

The Scout Method:

Policy Document

Scouting contributes to the education of young people through a system of progressive self-education based upon a value system.

Scouting Ireland believes that:

1. The Scout Method is a comprehensive educational framework composed of elements which work together as a system to provide young people with a rich and active learning environment.
2. Together, the Scout movement's aim, principles and Method form the essence of Scouting's educational system.
3. The Scout Method is based on how young people naturally develop and should be implemented in a manner which takes into account their evolving characteristics, needs and interests at different stages of development.
4. The Scout Method consists of elements which interact to create a unique educational system.
5. Each element of the Scout Method has a specific function, interacts with the other elements so as to reinforce the effectiveness of each one, contributes to the overall purpose to be achieved and is needed for the system as a whole to function.
6. Youth Members should be familiar with the Scout Method and how it operates in their section; and, Adult Scouters should be trained in the Scout Method and how it operates.
7. While the elements of the Scout Method are enshrined in the constitution, the National Management Committee, on the recommendation of the National Youth Programme Committee, with due regard for the policies of the World Organisation of the Scout Movement, can interpret the meaning and implementation of the Scout Method, and its elements, as required.
8. The Elements of the Scout Method are: Promise and Law, Personal Progression, Learning by Doing, Small Group System, Symbolic Framework, Nature and Outdoors, Service and Commitment, and Young People and Adults Working Together.



The Scout Method:

Policy Support Document

The policy outlines the Method's fundamental importance to scouting. In order to support the understanding of the Scout Method this document provides explanations of different aspects of the Method:

- The Scout Method as an educational system of interdependent elements
- The concept of 'Group Life'
- Elements of the Scout Method
- Adapting the elements of the Scout Method to each age range
- How the Scout Method is manifest in each Programme Section

This Support document is intended to assist and guide the development of resources relating to the Scout Method. This document is based on resources produced by WOSM and acts as a summarised guide, the development and interpretation of the Method should be informed by not only this document but by materials produced at a World level (see appendix).

An educational system of interdependent elements

The Scout Method (capital "M") is a system. It has to be conceived as an interdependent group of elements forming a unified and integrated whole. That is why the word "Method" is used in the singular, not in the plural.

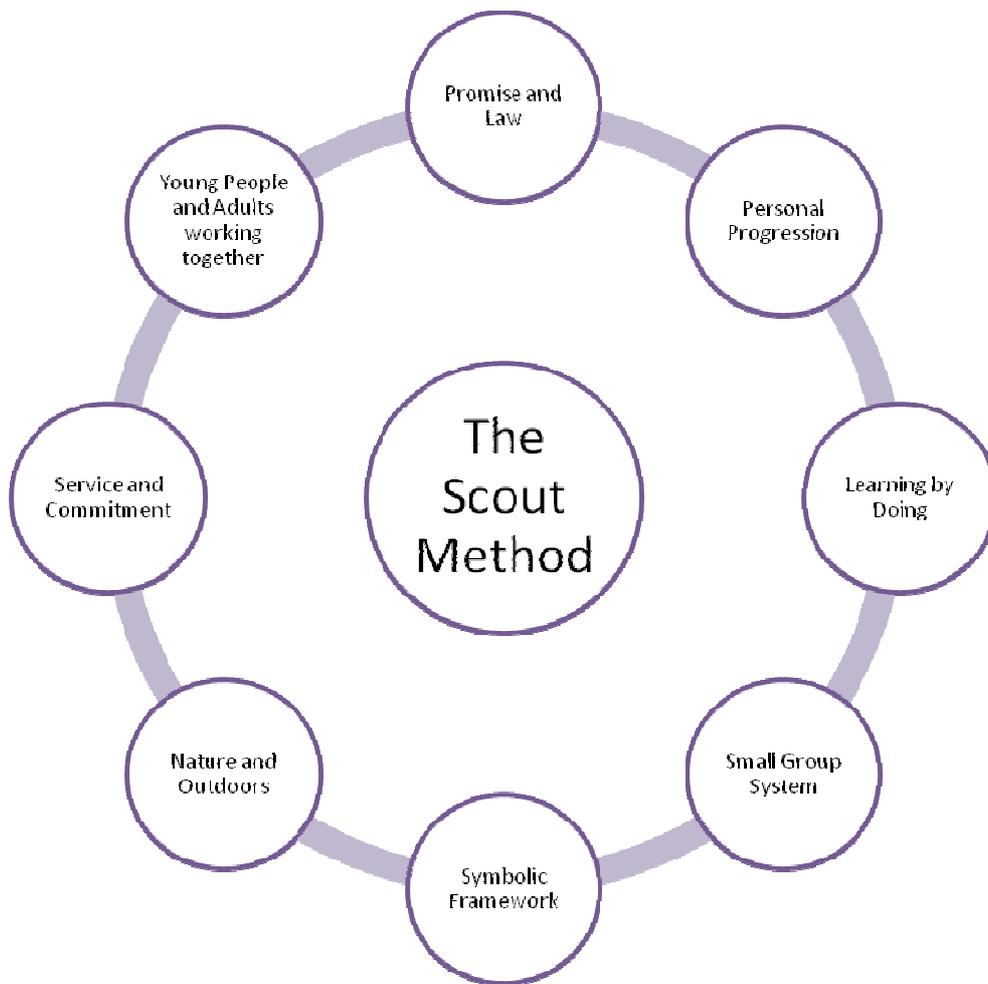
The Scout Method can be described as a web or a matrix, where all of the elements are intertwined and at the same time are relevant to the youth members. The strength and uniqueness of the scouting educational system lies in the interaction of these elements. Thus, while individually many of these educational tools are used in other forms of education it is their application as part of a system which creates their special character.

