cannot be improvised. They must be properly selected, prepared, conducted and evaluated.
• It is not enough to carry out activities, and it is not even enough for them to be successful. We must also be alert to the personal experience that each young person draws from them, and we do this by monitoring individual progress.

Activities and educational objectives

"There is no direct, immediate, cause-and-effect relationship between the activities and the objectives. The activity does not automatically lead to the achievement of the desired objective. The activities help to achieve the educational objectives gradually, sequentially and cumulatively" (The handbook for the Leaders of the Scout section).

• An activity may be chosen in the light of a previously determined educational objective: for example, organising a show during a campfire to develop the skills of oral and corporate expression, organisation, time management (sense of pace and links between the various presentations); building a bridge over a river to develop manual skills, organisation skills and team work, etc.

• It is also possible to evaluate a completed activity and identify the educational objectives which it has achieved, for example: Daniel chose to take responsibility with his team to make a wall newspaper during a camp; from the final evaluation, it was possible to note that he had been able to write short articles based on precise and amusing observations, illustrated with lively sketches. His newspaper aroused everybody's interest. Daniel was able to acquire new communication skills and put them at the service of the group: he deserves his journalist badge.

Activities and the peer group

Activities serve as a motor for team building.

• Young people come together, interact and get to know each other by taking part in activities (sharing ideas, making decisions, working together as a team, sharing responsibilities and problems, pooling resources and talents, evaluating and celebrating successes, etc.). In order to stimulate group life, activities should provide opportunities to interact in a constructive way.

• Peer education is especially effective when young people are truly motivated by an activity, which will require a substantial amount of effort from each individual. Each young person is thus aware that the activity will not just happen on its own. It will need individual talents to be pooled, various skills to be acquired or shared and responsibilities to be shared fairly.

• In order to keep the activity going, it will be necessary to help anyone in difficulty. The feeling of success is both collective, "we've done it" (which strengthens the links among the members), and individual, "I didn't think I'd be able to do that" (thanks to everybody's efforts, each individual is able to try out and succeed in something unusual).

Activities and the adult leader

Every activity involves a process - it has to be chosen, planned, organised, carried out and evaluated. Evaluation provides useful feedback to help improve future activities or produce new ideas. There are two ways of choosing an activity:

[1] The adult leader prepares and proposes an activity to young people which is likely to offer learning opportunities in line with the educational objectives for that age section and corresponding to the interests expressed by the group;

[2] The leader encourages the young people to express their interests and then helps them to build an activity, which corresponds to them. He or she will try to identify the learning opportunities, which the activity could offer, in order to link these opportunities to the section objectives.

In practice, these two approaches will probably be combined. As both the leaders and the young people gain experience and have a clearer idea of what they are able to do, they find it easier to think of new activity ideas.

Whatever its source, an activity proposal needs to be examined closely to ascertain how full advantage can be taken of all the elements of the Scout method when implementing it. At local level, the leader should consider how each young person's personal educational objectives could be taken into account during the activity.

Young people should be involved as much as possible in the complete process of organising an activity (from its selection to its evaluation) and not only in the implementation phase, as every stage of the process can contribute towards learning. The level of participation will clearly depend on the young people's stage of development. In the youngest section, the children's participation in designing the activity may be limited to choosing one type of activity from several proposals.

Fixed activities

Usually take a single form and generally relate to the same subject. Examples of fixed activities: ceremonies, meetings, outings, upkeep and improvement of the patrol corner and the Unit meeting place, games, songs, Patrol council, Unit Council, etc.

• Need to be carried out continually to create the right atmosphere for the Scout Method.

• Contribute in a general way to achieving the educational objectives.

• Strengthen the Method by ensuring youth participation, collective decision-making and the tangible presence of the values.

• Contribute to creating the atmosphere in the Unit and give the young people typically "Scout" experiences.

Variable activities

Examples of variable activities: learning how to recycle paper and grow plants hydroponically, setting up a puppet theatre for a children's centre, making an audio-visual production or conducting a photographic report or a travelling camp to different rural areas of cultural interest, etc.

• Take many different forms and refer to very diverse subjects, depending on the young people's interests.

• Are not repeated, unless the young people particularly want to and then only after a certain length of time.

• Contribute to achieving one or more clearly specified educational objectives.

• Ensure that the programme responds to the young people's interests and concerns and project them onto diversity of the world.

• Are directly related to the needs of the community.

Balancing fixed and variable activities

When some leaders speak about "Scout activities", most of the time, they refer to fixed activities: games, hikes, campfires, etc. The term "Scout activities" must be avoided because it implies that Scouting is based on a limited catalogue of activities. It is a mistake to think that there are activities which are Scout-like and others which are not. Accepting this notion means limiting activities to those on a selective list, which could lead to boredom in the short or medium term. What makes an activity Scout-like or not is not its content, but the method used to implement it and the educational objective underlying it. We should not speak of "Scout activities" but of "Scout experiences".

In Scouting, the range of activities is unlimited. However, the key is to ensure a good balance between variable and fixed activities. Both are essential for group life and personal progression. If fixed activities fill the whole programme, there is a risk that boredom may set in and group life will deteriorate. If variable activities follow each other in quick succession, the group will become tired and conflicts will surface in the absence of planned opportunities to regulate interaction among the teams and among the young people themselves.

The characteristics of an educational activity

[1] It is challenging.
The activity should present some difficulties, stimulate creativity and inventiveness and encourage the participant to do his or her best. The challenge should, nevertheless, remain within the limits of the capabilities and level of maturity of the young people.

[2] It is attractive.
The activity should arouse the young person's interest and desire to participate, because it appeals to him or her, because it is original or because he or she feels drawn to the values inherent in the activity. Young people's interests vary according to their stages of development, as well as to their socio-cultural background, so it is necessary to offer a wide range of possible activities suitable for different situations.

[3] It is rewarding.
Participating in an activity should give the young person the feeling of having derived some benefit for him or herself: pleasure from taking part in something exciting; pride in doing something for the first time or in unexpectedly achieving something; joy at having his or her contribution recognised by the group.

[4] It is useful.
The activity should provide experiences, which enable young people to discover and learn new things. An activity, which is merely spontaneous, involves action for its own sake or is repetitive, is not always educational. The main characteristic of an educational activity is that it enables a young person to make progress. Several

activities can contribute towards achieving the same objective. This means that the desired change can be brought about and reinforced from different angles.

On the other hand, a single activity, if well chosen, can help achieve several objectives at the same time, even those in different areas of growth.

Evaluating activities

Activities are evaluated on two levels.

• Firstly, the way the activity was prepared and implemented;

• Secondly, the experience created by the activity, taking into account the relationships within the group and between the young people and the adult leaders, as well as the knowledge, skills and attitudes which each individual has been able to acquire as a result of this experience.
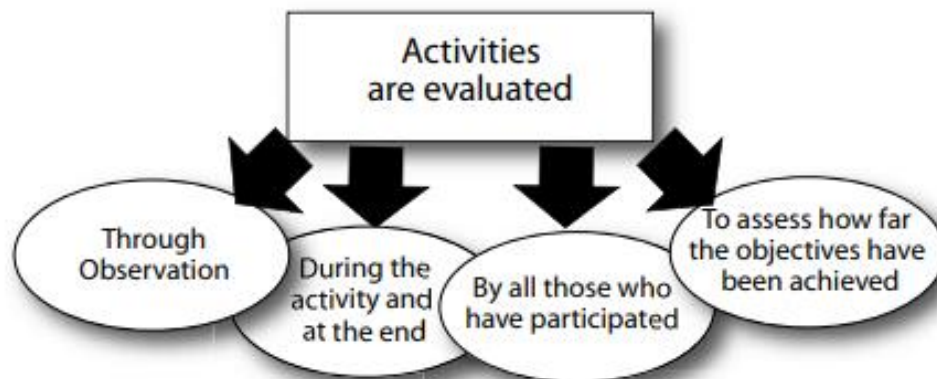
It goes without saying that young people have a key role to play in evaluating both the activity itself and their personal experience. Helping young people to do this is an important part of leader training. The Patrol-in-Council, the Patrol Leaders Council and the Group Council are used to evaluate activities.

Progress Schemes

Cub Scout

World Scout Badge	Bronze Arrow Award	Silver Arrow Award	Gold Arrow Award	Akela Award

Scout

Scout Badge	Discoverer Award	Explorer Award	Voyager Award	Chief Commissioner's Award

The Four Tiers Award Scheme

• Scout Badge – Initiation to Patrol Life (estimated completion time 6 months)
• Discoverer Award – Participation in Patrol Life (estimated completion time 12 months)
• Explorer Award – Building Patrol Life (estimated completion time 12 months)
• Voyager Award – Contributing to Troop Life (estimated completion time 6 months)\

A Scout would need to fulfil the stipulated requirements of the following theme / thread for each of the awards.
• Citizenship & Global Awareness
• Adventure & Outdoor
• Leadership & Interest
• Service & Community
• Sports & Physical Recreation
• Inspirations, Beliefs & Attitudes
• Creative Pursuits

Basic requirements
• Learning 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 review by your Scout Leader or his designate. The journal should include illustrations, paper clippings and any suitable forms of expression. The frequency of entries should be progressive and the questions and reflections should be progressively more demanding as the tiers go by.
Any written tasks from the Progress Badge Scheme can be inserted into the journal. This journal will form part of the evaluation for the highest award interview.

• Review and Reflection
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 Scout Badge and Discoverer Award, the review session should be conducted by the Patrol Leader under the supervision of a designated Adult Leader.

For Explorer Award and Voyager Award, the review session should be conducted by the Scout Leader or his/her designated Adult Leader.

Suggested review and reflection guide
a) Review of the Scout's achievements, attitude, character and personal development against the SPICES outcomes.

b) Review the Scout's Journal. Discuss the response to the Scout's Reflection.

c) Assess the following character progression (there should be a marked progression from the previous tier interview based on the individual's standard)
• Understanding and practice of the Scout Promise and Law
• Interpersonal Skill
• Affective and Social development

d) Facilitate the Scout to set personal goals and timelines for his next award.

Core Scouting Activities

Within the revised Progress Badge Scheme, the Core Scouting Activities are defined along the following four threads: -
• Camping
• Outdoor Exploration / Expedition
• Knotting & Pioneering
• Outdoor Cooking

While each of these activities may take place on infrequent, though regular basis in a Unit's programme, the skills traditionally associated with Scouting such as knots and lashings, starting fires, pitching tents, usage of maps and compasses may all be contextualised within these activities, and can form part of the series of preparatory activities leading up to the main activity itself.

For instance, a Unit that has a camp at the end of the year would need to provide preparatory training in some or all of the following areas: -
• Pitching and striking the tent
• Pitching and striking the kitchen shed
• Preparation and cooking a meal
• Constructing simple camp gadgets
• Maintaining personal and camp cleanliness and hygiene (Camping Standard)
• Outdoor games
• Campfire

Where the revised Progress Badge Scheme refers to Core Scouting Activities, such as "Participate in at least ONE of the Core Scouting Activities with your Patrol on a regular basis", it requires the Young Person to participate regularly in the series of activities, including preparatory and training activities culminating in the final activity, along any of the allowed activity threads over the period of assessment. This must be done to the satisfaction of the Scout Leader or his designate.

Venture Scout

Venture Badge	Trekker Award	Pioneer Award		President's Scout Award

https://scoutsg.herokuapp.com/#/venture/venture_progressview/venture

The Four Tiers Award Scheme

Venture Badge – Participation and Leading in Patrol Life
(estimated completion time 3 months)
Trekker Award – Self Achievement in Patrol Life (estimated completion time 6 months)
Pioneer Award – Personal Challenge (estimated completion time 6 Months)
President's Scout Award – Pinnacle Award (estimated completion time 6 months)

A Venture would need to fulfil the stipulated requirements of the following theme / thread for each of the awards.
• Citizenship & Global Awareness
• Adventure & Outdoor
• Leadership & Interest
• Service & Community
• Sports & Physical Recreation
• Inspirations, Beliefs & Attitudes
• Creative Pursuits

Basic requirements
• Learning 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 review by your Venture Scout Leader or his designate. The journal should include illustrations, paper clippings and any suitable forms of expression. The frequency of entries should be progressive and the questions and reflections should be progressively more demanding as the tiers go by.

Any written tasks from the Progress Badge Scheme can be inserted into the journal. This journal will form part of the evaluation for the highest award interview.

• Review and reflection

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

For Venture Badge and Trekker Award, the review session should be conducted by the Venture Patrol Leader under the supervision of a designated Adult Leader.

For Pioneer Award, the review session should be conducted by the Venture Scout Leader or his/her designated Adult Leader.

Core Scouting Activities

Within the revised Progress Badge Scheme, the Core Scouting Activities are defined along the following four threads: -
• Camping
• Outdoor Exploration / Expedition
• Knotting & Pioneering
• Outdoor Cooking

While each of these activities may take place on infrequent, though regular basis in a Unit's programme, the skills traditionally associated with Scouting such as knots and lashings, starting fires, pitching tents, usage of maps and compasses may all be contextualised within these activities, and can form part of the series of preparatory activities leading up to the main activity itself.

For instance, a Unit that has a camp at the end of the year would need to provide preparatory training in some or all of the following areas: -
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• Pitching and striking the kitchen shed
• Preparation and cooking a meal
• Constructing simple camp gadgets
• Maintaining personal and camp cleanliness and hygiene (Camping Standard)
• Outdoor games
• Campfire

Where the revised Progress Badge Scheme refers to Core Scouting Activities, such as "Participate in at least ONE of the Core Scouting Activities with your Patrol on a regular basis", it requires the Young Person to participate regularly in the series of activities, including preparatory and training activities culminating in the final activity, along any of the allowed activity threads over the period of assessment. This must be done to the satisfaction of the Scout Leader or his designate.

Rover Scout

ROVER				BP AWARD
Rover Badge	Wayfarer Award	Pathfinder Award		Baden Powell Award

https://scoutsg.herokuapp.com/#/rover/rover_progressview/rover

Rover Journey

The Rover Journey comprises two award schemes, namely Rover Milestones and Personal Masteries that recognises progression in personal development and expertise in various domains respectively.

a. Personal Masteries

The aim of this component is to encourage Rovers to pursue their areas of interest and attain a high level of expertise and experience in these areas. It is a proficiency badge scheme where the expected level of expertise is at the instructional or coaching level. It will also encompass professional skillsets such as accountancy, field facilitation and counselling.

Badges will be awarded to Rovers to recognise their proficiency & unique skill sets in the various subject matter. This will ensure their expertise may be optimally employed during scouting programme and events.

This scheme will be tied in with the Adult Leader's Specialisation Badge Scheme administered by the National Training Team.

b. Rover Milestones

The Rover Milestones is akin to the former Progress Badge Scheme, where Rovers are recognised for accomplishing each tier of progression. Taking a Rover expedition to a mountain summit as an analogy, the Rover is rewarded for reaching each base camp. He is also free to choose which mountain and which peak to summit and certainly, the route that he chooses to embark on.

There are four Milestones that a Rover can achieve.
i. Rover Badge
ii. Wayfarer Award
iii. Pathfinder Award
iv. Baden Powell Award

Rover Milestones Framework
The focus of the Rover Journey is on encouraging Rovers to participate and be actively involved in Rovering. The aim of Rover Milestones is to provide Rovers with a non-exhaustive repertoire of activities they can do as a Rover and a young adult. This will help them gain valuable experiences in a wide array of areas while providing opportunities for personal development and growth.

Rover Milestones is designed based on a modular system where Rovers have to accumulate modular credits, known as Rover Miles, across 5 domains, to qualify for a Milestone award (tier).

a. Rover Miles Domains
Every module has a prescribed number of Rover Miles which will be accredited upon completion of the module.

Rover Miles modules are divided into the following 5 domains. Each domain provides a comprehensive list of activities and experiences which Rovers can participate in to gain miles for their milestones and at the same time enrich their Scouting life. These domains develop the different aspects and experiences in a Rover's journey.

1. Fellowship a. Active Travelling and Intercultural Experiences b. Community Building
2. Open Air a. Adventure in the Wilderness b. Exploration and Expedition c. Campcraft and Woodcraft d. Sports and Physical Recreation

3. Service and Citizenship
a. Active Citizenship
b. Community Service
c. Environmental Conservation
d. WOSM Better Worlds Framework
   i. SWA - Scout of the World Award
   ii. MoP - Messenger of Peace
   iii. WSEP - World Scout Environment Programme
e. UN Sustainable Development Goals

4. Rovering to Success a. Leadership and Self-improvement (Life skills and professional knowledge) b. Economic and Social Integration c. Indoor Recreation and Interests
5. Back to Scouting a. Rovering Symbolic Framework - in action b. Squireship, Vigil, Investiture, Journey, Departure c. Scouting Lore and Knowledge d. Paying back to the Movement

b. Rover Milestones Qualification

For every Milestone, it is compulsory to complete a minimum accrued miles per domain. This will provide a broad base of learning and experience for the Rover Scout in the course of his journey. Depending on the preference of the Rover, he may then choose to pursue more miles in other domains to attain his personal mastery or specialisation.

Additionally, core modules are set for every Milestones to ensure that Rovers going through the Journey meet the educational objectives of the section by the end of his/her journey. Core modules completed for each tier complements the 'minimum accrued miles per domain' criteria set in above paragraph.

For each Milestone, the Rover is to set his personal targets in each area of personal growth. These targets should be specific and measurable (qualifiable) and be accomplished within a reasonable timeline. At the same time, he is to understand one of the Rocks as detailed in Rovering to Success and work towards overcoming that Rock. His progress should be validated and facilitated through a planned coaching programme by the Rover Scout Leader culminating in each Milestone Review.

Module 4 – Scouting Skills

Competency Element 4

Apply practical skills as an effective adult leader in supporting other adult leaders and youths through the organisation of one's sectional Scout programme that youths can develop their character and learn from the experiences and situations, both organised and spontaneous.

Performance Criteria

4.1 Organise one's Scout Group and manage administrative tasks in Scouting, including responsibilities relating to unit programme planning, finances, record keeping, monitoring of youth developmental progress and achievement etc.

4.2 Perform the roles of a facilitator, a developer and a supporter of the Youth Programme at the unit level.

4.3 Plan and conduct unit meetings and Scout ceremonies.

Assessment Criteria for this Element of the Course:

Learning activities for this course will be carried out during class. However the following Learning Guide Assessment (LGA) 1 to 5 would be completed outside of class and submitted to the SSA as part of the final assessment.

4.1.1 Able to perform unit management and administrative tasks including the following.

- Roles and Responsibilities of other Adult Leaders
- 30-Week CCA Plan
- CCA Yearly Budget Plan
- Procurement of Scout Uniform
- Membership and Course Registration (MSDS)
- Activity RAMS
- Frank Cooper Sands Award
- Unit Attendance & Learning Progress / Achievement Records
- Fund Raising

4.2.1   Able to craft 1-Term Unit Activity Plan according to guidelines stated in the Youth Programme Policy with considerations of the following.

Training Approaches

   (1) Strategy One to Four
   (2) The Observation-Interpretation-Planning (O.I.P.) Method
   (3) The Base Method
   (4) The Peer Learning Method
   (5) Others

4.2.2   Able to create the right circumstances for the implementation of the Youth programme which engages and empowers youths.

   (1) Involving youths in activity planning, target setting, and decision making.
   (2) Engaging youths in reflections to facilitate deeper learning.
   (3) Partnering other stakeholders in raising the scouting profile & membership growth, and championing sustainable development goals within the youth programme.

4.2.3   Able to evaluate, analyse and design the Youth Programme according to youths' needs and aspirations.

   (1) Building an effective and high quality team system.
   (2) Running an exciting and invigorating activity-based schedule.
   (3) Focusing on character development through activities and not technical competencies alone.

4.2.4   Able to assist in the development and implementation of the Youth Programme including support for other adult leaders.

   (1) Fostering positive relationships between adults and youths.
   (2) Supporting the process of youths' self-education.
   (3) Leveraging on the Singapore Scout Association (SSA) line support structures and acquiring programme resources

4.3   Able to plan and carry out a unit meeting incorporating the following.

- Scout Ceremonies
  + The Opening Ceremony
  + The Flag Break
  + The Investiture Ceremony
  + The Closing Ceremony

- Ideas for
  + Games
  + Skills Training
  + Songs
  + Patrol / Group Project

- Flag Staff Construction
  + Flag Furling Technique
  + Basic Knots
      The Clove Hitch
      The Sheet Bend
      Guy Line Hitch
      The Sheepshank

- Common Whistle / Hand Signals

- Common Foot Drill Commands

- Unit Meeting Evaluation Checklist

The Adult Leadership Team

The adult leadership team includes the Group Scout Leaders, Adult Leaders for the various Scout sections, and resource persons.

The Group Scout Leader has overall responsibility for the operation of a Scout Group. This responsibility involves meeting the very different expectations of both adults and youths. On the one hand, the Singapore Scouts Association, the sponsoring authority, the Group Council, Group Committee, and the parents are concerned about health, safety, and character development. On the other hand, the youths are look for fun, adventure, and a feeling of accomplishment.

The Group Scout Leader who works with the Adult Leaders on Group activities, through them on patrol activities, should have no problem satisfying both the youths' and adults' expectations. If the adult leaders work together effectively as a team, they and the youth will enjoy their achievements in Scouting and to the satisfaction of each of the adult groups.

Scout Leaders, Assistant Scout Leaders, together with Adult Leaders are primarily responsible for the operation of their section(s). In addition, they work with the Group Scout Leader on Scout Group activities, sharing such tasks as organizing unit meetings, keeping records, and leading / facilitating activities.

While you, as a Unit Leader, should have some knowledge of Scoutcraft, you cannot be expected to possess all the skills and knowledge necessary to meet the many and varied interests of your Scouts. In your community there are persons with specialised interests and skills related to their hobbies and vocations. These people are often willing to help out in their specialised field for a short term even though they may be reluctant to work with Scouts on a continuing basis.

Such part-time resource persons may often be found among the parents of Scouts or members of the group / section committee or the sponsoring authority.

You will want to familiarise resource persons with the major aspects of working with your Scouts. Your Area Leadership Team or Association staff can also assist you with information on local resources, programme ideas, and leadership training opportunities.

Basic Attributes of an Adult Leader

*"Scouting is not an abstruse or difficult science: rather it is a jolly game if you take it in the right light. At the same time it is educative, and (like Mercy) it is apt to benefit him that giveth as well as him that receiveth." (*Baden-Powell, 1920)

Just as Scouting is essentially an educational movement, an Adult Leader is essentially an educator at heart. As Scouting is a game with a purpose, an Adult Leader should be

able to orchestrate the fun within the game, as well as to understand the deep purpose within the game, and bring about the learning outcomes.

1. "Teach Scouts not how to get a living, but how to live."
An Adult Leader should be youthful, and be able to connect with the Young People he is charged with, in order to be their role model in life.

2. "Scoutmasters need to enter into boys' ambitions."
An Adult Leader should realise the needs, outlooks and desires of the different ages of Young People of today.

3. "The Scoutmaster guides the boy in the spirit of an older brother."
An Adult Leader should deal with the individual boy rather than with the mass.

4. "We must change boys from a 'what can I get' to a 'what can I give' attitude."
An Adult Leader should be able to promote a cooperative group spirit among his individual charges to gain the best results.

Adult Support to Young People
It involves three aspects which correspond to the three different roles an adult needs to play within a Scout Unit:

• **The activity leader**: he or she must ensure that every activity that the group undertakes is successfully carried out. While no adult can be expected to have all the skills required for all activities, it is his or her responsibility to ensure that the necessary technical support and expertise is made available to the group when and where needed.

• **The educator**: he or she needs to directly support the process of self-education and ensure that what a Young Person experiences has a positive impact on the development of that Young Person's knowledge, skills or attitudes. In other words, as an educator, the Adult Leader needs to relate to each individual member - male or female - so as to help the Young Person to identify his or her development needs, to help the Young Person to accept those needs and to ensure that they are met adequately through the Youth Programme.

• **The group facilitator**: based on a voluntary partnership between Adults and Young People, he or she needs to ensure that the relationships within the group are positive and enriching to all and that the group provides an attractive and supportive environment for the continued growth of the group as a whole. This implies a rich learning partnership between Young People and Adults, based on mutual respect, trust and acceptance of each other as persons.

An effective and competent Adult Leadership team has some or all of the following characteristics collectively:

Commitment to Scouting as Character Education	The core Adult Leader team has a collective understanding that an Adult Leader is firstly an educator of Young Persons, and accepts the Adult Leader's role in the development of Young People in the 21st Century. The team is committed to holistic development of Young Persons, they seek to understand the Young Persons under their charge in order to meet their educational needs. The team possesses a set of sound morals, values, ethics and are role models to the Young People.
Understanding of Scouting Fundamentals	The core Adult Leader team has a collective commitment to designing effective and engaging activities that are based on Scouting fundamentals and principles. Within the team, there is sufficient knowledge of Fundamentals of Scouting and 21st Century Competencies in Youth Programme. With this in mind, the team is always considering the developmental needs of Young Persons that they are charged with.
Commitment to Use of Scout Method in Particular Encounters with Nature	The core Adult Leader team has a collective commitment to implementing The Scout Method to facilitate Young Persons' learning with particular emphasis on encounters with nature. The core Adult Leader team is committed to exposing Young Persons to nature through outdoor activities as far as possible. The team has sufficient outdoor and core Scouting skills to plan activities that can effectively provide learning experiences that lead to the SPICES outcomes for the Young Persons.
Sufficient Formal Preparation for Role	All of the members of the core Adult Leader team have completed formal Unit Leader training up to the minimum qualification of Wood Badge. The core Adult Leader team is equipped with necessary programme planning skills to lay out an annual unit activity plan that adheres to Scouting fundamentals and delivers a variety of activities to the Young Persons.

Proficiency in Facilitating and Enabling Young Persons' Learning and Development	The core Adult Leader team is proficient in facilitating experiential learning through the activities to inculcate values and SPICES outcomes in Scouts. The core Adult Leader team has the necessary facilitation skills to bring about attainment of the learning objectives through group or individual reflections pre-, during and post-activity. The core Adult Leader team has sufficient basic counselling skills in order to balance between getting his charges do their best while managing unsuccessful attempts and unmotivated Scouts.
Commitment to Use of Scout Method in Particular Learning by Doing	The core Adult Leader team has a collective commitment to operate and orchestrate a range of day-to-day Unit activities that provide Young Persons with opportunities to learn through direct experience. The core Adult Leader team seeks to establish conducive Group Life ecosystem in which The Scout Method can flourish.

The Unit Leader's and Assistant Unit Leader's Role (Ref: POR Section 4.3 – 4.10)

Cub Scout Leader	Group Scout Leader & Scout Leader	Venture Scout Leader / Sea Venture Scout Leader	Sea Scout Leader	Rover Scout Leader / Sea Rover Scout Leader	Adult Leader
Yellow Epaulettes with White Scout Logo	Dark Green Epaulettes with White Scout Logo	Maroon Epaulettes with White Scout Logo	Navy Blue Epaulettes with White Scout Logo	Red Epaulettes with White Scout Logo	Sky Blue Epaulettes with White Scout Logo

Qualifications: The minimum age for Adult Leaders should be at least 21 years (i.e. 25 years for Rover Scout Leaders). They must be of suitable character to be entrusted with the duty of care of young people; have a full appreciation of the fundamental principles of Scouting; and interested in working with youths. They should be able to delegate responsibilities; set a good example by conduct; attitude and uniform. They believe in the values and principles of Scouting.

Adult Leaders are initiated into the Group on the recommendation of the Group Committee or the Sponsoring Authority as in the case of a sponsored Group and with the approval of the ACC (Area) concerned. Adult Leaders are required to understand the Policy and Rules, and the Constitution of the Association.

Responsibilities: To lead the development and growth of the members of the Scout Group, in accordance with the rules and polices (i.e. SSA and MOE) to meet the Group's objectives and vision.

[1] Conduct a Scout Unit programme according to the SSA policies.

[2] Complete unit leader training – Wood Badge and other adult leader development courses organised at the Area or National level.

[3] Plan, lead and carry out the Scout Unit programme activities with the help of other adult leaders.

[4] Work with the Group Council on (a) unit/youth programme, (b) developing and managing adult leaders, (3) establishing a unit plan and budget plan.

[5] Help establish and maintain harmonious relationships among Scout members and other stakeholders in the community.

[6] Maintain accurate records for the administration of the Scout Group, including meeting minutes, membership details, equipment and inventory list and financial information.

[7] Conduct yearly reviews of unit meetings, programme and budget.

[8] Ensure the health, safety and well-being of their Scout members.

[9] Encourage patrols to accept their share of responsibility for the patrol and Unit programme.

[10] Ensure that each patrol member is provided with opportunities for leadership, achievement and recognition.

[11] Assist in locating and providing resources and resource persons.

[12] Perform any other duties and responsibilities as may be delegated by the Sponsoring Authority, Group Council or Area Leadership Team from time to time.

Responsible to:
Head of Department (CCA), Sponsoring Authority, Area Leadership Team (SSA)

Time Commitment:
On average, 4 hours a week, plus 4 - 6 weekends per year.

Planning A Unit Meeting

It is no good harbouring high hopes of winning a number of events at the Area or National level if you have failed to submit the entry form.

A marvellous programme about first aid may well be ruined if you did not arrange well beforehand for the first aid instructor, whom the programme totally dependent on, to visit your Unit on the right date.

No matter how brilliant our ideas are they are largely wasted if we do not plan.

A new adult leader, with moderate Scouting abilities but who has taken the trouble to plan, will achieve more than a talented leader who assumes he knows a lot and prefers to adopt the "hit and miss" strategy.

In order to achieve our aims, we must plan by making the best use of time, manpower and resources available to us. Planning also helps us by turning the problem of "what shall we do next week?" into a question of "Which of many ideas I have / should I select for use next week?"

What to Bear In Mind While Planning?

"*What we hear, we forget. What we see, we remember. What we do, we understand*". Our programme activities must make room for 'learning by doing'.

Action is better than inaction. Participation is better than looking on. The unusual is more exciting than the usual. Outdoors is more fun than indoors. The surprising is more interesting than the routine. The mysterious is more appealing than the obvious. The authentic is better than the substitute.

Ingredients of A Good Unit Meeting

A balance of challenge and achievement.
Something new discovered and learned, some obvious progress in the Proficiency Badge work by the Scouts.

Physical activity.
Games, preferably outdoors, trails to follow, measure hunts, exciting projects.

Imagination.
Play acting, games.

Sense Training.
Often by quiet games and activities.

Inspiration.
Yarns, campfire, prayers.

Good Order.
Not imposed regimentation but the obvious discipline and courtesy required in games, activities and ceremonies, if they are to be enjoyed by all.

Good Fun.
Laughter, good humour and the enjoyment of working together.

Variation.
of activities will help to fight boredom.

Surprise.
items should be included now and then.

Competition.
Can be a stimulus if it is held from time to time. Do not overdo it or it can spoil the happy atmosphere.

Purposeful.
Skills in pioneering, orienteering and campcraft.

Full Participation.
Check that all adult leaders and Scouts have a part to play at each Unit meeting.

Balanced.
Check that each weekly meeting is well-balanced and has variety of activities.

Evaluation of Unit Meeting

It is good to evaluate after each meeting. Find out what went well which have contributed to the success of the meeting and how we can build on them.

If the meeting is a failure, be courageous to admit it and find out what has gone wrong so that we can take steps to prevent the recurrence at future Unit meetings.

Unit Meeting Programme

No.	Time	Leader	Activity	Objective	Equipment

Evaluation		Notices
Progress		
Variety		
Continuity		
Fun		
Imagination		
Skill Training		
Use of All Leaders		
Notes and Comments		

Unit Meeting Evaluation Checklist

Name of Scout Unit: _____

Date: _____ **Duty Patrol:** _____ **Theme:** _____

No.	Description	Yes	No
1.	Was the Unit meeting fun for the members?		
2.	Was it challenging for the members in the age group?		
3.	Did all the members make some progress?		
4.	Did the members accomplish anything that they could go home and talk about to members of their family or friends?		
5.	Did all the members participate?		
6.	Did the Unit as a whole enjoy most or all the activities?		
7.	Was the Progress Badge work put over through exciting, practical activities rather than formal testing?		
8.	Could the training aids and equipment be improved upon or increased in quantity?		
9.	Did you listen to what the members said about the games? (a) too short? (b) too long? (c) too rough? (d) my favourite? (e) the leader's favourite?		
10.	Did you have control of the situation, especially the games?		
11.	Did the various methods used to instruct the members successful?		
12.	Did the members master the skills taught to them?		
13.	Did you think the objectives of the programme have been achieved?		
14.	How did this programme relate to the previous and to the next programme (i.e. continuity)?		
15.	Did all the adult leaders know what was expected of them, know what to do and play their roles to the fullest?		

30-Week CCA Scout Plan

Cub Scout Weekly Training Plan (3 Years)

This suggested 3-year plan is based on the Progress Badge Scheme and on the assumption that 30 weeks of a school year will be utilized for Cub Scout Meetings. Starting from Year 1, a young recruit would have attained his/her Gold Arrow Award by the end of Year 3.

This plan is only a guide and depending on the eagerness of the Cub Scouts, Teacher-Leaders should use their discretion to either proceed faster or slower according to the needs of their members. The training plan must run concurrently for the 3 cohorts, so it is recommended that each Teacher-Leader takes charge of one cohort for effective training as well as mentoring and monitoring their progress. As an example, for Week 2, the recruits will be learning about "My Six", the Year 2 and Year 3 members will be doing "Outdoor Scouting" at different levels of the progress badge requirements.

Cub Scouts must be allowed to progress and take tests in any component of the Arrow Badge whenever they are ready. However, they must complete and be awarded the Bronze Arrow before being awarded the Silver Arrow. Year 4 Cub Scouts should be encouraged to continue to pursue the Akela Award.

Cub Scout Training Syllabus and Implementation Timeline

Week	Year 1 World Scout Badge / Bronze Arrow	Year 2 Silver Arrow	Year 3 Gold Arrow***
1	My Self	Outdoor Scouting	Outdoor Scouting
2	My Six		
3	My Pack		
4			
5	My Badges	Sports & Hobbies	Sports & Hobbies
6	My Promise and Law		
7		Helping Others	Helping Others
8	My Scout Family		
9	My Investiture		
10	Investiture Ceremony	Investiture Ceremony (for year ones)	Investiture Ceremony (for year ones)
11	Track and Trail	Looking after myself	Looking after myself
12			
13	Proficiency Badge Pursuit*	Proficiency Badge Pursuit*	Proficiency Badge Pursuit*
14	Know My Country	Science & Nature	Science & Nature
15			
16	Proficiency Badge Pursuit*	Proficiency Badge Pursuit*	Proficiency Badge Pursuit*
17	Good Turns	Creativity	Creativity
18			
19	Proficiency Badge Pursuit*	Proficiency Badge Pursuit*	Proficiency Badge Pursuit*
20	First Aid	My Community	My Community
21			
22	Proficiency Badge Pursuit*	Proficiency Badge Pursuit*	Proficiency Badge Pursuit*
23	My Scout Promise	My Community/ My Country & Cultures	My Country & Cultures
24		My Country & Cultures	
25	Proficiency Badge Pursuit*	Proficiency Badge Pursuit*	Proficiency Badge Pursuit*
26	My Scout Family	My Scout Promise & Scout Family	My Scout Promise & Scout Family

Week	Year 1 World Scout Badge / Bronze Arrow	Year 2 Silver Arrow	Year 3 Gold Arrow***
27	Bronze Arrow / Badge presentation ceremony	Silver Arrow / Badge presentation ceremony	Gold Arrow / Badge presentation ceremony
28	Participation in area/national events and activities**	Participation in Area / National events and activities**	Participation in Area / National events and activities**
29			
30			

*Proficiency Badge Pursuit can be conducted concurrently with Progress Badge Scheme.

**Timeline for participation in Area / National events can vary from the dates allocated depending on the organiser's event schedules. Units are encouraged to actively participate in these events.

***Cubs are greatly encouraged to pursue the Akela Award requirements and may start preparing for it whilst pursuing the Gold Arrow.

Note: The 30-week plan is a guide to help new leaders in planning their weekly unit meetings. Unit Leaders are at liberty to amend the plan where necessary in consideration of school's calendar of events and other national activities that may occur.

Programme of Activities (Sample 10-Week Unit Plan)

Unit:			Term:	
Teacher-In-Charge:			Year:	

Term	Week	Date	Opening Ceremony	Games	Instruction / Activity	Sing-a-long	Closing Ceremony	Remarks
1	1		Flag break / Scout Promise & Law / Grand Howl / Duty to God	Game 1: Dodge Ball Game 2: Dog and Bone	Year 1: My Self / My Six / My Pack Year 2 & 3: Outdoor Scouting	BP Spirit / cheer	Announcement / Duty to God / Flag Lowering / Bersurai (dismissed)	Cubs to write down their reflection on the activities or Sixers to conduct six-in-council* to gather reflection of members before closing ceremony
	2		Flag break / Scout Promise & Law / Grand Howl / Duty to God	Game 1: Crows and Cranes Game 2: Dodge Ball	Year 1: My Self / My Six / My Pack Year 2 & 3: Outdoor Scouting	Wana Wana Waki / Eppo	Announcement / Duty to God / Flag Lowering / Bersurai (dismissed)	Cubs to write down their reflection on the activities or Sixers to conduct six-in-council* to gather reflection of members before closing ceremony
	3		Flag break / Scout Promise & Law / Grand Howl / Duty to God	Kim's Game	Year 1: My Self / My Six / My Pack Year 2 & 3: Outdoor Scouting	BP Spirit / Wana Wana Waki / Eppo	Announcement / Duty to God / Flag Lowering / Bersurai (dismissed)	Cubs to write down their reflection on the activities or Sixers to conduct six-in-council* to gather reflection of members before closing ceremony
	4		Flag break / Scout Promise &	Game 1: Hare and Hound	Year 1: My Self / My Six / My Pack	Peace Like A River / Di Sini Senang	Announcement / Duty to God / Flag Lowering /	Cubs to write down their reflection on the activities or Sixers to

Term	Week	Date	Opening Ceremony	Games	Instruction / Activity	Sing-a-long	Closing Ceremony	Remarks
			Law / Grand Howl / Duty to God	Game 2: Dog and Bone	Year 2 & 3: Outdoor Scouting		Bersurai (dismissed)	conduct six-in-council* to gather reflection of members before closing ceremony
	5		Flag break / Scout Promise & Law / Grand Howl / Duty to God	Game 1: Call out my name

Game 2: Crows and Cranes | Year 1: My badges

Year 2 & 3: Sports and Hobbies | 3 Little Ducks / She'll Be Coming Round The Mountain | Announcement / Duty to God / Flag Lowering / Bersurai (dismissed) | Cubs to write down their reflection on the activities or Sixers to conduct six-in-council* to gather reflection of members before closing ceremony |
| | 6 | | Flag break / Scout Promise & Law / Grand Howl / Duty to God | Game 1: Twos and Threes

Game 2: Paper Stepping Stones | Year 1: My Promise and Law

Year 2 & 3: Sports and Hobbies | Boom Chika Boom / Cha Chika Cha | Announcement / Duty to God / Flag Lowering / Bersurai (dismissed) | Cubs to write down their reflection on the activities or Sixers to conduct six-in-council* to gather reflection of members before closing ceremony |
| | 7 | | Flag break / Scout Promise & Law / Grand Howl / Duty to God | Game 1: Dragons

Game 2: Mine Field | Year 1: My Promise and Law

Year 2 & 3: Helping Others | Peace Like A River / Di Sini Senang | Announcement / Duty to God / Flag Lowering / Bersurai (dismissed) | Cubs to write down their reflection on the activities or Sixers to conduct six-in-council* to gather reflection of members before closing ceremony |
| | 8 | | Flag break / Scout Promise & Law / Grand Howl / Duty to God | Game 1: Cock Fighting

Game 2: Train Chase | Year 1: My Scout Family

Year 2 & 3: Helping Others | 3 Little Ducks / She'll Be Coming Round The Mountain | Announcement / Duty to God / Flag Lowering / Bersurai (dismissed) | Cubs to write down their reflection on the activities or Sixers to conduct six-in-council* to gather reflection of members before closing ceremony |

Term	Week	Date	Opening Ceremony	Games	Instruction / Activity	Sing-a-long	Closing Ceremony	Remarks
	9		Flag break / Scout Promise & Law / Grand Howl / Duty to God	Game 1: Chalk Rugby Game 2: Group Formation	Year 1: My Investiture Year 2 & 3: Helping Others	Boom Chika Boom / Cha Chika Cha	Announcement / Duty to God / Flag Lowering / Bersurai (dismissed)	Cubs to write down their reflection on the activities or Sixers to conduct six-in-council* to gather reflection of members before closing ceremony
	10		Flag break / Scout Promise & Law / Grand Howl / Duty to God	Game 1: Poison Game 2: Circle Chase	**Investiture Ceremony**	Recap all the songs	Announcement / Duty to God / Flag Lowering / Bersurai (dismissed)	Cubs to write down their reflection on the activities or Sixers to conduct six-in-council* to gather reflection of members before closing ceremony

*It would be ideal if the sixers could gather with Akela and conduct a Sixers' Council.
Discussion will focus on feedback from members and improvements for future meetings.*

Programme of Activities (Sample 10-Week Unit Plan)

Unit:		Term:	
Teacher-In-Charge:		Year:	

Term	Week	Date	Opening Ceremony	Games	Instruction / Activity	Sing-a-long	Closing Ceremony	Remarks
	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
	9							
	10							

Risk Assessment Management System (RAMS) Form (sample)

<table>
<tr><td colspan="7" align="center">RAMS FORM FOR SOUTH AREA CUB SCOUT LEADERSHIP COURSE 2016/01</td></tr>
<tr>
<td>School Name:</td>
<td>South Area, The Singapore Scout Association</td>
<td>RAMS Team Leader:</td>
<td>Hoo Chuan Yang (Assistant South Area Commissioner - Programme)</td>
<td>Vetted By:</td>
<td></td>
<td>Approved By:</td>
</tr>
<tr>
<td>Location:</td>
<td>St Andrew's Junior School</td>
<td rowspan="5">Adult Leaders</td>
<td>Andrew Hong (Course Director)</td>
<td rowspan="3">Designation:</td>
<td></td>
<td rowspan="3">Designation:</td>
</tr>
<tr>
<td>Activity/ Process:</td>
<td>Cub Scout Leadership Course</td>
<td rowspan="2">Jimmy Lim (Course Director)</td>
</tr>
<tr>
<td>Start Date:</td>
<td>11 March 2016</td>
</tr>
<tr>
<td>Start Time:</td>
<td>4 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End Date:</td>
<td>13 March 2016</td>
<td rowspan="4"></td>
<td rowspan="4"></td>
<td rowspan="2">Date</td>
<td></td>
<td rowspan="2">Date:</td>
</tr>
<tr>
<td>End Time:</td>
<td>5.30 p.m.</td>
</tr>
<tr>
<td>Last Review Date:</td>
<td>1 March 2016</td>
<td rowspan="2">Signature:</td>
<td></td>
<td rowspan="2">Signature:</td>
</tr>
<tr>
<td>Next Review Date:</td>
<td>5 March 2016</td>
</tr>
<tr>
<td>No. of Participants</td>
<td>84 Cub Scouts (max)</td>
<td>Members:</td>
<td>Ms Malar Kula
Ms Seah Wai Ling
Jeremy Luke Nonis</td>
<td>Learning Objectives:</td>
<td colspan="2">Acquire a better understanding of the role of a Sixer
Develop self-reliance and resourcefulness through the camp learning experiences in which they acquire knowledge, skills and attitudes that are essential in leading a Six
Learn to relate and work in a Six cohesively and problem solve situations effectively and practically
Fulfil all/partial requirements for the award of proficiency badges (i.e. First Aid, Camper, Naturalist, Entertainer etc.), progress badges (Silver/Gold Arrow) and possibly leading to the Akela award.</td>
</tr>
</table>

Attachments:
- Course Details and Programme

Hazard Identification *(Refer to 'W' Checklist in Chapter 2 of the School Safety Handbook)*				Risk Evaluation			Implementation		
No.	Description of Activities/ Work Processes	Hazard	Possible Accident / Ill Health	Severity	Likelihood	Risk Level	Risk Control	Action Officer, Designation (Follow-up date)	Remarks
1	Participants to understand the objectives of the activity	• Participants not knowing what to expect during the activity	• Misbehaviour from pupils resulting in incidents / injuries	3	2	6	• Ensure that participants were briefed on the objectives, expectations and what to expect (i.e. safety guidelines, programme)	Andrew Hong, Hoo Chuan Yang (11/3-13/3)	
2	Appropriate equipment is available for activities.	• Inappropriate footwear. • Faulty equipment, like tents.	• Slipping or tripping resulting in sprains and other injuries. • Part of the equipment might break, causing inconvenience to the user.	3	2	6	• Cub Scouts are to carry out activities in covered shoes at all times. They are not allowed to walk in their sandals, slippers or bare-footed. • Unit Leaders are to ensure that all equipment from their packs are in good condition.	Unit Leaders from different packs, Andrew Hong (11/3-13/3)	

176

Hazard Identification *(Refer to 'W' Checklist in Chapter 2 of the School Safety Handbook)*				Risk Evaluation			Implementation		
No.	Description of Activities/ Work Processes	Hazard	Possible Accident / Ill Health	Severity	Likelihood	Risk Level	Risk Control	Action Officer, Designation (Follow-up date)	Remarks
3	Transportation is reliable and appropriate.	• Poor condition of bus/van • Reckless driving • Driver's fatigue • from extended hours of driving • Vehicle breaks down	• Traffic accident resulting in death or injuries	5	1	5	• Engage a licensed bus operator. • Teacher to remind bus driver to drive safely according to the planned route • Check that transport pick-up/drop-off points are free from danger/hazards. • Check that disembarking area is safe in the event of vehicle breaking down.	Unit Leaders from different packs (11/3, 13/3)	

Hazard Identification *(Refer to 'W' Checklist in Chapter 2 of the School Safety Handbook)*				Risk Evaluation			Implementation		
No.	Description of Activities/ Work Processes	Hazard	Possible Accident / Ill Health	Severity	Likelihood	Risk Level	Risk Control	Action Officer, Designation (Follow-up date)	Remarks
4	Consumption of meals	• Food consumed is uncooked or unhygienic • Participants did not observe good hygiene practices i.e. wash hands / utensils before meals • Insufficient portions served	• Food poisoning • Allergic reaction to certain type of food • Giddiness and fainting. • Malnutrition.	2	2	4	• Engage licensed school canteen stallholder(s) i.e. Halal certification to prepare the meals for the camp. • Remind participants to observe good hygiene practices at all times • Cater food according to the partcipants' dietary requirements to prevent medical allergies Meal plans are to be checked to ensure enough calories are provided for each meal. • Each meal is to include a staple, vegetable dish and meat dish at the minimum.	Andrew Hong, Hoo Chuan Yang (11/3-13/3)	