An important characteristic of a system is the synergy that is created - in other words the effects of a system are greater than the sum total of the effects of its parts. The same is true of the Scout Method. Each of the elements has an educational function; each element complements the impact of the others. If any of the elements is missing or is not being used as intended, then the system as a whole cannot serve its original purpose – the progressive, holistic development of the young person. It is not appropriate, therefore, to apply certain elements and disregard others, nor can any element be used in a way which is not consistent with Scouting's purpose and principles.

While all the elements of the Scout Method, working as part of a system, will be constantly in play in the Scout experience, not all of these elements will be apparent in the forefront at any particular moment; some will be playing only a background role. However, over a period of time all elements of the Method will have been used actively.

The elements of the Method must be analysed and applied as a whole system. However, focusing on individual elements, in an isolated and fragmented way, hinders both understanding and the functioning of the whole system. The complexity of the system, and the many links within it, need to be understood so that these mechanisms can be incorporate naturally in programme.





Group Life

The application and operation of the Scout Method creates system called the 'Group Life'. The parts of the Group Life work together to support the young person's sense of belonging, their sense of fun and adventure, their confidence in their own ideas and their own ability, their development.

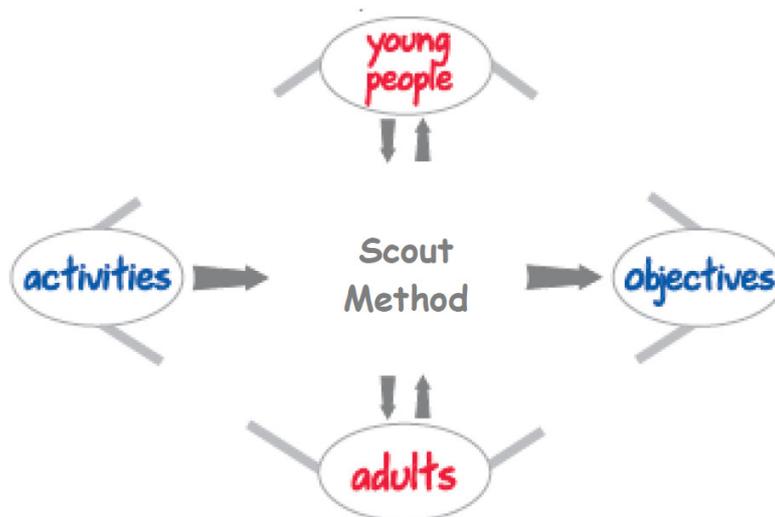
The parts of Group Life are:

- **The People:** the young people and the Scouters, and the relationship between them
 - Young people (individually and as Patrols) contribute to all the elements of the Programme for themselves.
 - The educational needs of young people are central in the Scout Method.
 - Adults have a supporting and encouraging role. Their place at the bottom of the diagram (below), symbolising their educational and supportive, not hierarchical, role.
- **What the people want to achieve:** the learning objectives and the activities which help to attain them
 - Learning Objectives (the goals which have been set) are what it is we set out to achieve, with everything we do.
 - Young people are decide on their own personal journey by setting their own personal challenges to achieve their learning objectives; in this , they are supported by their peers and guided by the Scouter
 - Scouting is done through activities which emphasise discovery, in keeping with the principle of learning by doing.
 - Activities, Adventure Skills and Special Interest Badges give the young people personal experiences which enables them to gradually achieve learning objectives, with the help and mediation of their peers and the Scouter



- **How they to achieve it: the Scout Method**
 - The goals are achieved through the Scout Method by participation in Group Life.
 - Activities are organised and carried out in the frame of the Scout Method
 - The Scout Method is understood by everyone
 - The Scout Method is used in a balanced way

Group life results from the application of the Scout Method. By applying the Scout Method as a whole a special educational and supportive environment is created in the teams and sections, which is called Group Life:



This special atmosphere of Group Life is generated by a combination of things:

- Scouts give each other support
- Rich experience of life in small teams
- Welcoming attitude and guidance of the Scouters
- Attractive activities
- The challenge of the personal objectives
- The values of the Law and the spontaneous rules which govern shared life
- Commitment generated by the Promise
- Learning by doing and through activities
- The sense of purpose provided by the symbolic framework
- Attractiveness of life in the outdoors
- The joy of serving others
- Democratic decision-making processes
- The sense of belonging that comes from the symbols
- The significance of the celebrations

In short, everything that happens as a result of the coordinated application of the Scout Method.



Elements of the Scout Method

Promise and Law

The Scout Law is a code of living - for each individual Scout and for the members of the Group 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 and practical way for young people to understand the values which Scouting proposes as a basis for one's life.

As the Scout Law is a personal code of living and a collective one, it needs to be the foundation on which the Scout Group is structured and operates if the young people are to be helped to discover for themselves the values on which it is based. Concretely, the Scout Law translates into the rules of the group: the rights and duties of each member, the sharing of responsibilities, decision-making processes, conflict management, and so on.

The Scout Law provides an excellent evaluation tool, both in terms of bringing out the connections between the degree to which the code of living was adhered to and what went well or badly with activities, camps, projects, group life, etc., and what could be improved; and in terms of a personal evaluation of the extent to which each young person feels he or she has made progress in reflecting the qualities.

The Scout Law is also an entirely positive statement of values. It is not a list of "do not's." BP said in 1933 that "the boy is not governed by DON'T, but is led on by DO." This is key as formal educational environments are often governed by restrictions and by the reinforcement of a code of negative characteristics and actions. This gives the impression that life is to be led by avoiding negative behaviour. Scouting encourages the type of life that sees individuals striving to achieve positive results and to improve themselves and the world around them.

The Promise is a personal pledge to do one's best to live according to that code which every young person makes before a group of peers when he or she chooses to join the 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 ("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.

The way of explaining the Promise to the young people requires attention. They need to understand the implications of making a promise - that they are giving their word and that they are giving their word to do their personal best. It should therefore be presented as an important act, but not something that they need to feel apprehensive about.

Making the Scout Promise is a significant commitment and should be treated as such. Scouts should be afforded a reasonable amount of time before making their Scout Promise. Until a young person makes the Scout Promise, he or she is more or less a visitor to Scouting and cannot experience the richness of what Scouting can offer. The making of the Scout Promise should have increasing significance in each programme section to reflect the young person's awareness of the commitment he/she is making.

Personal Progression

Personal progression involves the development of knowledge, skills and attitudes in all areas and the development of the whole person as an individual and as a member of society. It is the element concerned with helping each young person to develop the inner motivation to be consciously and actively involved in his or her own development. It enables the young person to progress in his or her own way at his or her own pace in the general direction of the educational objectives of the age



section; to gain confidence and to recognise the progress made. The personal progressive scheme is the main tool used to support this element of the Scout Method.

Presented in an attractive and stimulating way, it provides a tool for each young person, with the support of their peers and the guidance of Scouter, to: work out a set of personal development objectives; establish how, in concrete terms, he or she or she intends to reach those objectives; carry out his or her intentions at his or her own pace; evaluate, recognise and celebrate the progress made.