	Hazard Identification *(Refer to 'W' Checklist in Chapter 2 of the School Safety Handbook)*			Risk Evaluation			Implementation		
No.	Description of Activities/ Work Processes	Hazard	Possible Accident / Ill Health	Severity	Likelihood	Risk Level	Risk Control	Action Officer, Designation (Follow-up date)	Remarks
5	Nature of activity is appropriate.	• Excessively long activities. • Heat from the Sun.	• Physical exhaustion, which might lead to fainting. • Heat exhaustion or heat stroke.	3	2	6	• No physical activities immediately after lunch. • Cub Scouts to be given breaks at noon • Water parades will be conducted regularly.	Andrew Hong, Hoo Chuan Yang(11/3-13/3)	
6	Sufficient adult leaders and first aiders are available.	• Lack of adult supervision. • Absence of a certified first aider.	• Dangerous and risky behaviors by the Cub Scouts, leading to injury. • Delay in the treatment of injuries, leading to the worsening of the injury.	3	2	6	• At least 1 adult leader is to be on duty at any one time to supervise the running of the camp. • Venture Scouts and adult leaders who are first aid certified will be in camp throughout.	Andrew Hong (11/3-13/3)	

| No. | Hazard Identification *(Refer to 'W' Checklist in Chapter 2 of the School Safety Handbook)* | | | Risk Evaluation | | | Implementation | | |
	Description of Activities/ Work Processes	Hazard	Possible Accident / Ill Health	Severity	Likelihood	Risk Level	Risk Control	Action Officer, Designation (Follow-up date)	Remarks
7	Participants are prepared for the camp.	• Incompetence of participants. • Unawareness of the safety requirements or the failure to adhere to them. • Special needs of participants are not met.	• Unsafe practices by the Cub Scouts, leading to injury. • Relapse of previous medical conditions.	3	1	3	• Attach a buddy to the participant with special needs • Carry an up-to-date list of participants' personal & medical information and emergency contact • Ensure that only participants who are well will participate in an activity • Sufficient preparation activities are to be organised beforehand to ensure participants are prepared both mentally and physically. • Participants are to be briefed at the start of camp about safety procedures.	Unit Leaders from different packs (11/3) Andrew Hong (11/3)	

No.	Description of Activities/ Work Processes	Hazard	Possible Accident / Ill Health	Severity	Likelihood	Risk Level	Risk Control	Action Officer, Designation (Follow-up date)	Remarks
		Hazard Identification *(Refer to 'W' Checklist in Chapter 2 of the School Safety Handbook)*		**Risk Evaluation**			**Implementation**		
							• All participants with known medical conditions are to bring their personal medication, such as an asthma inhaler. • Feedback sessions have been planned to check on the individual condition of each participant.		
8	Venue is appropriate.	• Insufficient accommodation. • Evacuation procedures not made clear.	• Overcrowding in the tents. • Chaos and confusion during a fire, leading to a delayed evacuation of Cub Scouts.	5	1	5	• Each tent will accommodate no more than the stated tent capacity. • Participants are to be briefed about the evacuation route and gathering point in the event of a fire. • Medical facilities are accessible and contactable in the	Andrew Hong, Hoo Chuan Yang (11/3)	

Hazard Identification *(Refer to 'W' Checklist in Chapter 2 of the School Safety Handbook)*			Risk Evaluation			Implementation		
No.	Description of Activities/ Work Processes	Hazard	Possible Accident / Ill Health	Severity	Likelihood	Risk Level	Risk Control	Action Officer, Designation (Follow-up date)	Remarks
							event of an emergency. • Nearest hospitals: **KK Women's and Children's Hospital** 100 Bukit Timah Road, 229899 62255 554 **Tan Tock Seng Hospital** 11 Jalan Tan Tock Seng, 308433 6256 6011		
9	Sufficient preparation has been made for inclement weather.	• Rain / thunderstorm. • Lightning. • Strong afternoon sun leads to possible dehydration	• Lightning strike. • Dehydration / heat exhaustion / heat stroke	4	1	4	• Andrew is to check the weather forecast hourly. In the event of inclement weather, participants are to head for shelter immediately. • Follow and act according to the school lightning	Andrew Hong (11/3 - 13/3)	

Hazard Identification *(Refer to 'W' Checklist in Chapter 2 of the School Safety Handbook)*				Risk Evaluation			Implementation		
No.	Description of Activities/ Work Processes	Hazard	Possible Accident / Ill Health	Severity	Likelihood	Risk Level	Risk Control	Action Officer, Designation (Follow-up date)	Remarks
							warning service status signal. • Adhere to the wet weather programme that is to be implemented indoors upon cancellation of outdoor due to inclement weather. • Remind pupils to drink water at regular intervals (before/during/after activities) • Inform pupils on the various water cooler points for topping up their water bottles.		
10	Duration of activity is appropriate (e.g. start /	• Physical exhaustion • Insufficient amount of time	• Fatigue leading to injuries like fainting,	3	3	9	• Remind participants to inform the teachers if they	Unit Leaders from different packs (11/3-13/3)	

Hazard Identification *(Refer to 'W' Checklist in Chapter 2 of the School Safety Handbook)*				Risk Evaluation			Implementation		
No.	Description of Activities/ Work Processes	Hazard	Possible Accident / Ill Health	Severity	Likelihood	Risk Level	Risk Control	Action Officer, Designation (Follow-up date)	Remarks
	stop / rest time)	for rest / breaks	tripping, falling				need to take a rest during an activity • Teachers to keep to the programme schedule closely and to make adjustments according to participants' mental, physical state, and weather conditions • Ensure that every pupil has taken sufficient fluids before the activities • Check that participants are in fit conditions before the start of each activity • Schedule a short break / rest for them		

No.	Description of Activities/ Work Processes	Hazard	Possible Accident / Ill Health	Severity	Likelihood	Risk Level	Risk Control	Action Officer, Designation (Follow-up date)	Remarks
	Hazard Identification *(Refer to 'W' Checklist in Chapter 2 of the School Safety Handbook)*			**Risk Evaluation**			**Implementation**		
11	Communication channels are clear.	• Unit Leaders are not contactable (especially during an emergency).	• Delay in the relaying of important information that could concern their safety.	4	1	4	• Unit Leaders are to have their mobile phones switched on and with them **at all times**.	Unit Leaders from different packs (11/3-13/3)	
12	Teacher/adult supervision (PTR)	• Insufficient teachers/adults to the needs of the children, especially during emergency	• Pupils not accounted for • Pupils suffering from distress • Injury or illness	3	2	6	• Provide adequate adult supervisor(s), including female adult supervisor(s) if there are female participants. • Ensure teacher/adult supervisor to participant ratio is appropriate • Teacher pupil ratio is 1:10 for any outdoor activity. • Activate teacher(s) on standby for relief duty	Unit Leaders from different packs (11/3-13/3)	

Table 1: Severity of injury, risk score and description

Severity	Risk Score	Description
Insignificant	1	No injury, incur low financial loss, low environmental impact
Minor	2	Injury requiring first aid treatment, incur some financial loss/ some environmental impact
Moderate	3	Injury requiring medical treatment or ill-health leading to disability (e.g. lacerations, burns, stains, minor fractures, dermatitis, deafness, work-related upper limb disorders), incur high financial loss, high environmental impact
Major	4	Serious/extensive injury (e.g. amputations, major fractures, multiple injuries, acute poisoning and fatal diseases), incur major financial loss, severe environmental damage
Catastrophic	5	May result in death or large number of serious injuries, incur huge financial loss, environmental disaster

Table 2: Likelihood of occurrence, risk score and description

Likelihood	Risk Score	Description
Unlikely	1	Unlikely to occur
Seldom	2	Not likely to occur but possible
Occasional	3	May occur occasionally
Likely	4	Quite likely to occur
Frequent	5	Expected to occur frequently

Table 3: Risk matrix to determine risk level

Severity / Likelihood	Catastrophic (5)	Major (4)	Moderate (3)	Minor (2)	Insignificant (1)
Frequent (5)	25 High	20 High	15 High	10 Medium	5 Medium
Likely (4)	20 High	16 High	12 Medium	8 Medium	4 Medium
Occasional (3)	15 High	12 Medium	9 Medium	6 Medium	3 Low
Seldom (2)	10 Medium	8 Medium	6 Medium	4 Medium	2 Low
Unlikely (1)	5 Medium	4 Medium	3 Low	2 Low	1 Low

Table 4: Risk score, risk level, risk acceptability and recommended actions

Risk Score	Risk Level	Risk Acceptability	Recommended actions
15 – 25	High Risk	Not acceptable	• Immediate action required. Terminate the activity if additional control measures do not lower the Risk Level. High Risk level must be reduced to at least Medium Risk before activity commences. • Risk control measures should not be interim and should not be overly dependent on personal protective equipment or appliances. If need be, the hazard should be eliminated before activity commences. • Immediate management intervention is required before activity commences.
4 – 14	Medium	Tolerable	• A careful evaluation of the hazards should be carried out to ensure that the risk level is reduced to as low as is practicable within a defined time period. • Interim risk control measures, such as administrative controls, may be implemented. • Management attention is required.
1-3	Low Risk	Acceptable	• No additional risk control measures may be needed. However, frequent review may be needed to ensure that the risk level assigned is accurate and does not increase over time.

2016 South Area Cub Scout Leadership Course (CSLC 2016/01)
Course Details

Date / Time: 11 March 2016 (4.00 p.m.) – 13 March 2016 (5.30 p.m.) [3 days, 2 nights]

Venue: St Andrew's Junior School (2 Francis Thomas Drive, Singapore 359337)

Course Fee: S$25 per participant
(accompanying teachers/adult leaders need not pay the course fee)

Application Deadline: 1 March 2016 (Monday)

Vacancies: 84 Cub Scouts

This first run of the 2016 South Area CSLC is open to Cub Scouts who show potential to be an Assistant Sixer / Sixer.
A maximum of 12 Cub Scouts from each school is allowed to participate in the CSLC on a first come, first-served basis.

Please be reminded that there will be No Refund for any course withdrawal. Replacements may be allowed due to unforeseen circumstances. Please adhere to the deadline as late submission will not be entertained.

Course Aim:
CSLC aims to help our potential Sixers (i.e. a leader of a group of 6 Cub Scouts) acquire knowledge in Scouting, camp craft skills and values in group interaction and citizenship based on the Scout Promise and Scout Law.

Course Objectives
At the end of the 3D2N CSLC, all participating Cub Scouts will be able to

- Acquire a better understanding of the role of a Sixer
- Develop self-reliance and resourcefulness through the camp learning experiences in which they acquire knowledge, skills and attitudes that are essential in leading a Six
- Learn to relate and work in a Six cohesively and problem solve situations effectively and practically
- Fulfil all/partial requirements for the award of proficiency badges (i.e. First Aid, Camper, Naturalist, Entertainer etc.), progress badges (Silver/Gold Arrow) and possibly leading to the Akela award.

The details of the 2016 South Area Cub Scout Leadership Course programme are as follow.

Time	Day 1 (Friday, 11 Mar)	Time	Day 2 (Saturday, 12 Mar)	Time	Day 3 (Sunday, 13 Mar)
		0700	Morning Physical Exercise	0700	Morning Physical Exercise
		0730	Breakfast	0730	Breakfast
		0830	Area Cleaning, Personal Hygiene Camp Inspection Scouting Knowledge 2: Ceremonies	0830	Area Cleaning, Personal Hygiene Camp Inspection Scouting Knowledge 7: Ceremonies
		1100	Camp Craft Skill 3: Outdoor Cooking	1100	Camp Craft Skill 5: First Aid
		1230	Lunch	1230	Lunch
		1300	Camp Craft Skill 4: First Aid	1300	Camp Craft Skill 6: Neighbourhood Nature Walk/Hike
1600	Registration, Administration Matters Flag Break Ceremony Group Photo-taking	1500	Tea Break	1530	Tea Break
1700	Camp Craft Skill 1: Pitching a Dome Tent	1530	Scouting Knowledge 3: Leading and Group Games	1600	Debrief, Evaluation and Certificate Presentation
1800	Camp Briefing + Programme + Safety Rules + Patrol System i.e. Six	1630	Scouting Knowledge 4: Leading and Problem Solving	1700	Flag Lowering Ceremony
1900	Dinner	1800	Dinner	1730	Home Sweet Home
2000	Camp Craft Skill 2: Knots & Lashing	1900	Scouting Knowledge 5: Camp Sing Along		
2100	Supper & Shower	2000	Night Confidence Walk		
2200	Scouting Knowledge 1: Running a Sixer in Council	2130	Supper & Shower		
2230	Camp Briefing for Day 2	2230	Scouting Knowledge 6: Running a Sixer in Council		
2300	Lights Out	2300	Camp Briefing for Day 3		
		2310	Lights Out		

The camp fee of $25 covers the following.

Item No	Item Description	Cost Per Pupil S$	Total Cost Per Pupil S$
1	2 breakfast, 2 lunch, 2 dinner 2 tea/supper	2 x $2, 2 x $3, 2 x $3 = $16 2 x $1 = $2	
2	Camp booklet, other course materials 1 outdoor cooking	$4 $2	$25
3	Certificates (CSLC, First Aid)	2 x $1	

RAMS FORM

School Name:		RAMS Team Leader:		Vetted By:		Approved By:	
Location:				Designation:		Designation:	
Activity/ Process:	Overseas Learning Journey	Member(s):		Date:		Date:	
Last Review Date:				Signature:		Signature:	
Next Review Date:							

	Hazard Identification *(Refer to 'W' Checklist in Chapter 2 of the School Safety Handbook)*			Risk Evaluation			Implementation		
No.	Description of Activities/ Work Processes	Hazard	Possible Accident / Ill Health	Severity	Likelihood	Risk Level	Risk Control	Action Officer, Designation (Follow-up date)	Remarks
1	Selection of country	• Political unrest • Epidemics • Natural disasters	• Injury or illness	5	2	10	• Adhere to SOPs "Reporting Plan For Overseas Excursions" and "Reporting A Serious Incident During An Overseas Excursion". • Keep abreast of country and regional developments by following media reports and check MFA website (www.mfa.gov.sg) for updates or advisory information on intended destination.		

No.	Description of Activities/ Work Processes	Hazard	Possible Accident / Ill Health	Severity	Likelihood	Risk Level	Risk Control	Action Officer, Designation (Follow-up date)	Remarks
							• Engage only licensed /authorised travel agents or tour guides. • Conduct advance recce of the destination.		
2	Adult supervision	• Inadequate supervision ratio • Inexperienced adult supervisors	• Injuries or illness • Participants not accounted for	3	3	9	• Provide adequate adult supervisor(s), including female adult supervisor(s) if there are female participants. • The leader for the trip is assessed to have the required experience and is of reasonable seniority. • Roles of adult supervisor are clearly defined. • Brief students on safety rules and procedure if lost.		

	Hazard Identification *(Refer to 'W' Checklist in Chapter 2 of the School Safety Handbook)*			**Risk Evaluation**			**Implementation**		
No.	**Description of Activities/ Work Processes**	**Hazard**	**Possible Accident / Ill Health**	**Severity**	**Likelihood**	**Risk Level**	**Risk Control**	**Action Officer, Designation (Follow-up date)**	**Remarks**
3	Accommodation	• Fire • Poor hygiene • Poor building safety standard • Inadequate sleep	• Injuries or illness	3	3	9	• Brief students on fire precautions. • Familiarise participants with fire evacuation procedure. • Conduct check on hygiene standards of accommodation, water and food. • Conduct visual check on the condition of the accommodation and facilities. • No single occupation of a room by students. • Enforce lights-off time		
4	Transport	• Poor condition of tour bus/van • Reckless driving • Fatigue from extended hours of driving	• Traffic accident resulting in death or injuries	5	3	15	• Conduct visual check on the condition of the vehicles. • Ensure drivers observe safe driving. • Check on driver's alertness from time to time.		

	Hazard Identification *(Refer to 'W' Checklist in Chapter 2 of the School Safety Handbook)*			**Risk Evaluation**			**Implementation**		
No.	**Description of Activities/ Work Processes**	**Hazard**	**Possible Accident / Ill Health**	**Severity**	**Likelihood**	**Risk Level**	**Risk Control**	**Action Officer, Designation (Follow-up date)**	**Remarks**
							• Ensure appropriate rest intervals for extended journeys. • Avoid travelling at night, especially in hilly terrain.		
5	Weather	• Temperature extremes • Lightning • Flooding	• Injuries or illness • Drowning	5	2	10	• Monitor weather condition via local weather forecast news. • Remind participants of appropriate clothing for extreme temperatures. • Remind participants of safety precautions for lightning and flood.		
6	Adventure activities	• Poor safety standard of adventure facilities or equipment • Incompetent instructors • Lack of local knowledge	• Injuries or illness	4	4	16	• Assess the competency of instructors. • Conduct recce and checks of the adventure facilities and equipment. • Check suitability of programmes vis-à-vis the		

No.	Description of Activities/ Work Processes	Hazard	Possible Accident / Ill Health	Severity	Likelihood	Risk Level	Risk Control	Action Officer, Designation (Follow-up date)	Remarks
		• Ill-prepared participants (teachers and students)					physical condition of participants. • Check preparedness (i.e. training, competencies, briefings) of participants for the programme. • Check the adequacy of safety precautions (e.g. ensure proper footwear, personal floatation devices etc. if there are water activities).		

7	Free time activities	• Food hygiene
		• Traffic accident
		• Unfamiliarity with area
		• Unfamiliarity with local customs
			• Injuries or illness
			• Robbery
			• Lost
			• Conflict with the locals
				3	3	9	• Brief participants on safety rules which include:
							  o Contact number and address of hotel
							  o Time to return to hotel
							  o Road safety
							  o Always go out in a group
							  o Protection of valuables
							  o Procedure if lost
							  o Food hygiene
							  o Local social customs
							  o Out-of-bounds areas		

No.	Description of Activities/ Work Processes	Hazard	Possible Accident / Ill Health	Severity	Likelihood	Risk Level	Risk Control	Action Officer, Designation (Follow-up date)	Remarks
	Hazard Identification *(Refer to 'W' Checklist in Chapter 2 of the School Safety Handbook)*			**Risk Evaluation**			**Implementation**		
							• Conduct roll call in hotel at the end of free time activities.		
8	Medical	• Pre-existing medical conditions • Falling ill during trip • Accidents	• Injuries or illness	3	3	9	• Consult MOE-engaged AXA Assistance on medical, health and safety issues. • Purchase adequate insurance coverage which should include emergency medical evacuation and repatriation expenses. • Acquire information on the local medical services (e.g. contact number and locations) for emergency evacuation purposes. • Ensure activities are within the physical ability of the participants. • Maintain a list of participants' particulars and medical condition.		

| No.	Description of Activities/ Work Processes	Hazard	Possible Accident / Ill Health	Severity	Likelihood	Risk Level	Risk Control	Action Officer, Designation (Follow-up date)	Remarks
							• Remind participants to bring along medicine prescribed by doctors for medical conditions. • Have a First-aider among the adult supervisors. • Pre-assign adult supervisors to accompany any participant who may fall sick.		

| | Hazard Identification *(Refer to 'W' Checklist in Chapter 2 of the School Safety Handbook)* | | | Risk Evaluation | | | Implementation | | |

Risk Assessment Management System (RAMS) Form (sample)

RAMS FORM FOR _____						
School Name:		**RAMS Team Leader:**		**Vetted By:**		**Approved By:**
Location:		**Adult Leaders**		**Designation:**		**Designation:**
Activity/ Process:						
Start Date:						
Start Time:						
End Date:		**Members:**		**Date**		**Date:**
End Time:						
Last Review Date:				**Signature:**		**Signature:**
Next Review Date:						
No. of Participants				**Learning Objectives:**	•	

Attachments:
- Course Details and Programme

Hazard Identification *(Refer to 'W' Checklist in Chapter 2 of the School Safety Handbook)*					Risk Evaluation		Implementation
Hazard	Possible Accident / Ill Health	Severity	Likelihood	Risk Level	Risk Control	Action Officer, Designation (Follow-up date)	Remarks

Unit Administration

[1] Annual Registration (Ref: POR Section 3.3)

Recruitment of members are all year round and all members of the Association (both existing and new) must be registered by March or whichever date is earlier for data submission to MOE.

This annual registration serves the following.
- Membership data of the Association
- World Organization of the Scout Movement (WOSM) registration criteria
- Insurance policy coverage for members
- Grants from MOE
- Participation in events, both local and overseas
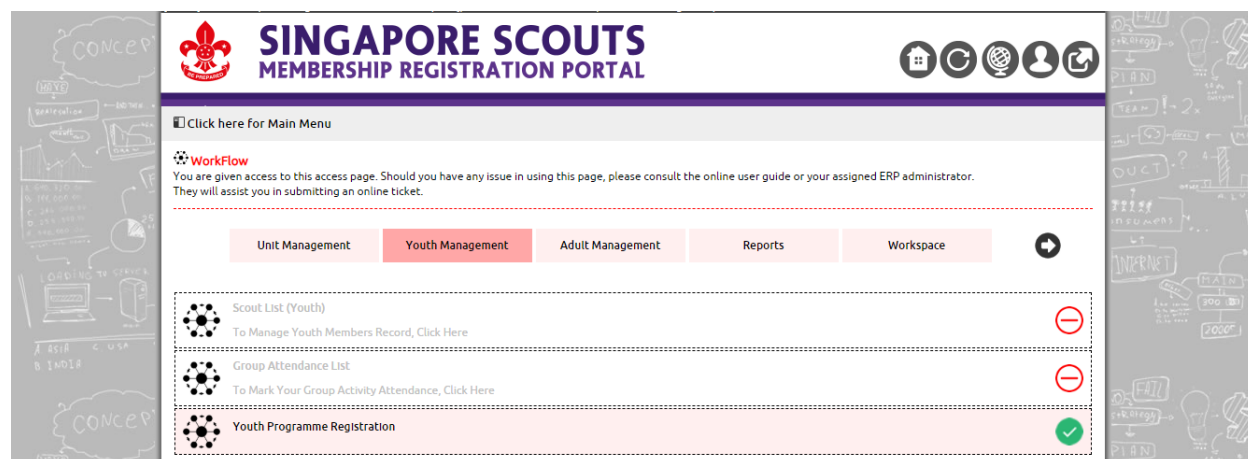
Profile of members (adult leaders and youths) is required when performing the online registration of adult leaders and youth members via the Membership Service Data System (MSDS) at intranet.scout.org.sg An e-invoice detailing the membership fees will then be automatically generated and emailed to Group Scout Leader.

Failure to register your Scout members, the Association has right to de-register your Group/Unit through recommendation of the Assistant Chief Commissioner (Area). The Group/Unit would then cease to be recognised by the Association, all badges, funds and property without would need to be returned to the Association without further delay through the Assistant Chief Commissioner (Area) as stipulated in the POR.

[2] Unit Records

The following documentation/records are essential in ensuring a smooth running and sound administration of the Scout Group.
- Membership Details
  (personal information, contact details, medical / food allergies)
- Letter of Appointment
  (records of adult leader appointments and MOE approved VALs)
- Unit Visit
  (Unit Development Consultant's Unit Visit records)
- Log Book
  (Sixes or Patrols' Log Book, Unit Activities Log etc.)
- Activity Plan / RAMS / Parental Consent Form
  (for outdoor activities, training camps / courses, etc.)
- Training Development and Achievement Records
  (adult leaders' / Scouts' progress and proficiency badge work, trainings, activities and achievement records.)

(SCOUT UNIT) – MEMBER REGISTRATION FORM

Name of Scout _____ Blood Group _____
(as in Birth Certificate / Passport)

Identification No. _____ _____
(as in Birth Certificate / Passport)

Date of Birth _____ Religion _____

Country of Birth _____ Citizenship _____ Race _____

Address _____ Home _____

E-mail _____ Mobile _____
(where applicable)

Medical Conditions / Food Allergy (if any)

GUARDIAN'S PARTICULARS *(if applicable)*

Name _____ Chinese Characters _____
(as in NRIC) (where applicable)

Address _____ Home _____
(only if different from ward's address)

E-mail _____ Mobile _____

FATHER'S PARTICULARS

Name _____ (
(as in NRIC / Passport)

Identification No. _____ Date of Birth _____
(as in NRIC / Passport)

Country of Birth _____ Citizenship _____ Race _____

E-mail _____ Religion _____

201

Address _____ Home _____

(only if different from son's address)

Name of Company _____ Mobile _____

Occupation / Position _____ Office _____

Specimen Signature

_____

MOTHER'S PARTICULARS

Name _____

(as in NRIC / Passport)

Identification No. _____ Date of Birth _____

(as in NRIC / Passport)

Country of Birth _____ Citizenship _____ Race _____

E-mail _____ Religion _____

Address _____ Home _____

(only if different from son's address)

Name of Company _____ Mobile _____

Occupation / Position _____ Office _____

Specimen Signature

_____

FOREIGN ADDRESS *(for foreign students only)*

Address _____ Home _____

_____

[3] Frank Cooper Sands Award

Created in 1995 in honour of the father of Scouting in Singapore, the Frank Cooper Sands Award is awarded annually to sectional Scout units for unit excellence.

The assessment for the award centres on the following areas:
- Membership,
- Unit Meetings / Activities,
- Unit Administration and Performance (inclusive of Adult Leader Involvement),
- Local Campfires/Gang Shows
- National/Area Activities, Events and Courses,
- International,
- Training,
- Fund Raising,
- Competitions,
- Community Service,
- Bonus Points

The Frank Cooper Sands Award goes through a submission process where specific forms are released the year before (in the month of October to November) for each Unit Leader to assess and fill in their Unit progress and achievement. The assessment will be based on the previous year's achievement and activities. The appropriate forms are carefully and fully completed by the Unit Leaders and endorsed by the Sponsoring Authority before submission to the Assistant Area Commissioner concerned.

[4] Unit Inventory

The Scout Group needs to maintain an inventory of all equipment (general, camping, patrol camp craft, first aid kit etc.) purchased with details such as unit name, code, serial number written on equipment using permanent ink / marker. Records of the equipment (i.e. date of purchase/acquisition, quantity, unit cost and serial number) and yearly stocktaking/tracking of equipment would need to be maintained by the Group Quartermaster.

[5] Unit Finance

CCA Budget Plan

It is a good practice for Group Scout Leaders to plan the Unit Programme in advance. Advance planning will enable the Scout Group to seek parents' consent to deduct from Edusave accounts or to pay in cash once or twice a year for their co-payments for all the core activities planned. This will minimise administrative work in processing Edusave withdrawals or collections, and ensures that each student does not participate in too many activities organised by the Unit.

Students should be required to co-pay for all programmes to reinforce parental responsibility and commitment for their children's participation in planned enrichment activities. For core activities organised by the Unit, Group Scout Leader should arrange for across-the-board subsidies using Edusave Grant (EG) or School Operating Fund (SOF) with small co-payments from the students. Group Scout Leader should take into consideration the financial profile of their Scouts and, depending on the profile of their Scouts, may have to ensure that the co-payments for core activities could be met from the annual Edusave contribution after setting aside the quantum to pay 2nd tier miscellaneous fees, if applicable.;

The projected annual CCA budget is the estimated amount which a CCA Scout Group can expect to have for use in each calendar year. However, this is translated to "available fund" only when the school receives the physical funds or grants allocated by MOE HQ, SSA or collects payments from students or other parties. Hence, CCA Scout Group may have the budget to commit for invoice payment, but may not have the physical funds to make payments unless the incomes are received.

"The following are broad principles governing the management of school funds:
a.   Money spent falls within the amounts and purposes for which it is provided;
b.   Money is spent wisely so that the school gets value for money;
c.   Money spent is properly accounted for;
d.   Systems and processes are in place for good internal control; and
e.   Prescribed financial procedures are complied with."
                    (School Financial Management Principles from School Financial Instruction Manual v2.1)

Edusave accounts are a form of Government subsidy to Singaporean students at primary and secondary levels to meet their educational expenditure. Students may use their Edusave accounts to pay for approved fees and charges for programmes and activities organized by the schools which contribute to enhancements in teaching and learning; pay the 2nd tier miscellaneous fees.

Edusave Grant:
• The EG are annual grants given to schools from the Edusave Endowment Fund to be used to conduct enrichment programmes and procure additional equipment and resource materials to enhance the quality of teaching and learning. The quantum of grant is based

on the pupil enrolment and the prevailing grant rates e.g. $50, $90 and $120 per primary, secondary, pre-university student respectively; based on the actual enrolment as at 30 June.

EG cannot be used to purchase consumables required by CCA. School Operating Fund should be used for this purchase. EG cannot be used to provide financial assistance to needy students. EG can be used to subsidise the purchase of uniform for uniformed group CCAs.

Edusave Pupil Fund
It is only meant for enrichment programmes and 2nd –tier miscellaneous fees and cannot be used to pay for exam fees. It can be used to pay for subscription to a magazine, provided it is required for an enrichment programme.

• The grant can be used by the school for the following purposes.
　　[1] Enrichment Programmes for student development.
　　　　These include programmes to improve the quality of learning and teaching which are over and above the basic education and training programmes currently provided by the school engagement of part-time or contract specialists and enrichment activities in which school staff have no expertise. Expenses incidental to enrichment programmes may be subsumed under the programmes e.g. T-shirts, prizes for sports and games, transport etc.

　　[2] Overseas educational tours and outings
　　　　There is no cap on any expenditure items under EG except for funding staff accompanying pupils on overseas educational trips. Schools are encouraged to use the Trips for International Experience (TIE) Fund to fund teachers accompanying pupils on overseas educational trips.

　　　　For educational tours, excursions and outings, teachers accompanying students on such tours can be subsidised fully or partially from the grant subject to a maximum limit of $800 per teacher per programme.

　　　　Subsidise teachers accompanying students on overseas trips up to $800 per secondary school/JC teacher, and $400 per primary school teacher (i.e. $400 = grant due to 8 students); School Operating Fund can be tapped upon for over and above this funding.

　　[3] Procurement of Enrichment Programmes
　　　　It is required to obtain competitive quotes for the enrichment programmes to ensure that they get good value for money. It should ensure that the charges are fair and reasonable and comparable with the market rates, if available.

　　　　It is advised to keep proper records pertaining to the acquisition of the services to safeguard against allegations of impropriety. Records of all

205

quotations comparisons made and justifications for selecting a particular service provider, especially if the prices are not the lowest, should be kept for audit purposes.

To safeguard the teachers involved in arranging such enrichment programmes, the teacher-in-charge is to record reasons for choice of programme and service provider endorsed by the Principal, the Sponsoring Authority.

Uniform Group Grant for Uniformed Groups (Project Code 580021) by SDCD/CCEB
To subsidise the cost of uniforms for students with the aims to complement the drive of fostering positive growth of UG memberships and strengthening the proposition of the UG as a choice CCA.
(criterion: new non-national uniformed groups members; basis of funding: $30 per new primary school member and $50 per new secondary member)

MOE Training Grant (MOE)
It is a quantum grant given for non-national UGs teachers and Volunteer Adult Leaders (VALs) to attend local and overseas training. Registered Adult Leaders who are not VALs will be subsidised about 90% of what teachers and VALs enjoyed.

Scout Group Fund (ref: POR Group Finance 4.3.15 – 4.3.20)
Each Scout Group has a Scout Group Fund account and the Scout Group accounts are kept and administered centrally by the Association to standardise accounting procedures for auditing purpose.

Funds raised from the National Fundraising activities such as Job week and Donation Draw. Scout Units will earn 50% of the returns as incentives. All monies received by or on behalf of a Group or any Unit of a Group must be administered by the Group Committee in consultation with Group Council / the Sponsoring Authority and the Group Council. They must be paid into the Group Account.

The accounts are to be operated by at least two signatories (i.e. the Sponsoring Authority (School Principal), Vice Principal / HOD and Group Scout Leader. An annual statement of accounts will be issued to the Groups for their verification. The Scout Group Fund account continues regardless of change of Scout Leaders or Sponsoring Authority. There is no minimum sum required for maintenance of Scout Group Fund account. It facilitates ease in paying the annual Scout Unit registration fee, membership fee, programme fees, and Scout Shop purchases etc. through the use of 'Authorisation for Payment' form.

All Group Scout Leaders are advised to keep copies of statement of accounts, receipts, income records, payment, bills, quotations and invoices for good accounting practices.

CCA Budget Plan (sample)
School:
CCA: Scouts

Budget Proposed for This Year (Estimated Procurement Value)

Line No.	Name of Programme	Items to be Procured and Relevance / Objective of Procurement	Alignment to Strategic Thrust / Balanced Score Card	Unit Price	Quantity	Unit of Measure (UOM)	Amount Proposed	AOR Approval for this budget (Yes/No)	School Operating Fund (SOF) Amount	Edusave Grant (EG) Amount	Edusave Pupil Fund (EPF) Amount	Scout Unit Fund Amount
Line 1	Purchase Scout Uniform at Scout Shop	Transport (1 bus x 40 seater)	ST1	$160	1	Trip	$160	Yes	$160			
Line 2	Unit Registration fees	Subscription to the Singapore Scout Association	ST1	$50	1	Person	$50	Yes	$50			
Line 3	Cubs Annual Registration Fee	Subscription to the Singapore Scout Association	ST1	$7	44	Person	$308	Yes	$308			
Line 4	Course Fee	Unit Leader Training Wood Badge Course (ULTWBC)	ST3	$350*	2	Person	$700	Yes	$700* (MOE full subsidy)			

Line No.	Name of Programme	Items to be Procured and Relevance / Objective of Procurement	Alignment to Strategic Thrust / Balanced Score Card	Unit Price	Quantity	Unit of Measure (UOM)	Amount Proposed	AOR Approval for this budget (Yes/No)	School Operating Fund (SOF) Amount	Edusave Grant (EG) Amount	Edusave Pupil Fund (EPF) Amount	Scout Unit Fund Amount
Line 5	Materials and Resources	Cub Scout's Uniform (inclusive of Scout Record Book, name tag)	ST2	$60*	44	Person	$2640	Yes			$2640* (less $30 per pax uniform grant i.e. $1320)	
Line 6	Materials and Resources	Teachers' Uniform	ST3	$80	2	Person	$160	Yes	$160			
Line 7	Materials and Resources	Accessories (i.e. proficiency badges)	ST2	$1	143	Badge	$143	Yes	$143			
Line 8	Events Organised by the SSA / Area / Other Organisations	Course Registration Fee	ST2	44 x $2	4 (Founder's Day, HPB, SMG, SSA)	Event	$352	Yes			$352	
Line 9	Events Organised by the SSA / Area / Other Organisations	Transport (1 bus x 40 seater)	ST1	$160	4	Trip	$160	Yes	$640			
Line 10	Materials and Resources	Unit Badge	ST1	$3	120	Badge	$360	Yes	$360			
Line 11	Material and Resources	Teaching and Learning Aids for Badge Work in Sixes	ST2	$120	1	Package	$120	Yes	$120			
							Total		$2641*		$2992*	

_____ **CCA Budget Plan (sample)**

School:

CCA: Scouts

Budget Proposed for This Year (Estimated Procurement Value)

Line No.	Name of Programme	Items to be Procured and Relevance / Objective of Procurement	Alignment to Strategic Thrust / Balanced Score Card	Unit Price	Quantity	Unit of Measure (UOM)	Amount Proposed	AOR Approval for this budget (Yes/No)	School Operating Fund (SOF) Amount	Edusave Grant (EG) Amount	Edusave Pupil Fund (EPF) Amount	Scout Unit Fund Amount
Line 1												

Training Approaches

All aspects of Scouting require a flexible approach in their implementation. Whatever activities we conduct, they must be geared to the needs of the Scouts in different situations. Scouting aims to help youths grow and adjust to their own development and to their dynamic environment.

We need to encourage all our Scouts through active participation in experience-based activities which we provide. We must provide activities which the youths are suitably motivated in the doing e.g. tying of knots will be learnt because they wish to construct flag staff for the flag break, construct a gateway for a campfire, make certain gadgets at a forthcoming unit camp, etc.

Our creative Scouting programme consists essentially of action and activity. It is based on the psychological axiom "we learn by doing". At the same time, we must seek opportunities for different members within a Patrol to take the lead in the action and the activity. We must never allow ourselves to become the "information power" where the Scouts must always learn from us and not anyone else in the Unit. We must not forget the emphasis of the Scout Method (i.e. learning by doing, personal progression, team system, adult support etc.) in Scouting – we must share our knowledge and experience and give opportunities for Scouts to take the leadership role from us to their own Patrols.

The Scout Method is a general term used to identify the unique method used to achieve the Aim of Scouting. It incorporates many other methods of training the Scouts in the Unit. For the purpose of this course, we shall concern ourselves with the following training methods.

- The Observation-Interpretation-Planning (O.I.P.) Method
- The Base Method
- The Peer Learning Method

The Observation-Interpretation-Planning (O.I.P.) Method

The O.I.P. Method, is a good way of training your Scouts to be:

[1] observant of what is going on around them, especially when they are involved in any Scouting activity,

[2] able to interpret "***what went well***" and **"*what went wrong*"** with the activity, and

[3] able to plan follow-up actions on their observation and interpretation.

The method is used by a Patrol during a debriefing session after an activity or during the Patrol-in-Council to sum up the day's activities. It can also be used at the Patrol Leaders' Council.

The Patrol Leader usually takes charge in operating the Method or members in the Patrol can take turns to do it. A flip chart stand, white flip chart paper, and marker pens composed of the equipment required and the format shown above can be used to record members' views.

Suggested Procedure

Assuming the Patrol is doing an O.I.P. at the end of a morning of Scouting activities.
- The Patrol meets for the Patrol-in-Council. The Patrol Leader chairs the O.I.P. session. The scribe, or a member to be appointed, lists members' observations from the beginning of the Unit Meeting, all the activities the Patrol was involved in after the flag break and until the last activity before the Patrol-in-Council. Common views are grouped so that the list will not go on indefinitely. (*It does take some time and through regular practice before the Patrol is able to narrow down their choices to those which are of any significance*).

- The Patrol Leader goes down the list, item by item. Members will then talk about "***what went well***" and then "***what went wrong***" according to their own interpretations of each item.

- Everyone is encouraged to have his say. The Patrol Leader needs to limit each speaker to a minute or so in order that no one monopolises the session of being deprived of a chance to speak.

- For each item, observed and interpreted, members of the Patrol will plan.

- They may plan to adopt those 'good' things they have interpreted under the "***what went well***" column in their future Patrol activities.

- For the items listed in the "***what went wrong***" column, members discuss and recommend how the shortcomings can be overcome. The recommendations are the follow-up actions for the Patrol.

After the O.I.P. session, the Patrol Leader may bring the Patrol's "findings" to the Patrol Leaders Council where he may want to seek approval for certain follow-up actions.

The O.I.P. method helps to set the Patrol in action when the Scouts meet for the Patrol-in-Council. The Scouts get a chance to express their views, in problem solving, decision making and planning follow-up activities. It is an effective tool in making the Patrol System a success in the Unit.

The Base Method

This method of instruction is particularly suitable for practical activities such as rope work, camp craft, certain aspects of tracking, sense training and the demonstration of knowledge, skills or understanding related to the Proficiency Badges. It is, however, unsuitable for such things as The Scout Promise, the history and purpose of Scouting or, indeed, for any session which has an inspirational content.

This method is to take a subject e.g. rope work, and to divide it into three or four self-contained sub-subjects. For example, rope work can very easily and appropriately split into:

Base 1.   Knot Tying
Base 2.   Lashing
Base 3.   Splicing
Base 4.   Whipping

The four bases should be within reasonable distance of each other but out of sound range to prevent any undue distraction.

Each base should have an instructor in charge (an Assistant Unit Leader, a Patrol Leader or any Scout trained for the job) and an assistant, if necessary.

Each base will be equipped with whatever necessary demonstration material. The material used should be of good quality and, make provisions for extras.

Assuming that you have 4 Patrols in your Unit, this is how you may use the Base Method to train your Scouts in rope work.

- You select a member from each Patrol in your Unit for training as an instructor for a specific base. (You may make use of your Assistant Unit Leader if you like) The training could be done during a Unit Meeting.

- You teach all the four members in all the four skills, viz knot tying, lashing, splicing and whipping. This will ensure that none of them will miss any of the skills since they will be spending most of their time later on to man their allocated bases.

- Make sure that the boys get sufficient practice to be proficient in their tasks.

- Give each of them a chance to volunteer for the specific base he is most comfortable with.

- At the next Unit meeting, set up the bases and brief your Scouts on what to do. Each Patrol is to visit and learn at a base for a fixed period of time – 15 to 25 minutes.

- The change over will be signalled by a blow of the whistle. The Patrol may move in a clockwise or anti-clockwise fashion during the change over; but you have to decide on it to avoid confusion.

- Only the Patrols move, the bases remain static.

The Base Method, in general, requires more preparation on your part but it is a far better method of instruction than trying to each intricate subjects to a large gathering. The essential requirements for the use of the Base Method are:

- The bases must be set up in advance and should be clearly marked
  – e.g. Base 1, Base 2, Base 3 and Base 4.

- The bases must be properly equipped. Ensure that sufficient equipment is made available for use by everyone in the Patrols visiting the bases.

- Any exhibits must be sensible, practical and of high quality.

- The time required at each base must be the same.

- The instructors must be well trained.

The advantages of the Base Method are:

- A comparatively small number of people can look closely at the subject being demonstrated and therefore they receive more personal experience.

- Because the group is smaller, questions tend to be more valuable and discussion flows more freely.

- The burden of demonstration and instruction is spread over more members of your Unit.

- Because your instructors have a limited assignment, they should be able to have a complete grasp of the subject.

- This is a good way of leadership training and interaction among members in your Unit.

Peer Learning Method

The Peer Learning Method is another effective training method your can use in your Unit. The burden of demonstration and instruction is spread over more members of your Unit and your Scouts receive their training from their peers. It does, however, require more preparation on your part but your Scouts will benefit from the shared leadership it creates and the learning opportunities.

Assuming that you wish to teach your Scouts on these four areas of Scouting activities:

Activity 1.   How to sing two new Scout songs with actions.

Activity 2.   How to play a game for a Unit competition.

Activity 3.   How to execute a fisherman's knot and a sheet bend.

Activity 4.   How to tie two bandages in first aid.

You can, of course, use the lecture cum demonstration method to instruct all the Scouts in your Unit in a large group setting; but this is restrictive. You may use the Peer Learning Method, which is done this way:

Assuming you have 4 Patrols in your Unit.

- Divide each Patrol into 4 pairs of two members each.

- Pair A (8 boys) will Activity 1 from you.

- Pair B will learn Activity 2.

- Pair C will learn Activity 3.

- Pair D will learn Activity 4

- The learning can take place at one Unit Meeting or spread over a couple of meetings depending on your programme for the day and the time available to you to coach the different pairs of boys.

- At one Unit Meeting, the pairs of boys return to their respective patrols and share what they have learnt from you with the other boys.

- By the time Pairs A, B, C and D have completed their tasks, all the boys in the Patrol have learnt the skills of the four activities through peer learning.

The advantages of the Peer Learning Method are:

- All the members in the Patrol are involved in the teaching and learning process. They have to share what they have learnt from you with their peers and at the same time, learn from their peers.

- They develop their leadership skills by assuming the leadership role in giving instructions on a specific Scouting skill.

- They experience shared leadership within the Patrol as everyone takes turn to assume the leadership role in giving instructions.

- Everyone in the Patrol becomes an active and contributive team player in the team and team work is greatly enhanced.

- Learning from peers bring about constructive pressure to bear on the instructors and learners. The instructors have to instruct well and the learners have to learn well for the good of the Patrol. There is a common bond for everyone in the Patrol in this teaching and learning process and also the common team spirit to show the other Patrols that they have 'mastered' the skills well.

The Scout Ceremonies

In Scouting, we serve three ceremonies.

- The Opening Ceremony
  The formal opening of a Unit Meeting, a Unit function, a training course or a Unit / Area / National Camp.

- The Closing Ceremony
  The formal closing of the abovementioned.

- The Investiture Ceremony
  Held to invest the recruits as members of the Scout Movement.

Ceremony emphasizes the worth of something and gives members a feeling of oneness with the Unit and a measure of '*espirit de corps*'.

Ceremony broadens the Scouts' understanding of Scouting's aims and ideals.

Ceremony helps the Scouts re-dedicate themselves to the Scout Promise and Law.

Ceremony encourages Scout participation, Scouting skills and Scouting spirit.

Ceremony promotes an appreciation of active citizenship.

You and the Ceremony

Keep any ceremony simple to emphasise the thought behind it. A complicated ceremony often loses its significance when too many details are involved.

Make the ceremony impressive, dramatic, colourful and dignified, but short. Young people, especially the Cub Scouts, are often emotionally tense during a ceremony. It is unnecessary to prolong their 'tension' as it will reduce their enjoyment of the occasion.

Make the ceremony sincere. You need to be convinced with the importance of the occasion so that your Scouts will catch your feeling.

Hold the ceremony outdoors whenever necessary. Hold it indoors due to inclement weather. The investiture ceremony maybe held in the school hall if necessary.

You should be familiar with the procedure of each Scout ceremony. Ensure that each ceremony is conducted seriously and with dignity. You, your Assistant Unit Leaders and the Scouts must be in full Scout uniform.

The Opening Ceremony

The purpose of the Opening Ceremony is to provide a definite beginning to a Unit Meeting, a Unit function, a Unit / Area / National camp, or a training course.

The familiar routine, wherever and whenever it is conducted, helps the Scouts orientate their thinking and feel at home.

The Preparation:
The duty Six/Patrol makes everything ready to set a smart tone for the occasion. A few important things to note:

- All adult leaders and the Scouts must be full Scout uniform for the Opening Ceremony (and all other ceremonies). Be firm about this.

- They must be punctual and be familiar with the few simple foot drill commands and hand signals. Use standard and consistent commands and hand signals so that your boys will not be confused.

- If the weather is inclement, hold the Opening Ceremony indoors without the flag break. You should not use the inclement weather as an excuse to forego any Opening Ceremony.

- Remember to draw up a duty roster for your Sixes/Patrols to be on duty. Do remind the duty Six/Patrol a day or so before the occasion.

The Procedure:
- The duty Sixer/Patrol Leader uses hand signals to get the Cub Scouts/Scouts to assemble in a horse-shoe formation in front of the flag staff. The Unit Leader, Assistant Unit Leader and the duty Sixer/Patrol Leader stand in a horizontal straight line formation in front of the flag staff.

- *Please note: There should be a gap between each six/patrol. Where each six/patrol must stand at the ceremony is pre-arranged and adhered to thereafter.*

- *The Sixer/Patrol Leader stands at the head of the Six/Patrol, i.e. on the right hand side. The Assistant Sixer/Assistant Patrol Leader stands on the other end*

of his Patrol.

- The duty Sixer/Patrol Leader takes a step forward, stands to attention and commands the group to attention.

- The duty Sixer/Patrol Leader, Unit Leader and Assistant Unit Leader turn simultaneously to face the flag.

- The flag breaker marches out of the duty patrol towards the flag staff. He stops at about 1 m away from the flag staff. He takes a step forward and with his right hand grasps the halliard (hoist line) and breaks the flag.