Learning by Doing

Learning by doing means developing as a result of first-hand experience rather than 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.

Learning by doing involves young people being encouraged to experience things first hand and draw conclusions from what they have experienced later. The Scouter's purpose is not to insist on what the scouts were "supposed" to have learned, but simply to accompany them as they reflect for themselves. While the adult leader should always strive to make an activity successful, the success or efficiency of the activity cannot be at the expense of learning experiences. Making mistakes is an inevitable part of the learning process. However, through experiencing a mistake, a young person can better understand what, how and why something went wrong and, perhaps, how to go about things differently next time. Learning by doing should occur with due regard for safety.

Small Group System

The team system is the basic organisational structure in Scouting. 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. Several of these teams form a Scout section, supported by adult Scouters. The section is run by a council involving the team leaders and the adult Scouters, in an age appropriate form. A representational system ensures that the youth members are involved in the decision-making processes of the Section and Scout Group, with the Scouters.

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 and to learn to live according to a democratic form of self-government. Teams should create and building on their own identity within a section's symbolic framework. The nature of the team changes with age, with a focus of task/project-based teams in the senior sections, however this transition should in no way reduce the significance of the team system.

The design of the team system needs to ensure that each person has an active role to play. These roles need to involve practical responsibilities - related to the needs and welfare of the individuals and teams. The roles need to be conceived so as to appeal to the young people and offer challenge. The position of team leader is a position of particular responsibility for the young person and offers them many opportunities. The team leader should be provided with support and training to assist them in carrying out their role and responsibilities.



The team system is intended to help young people to understand the concept of democracy through experiencing it in action. The small teams should ensure that the needs and interests of all are taken into account. This implies always striving to reach a consensus. Also, all members of the team adhere to a commonly agreed set of rules, based on the Scout law. The appointment of the team leaders is part of the democratic process, based on who the team members and the adult Scouters consider is most capable of doing the job.

All these elements combined form an organised social structure and a democratic system of self-government based on the Scout law that Baden-Powell called the “patrol system”. Each person is involved in the government of this mini-society and has a share of the responsibility in ensuring the well-being of its members.

The team system involves a council which needs to meet on a regular basis. The council is composed of the team leaders and adult Scouters. It is an opportunity for the team leaders with the adult Scouters to make decisions concerning the planning and organisation of activities, discuss difficulties, and coordinate the affairs of the Scout section. It is also one of the means by which the youth members can participate in the decision making process in the Group.

Symbolic Framework

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.

The Symbolic Framework sets the scene for life in the small group and in the section. It creates an atmosphere of adventure and discovery. It is emphasised by use of terminology, tradition, ceremonies, stories, games, etc. Even in the name they give themselves and their team, they have already developed a bond. In the names, titles, themes and identities that make up their activities and their life in the team they create an atmosphere where everyone has a place

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 Movement, “Scouting”, is an element of a symbolic framework adopted by Baden-Powell when he 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”. 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.

The symbolic framework needs to gradually evolve, as young people do, from a world of make-believe to a more realistic setting with a pinch of imagination added. While a symbolic framework can contribute to development in all of the areas, a focus on a major educational need of young people at a certain age helps to ensure the relevance and appeal to the various age groups and thus the potential educational benefit.

Nature and Outdoors

Nature, as an element of the Scout Method, refers to the immense possibilities that the natural world offers for the development of the young person. Nature refers to what Baden-Powell called the



“harmonious whole” of the “infinite, the historic and the microscopic”, and of humanity’s place in it. The whole of the Scout Programme must be structured around the outdoors. If this is not happening we are losing an essential part of Scouting.

The use of Nature 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. Nature and the outdoors contribute to personal development in all six areas, especially in spiritual development. A unique spiritual awareness can develop from simply taking time to discover and contemplate the many wonders of the natural world. Living in the natural world facilitates young people getting back to essentials and helps them in discovering things of genuine significance rather than the superficial which can dominate contemporary life. It is an important setting for the development of a code of living.