- The flag breaker then takes a step backward and together with the Unit Leader, Assistant Unit Leader, the duty Sixer/Patrol Leader salute simultaneously (*all the others in the group are not required to salute*) and then all of them turn around to face the group.
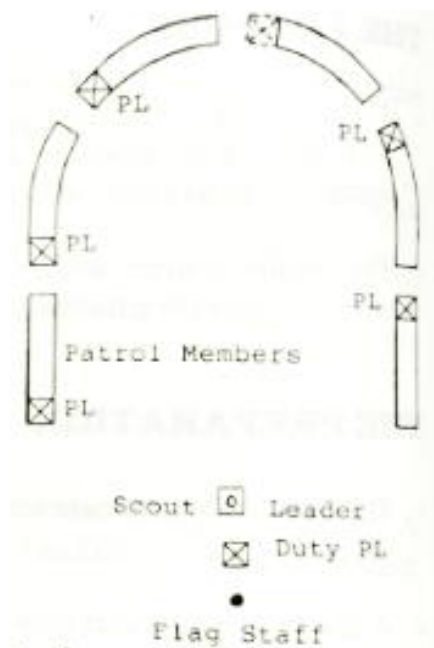
- The flag breaker marches back to his patrol.

- The duty Sixer/Patrol Leader commands the group to stand at ease. He then takes a step backward to return to his original position.

- The Unit Leader now takes over. He takes a step forward. He normally asks all the Cub Scouts/Scouts assembled to remove their caps/berets for a minute of silence – to be with their Almighty. After this, he briefs the assembly about the morning's programme and other important matters. (*the briefing should be kept as brief as possible*).

- After all the briefing and announcements have been made, the Unit Leader takes a step backward to return to his position.

- The duty Sixer/Patrol Leader takes a step forward, commands the group to attention and then the dismissal. All the Cub Scouts/Scouts, the Unit Leader, Assistant Unit Leader and the duty Sixer/Patrol Leader turn right, march three steps forward and disband.

- The Scouts attend to the activities for the day. (*The Scouts are allowed to change into their T-shirts or something casual; but insist that they wear their shoes at all times!*).
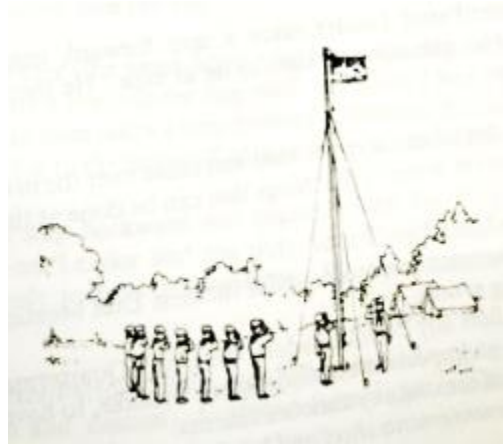
The Closing Ceremony

The Closing Ceremony pus a definite finish to a Unit Meeting, a Unit function, a Unit/Area/National camp or a training course. It follows up to the Opening Ceremony.

It draws together the Scouts in a quiet atmosphere when they are receptive to serious thoughts and sends them home relaxed after showing respect and loyalty to the nation and duty to God (devotions).

A well conducted Closing Ceremony unifies the Unit and helps create in each Scout a better understanding of the spirit of Scouting.

The Procedure:
- The duty Sixer/Patrol Leader blows the whistle or show the hand signal to assemble the Cub Scouts/Scouts. They will assemble in the same horseshoe formation as in the Opening Ceremony.
- The duty Sixer/Patrol Leader takes a step forward, commands the group first to attention and then to be at ease. He then steps back to his position.
- The Unit Leader takes a step forward and takes over the ceremony. The following are some of the things that can be done at this time.

221

- Announcements
  He can make announcements about the next Unit Meeting or forthcoming events.

  He should allow any Patrol Leaders, the Unit's Quartermaster or anyone with an important announcement to make, to have the opportunity of making any announcements. (*keep all announcements short and brief*)

- Recognition
  This is also the appropriate time for the Unit Leader to praise any Cub Scout/Scout for good work/deeds done, any Six/Patrol for any achievement and to encourage the others to excel.

  It is also good time to present any progress or proficiency badges to those who have passed their respective tests.

  Appointment of Sixer, Assistant Sixer/Patrol Leader and Assistant Patrol Leader can be announced and their rank badges be presented to them.

- Unit Leader's Minute
  This is an appropriate time for the Unit Leader to tell a brief story with a moral, make a few well-chosen remarks of encouragement or to give a morale booster.

- The Unit Leader concludes by asking the Cub Scouts/Scouts to have a minute of silence to thank the Almighty for an enjoyable and safe morning of Scouting activities etc.

- The Unit Leader steps back and the duty Sixer/Patrol Leader takes over by stepping forward. He commands the group to attention and together with the Unit Leader and the Assistant Unit Leader turn simultaneously to face the flag.

- The flag lowerer (the same Scout who broke the flag earlier) marches out of his patrol towards the flag staff. He stops about 1 m away from the flag staff. He then makes a step forward and lowers the flag slowly. He fastens the flag to the flag staff with the help of the halliard.

- He takes a step backward and together with the Unit Leader, the Assistant Unit Leader and the duty Sixer/Patrol learners turn around simultaneously to face the group. He then marches back to his patrol.

- The duty Sixer/Patrol Leader commands the assembly to be at ease, then to attention and 'dismiss'. Everyone turns right, marches three steps forward and disband.

Some Important Pointers

- Since you have an Opening Ceremony, you should have the Closing Ceremony.

- If it rains at the appointed time, you should hold your Closing Ceremony at the school hall or canteen. You do not require the national flag for this purpose and should modify the procedure to suit the situation. You must, however, ensure that your duty patrol lowers the flag, dismantles the flag staff and stores the equipment before leaving the school. Do not use the bad weather as an excuse to leave he flag flying and the flag staff undismantled until the next working day.

- It is advisable to preset the time for the Opening and the Closing Ceremonies and to stick to the arrangement at every Unit Meeting. You should make it a routine so that your Cub Scouts/Scouts will not be confused and that they have to exercise good time management to complete their activities or projects in time during the interim period. Time management is good training for the boys.

- You must always be prepared for the announcements, stories or remarks. Use your time to give praise and encouragement – never to censure any individual or patrol. Avoid comparing your Scouts unfavourably to some units in the neighbouring schools. Avoid passing any unwarranted remarks about any other groups – if you need to quote any example to encourage your Scouts, do so without having to single out and name the group concerned.

- Parents of badge awardees may be invited to witness the presentation of badges. This offers you a very good opportunity to meet the Scouts' parents, to encourage them to take an interest in their children's Scouting and perhaps to recruit their assistance for some future activities.

- You must ensure your Scouts, especially the Cub Scouts, leave for home after the Closing Ceremony. The older Scouts may want to remain behind to complete their projects or attend to other Scouting activities. In such an instance, your must ensure that their parents know their whereabouts. You should make a note of the boys remaining behind for record purposes.

The Investiture Ceremony

Introduction

An Investiture is a ceremony to officially welcome recruits into the Unit's Scouting fraternity. This is conducted after the recruits completed the requirements of the World Scout Badge.

Working for the World Scout Badge is a must for one who wants to be a Scout and before he can be invested as a member of the World Scout Movement. The Unit Leader has the responsibility of explaining to the new recruits the following five requirements of the World Scout Badge.

- The Scout Promise and Law
  Accept the Scout Promise and Law and discuss with your Unit Leader your understanding of it.

- Salute
  Know the significance of the salute and when to use it.

- Uniform
  Know the uniform and its correct usage.

- Ceremonies
  Know the procedure of the Opening and Closing Ceremonies of the Unit.

- Knowledge of the Scout Movement
  Show a general knowledge of the Movement with particular reference to the Republic of Singapore.

The new recruits should be able to articulate the above requirements ideally within two months of their joining the Unit. The test may be taken in part or as a whole, depending on one's ability or by arrangement made beforehand.

Whenever possible the Unit Leader would be the one to check the knowledge and understand of the new recruits with regard to the above five requirements. The Assistant Unit Leader or a Senior Patrol Leader can be called upon to ensure the new recruits fulfill the requirements if the Unit has a large number of new recruits.

An Investiture Ceremony will normally be held to invest the new recruits, who have passed the admission test, as Cub Scouts/Scouts and award them the World Scout Badge. Some Unit Leaders defer such a ceremony until all the new recruits have passed the admission test. Such deferment is not recommended as the long wait could

dampen the interest and spirit of those new recruits who may have worked hard enthusiastically and passed the test at the earliest possible opportunity.

If it is not possible for a Unit Leader to hold a singular Investiture Ceremony, then he should arrange to have a few of them to be held from time to time according to the pass rate of the admission test.

The Investiture Ceremony is a solemn affair and must be conducted in all seriousness and dignity. All the Cub Scouts/Scouts and the adult leaders must be in full Scout uniform. It can be held during the Opening Ceremony before it is concluded, during the Closing Ceremony or as a separate ceremony by itself. It can be held in the open or in the school hall. It is a very proud moment for the new recruits and Unit Leaders must try their best to make the ceremony as memorable as possible to them. Their parents may be invited to witness the ceremony. The presence of the School Principal, the Vice-Principal and the various Heads of Departments at the ceremony will, no doubt, enhance the significance of the ceremony.

Pre-Ceremony Arrangement

- You need to have the following items ready for presentation to each recipient:

  - ✓ The World Scout Badge
  - ✓ The cap (Cub Scouts) or the beret (Scouts)
  - ✓ The scarf and woggle

- You need to have the national flag for the ceremony.

- Ensure that the recipients will attire themselves in the Cub Scout/Scout uniform without the cap/beret, scarf and woggle for the ceremony.

- It is advisable to hold a rehearsal for the recipients, according to the procedure mentioned below to ensure that the ceremony is conducted smoothly.

- You should arrange for photographs to be taken as this is an important and memorable occasion for the new boys.

The Procedure

- The Unit assembles in a horseshoe formation with the adult leaders at the open end of the formation.

- The Assistant Unit Leader brings the Unit to attention with the appropriate command.

- The Assistant Unit Leader announces the name of the recruits by Six/Patrol to be invested. The Sixer/Patrol Leader concerned and the named recipient march out of the Patrol together towards the Unit Leader and then stand to attention in front of him.

- Two Cub Scouts/Scouts, standing next to the Unit Leader, will unfold the national flag/Scout flag and hold it at chest level.

    - ➢ Unit Leader: Do you know what your honour is?

    - ➢ Recruits: Yes, it means that I can be trusted to be truthful and honest.

    - ➢ Unit Leader: Do you know the Scout Law?

    - ➢ Recruits: Yes.

    - ➢ Senior Sixer: Pack attention! Scout Sign!

- The Unit Leader, the Assistant Unit Leader and all the other Cub Scouts/Scouts assembled will also make the Scout Sign as the recipient makes his Scout Promise.

    - ➢ Unit Leader: Place your left hand on the flag and repeat after me.

- The recruits will place their left hand on the flag and make the Scout sign with his right hand.

  ➢ Unit Leader: On my honour,
  I promise that I will do my best
  To do my duty to God and to the Republic of Singapore
  To help other people and
  To keep the Scout Law.

- After the Scout Promise has been made, the recruits move their hand away from the flag. The Unit Leader presents the World Scout Badge to the recruits, extends his left hand and shakes hand with the recipients.

  ➢ Unit Leader: I trust you, on your honour, to do your best to keep the Scout Promise. You are now members of the worldwide brotherhood of Scouting.

- The Assistant Unit Leader hands over the scarf with woggle, and the cap/beret to the Unit Leader who proceeds to put them on the recruits. (*Unit Leaders could invite the School Principal, Vice-Principals or parents to don the scarf and cap/beret on the recruits).*

- The new Cub Scouts/Scouts does the about turn to face the Unit and salute. All the other Cub Scouts/Scouts, including the adult leaders, salute in return to indicate their acceptance of the new Cub Scouts/Scouts as a member of their Unit and the worldwide brotherhood of Scouts.

- The new Cub Scouts/Scouts, accompanied by the Sixer/Patrol Leader, marches back to the Patrol.

- The names of the next Six/Patrol of recipients are announced and the whole procedure is repeated until the last Patrol of recruits has been invested.

- Before the ceremony is brought to a close, the Unit Leader may say a few words about the significance of the World Scout Badge or take the opportunity to remind the Scouts about the Scout Promise and Law.

- A simple closing, involving a moment of silence to thank the Almighty for a fruitful ceremony and appropriate commands given to dismiss, is used to bring the ceremony to a close.

Some Important Pointers

- It must be emphasized that only the Unit Leader can perform the investiture for the Unit. Such important task must not be given to the Assistant Unit Leader or any Patrol Leader.

- In the event that the Unit Leader should suddenly fall sick and is unable to conduct the ceremony as arranged, the Unit Development Consultant should be contacted and invited to officiate at the ceremony.

- The School Principal or the Vice-Principal should not be invited to perform the investiture. He/She should be invited as the Guest of Honour instead.

- The ceremony should be simple, yet solemn. Members of the Unit should refrain from making any patrol yells when new members of their patrols are invested at the ceremony. The yells and other forms of celebration can come later i.e. after the ceremony has been conducted.

- It is up to the Unit Leader to decide whether a simple reception be held after the ceremony for the Cub Scouts/Scouts to welcome the newly invested members and to celebrate their investitures.

The Grand Howl

The Grand Howl is the Cub Scouts' form of salute and pledge to do their best.

Procedure

At the given signal, the Pack forms a circle around Akela

Other leaders form a line outside the circle.

Akela takes up his position in the centre of the circle.

Akela:	Pack, Pack, Pack, Pack (The Cub Scouts squat with 2 fingers of each hand touching the ground)
Akela:	Pack. Alert!
Cub Scouts:	(The Cub Scouts howl out) Akela, we will do our best! (as they bark out the word 'best', they leap to their feet, making the Scout Sign with hands as though they are the ears of a wolf cub.)
Senior Sixer:	DYB, DYB, DYB, DYB! (meaning: Do Your Best!)
Cub Scouts:	We will DOB, DOB, DOB, DOB! (meaning: Do Our Best!) The Cub Scouts drop their hands and then salute Akela. Akela returns the salute.

The Flag Break

The national flag represents a living country and is itself to be considered as a "living thing". We must give it our full respect at all times.

Never all the flag to touch the ground.

Always ensure that it is flown the right way up. Flying it upside down is a distress signal.

- If more than one flag is flown, we must not allow any other flag to fly above our national flag.

- When flags of two or more nations are flown, we need to use separate flag of equal length. The flags are flown at equal heights.

- If the flag is to be flown at half-mast as a sign of mourning, it should be broken at the top of the flag staff and then lowered until the top of the flag is one-third of the way down from down from the top.

Preparing for the Flag Break

It is not the Scouting way to hoist the flag to the top of the flag staff the way it is commonly done by others. Scouts break the flag.

Furl the flag correctly so that it will unfurl when the halliard it is attached to is given a tug during the flag break (*see the diagram on 'Flag Furling'*).

Secure the furled flag to the halliard (*using the Sheet Bend or Double Sheet Bend knot*) and hoist it up to the top of the flag staff. Next, use a clove hitch to tie the halliard to the flag staff, at waist-height from the ground.

Make certain which of the two strand halliard to tug to unfurl the flag. (*It is a good idea to let the strand of the halliard to be tugged to hang loosely for easy identification*).

Raise the right hand and stretch it as far as it can go, grasp the halliard at that point and then give it a sharp tug by bringing your right hand all the way down to where your right thigh is. It is one smooth motion.

If your flag is furled correctly, it should unfurl without any problem. Should it fail to unfurl due to one reason or another, stay calm – all you have to do is to give it another tug.

If the flag does not unfurl after several attempts, you have to face the grim reality that is not correctly furled. The ceremony will continue without the flag being broken. After the

ceremony is over, the unfurled flag should be lowered and refurled. Then it is hoisted to the top and unfurl accordingly.

Your Unit must be trained not to giggle, laugh, show any unnecessary excitement whenever the flag is seen struggling desperately to unfurl it, or when a freak accident should occur to bring the flag crashing down. The flag breaker must have the presence of mind to stop any attempt at unfurling the flag after a few tries. He should take a step back and this should be the signal to the Unit Leader to continue with the ceremony without the flag break.

Freak accidents do happen sometimes. The halliard breaks off when it is being tugged and the flag comes crashing down. If the pulley is not properly secured at the top of the flag staff, it might become loose and fall off when the halliard is being tugged. This will cause the pulley, the flag and the halliard to come crashing down to the ground.

Some Important Pointers

- Always check and ensure that the lashings are in tip-top condition and the national flag is well taken care of. It must not be soiled or torn in any places.

- Impart your skills on furling flag correctly to your Scouts and provide them with plenty of practices to master the skills.

- If you must use nylon rope for halliard, you must ensure that any knots used will not slip off easily due to the slippery surface texture of the rope. If a clove hitch does not work, try using a double clove hitch instead.

- Always insist that the national flag be folded and kept immediately after it has been lowered and detached from the flag staff. Avoid leaving it anywhere for it can be soiled to make use of it for some Scouting practices unless they are supervised.

- If the flag is wet due to rain, it must not be folded. It is kept when it is thoroughly dry.

- Ensure that the Cub Scouts/Scouts, charged with the tasks of constructing the flag staff, furling the flag and breaking it, have necessary skills to do a good job.
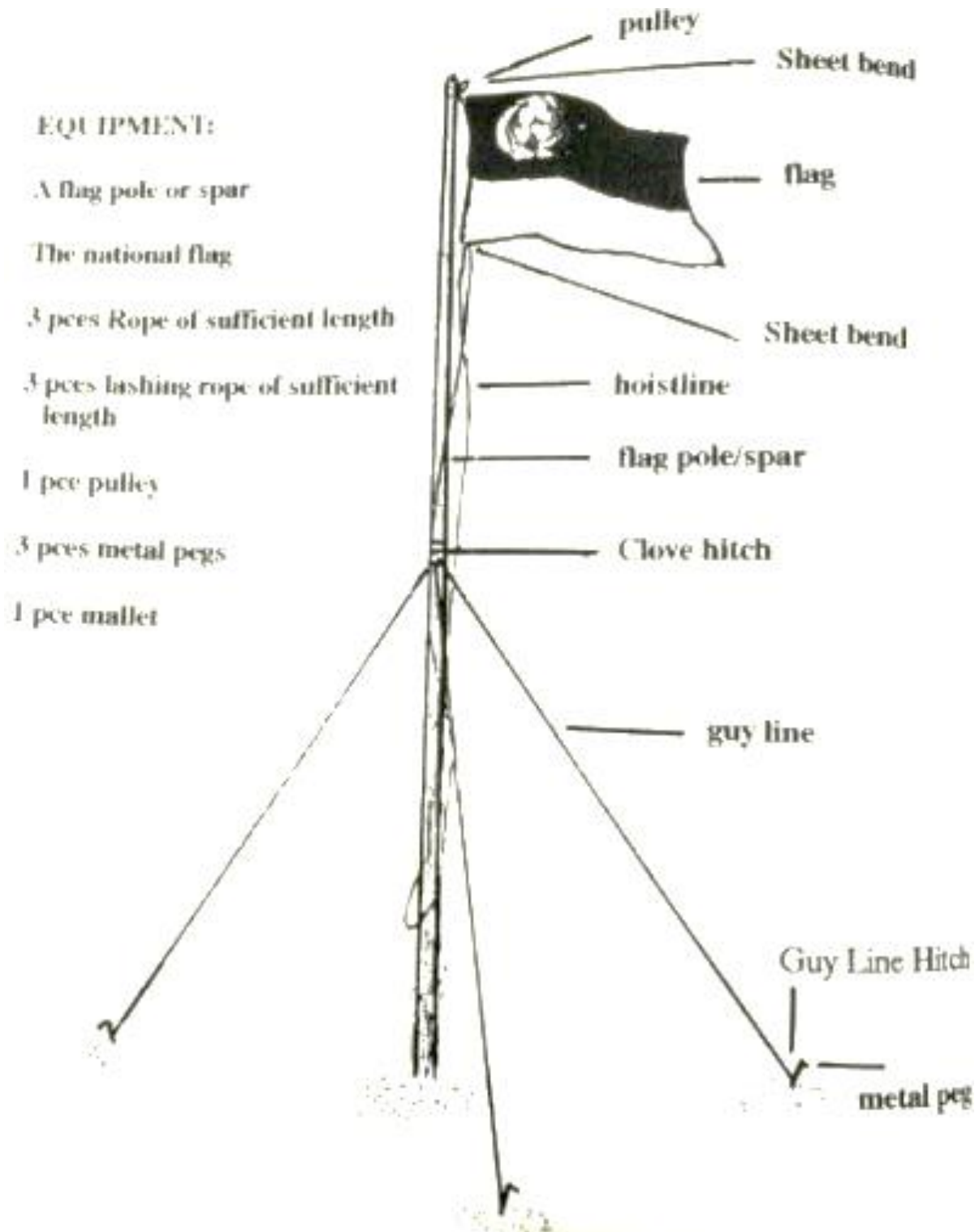
Flag Staff Construction

Simple   Ceremonial
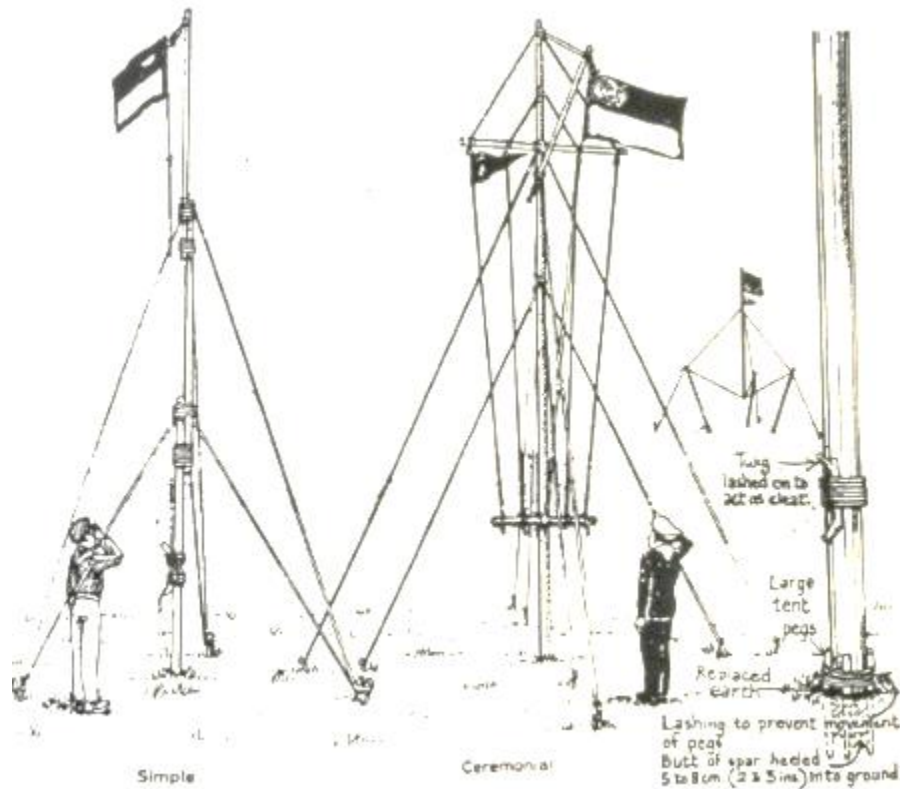
Some Examples of Flag Staffs (above)

"Whether you use Scout staves, large bamboo canes or full-size pioneering spars, it is imperative that all your lashings are tight. A large flag in a stiff breeze will set up a terrific strain on both the pole and its lashings and you must ensure that your rope work is more than equal to it.
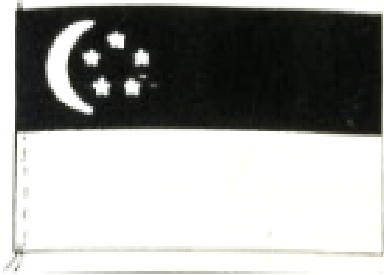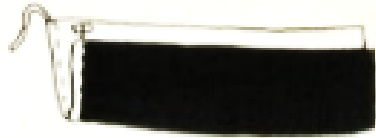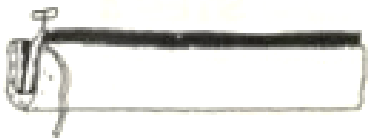
Likewise, your flagpole must be adequately guyed – the bigger the flag and the taller the pole, the more sets of guys your will need.