In the natural world, young people are able to appreciate a simple life and can better understand the need to live in harmony with the environment and the need to protect it. The concept extends to enabling young people to try to live lives which have a minimum impact on the natural environment. Scouting is obliged to be as environmentally friendly as possible and to incorporate this mindset into programme. Young people should be encouraged to explore nature, to learning about how the environment works and to see ways in which they can make changes in their lifestyle. Environmental awareness and conservation activities and actions can always be a part of the programme, even if the weather/time of year makes it unsuitable to be outside.

This element can also refer to awareness and engagement with a variety of environments. Scouts are encouraged to explore different types of environments – rural, urban, mountainous, marine/river, woodlands, historical, etc. Young people should develop skills to be comfortable in and respectful of all environments, the natural and the constructed. By exploring, experiencing and comparing, Scouts can come to an appreciation of all these environments. This element encourages young people to work towards an environment not just of clean air and water and scenic beauty, but an environment of decency, quality and mutual respect for all other human beings and all other living creatures.

Service and Commitment

Service to others is fostered by the habit of individual good turns and simply helping each other out. This encourages teamwork within teams, as together the group can achieve so much more. It also enables teams to work together to help others. As part of Scouting, each young person takes on increasing responsibility for themselves, their actions and personal development. They also undertake to support and assist their fellow scouts.

Scouting does not place its members in a world apart, but strives to increase their involvement in their own community. Our mission is to enable young people to develop their fullest potential as responsible citizens of the world. Applying the philosophy of learning by doing, Scouts serve their local national and global communities. Service to others consists of Activities and projects which bring the Scouts closer to those most in need. It generates a permanent willingness to help others. It encourages community awareness and involvement, leading to active citizenship.

The concept of commitment is central to scouting. It involves commitment to scouting’s principles, commitment to fellow scouts and to a Scout Group. The idea evolves as the young person grows older, with an initial commitment to being a Scout, then commitment to a team and a departing commitment to living by scouting’s principles. Commitment is especially relevant in the senior age sections when adolescents and young adults have increased responsibilities and other involvements, and they may also feel social pressure to leave scouting prematurely.

Young People and Adults working together



In Scouting, young people and adults operate in harmony with each other. The young people and the adults share the same ideal and commitment; they are united by the same Promise and observe the same Law. They are therefore partners, committed to the same goal: the full development of the individual young person. For this partnership to work there must be mutual listening and respect.

The adult helps the young person to learn by listening to the young person, being prepared to talk with them, valuing their contributions, instilling confidence, reassuring them, explaining what scouting is, creating a safe environment in which the young person can experiment and discover, and explaining what scouting can do for them and what they can do for scouting. The adult supports the young person to help them achieve what they undertake, develop their confidence in themselves, discover their limits, and face moving on to another stage in life. They need reference points, including adults they can talk to. The adult should ensure that incidents and events are evaluated and put into perspective, so that knowledge is derived and skills are absorbed. The adult ensures that the elements of scouting's educational system are always present, and advises the young people when they are not. They should help the young people to become familiar with all of the elements of the Scout Method - and to make sure that it is used.

The role of the adult in the organisation and presentation of the programme in Scouting Ireland is an ever decreasing one as the young person develops through the sections. Equally the role of the adult as a 'coach' and 'mentor' rather than a leader comes more and more to the fore as we move through the Sections. The adult is always responsible for ensuring there is an educational content to the Programme, and for the safety and well-being of the Scouts.

Adapting the elements of the Scout Method to each age range

The section methods are merely an adaptation of the elements of the Scout Method to the characteristics of each age range. In each age section the same methodological elements are present. All the elements of the Scout Method have to appear, in an adapted form, in the method for each section. They will be adjusted according to the characteristics of each age range, such as the capacity for autonomy, degree of demand for responsibility, need for emotional security, methods of expression, capacity for cooperation within the group, etc.

One can describe the changes taking place from Beaver Scouts to Rover Scouts in the following way:

1. Widening the frameworks.

At first limited to the immediate family and environment, the living and playing environments widen. The same evolution takes place in Scouting. Activities and camps are organised in an increasingly vast field of action and offer the opportunity for increasingly varied contact and discovery.

2. From the imaginary to the reality.

A child's imagination is fired by the magic of legends. At the end of childhood and beginning of adolescence, girls and boys easily identify with mainly imaginary heroes whose qualities and success they want to emulate. In adolescence, the characters with whom a teenager identifies come from real life: champions, contemporary stars, and scientists, etc. "Play" takes a foothold in reality.

3. From the small group to society.

The activities and life of the group form part of an increasingly vast network of relationships, in which the young people themselves take on greater responsibility. Gradually, the activities put the young people in direct contact with real social life, and allow them to experience true adult roles through social service or community development projects.

4. From the rules of the game to universal values.

Through life in the Colony, Beaver Scouts discover the Scout Law as the rule of the game. The Scout Law helps young adolescents to discover living values: loyalty, trustworthiness, etc. Through their



projects, Venture Scouts and Rover Scouts gain direct experience of the meaning of universal values such as democracy, the right to be different, tolerance, etc.



Promise and Law

General

- Code for living
- Personal commitment
- Practical application through activities
- Knowing the meaning is more important than knowing the words by heart.

Beaver Scouts

- Agreed rules of behaviour
- Short text, simple and concrete words.
- Activity-based
- Tangible
- Basic understanding of values

Cub Scouts

- Agreed rules of behaviour
- Simple wording
- Activity-based
- Understanding values

Scouts

- Set rules together
- Concrete code of living
- Growing awareness
- More involvement
- Practical applications in group

Venture Scouts

- Develop charter with reference to universal values
- Young people develop awareness of relevance
- Understanding applied to life
- Challenge to live by the Scout Principles

Rover Scouts

- Develop charter based on universal values
- Applied in life
- Significance attached to making the Scout Promise
- Commitment on Departure



Personal Progression

General

- Continuous personal learning
- Establish personal goals
- Challenging
- Increasing responsibility for progress
- Recognition of progress

Beaver Scouts

- Directive
- Task-based interpretation of objectives
- Introduction to Scout skills

Cub Scouts

- Basic Exploration
- Task-based interpretation of objectives
- Developing Scout skills

Scouts

- Exploratory
- Guidance regarding objectives
- Developing Scout skills

Venture Scouts

- Take ownership of objectives
- Take responsibility for personal development
- Challenging the self
- Questions for personal Venture Scouts of objectives
- Advanced Scout skills
- Awareness of Life Skills development

Rover Scouts

- No interpretation of objectives
- Take ownership of objectives
- Take responsibility for personal development
- Specialised Scout skills
- Active Life Skills development



Learning by Doing

General

- Learning as a result of first-hand experience
- Not just practical or manual skills
- Taking on responsibility
- Learn from both successes and failures
- Learn through practical activities
- Project Method

Beaver Scouts

- Taking part within boundaries set by Scouters
- Short activities
- The imaginary world plays an important role
- Large role for Scouter's guidance and support

Cub Scouts

- Boundaries relaxed to allow more active participation
- Engaging activities
- Activities last longer and start to have to do with social reality.
- Supported by Scouter

Scouts

- Boundaries relaxed to allow more active involvement
- Complex activities
- Activities involving social reality and serving the community
- Passing on Skills
- Supported by Scouter

Venture Scouts

- Take responsibility for their own learning
- Set their own boundaries
- Learn from Activities (self-evaluate)
- Team projects
- Mastering new technologies, serving the community, acquiring useful and recognised skills.
- Facilitate others learning
- Facilitated by Scouter

Rover Scouts

- Know what learning is and why/how it takes place
- Understand personal objectives and rationale
- Take ownership
- Discovering society, identifying problems and challenges, experiencing adult roles.
- Travel, service and vocational preparation
- Facilitate others learning
- Scouter as mentor



Small Group System

General

- Progressive democratic self-government
- Roles for each person
- Coordinating group in each section
- Section Assembly
- Youth-Adult partnership
- Develop skills and talents through experience
- Informal peer group as a learning community

Beaver Scouts

- Introduction to self-governing team
- High ratio of leader involvement
- Limited team autonomy.
- Introduction to involvement in decision making for activities and personal challenges
- Adult Scouters guide the process of appointing a team leader

Cub Scouts

- Team system operates more fully
- Increasing self-governing team
- Involvement in decision making for activities and personal challenges
- Team Leader role
- Members contribute to team identity
- Both Youth Members and Adult Scouters chose team leaders

Scouts

- Team system operates fully
- Teams more autonomous and largely independent
- Team Leader role more substantial.
- More independent
- Defined roles for all members, all with leadership opportunities
- Teams agree on Personal Challenges and activities
- Coordinating group of young people organising programme
- Team Identity
- Youth Members chose their own team leaders with guidance from Scouters