If you do use pioneering spars, remember to both heel the butt (that is, sink the bottom few inches of it in a hole in the ground then tightly repack the earth around it) and peg and lash it"   (Extracts from 'Back to Basics')

A Simple and Commonly Used Flag Staff

EQUIPMENT:

A flag pole or spar

The national flag

3 pces Rope of sufficient length

3 pces lashing rope of sufficient length

1 pce pulley

3 pces metal pegs

1 pce mallet

pulley

Sheet bend

flag

Sheet bend

hoistline

flag pole/spar

Clove hitch

guy line

Guy Line Hitch

metal peg

Flag Furling Technique

|	
Step 1:	Step 2: Fold the flag lengthwise once.
Step 3: Then again, with the red part facing you.	Step 4: Drop the white part and refold it backwards.
Step 5: With the red part still facing you. bring the ends together,	Step 6: Do a concertina fold till close to the end allowing you to make two rolls of the flag.
Step 7: Bundle flag with bottom rope (to be tucked) – going two rounds.	Step 8: Tug the rope into and behind the rounds to make a loop – not too large or small.

Basic Knot

Clove Hitch
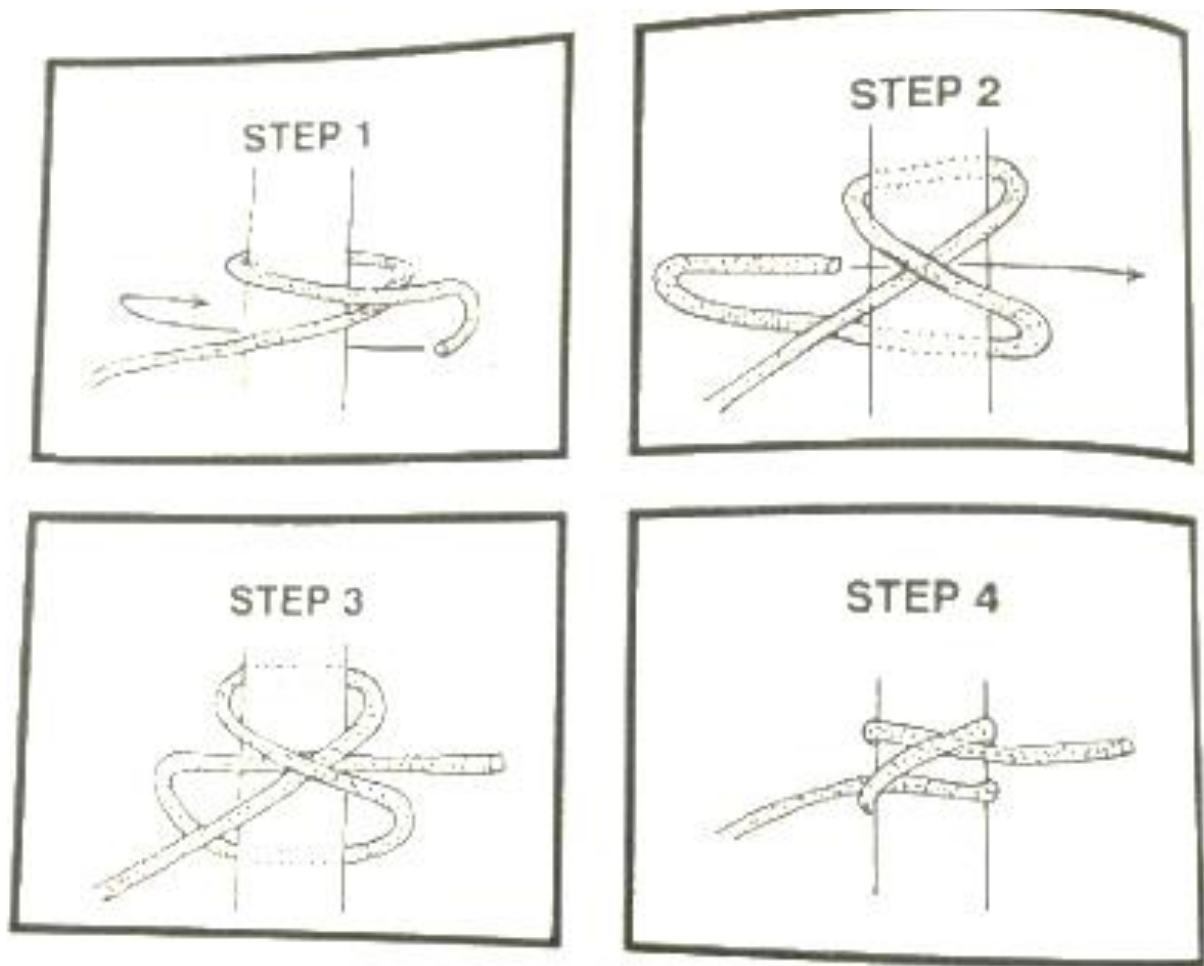
When it is necessary to form a Clove Hitch around a spar which is closed at both ends or around a pole too high to toss over, we use this method (as shown in the diagram above). Make a simple turn around the bar, across the rope over and tuck it as shown. Step 4 shows the completed Clove Hitch.

The Clove Hitch is a most useful knot and is the start and finish of some lashings and is widely used in boat work, gadget making and pioneering and for making rope ladders. Passing around an object in one continuous direction, it puts almost no strain on the fibres.

There are many different ways of tying this knot, some useful, others merely interesting and amusing. Try your hand at typing as many variations as possible.

The Sheet Bend
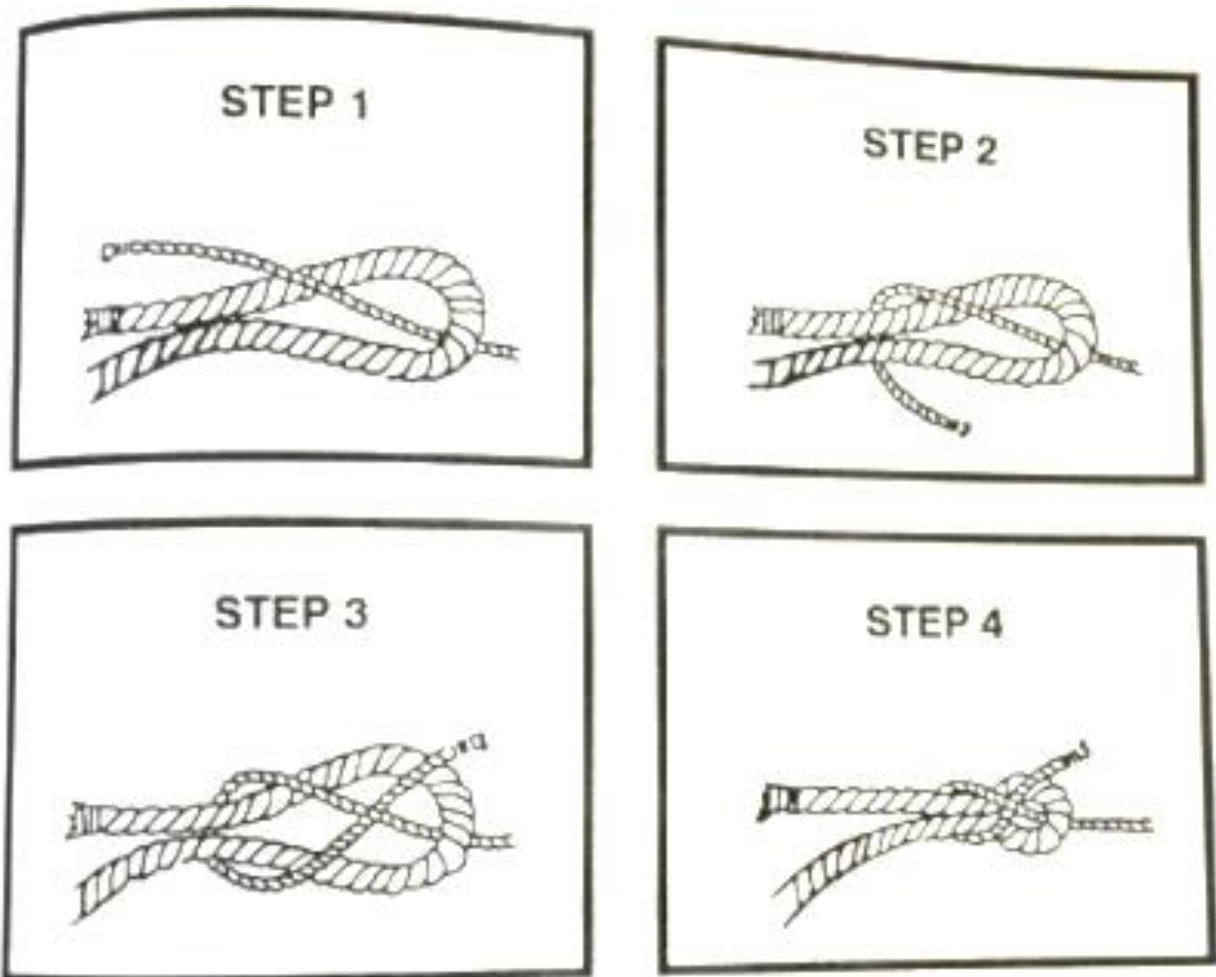
The Sheet Bend is the most common knot for joining two rope ends and is especially useful when the ropes are of unequal size. A permanent loop – tied, seized or spliced – can be substituted for the right hand portion of the knot.

A loop is first formed with the thicker rope, the thinner is then threaded through this loop, Step 1, passed right round the end and standing apart of the thicker rope, Step 2, tucked under as in Step 3 and tightened by pulling on the standing part of the thin rope, Step 4.

You can see how the thin rope jams against the loop of the thick rope to prevent it from slipping.

Double Sheet Bend

DOUBLE SHEET BEND
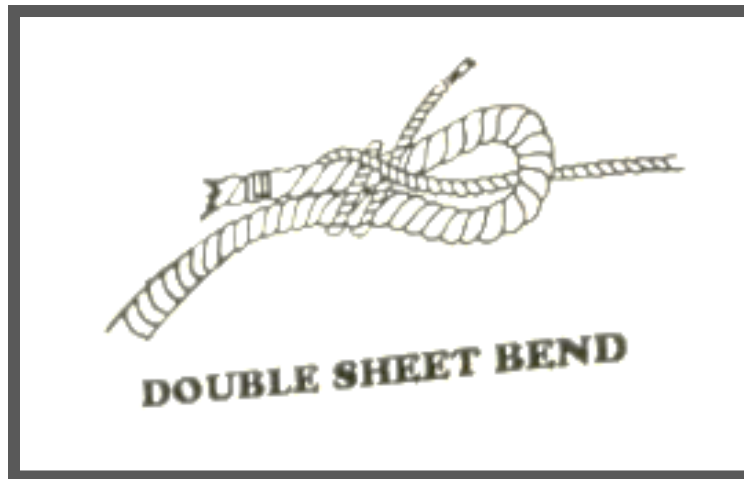
If the ropes are of very different thickness or are wet there is a risk, unless the tension is steady, that the knot may not hold fast, so in this case we make another turn with the thin rope and tuck it a second time between itself and the loop.

**Slippery Sheet Bend**

SLIPPERY SHEET BEND
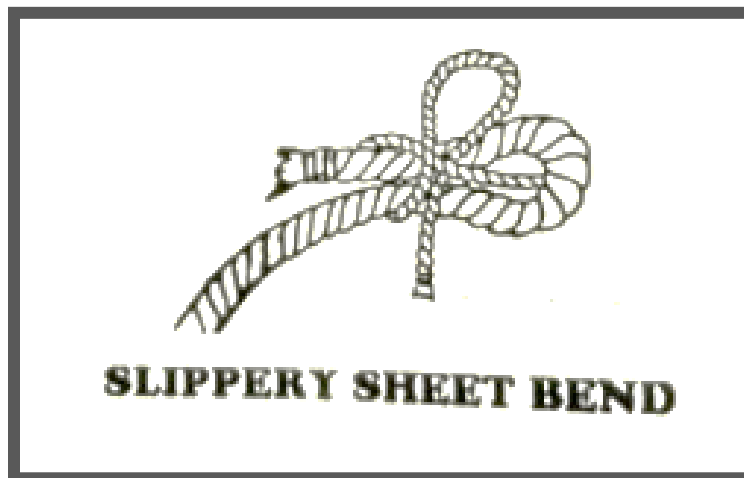
To untie the Sheet Bend quickly or if you think it might jam, use a Slippery Sheet Bend. This is made by starting in the normal way then, instead of tucking the end, make a small bight or loop in the end of the thin rope and tuck that. Pull the end of the thin rope and the knot is undone.

Guy Line Hitch
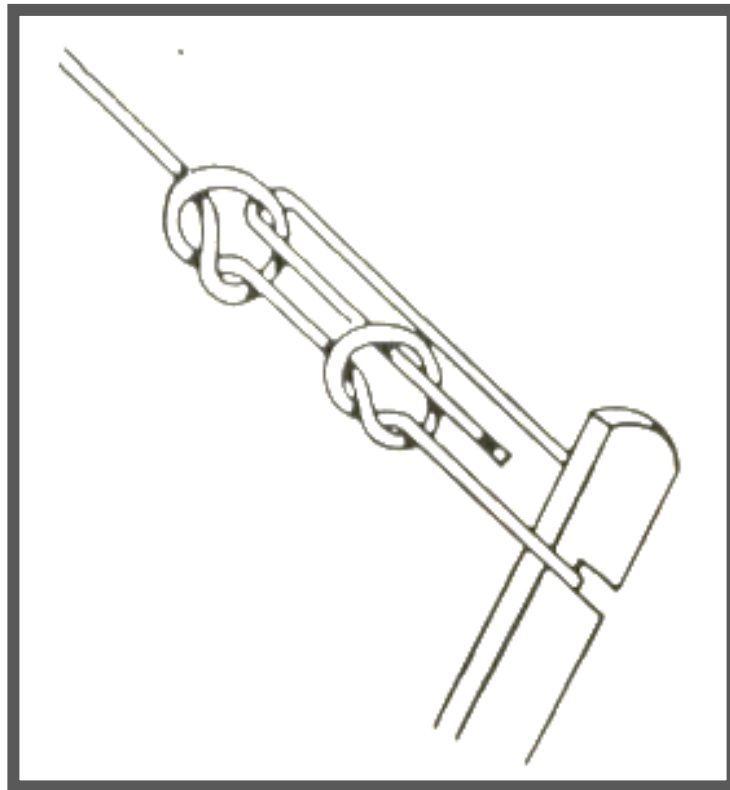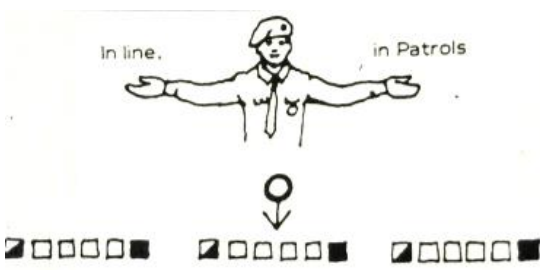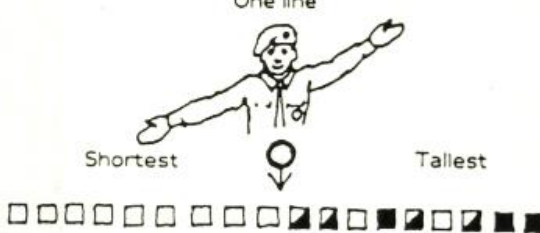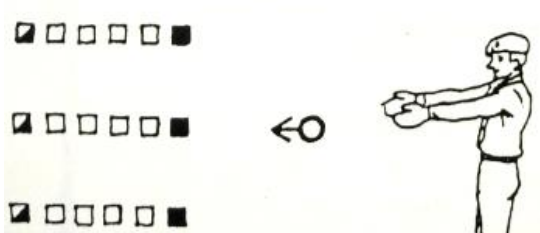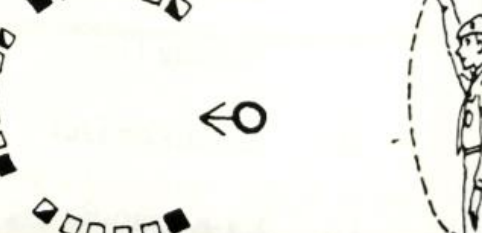
The Guy Line Hitch is used to secure tent guy lines, guys for pioneering projects and larger gadgets. It is started by casting two overhand knots in the rope some distance apart, the running end is then passed around the peg, carried upward, then down through the two overhand knots. The knots are the pulled tight. The guy line is lengthened or shortened by loosening the two overhand knots and adjusting the running end.

The Sheepshank
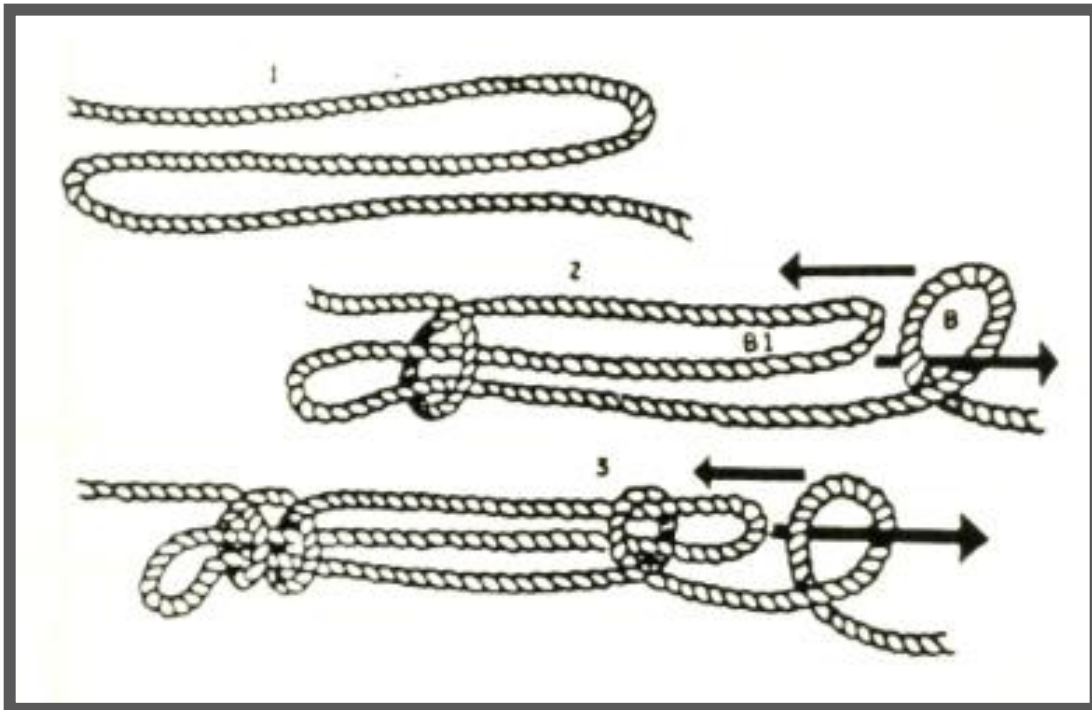
The Sheepshank is used for shortening a long rope which is fastened on both ends. As in the case of a tent guy line or blanket line. After taking up the slack as shown in the Step 1 form an underhand loop as show in B, slide it over the bight B1, and pull it taut. Do the same thing on the other end to complete the knot. To lock the Sheepshank to keep the loops from sliding off, add a second half hitch as in Step 3 at each end. To render the Sheepshank more secure the bight may be seized or toggled to the standing part.

Hand Signals

In Line In Patrols	Quiet, stay where you are.
One line – Shortest to Tallest	Horseshoe
Relay Formation	Circle
Key: Scouter............◄O Patrol Leader............■ Assistant Patrol Leader......◪ Scout ....□	Hollow Square

Common Foot Drill Commands (in Malay)

Command (in Malay)	Description of Actions
Sedi-A	Stand at Attention. Elbows locked, eyes stare forward, chin up. No movement.
Senang di-RI	Stand at Ease. Legs placed shoulder width apart, hands behind backs, right hand over left hand, fingers straightened. Eyes still forward, looking up, no talking.
Ka-kanan/kiri Pu-sing	Kanan is right/ Kiri is left turn
Ka-belakang Pu-sing	About Turn
Dari kiri / kanan, cepat jalan	by the left / right, quick march
Hentak kaki, cepat hen-TAK	Quick Mark time
Berhenti	Stop (marching, stamping their feet)
Keluar-BARIS / Bersurai	Fall out (turn to the right and take three steps)
Semula	Re-do.
Diam	Freeze.
Hormat	Salute.
Masuk baris	Enter the parade.

The Grand Howl

The Grand Howl is the Cub Scouts' form of salute and pledge to do their best.

Procedure

At the given signal, the Pack forms a circle around Akela

Other leaders form a line outside the circle.

Akela takes up his position in the centre of the circle.

Akela:	Pack, Pack, Pack (The cubs squat with 2 fingers of each hand touching the ground)
Akela:	Pack. Alert!
Cubs:	(The cubs howl out) Akela, we will do our best! (as they bark out the word 'best', they leap to their feet, making the Scout Sign with hands as though they are the ears of a wolf cub.)
Senior Sixer:	DYB, DYB, DYB, DYB! (meaning: Do Your Best!)
Cubs:	We will DOB, DOB, DOB, DOB! (meaning: Do Our Best!) The cubs drop their hands and then salute Akela. Akela returns the salute.

Revised Programme Self-Rating Toolkit
This Toolkit and What It is For

This toolkit is for unit leaders' or unit development leaders' use to guide themselves on actions to take to make progress toward implementing the revised programme in a particular unit.

How to use this Toolkit

This toolkit is subdivided into 6 sections. Each section is an area that contributes towards a unit's implementation of the revised programme. Within each section of the toolkit is a series of self-rating questions that can be: -

a) Completed by **one** of the key unit leaders, preferably a leader with the requisite training and experience.
b) Completed by **a panel** of the unit leaders, in discussion in order to come to a consensus.
c) Completed in discussion between unit leader or unit leaders with their **unit development leader or another leader/full time staff** who plays a role supporting the unit.

Each section need not be completed sequentially and the toolkit is not laid out in linear order of priority. Each section contains aspects in which the rating (panel) should rate the unit by identifying which category the unit is currently operating in, from a rating of **1 – Urgent Attention Advised to 5 – Ideal Implemented State**. Once each section of the toolkit is completed, unit leaders can then determine actions to be taken to make progress toward the ideal state outlined in each section. These actions should be discussed collectively amongst the unit leadership as well as in consultation with the unit development leader or area support leaders.

Sections of the Toolkit

1A) Building an Effective and High Quality Team System
1B) Running an Exciting and Invigorating Activity Based Schedule
2A) Involving Young Persons in Activity Planning, Target Setting and Decision Making
2B) Engaging Young Persons in Reflections to Facilitate Deeper Learning
3) Building an Effective and Competent Adult Leader Team
4) Leveraging on and Sourcing for Resources

Unit Self Rating

Name of Unit:
This self-rating is completed by: Group Scout Leader/Leader/Assistant Leader:_____ Or Panel of Leaders:_____ Or Unit Development Leader:_____
Date and Year of Self-Rating:

1A	Action ONE: Run an Effective and High Quality Team System

The team system (or patrol system, as it is often called) is the basic organizational structure of the local unit, which is composed of small groups of young persons and the adult leadership.

An effective and high quality team system is one that leverages on young people's natural tendency to form small groups, channels the substantial influence that peers have on each other in a constructive direction.

	5 Ideal Implemented State	4	3 Making Progress	2	1 Urgent Attention Advised
1.1					
Patrol Organisation	Each team consistently comprises 6-8 young persons of differing ages and mixed capacities. This team consistently forms the basis of all activities undertaken by the young person. It is generally fixed over long periods of time especially for young adolescent members.		Each team consistently comprises 6-8 young persons of differing ages and mixed capacities. This team is the basis of some but not all activities undertaken by the young person.		Unit is organised by levels comprising young persons of the same educational level in school. **It is important to note that this is not consistent with Scouting fundamentals and quick reorganisation is advised.**
1.2					
Shared Responsibilities	Within each team and in ways appropriate to their capacities, the young persons organize their life as a group by sharing responsibilities at the team level. E.g. Quartermaster, Treasurer, Photographer, etc. Everybody contributes to team life.		Within each team, young persons are assigned roles to play in order to get them to share responsibilities; however these are implemented inconsistently depending on teams. Some people contribute more to team life than others.		Teams operate as administrative units that allow ease of transmission of information from adult leaders down to young persons, including management of administrative issues such as attendance taking. **Immediate review of how the teams operate is advised.**

1.3			
Patrol Decision Making	Within each team and in ways appropriate to their capacities, the young persons decide upon, organize, carry out and evaluate their activities at the team level. Each team undertakes a significant proportion of its activities that are not identical to other teams in the unit. Each team has significant influence on what their own team experiences.	Within each team, young persons require a great deal of guidance and support in self-organising assigned activities. While each team may seek to undertake different activities from others, they may rely heavily on templated activities or heavily on adult leader guidance and suggestions to do so.	While teams function as groupings during larger activities, there are few differences in the activities undertaken by each team. Each team basically undertakes identical activities to other teams in the unit. There is no room for any team based decision making in activities. **Immediate review of opportunities for patrol decision making is advised.**
1.4			
Patrol Identity and Autonomy	Each team has unique practices or routines that allow it to run effectively. These practices are a form of identity that set it apart from other teams. These have been derived through the process of peer influence, sometimes over long periods of time. This form of strong identity develops team pride which is retained even after the young person has graduated from the team.	Each team has practices that may largely be similar to other teams but with small variations. These practices are inconsistent and are only part of an emerging identity. While present, the team identity can be stronger or more consistently seen. It can be developed further to derive more team pride.	Each team is essentially identical to all others, without identity. While it may operate autonomously, there is little real evidence of it doing so. The teams basically go about their activities in exactly the same way as other teams. There is little to no team pride. **Immediate review of opportunities to build identity and autonomy is advised.**

1.5			
Patrol Leaders and Training	Each team operates with one youth member acting as team leader, commonly known as the Patrol Leader, with one or more assistants. These appointments are fixed for a period of time. Patrol Leaders and Assistant Patrol Leaders are provided specialised training to enable them to operate in these roles as leaders amongst young persons.	Each team operates with one member acting as team leader, commonly known as the Patrol Leader, with one or more assistants. Appointments may happen fluidly without fixed period. PLs and APLs are only sometimes given specialised training to enable them to operate in these roles as leaders amongst young persons.	A system of leadership within each team has yet to be implemented. **Immediate review of leadership development and training is advised.**
1.6			
Group Structures	The unit has a functioning Patrol Leader Council or Court of Honour system that ensures that the young persons also participate in the decision-making processes of the unit as a whole with the adult leaders. These processes involving the Patrol Leaders and generally Assistant Patrol Leaders enable them to develop constructive decision making relationships with other young people and adults and to learn to live according to a democratic form of self-government.	The unit has a Patrol Leader Council or Court of Honour system in place. However this structure is only sometimes used to enable young persons to participate in decision-making processes of the unit as a whole. There is inconsistency in the application of these processes to help PLs and APLs develop constructive decision making relationships with other young people and adults.	The unit does not have structures such as the Patrol Leader Council or Court of Honour. Constructive interaction between leaders amongst the young persons is minimal and generally does not involve making decisions that have an impact on the unit as a whole. **Immediate review of group structures in the unit is advised.**

2	Action TWO: Have Exciting and Invigorating Activity Based Unit Meetings
	Unit meetings form the basis of what the young person experiences in Scouting. How these meetings are organised are pivotal to bringing out the excitement and fun in Scouting. Unit meetings should adopt **learning by doing**, which means developing as a result of first-hand experience as opposed to theoretical instruction. It reflects the active way in which young people gain knowledge, skills and attitudes; it reflects Scouting's practical approach to education, based on learning through the opportunities for experiences that arise in the course of pursuing interests and dealing with everyday life. It is thus a way of helping young people to develop in all dimensions of the personality through extracting what is personally significant from everything that they experience.

	5 Ideal Implemented State	4	3 Making Progress	2	1 Urgent Attention Advised
2.1					
Activities Based Unit Meetings Designed to Around a Practical Approach to Education (Explore and Experience)	Unit meetings are predominantly activities based. Young persons are given the opportunity to undertake projects, go through hands-on activities and actively do things. These activities provide the platform for the patrols or teams to learn by doing together. Learning and assessment of learning is undertaken through observations and guided reviews and reflections. Young persons learn by doing. Educational experiences are structured and designed with the intent of letting the young person pick up the necessary skills by going through practical and authentic experiences.		Over a long time period, unit meetings are a mix between activities based and test based. While young persons are given the opportunity to undertake projects, go through hands-on activities and actively do things and these activities provide the platform for the patrols or teams to learn by doing together, young persons are still tested directly by putting them through tests which are scheduled occasionally in the overall schedule.		Unit meetings are structured predominantly around tests where young persons are given highly structured and standardised opportunities to demonstrate their knowledge in Scouting skills directly to an assessor. Young persons generally gain knowledge in a similar way to the formal education system, through direct theoretical instruction without exploration and experiences. **Quick restructuring is advised.**
2.2					
Core Scouting Activities and Opportunities to Encounter Nature	Young persons have regular and frequent opportunities to undertake outdoor pursuits in traditional Scouting activities such as Pioneering and Campcraft, Outdoor Cooking, Orienteering and Hiking and Camping. Activities are frequently conducted in the outdoors with encounters with nature.		Young persons have some opportunities to undertake outdoor pursuits in traditional Scouting activities. Activities are conducted in the outdoors with encounters with nature, but a significant proportion of activities are still conducted indoors.		Young persons have limited and irregular opportunities to undertake outdoor pursuits. Activities are frequently conducted indoors.

2.3			
Variety of Experiences	Young persons have the opportunity to undertake a wide variety of activities and have a rich experience. Activities undertaken across the year and across years are varied and kept interesting to provide an exciting and invigorating Scouting experience in totality.	Young persons have the opportunity to undertake a good range of activities and have experiences. Activities undertaken across the year are varied however, what happens on every year has the tendency to be routine without any innovation.	Young persons participate in a very limited range of activities. Activities undertaken are repetitive on a weekly and monthly basis and the overall experience has significant potential for greater variety and innovation.
2.4			
Group Life and an Ideal Mix of Patrol, Unit based and Area/National Activities	Young persons experience rich group life that is well integrated within a framework area/national activities. Activity schedule adopts the recommended mix of unit based versus non unit based activities as depicted in the programme model. Young persons have regular opportunities to organise their own patrols/teams to undertake activities that are different from other patrols. Young persons also regularly participate in unit based activities where patrols come together to undertake activities. Young persons have opportunities to participate in area/national activities that provide platforms to showcase their learning and skills and further learn from young persons from other groups/units.	Young persons experience rich group life, but have limited opportunities to participate in area/national activities. Activity schedule is predominantly within the group and unit and there is limited participation in area/national activities. Young persons have regular opportunities to organise their own patrols/teams to undertake activities that are different from other patrols. Young persons also regularly participate in unit based activities where patrols come together to undertake activities. Young persons do not regularly participate in area/national activities and have limited interactions with young persons from other groups/units.	Young persons predominantly participate in area/national activities and have few group/unit/patrol activities of their own. Activity schedule is predominantly in area/national activities and there is activity within the group and unit alone. Young persons predominantly derive their learning and identity from area/national activities through repeated and frequent participation and even organisation of these. Young persons have very few group/unit/patrol activities.

3	Action THREE: Involve Young Persons in Activity Planning, Target Setting and Decision Making

While the ultimate aim is for every Scout to complete the Progress Scheme and fulfil the Educational Objectives, every individual's journey will be unique. Involving young persons in the process of activity planning, thereby incorporating elements of young persons' decision making and target setting is crucial to the revised programme. Key concepts on this are taught during the "Implement a 21st Century Scouting Programme at the Unit Level" Workshop conducted by the National Programme Council, through the PESR Learning Cycle.

Personal Learning Goals and Plan (ACTION THREE)
Explore and Experience (ACTION TWO)
Show and Share (ACTION THREE)
Reflect and Record (ACTION FOUR)

For further details, refer to your workbook ""Implement a 21st Century Scouting Programme at the Unit Level".

	5 Ideal Implemented State	4	3 Making Progress	2	1 Urgent Attention Advised
3.1					
Young Persons' Self-direction and Decision Making in Activity Planning	Young persons play an active, self-directed role in activity planning. Young persons are guided to make important decisions in the activity planning process. As a result, young persons consider the activities as their own, rather than imposed on them, thus maintaining a high degree of engagement.		Young persons play an active role in activity planning but there is significant handholding and facilitation from adults leading to excessive dependence on adult input. Young persons make some decisions in the activity planning process but these may not have major influence on how activities turn out. Young persons play significant roles in activity planning and are generally engaged,		Young persons play little to no role in activity planning. Activities are planned and implemented at all levels by adults alone. Young persons do not provide suggestions and ideas for activities and planning. Young persons play no roles in helping to implement activities.

3.2					
Adult Support for Young Perons' Decision Making	Young Persons are given appropriate support by adults throughout the decision making processes. Adults support the Young Persons to make decisions that are consistent with activity and educational goals and Scouting Values.		Young Persons are given support by adults during the decision making processes. While adults support the Young Persons to make decisions, it is observed that there is room for adults to shift their role from directive to supportive to allow Young Persons room to grow as people.		Young Persons are given little support by adults during the decision making processes, and left to their own devices. Adults may be unaware of the challenges and difficulties faced by Young Persons.
3.3					
Opportunities for Personal Target Setting (Personal Goals and Plan)	Young persons are provided opportunities to set their personal targets within the context of the team activities. Young persons are given sufficient guidance either by suitable other young persons or adult leaders in the process. Targets are holistic and are referenced against appropriate SPICES outcomes. Targets are not solely referenced against technical skills.		Young persons are provided opportunities to set their personal targets within the context of the team activities. While young persons are given sufficient guidance either by suitable other young persons or adult leaders in the process, the types of targets set may not be sufficiently varied and may have greater room for reference against the SPICES outcomes.		Young persons do not have opportunities to decide how to challenge themselves personally within the context of the team activities. Young persons are not guided in the process of target setting, and could be simply given targets that are referenced against technical skills.
3.4					
Variety of Opportunities to Show Mastery of SPICES Educational Objectives	Young persons are *allowed* a variety of opportunities and mediums to demonstrate attainment of personal targets referenced against SPICES Educational Objectives. These opportunities may include authentic situations within activities, review and discussion sessions after activities and suitable reflection logs such as logbooks, blogs, journals, videos and sketchbooks.		Young persons are *allowed* a limited range of opportunities and mediums to demonstrate attainment of personal targets referenced against SPICES Educational Objectives. While there is effort put in to provide young persons platforms to demonstrate learning, there is still room to expand the range of options possible.		

3.5				
Concept of Doing their Best	The spirit of young persons doing their best in their activities and learning is encapsulated within the activity planning, target setting and implementation process for activities. Young persons' development and learning is considered individually against their own learning yardsticks. In the spirit of the Scout Promise, young persons are not held against a standardised yardstick, but consideration is given to how much they have learnt, how much effort they have expended and the amount of resilience and commitment toward activities and learning they have demonstrated throughout the process.		The spirit of young persons doing their best in their activities and learning is encapsulated within the activity planning, target setting and implementation process for activities. Young persons' development and learning is sometimes considered individually against their own learning yardsticks. A range of options is provided for young persons' to identify and select a means to sufficiently challenge themselves, while taking into consideration their own learning yardsticks.		All young persons are expected to reach the same standard. Young persons' development and learning is not considered individually.

4	Action FOUR: Engaging Young Persons in Reflections to Deepen Learning
	As the enacted activities participated in by young persons are just learning experiences designed with the intent to spark learning moments that let them discover themselves and build their character, reflection is necessary to deepen the learning particularly against the SPICES educational objectives and/or 21st Century Competencies. Structured reflection helps participants… • Consider what they accomplished and learned during an activity. • Contemplate ways that the experience could be adjusted to improve the outcome. • Formulate concrete ideas of how they can use their experience in other facets of their lives. • Share their ideas and feelings with others. • Communicate the value of their participation with themselves and other participants. Reflection is also a key component in the Experiential Learning Cycle (or "Learning by Doing" model). Key concepts on this are taught during the "Implement a 21st Century Scouting Programme at the Unit Level" Workshop conducted by the National Programme Council, through the PESR Learning Cycle.

Personal Learning Goals and Plan (ACTION THREE)
Explore and Experience (ACTION TWO)
Show and Share (ACTION THREE)
Reflect and Record (ACTION FOUR)

For further details, refer to your workbook ""Implement a 21st Century Scouting Programme at the Unit Level".

Ideas and concepts from 21CC Facilitation Toolkit familiarisation should also be applied in this area.

	5 Ideal Implemented State	4	3 Making Progress	2	1 Urgent Attention Advised
4.1					
Opportunities to discuss their experiences through reflections	Young persons have regular opportunities to discuss their experiences at the team (patrol) level through Patrol In Council (PIC) or its equivalent. During the PIC, young persons - Have regular reflections and consider what they accomplished and learned during an activity. - Contemplate ways that the experience could be adjusted to improve the outcome of the activity of the experience undertaken. - Share their ideas and feelings with others and communicate the value of their participation with themselves and other participants.		Young persons have regular opportunities to discuss their experiences at the team (patrol) level through Patrol In Council (PIC) or its equivalent. However, young persons' engagement and participation levels still require development. Young persons may require further development to perform all the tasks listed in level 5 of 4.1.		Young persons have infrequent opportunities to discuss their experiences at the team (patrol) level through Patrol In Council (PIC) or its equivalent.

4.2					
Guidance is provided to consolidate their experiences into learning against the SPICES Educational Outcomes	Young persons are given sufficient guidance either by suitable other young persons or adult leaders in the process of reflection. Through this consolidation process, young persons are able to formulate concrete ideas of how they can use their experience in other facets of their lives across the SPICES domains. Young persons are guided to understand themselves and grow in the various SPICES domains towards the educational outcomes.		Young persons are given sufficient guidance either by suitable other young persons or adult leaders in the process of reflection. However, young person may not yet formulate concrete ideas of how they can use their experience in other facets of their lives across the SPICES domains. While young persons are guided to understand themselves better, they may not yet be able to translate their learning to apply it in every day life.		Young persons are given little to no guidance either by suitable other young persons or adult leaders in the process of reflection.
4.3					
Safe Environment within the Team for Learning through Reflections	Within the context of the team system, Young Persons have developed a safe and secure environment for sharing and learning through reflections. The team has an established set of desired understandings and behavioural norms (ground rules) that promote a safe learning environment for all Young Persons. The team has at its disposal a variety of reflection protocols utilised within structure of PIC/PLC that it may call on to promote that safe environment.		Within the context of the team system, Young Persons are in the process of developing a safe and secure environment for sharing and learning through reflections. The team is being guided towards establishing understandings and behavioural norms (ground rules) that promote a safe learning environment for all Young Persons. The team is still in the process of learning a variety of reflection protocols utilised within structure of PIC/PLC that it may call on to promote that safe environment.		Within the context of the team system, Young Persons do not yet feel that there is a safe and secure environment for sharing and learning through reflections. Environment may be tense and acrimonious due to low trust level between young persons.

4.4					
Young Persons Involvement in Facilitating Reflections	Young Persons who may be in youth leadership positions (SPL, PL or APL), or otherwise, play an active role in facilitating reflections. Young Persons perform these tasks on a regular basis and have arrived at a state of competency that they are able to operate effectively with light adult intervention. Young Persons performing these tasks are also guided in contemplating on these tasks, and learn through these experiences.		Young Persons who may be in youth leadership positions (SPL, PL or APL), or otherwise, play an active role in facilitating reflections. Young Persons may still require regular supervision and active guidance to perform these roles effectively.		Young Persons play no role in facilitating reflections. Instead adult leaders perform these roles.
4.5					
Appropriate Feedback is provided to facilitate development	With due care to maintain the safe and secure learning environment in the team, sufficient feedback and debrief from senior young persons or adult leaders is provided to further strengthen the learning and development, and this is done so regularly. Young persons within the team view and perceive this feedback positively in the spirit of learning, and view these feedback as coming from safe and secure sources due to the strength or personal relationships between the young persons and the senior young persons or adult leaders.		With due care to maintain the safe and secure learning environment in the team, sufficient feedback and debrief from senior young persons or adult leaders is provided to further strengthen the learning and development, and this is done so regularly. Additional work needs to be done to build the relationship between the young persons and the senior young persons or adult leaders in order for this feedback to be perceived positively in the spirit of learning.		Insufficient or inappropriate feedback is given by senior young persons or adults leaders to strengthen the learning and development.

5	Action FIVE: Building an Effective and Competent Adult Leader Team

Adult support to young people involves three aspects which correspond to the three different roles an adult needs to play within a Scout unit:

- The activity leader: he or she must ensure that every activity that the group undertakes is successfully carried out. While no adult can be expected to have all the skills required for all activities, it is his or her responsibility to ensure that the necessary technical support and expertise is made available to the group when and where needed.
- The educator: he or she needs to directly support the process of self-education and ensure that what a young person experiences has a positive impact on the development of that young person's knowledge, skills or attitudes. In other words, as an educator, the adult leader needs to relate to each individual member - male or female - so as to help the young person to identify his or her development needs, to help the young person to accept those needs and to ensure that they are met adequately through the Youth Programme.
- The group facilitator: based on a voluntary partnership between adults and young people, he or she needs to ensure that the relationships within the group are positive and enriching to all and that the group provides an attractive and supportive environment for the continued growth of the group as a whole. This implies a rich learning partnership between young people and adults, based on mutual respect, trust and acceptance of each other as persons.

In considering this section, we suggest that the ratings be performed based on the core unit leader team that drives how the unit is run. Auxiliary unit leaders with infrequent contributions may be omitted.

	5 Ideal Implemented State	4	3 Making Progress	2	1 Urgent Attention Advised
5.1					
Commitment to Scouting as Character Education	The core adult leader team has a collective understanding that an adult leader is firstly an educator of Young Persons, and accepts the adult leader's role in the development of Young People in the 21st Century. The team is committed to holistic development of Young Persons, they seek to understand the Young Persons under their charge in order to meet their educational needs. The team possesses a set of sound morals, values and ethics and are role models to the Young People.		The core adult leader team is in the process of developing its a collective understanding that an adult leader is firstly an educator of Young Persons, and accepts the adult leader's role in the development of Young People in the 21st Century. Individuals within the team may still view their roles differently from others and the team is in the process of coming to a common understanding.		The core adult leader team has not developed a collective understanding of its purpose to educate Young Persons. Individuals within the team may view their roles differently from others. Some may adopt the self-perception of military commanders rather than educators of young people.

255

5.2						
Understanding of Scouting Fundamentals	The core adult leader team has a collective commitment to designing effective and engaging activities that are based on Scouting fundamentals and principles. Within the team, there is sufficient knowledge of Fundamentals of Scouting and 21st Century Competencies in Youth Programme. With this in mind, the team is always considering the developmental needs of Young Persons that they are charged with.		The core adult leader team has a collective commitment to designing effective and engaging activities that are based on Scouting fundamentals and principles. However, the team may still require some development in the knowledge of Fundamentals of Scouting and 21st Century Competencies in Youth Programme.		The team requires significant development in the knowledge of Fundamentals of Scouting and 21st Century Competencies in Youth Programme.
5.3						
Commitment to Use of Scout Method in Particular **Encounters with Nature**	The core adult leader team has a collective commitment to implementing the Scout Method to facilitate Young Persons' learning with particular emphasis on encounters with nature. The core adult leader team is committed to exposing young persons to nature through outdoor activities as far as possible. The team has sufficient outdoor and core Scouting skills to plan activities that can effectively provide learning experiences that lead to the SPICES outcomes for the Young Persons.		The core adult leader team has a collective commitment to implementing the Scout Method to facilitate Young Persons' learning with particular emphasis on encounters with nature. While the core adult leader team is committed to exposing young persons to nature through outdoor activities as far as possible, it may still require development in outdoor and core Scouting skills to plan activities that can effectively provide learning experiences that lead to the SPICES outcomes for the Young Persons.		The core adult leader team requires a greater commitment to exposing young persons to nature through outdoor activities.

5.4						
Sufficient Formal Preparation for Role	All of the members of the core adult leader team have completed formal unit leader training up to the minimum qualification of Wood Badge. The core adult leader team is equipped with necessary programme planning skills to lay out an annual unit activity plan that adheres to Scouting fundamentals and delivers a variety of activities to the Young Persons.		Some of the members of the core adult leader team have completed formal unit leader training up to the minimum qualification of Wood Badge. Other members either completed the Wood Badge Course (Theoretical Component) or are in the midst of doing so.		Few or none of the members of the core adult leader team have completed formal unit leader training up to the minimum qualification of Wood Badge. Few or none of the other members are in the midst of completing the Wood Badge Course (Theoretical Component).
5.5						
Proficiency in Facilitating and Enabling Young Persons' Learning and Development	The core adult leader team is proficient in facilitating experiential learning through the activities to inculcate values and SPICES outcomes in Scouts. The core adult leader team have the necessary facilitation skills to bring about attainment of the learning objectives through group or individual reflections pre-, during and post-activity. The core adult leader team have sufficient basic counselling skills in order to balance between getting his charges do their best while managing unsuccessful attempts and unmotivated scouts.		The core adult leader team is not yet proficient in facilitating experiential learning through the activities to inculcate values and SPICES outcomes in Scouts. The core adult leader team has the necessary training in facilitation and counselling skills, but is still in the process of exploring and deepening its practice of these skills in practical situations involving young persons.		The core adult leader team requires significant development in the area of facilitating experiential learning through the activities to inculcate values and SPICES outcomes in Scouts. The core adult leader team requires significant development in the fundamentals of facilitation skills and counselling skills.

5.6					
Commitment to Use of Scout Method in Particular **Learning by Doing**	The core adult leader team has a collective commitment to operate and orchestrate a range of day-to-day Unit activities that provide Young Persons with opportunities to learn through direct experience. The core adult leader team seeks to establish conducive group life ecosystem in which the Scout method can flourish.		The core adult leader team has a collective commitment to operate and orchestrate a range of day-to-day Unit activities that provide Young Persons with opportunities to learn through direct experience. The core adult leader team may require guidance in understanding what is necessary to establish conducive group life ecosystem in which the Scout method can flourish.		The core adult leader team requires significant development in the use of the Scout Method and Learning by Doing.

6	Action SIX: Leveraging on and Sourcing for Resources

	5 Ideal Implemented State	4	3 Making Progress	2	1 Urgent Attention Advised
6.1					
Line Support Materials	The unit has access to materials and resources developed by their respective area. These materials and resources are useful to the adult leader team in their journey of unit excellence. Materials and resources may be in the form or unit meeting ideas/resources, annual programme exemplars/ideas and includes social networked communities (Facebook, etc) supported by the area in which useful sharing of such materials and resources occurs.		The unit has some access to materials and resources developed by their respective area. These materials and resources are useful to the adult leader team in their journey of unit excellence.		The unit has little to no access to materials and resources developed by their respective area.

6.2						
Line Support Leaders	The unit has an assigned unit development leader assigned by the area commissioner. The adult leader team has regular access to a unit development leader who provides support to adult leaders in their implementation of programme. The unit development leader is familiar with the unit and the adult leader team, and has the necessary expertise to support the adult leader team in their journey of unit excellence.		The unit has an assigned unit development leader assigned by the area commissioner. The adult leader team has occasional access to a unit development leader who provides support to adult leaders in their implementation of programme. The unit development leader may not yet be fully familiar with the unit and the adult leader team.		The unit has not been an assigned unit development leader assigned by the area commissioner.	
6.3						
Sectional Support Materials	The unit has access to materials and resources developed by their respective sectional roundtable or the Programme Commissioner. These materials and resources are useful to the adult leader team in the implementation of the revised programme. Materials and resources may be in the form or unit meeting ideas/resources, annual programme exemplars/ideas and includes social networked communities (Facebook, etc) supported by the sectional roundtable in which useful sharing of such materials and resources occurs.		The unit has some access to materials and resources developed by their respective sectional roundtable or the Programme Commissioner. These materials and resources are useful to the adult leader team in the implementation of the revised programme.		The unit has little to no access to materials and resources developed by their respective sectional roundtable or the Programme Commissioner.	

6.4					
Sectional Support Leaders	The adult leader team has regular access to the sectional roundtable under the National Programme Council, or to the Programme Commissioner for the Section. The sectional roundtable, or Programme Commissioner for the Section provides guidance in terms of understanding the sectional programme and the philosophy of the progress scheme. The unit is also familiar with the requirements for nominating young persons to the sectional highest award.		The adult leader team has occasional access to the sectional roundtable under the National Programme Council, or to the Programme Commissioner for the Section. The sectional roundtable, or Programme Commissioner for the Section provides guidance in terms of understanding the sectional programme and the philosophy of the progress scheme. The unit may not be familiar with the requirements for nominating young persons to the sectional highest award.		The adult leader team has no access to the sectional roundtable under the National Programme Council, or to the Programme Commissioner for the Section.
6.5					
Logistics Resources	The adult leader team has access to logistics resources that are necessary for the smooth implementation of core Scouting activities. The unit is supported with ample outdoor equipment for its needs, either owning its own equipment or has knowledge of where to loan equipment that it does not own for activities. The unit's activities are rarely negatively affected by lack of outdoor equipment.		The adult leader team has some access to logistics resources that are necessary for the smooth implementation of core Scouting activities. The unit has some outdoor equipment for its needs. Occasionally, its activities may be affected by insufficient equipment.		The adult leader team has no access to logistics resources that are necessary for the smooth implementation of core Scouting activities.

6.6						
Administrative Resourcing	The adult leader team has sufficient knowledge of the administrative requirements of running a unit. The unit is sufficiently supported by the respective HQ full time staff for administrative resources.		The adult leader team requires development in the administrative requirements of running a unit.		The adult leader team has little to no knowledge of the administrative requirements of running a unit.

Assessment Record Form

CAOE Pt 1 _____
(course code / year)

Course Participant Name: _____ (as per NRIC)

School / Scout Group & Appointment: _____

Contact Email: _____ Mobile: _____

Assessor Name: _____ Assessment Date: _____

Module 1 - Scouting and Its Knowledge

Learner Guide Assessment (LGA) 1

Performance Criteria	Assessment Criteria	Competence		Remarks
		C	**NYC**	
Competency Element 1.1 Acquire the essential knowledge of the Scout Movement, individual's role and areas of responsibilities as an adult leader.				
1.1.1 Recount briefly how Scouting first started by Lord Baden Powell globally and then how it came into Singapore through Frank Cooper Sands.	1.1.1.1 Able to recall key facts on the origins of the Scout Movement, Founder Baden Powell and his ideas from the pre-course readings 1. The Baden-Powell Story 2. Scouting for Boys (yarn00) 3. Scouting for Boys (yarn01) that include the following: • BP's Early Life • BP's Military Experiences (England, India, Africa) • BP's Ideas for Training Boys • Boys' and Parents' Views on Scouting • Progressive Training of Scouts at Different Developmental Stages • What Good Scouts Do • Beginning of the Scout Movement • History of Singapore Scout			Yarn 00 Explanation of Scouting Foreword by BP Intro by Lord Rowallan Yarn 01 What Scouts Do

Performance Criteria	Assessment Criteria	Competence		Remarks
		C	NYC	
1.1.2 Explain the meaning and significance of the unique characteristics and elements associated with Scouting.	1.1.2.1 Able to define the following unique characteristics and elements of Scouting with its importance and usage. • Left Handshake • Scout Sign • Scout Salute • World Scout Badge • Scout Uniform • Youth Programme 1.1.2.2 Able to develop a teaching / learning / assessment resource for one unit meeting to introduce one essential characteristics of Scouting (e.g. history, BP, uniqueness of Scouting) to youth members.			

Competency Element 1.2: Explore the Fundamentals of Scouting, POR and other policies related to youth protection and duty of care (i.e. Code of Conduct, Safe From Harm Policy, Whistle Blowing etc.) and consider their relationship with and impact on the delivery of a quality youth Scouting programme.				
1.2.1	Possess an overview of the key elements of Fundamentals of Scouting which characterise our Movement and its mission.	1.2.1.1 Able to express in own words the following Fundamentals of Scouting. • The Definition of Scouting • The Purpose of Scouting • The Principles of Scouting • The Scout Method 1.2.1.2 Able to write a 1- to 2-page personal reflection using the following guiding question. + *What do Scouting, its ideals, values and contributions to a better world mean to you?* + *What are some things about Scouting that you could resonate with or could align your personal values / philosophy (thoughts/beliefs/attitudes) with it?*			POR Section 1.0 Scouting Fundamentals
1.2.2	Interpret the SSA Policies, Organisation and Rules (POR) which provides directives and governs the work of the Scout Movement in Singapore; and relate to an adult leader who has a responsibility for the support and development of youths in Scouting.	1.2.2.1 Able to refer to the following sections of the POR for guidelines, best practices for acceptable conduct of oneself and Scouting activities. 1. Mission and Scouting Fundamentals 2. Key Policies 3. Membership 4. Structure and Organisation 5. Financial Policies 6. Public Relations 7. International Scouting 8. Uniform 9. Appointment Insignias 10. Badges 11. Decorations and Awards 12. Adults in Scouting 13. General Rules 14. Annex – Placement of Badges on Uniform			

	1.2.2.2 Able to apply the above knowledge in POR to scenario-based questions in a quiz.			
1.2.3 Comply with the ethical, legal and organisational requirements such as the Code of Conduct, Safe from Harm and other policies, giving careful considerations that information, instruction, training and supervision are provided to ensure the health, safety and wellbeing of youths under one's duty of care.	1.2.3.1 Able to review the Code of Conduct and make an online declaration via the MSDS *(i.e. under Adult Management→Adult Training Registration→Code of Conduct)* 1.2.3.2 Able to adopt guiding principles from the online Safe from Harm training in the planning and implementation of exciting, safe and developmental activities for youths. 1.2.3.3 Able to commit oneself to SSA's standard of compliance with accounting, financial reporting, internal controls, corporate governance and auditing requirements etc. as stipulated in the Whistleblowing Policy.			Create one's own profile at www.scout.org; have one's email registered in www.scout.org with complete full name; open the address learn.scout.org;

Overall Assessment Outcome   ☐ Competent   ☐ Not Yet Competent

Comments: _____

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Assessor Name: _____ Signature: _____ Date: _____

Acknowledgement by Course Participant:

Comments: _____

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Participant Name: _____ Signature: _____ Date: _____

Assessment Record Form

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Module 2 - Scouting Environment

Learner Guide Assessment (LGA) 2

Performance Criteria	Assessment Criteria	Competence		Remarks
		C	**NYC**	
Competency Element 2 Acquire the essential knowledge of the developments of the Scouting Movement at the local, Asia Pacific Region and world arena to meet the developmental needs of youths raised in dynamic society today, and to contribute to the growth of their group and/or section.				
2.1 Relate with the dynamism and flexibility of how the WOSM, Regions and National Scout Organisations work collaboratively in support of volunteer adult leaders' development, youth empowerment, strong communication and information flow in creating a better world.	2.1.1 Able to state the organs, functions, purpose, strategic priorities of World Organisation of the Scout Movement (WOSM) and World Scout Programmes; the members, functions of the Asia Pacific Region. 2.1.2 Able to create one's own profile with www.scout.org, join/follow Scouts in social media, read news and look for reference Scouting resources. 2.1.3 Able to explore and plan for future international Scouting activities for one's own unit (e.g. Scout internationalisation programme, jamboree, International Friendship Day, JOTA-JOTI)			World Scout Programmes-- Scout of the World Award (SWA) Messengers of Peace (MoP) World Scout Environment Programme (WSEP)

2.2 Relate with the structure of headquarters of the Singapore Scout Association (SSA), Area and Scout Group i.e. people, resources, processes to support implementation of youth programme at National / Area / Group level respectively.	2.2.1 Able to describe the various roles and functions within the SSA, Area Leadership Team (Operations, Programme, Training) and Scout Group including the role of Sponsoring Authority, qualities, role and responsibilities of an adult leader.			POR Section 4.0 Structure and Organisation
2.3 Review existing membership growth strategies in school- or community-based Scout groups with emphasis on recruitment, management and retention of adult leaders and youth members.	2.3.1 Able to share, develop and implement good section-specific practices in the recruitment, management and retention of adult leaders and youth members within one's Scout Group including the following brief drafts. • CCA Open House / Community Outreach / Scouting Profile • Learning and Development • Deployment and Reassignment • Awards and Recognition			Better Scouting for More Young People – Action for Growth

Overall Assessment Outcome   ☐ Competent   ☐ Not Yet Competent

Comments: _____

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Assessor Name: _____ Signature: _____ Date: _____

Acknowledgement by Course Participant:

Comments: _____

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Participant Name: _____ Signature: _____ Date: _____

Assessment Record Form

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Assessor Name: _____ Assessment Date: _____

Module 3 – Youth Programme

Learner Guide Assessment (LGA) 3

Performance Criteria	Assessment Criteria	Competence		Remarks
		C	**NYC**	
Competency Element 3 Adopt the Youth Programme Model that encapsulated the three core components of 'What' (learning opportunities), 'How' (the Scout Method), and 'Why' (purpose of Scouting) as proposed in the Youth Programme Policy (SSA) for the planning and review of a sectional Scout programme including the use of and a variety of methods to generate programme ideas.				

3.1 Make sense of how the educational purpose of Scouting serve to develop the youths in the context of one's sectional Scout programme in school or community.	3.1.1 Able to articulate how each of the following is aligned to the MOE Desired Outcomes of Education, 21st Century Competencies, SEL Competencies, Character and Citizenship Education Learning Outcomes; and influence the planning and review of Youth Programme.
	
	• Definition of the Youth Programme
	• Active Citizenship through Scouting to promote Sustainable Development Goals (SDGs)
	• Focus of the Education Process for Singapore Scouting
	  ➢ Character Values - R³ICH
	  ➢ Social & Cross-cultural Skills
	  ➢ Appreciation of Outdoors & Environment
	• Educational Outcomes
				World Scout Youth Programme Policy
				
				Renewed Approach to Programme

Performance Criteria	Assessment Criteria	Competence		Remarks
		C	**NYC**	
	➢ 3 Scout Sections, 4 Tiers ➢ SPICES Framework – 6 areas of development ➢ 18 educational objectives 3.1.2 Able to write a 1- to 2-page personal reflection using the following guiding question. + *What are your thoughts on the Youth Programme and your supportive role as an adult leader in developing youths under your charge through non-formal education, preparing them as "active citizens creating positive change in their communities and in the world based on shared values"?*			
3.2 Incorporate the Scout Method in the planning, conduct and review of a sectional Scout programme.	3.2.1 Able to describe how the interaction of the 8 equally important elements of the Scout Method, in a combined, balanced and contextualised manner that influences the Youth Programme (by section) and makes Scouting unique. 1. The Scout Promise and Law 2. Learning by Doing 3. Personal Progression 4. Team System (The Patrol System) 　The Patrol In Council 　The Patrol Leaders' Council 　Patrol System Checklist 　Patrol Assessment Checklist 　Patrol Leader Checklist 5. Adult Support 6. Symbolic Framework 7. Nature 8. Community Involvement			Youth Programme Policy (SSA) Chapter 4 Scout Method – How?

Performance Criteria	Assessment Criteria	Competence		Remarks
		C	**NYC**	

	3.2.2 Able to incorporate the following approaches in implementing one's sectional Scout Programme.
	
	• 4 ingredients of the 'Dynamics of Scouting in Action'
	  + Educational Objectives
	  + Learning Opportunities
	  + Group Life
	  + Structure and Functioning of the Unit
	• 4 Approaches for Implementing the Youth Programme
	• People, Objectives and Activities Contextualised by Scout Section
	• Facilitating Reflections to Deep Learning (PESR Learning Cycle)
	
	3.2.3 Able to write a 1- to 2-page personal reflection using the following guiding question.
	
	+ *What I could do differently (i.e. learning by doing, personal progression, team system etc.) from a personal standpoint the next time I conduct the Youth Programme with my Scout Group?*			

3.3 Define the concepts related to the Youth Programme which covers the totality of the experience proposed to youths in terms of what they do in the Scout Movement.	3.3.1 Able to identify the characteristics of a good Youth Programme in the design and implementation of it. • Loyalty – adhere to the Fundamentals of Scouting • Relevance – meet the needs and aspirations of youths • Feasibility – is adaptable and easy to implement			World Scout Youth Programme Policy Renewed Approach to Programme Youth Programme Policy (SSA) Chapter 5 What Does Scouting Looking Like? – The Programme Model and Progress Scheme Association Awards, Progress and Proficiency Badge Schemes by Scout Sections, Campfire Songs, Uniform Singapore Scouts App

272

Performance Criteria	Assessment Criteria	Competence		Remarks
		C	NYC	

	3.3.2 Able to incorporate the 8-step Renewed Approach to Programme to adapt the Youth Programme to the needs and aspirations of youths.
	
	1. Educational Proposal
	2. Areas of Personal Growth
	3. General Educational Objs.
	4. Stages of Devt. & Age Sect.
	5. Section Educational Objs.
	6. Educational Activities
	7. Section Methods
	8. Personal Progressive Scheme
	
	3.3.3 Able to incorporate the concepts from the Youth Programme Model and Progress Schemes in one's 30-Week CCA Plan including the following.
	
	• Experiential Learning
	• 4 Core Scouting Activities
	  + Camping
	  + Outdoor Exploration / Expedition
	  + Knotting & Pioneering
	  + Outdoor Cooking & Survival
	• Progress Schemes by Scout Sections
	  + 4 Tiers Award Scheme
	    * Initiation to Patrol Life
	    * Participation in Patrol Life
	    * Building Patrol Life
	    * Contributing to Troop Life
				Online
				https://scoutsg.herokuapp.com/

Performance Criteria	Assessment Criteria	Competence		Remarks
		C	NYC	

	+ 6 Themes / Threads
	  * Citizenship & Global
	    Awareness
	  * Adventure & Outdoor
	  ** Leadership & Interest
	  * Service & Community
	  * Sports & Physical
	    Recreation
	  * Inspirations, Beliefs
	    & Attitudes
	  * Creative Pursuits
	
	• The Rover Milestone
	  Framework
	  + Fellowship
	  + Open Air
	  + Service and Citizenship
	  + Rovering to Success
	  + Back to Scouting			

Overall Assessment Outcome ☐ Competent   ☐ Not Yet Competent

Comments: _____

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Assessor Name: _____ Signature: _____ Date: _____

Acknowledgement by Course Participant:

Comments: _____

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Assessment Record Form

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Module 4 – Scouting Skills

Learner Guide Assessment (LGA) 4

Performance Criteria	Assessment Criteria	Competence		Remarks
		C	**NYC**	
Competency Element 4 Apply practical skills as an effective adult leader in supporting other adult leaders and youths through the organisation of one's sectional Scout programme that youths can develop their character and learn from the experiences and situations, both organised and spontaneous.				
4.1 Organise one's Scout Group and manage administrative tasks in Scouting, including responsibilities relating to unit programme planning, finances, record keeping, monitoring of youth developmental progress and achievement etc.	4.1.1 Able to perform unit management and administrative tasks including the following. • Roles and Responsibilities of other Adult Leaders • 30-Week CCA Plan • CCA Yearly Budget Plan • Procurement of Scout Uniform • Membership and Course Registration (MSDS) • Activity RAMS • Frank Cooper Sands Award • Unit Attendance & Learning Progress / Achievement Records • Fund Raising			Unit Admin Tool http://resource.scout.sg/uat
4.2 Perform the roles of a facilitator, a developer and a supporter of the Youth Programme at the unit level.	4.2.1 Able to craft 1-Term Unit Activity Plan according to guidelines stated in the Youth Programme Policy with considerations of the following.			

Performance Criteria	Assessment Criteria	Competence		Remarks
		C	NYC	
	• Training Approaches + Strategy One to Four + The Observation-Interpretation-Planning (O.I.P.) Method + The Base Method + The Peer Learning Method + Others 4.2.2 Able to create the right circumstances for the implementation of the Youth programme which engages and empowers youths. + Involving Youths in Activity Planning, Target Setting, and Decision Making + Engaging Youths in Reflections to Facilitate Deeper Learning + Partnering Other Stakeholders in Raising the Scouting Profile & Membership Growth, and Championing Sustainable Development Goals within the Youth Programme 4.2.3 Able to evaluate, analyse and design the Youth Programme according to youths' needs and aspirations. + Building an Effective and High Quality Team System + Running an Exciting and Invigorating Activity-based Schedule			

Performance Criteria	Assessment Criteria	Competence		Remarks
		C	NYC	
	+ Focusing on Character Development through Activities and not Technical Competencies alone 4.2.3 Able to assist in the development and implementation of the Youth Programme including support for other adult leaders. + Fostering positive relationships between adults and youths + Supporting the process of youths' self-education + Leveraging on SSA Line Support Structures and Sourcing for Programme Resources			

4.3 Plan and conduct unit meetings and Scout ceremonies	4.3.1 Able to plan and carry out a unit meeting including the following.
	
	• Scout Ceremonies
	  + The Opening Ceremony
	  + The Flag Break
	  + The Investiture Ceremony
	  + The Closing Ceremony
	
	• Ideas for
	  + Games
	  + Skills Training
	  + Songs
	  + Patrol / Group Project
	
	• Flag Staff Construction
	  + Flag Furling Technique
	  + Basic Knots
	    The Clove Hitch
	    The Sheet Bend
	    Guy Line Hitch
	    The Sheepshank			

Performance Criteria	Assessment Criteria	Competence		Remarks
		C	NYC	
	• Common Whistle / Hand Signals • Common Foot Drill Commands • Unit Meeting Evaluation Checklist			

Overall Assessment Outcome   □ Competent   □ Not Yet Competent

Comments: _____

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Assessor Name: _____ Signature: _____ Date: _____

Acknowledgement by Course Participant:

Comments: _____

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Participant Name: _____ Signature: _____ Date: _____

Assessment Record Form

CAOE Pt 1 _____
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Course Participant Name: _____ (as per NRIC)

School / Scout Group & Appointment: _____

Contact Email: _____ Mobile: _____

Assessor Name: _____ Assessment Date: _____

Summary Record

Performance Criteria	Competence		Remarks
	C	**NYC**	
Competency Element 1.1 Acquire the essential knowledge of the Scout Movement, individual's role and areas of responsibilities as an adult leader.			
1.1.1 Recount briefly how Scouting first started by Lord Baden Powell globally and then how it came into Singapore through Frank Cooper Sands.			
1.1.2 Explain the meaning and significance of the unique characteristics and elements associated with Scouting.			
Competency Element 1.2 Explore the Fundamentals of Scouting, POR and other policies related to youth protection and duty of care (i.e. Code of Conduct, Safe From Harm Policy, Whistle Blowing etc.) and consider their relationship with and impact on the delivery of a quality youth Scouting programme.			
1.2.1 Possess an overview of the key elements of Fundamentals of Scouting which characterise our Movement and its mission.			
1.2.2 Interpret the SSA Policies, Organisation and Rules (POR) which provides directives and governs the work of the Scout Movement in Singapore; and relate to an adult leader who has a responsibility for the support and development of youths in Scouting.			
1.2.3 Comply with the ethical, legal and organisational requirements such as the Safe From Harm, Code of Conduct, and other policies, giving careful considerations that information, instruction, training and supervision are provided to ensure the health, safety and wellbeing of youths under one's duty of care.			

Competency Element 2 Acquire the essential knowledge of the developments of the Scouting Movement at the local, Asia Pacific Region and world arena to meet the developmental needs of youths raised in dynamic society today, and to contribute to the growth of their group and/or section.			
2.1 Relate with the dynamism and flexibility of how the WOSM, Regions and National Scout Organisations work collaboratively in support of volunteer adult leaders' development, youth empowerment, strong communication and information flow in creating a better world.			
2.2 Relate with the structure of headquarters of the Singapore Scout Association (SSA), Area and Scout Group i.e. people, resources, processes to support implementation of youth programme at National / Area / Group level respectively.			
2.3 Review existing membership growth strategies in school- or community-based Scout groups with emphasis on recruitment, management and retention of adult leaders and youth members.			
Competency Element 3 Adopt the Youth Programme Model that encapsulated the three core components of 'What' (learning opportunities), 'How' (the Scout Method), and 'Why' (purpose of Scouting) as proposed in the Youth Programme Policy (SSA) for the planning and review of a sectional Scout programme including the use of and a variety of methods to generate programme ideas.			
3.1 Make sense of how the educational purpose of Scouting serve to develop the youths in the context of one's sectional Scout programme in school or community.			
3.2 Incorporate the Scout Method in the planning, conduct and review of a sectional Scout programme.			
3.3 Define the concepts related to the Youth Programme which covers the totality of the experience proposed to youths in terms of what they do in the Scout Movement.			
Competency Element 4 Apply practical skills as an effective adult leader in supporting other adult leaders and youths through the organisation of one's sectional Scout programme that youths can develop their character and learn from the experiences and situations, both organised and spontaneous.			
4.1 Organise one's Scout Group and manage administrative tasks in Scouting, including responsibilities relating to unit programme planning, finances, record keeping, monitoring of youth developmental progress and achievement etc.			
4.2 Perform the roles of a facilitator, a developer and a supporter of the Youth Programme at the unit level.			
4.3 Plan and conduct unit meetings and Scout ceremonies			

Overall Assessment Outcome   ☐ Competent   ☐ Not Yet Competent

Comments: _____

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Assessor Name: _____ Signature: _____ Date: _____

Acknowledgement by Course Participant:

Comments: _____

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Participant Name: _____ Signature: _____ Date: _____