Venture Scouts

- Independent team system
- Teams of friends
- Inter-team task groups/ Task-based teams
- Each Scout takes ownership of a role in the team and develops it.
- Scouts choose their own personal challenges and teams chose activities to facilitate them.
- All young people have leadership opportunities
- Youth Members appoint their own team leaders

Rover Scouts

- Task-based teams
- A community run by young people
- All young people have leadership opportunities
- Youth Members appoint their own team leaders



Symbolic Framework

General

- Provides a setting for Youth Programme
- Stimulate the imagination
- Symbols, themes, stories, notions
- Provide a purpose for activities
- Make it easier to understand the significance
- Create adventure and excitement

Beaver Scouts

- Cartoon/animated
- Imagination/Fantasy
- Discovering your immediate locality
- Understanding better because of the story.
- Exciting names for things

Cub Scouts

- Cartoon/animated
- Imagination/Fantasy
- Exploring wider boundaries
- Stories give understanding values and nuances
- Names become more meaningful

Scouts

- More realistic illustrations
- Adventure
- Exploring wider boundaries
- Being a 'Scout', an explorer
- Exploring new territories with a team of friends
- Team identity
- Role models

Venture Scouts

- Inspiration from real life
- Discovering and applying your own abilities
- Being a Venture Scout
- Team identity
- New and challenging activities
- Striving to be the best you can.

Rover Scouts

- Journey & Departure
- Following your path
- Real-life heroes
- Making choices
- Preparation for the real world
- Taking your place in society
- Global travel to discover and change the world.



Nature and Outdoors

General

- The natural environment as the primary setting for Scouting
- Exploration and experience of natural world and systems
- Connecting with the natural world and universe
- Personal responsibility for actions and effects on the environment
- Sustainable development
- Exploration of different environments

Beaver Scouts

- Activities in the outdoors.
- Discovering nature - limited exploration, short camps
- Learning the value of natural environment
- Basic green living at home
- Trees and animals, especially exotic animals

Cub Scouts

- Extended outdoor activities
- Exploring nature
- Discovering the natural environment
- Green Scouting and green living at home
- Native Wildlife

Scouts

- Prolonged outdoor activities.
- Exploring the natural environment
- Discover how nature works
- Understand the natural environment and environmental issues
- Green Living and Scouting
- Water and Mountains

Venture Scouts

- Outdoor Expeditions
- Explore how nature works
- Understand environmental issues
- Environmental projects
- Exploring sustainable development
- Life style choices
- Urban Environments/Cities
- Air and Skies

Rover Scouts

- Outdoor Expeditions
- Understand and demonstrate how nature works
- Environmental projects
- Experiencing the concept of sustainable development
- Life style choices
- Urban Environments/Cities
- Endangered areas and extreme climates



Service and Commitment

General

- Contributing to society
- Caring for others and the world around us
- Understanding of our place in the world
- Sense of fulfilment
- Appreciation of others
- Responsibility for self and others
- Active Citizens

Beaver Scouts

- Caring
- My house, my garden, my village/estate/park
- Helping each other
- Commitment to being a Beaver Scout

Cub Scouts

- Small service projects
- My community
- Helping my team
- Commitment to Team/section

Scouts

- Suggest service projects
- My country
- Understand the joy of giving
- Supporting others
- Commitment to team

Venture Scouts

- Causes
- Medium/Long-term projects (6-12months)
- National/International
- Self-initiated
- Supporting and watching-out for friends and others
- Commitment to section

Rover Scouts

- Causes
- Medium/Long-term big projects (12months +)
- Global
- Self-initiated and directed
- Supporting and watching-out for friends and others
- Commitment to Scouting principles and values



Young People and Adults working Together

General

- Partnership between young person and adult
- Adults facilitate self-development of the young person
- Adults provide support to the young people
- Adults fire imagination of young people
- Adults responsible for ensuring educational content to the Programme, and for the safety and well-being of the Scouts

Beaver Scouts

- Adult as Manager
- Encourages ideas
- Provides resources, activities, safe environment
- Enables young people to take basic responsibility
- Encourages young people's involvement in planning and implementing programme

Cub Scouts

- Adult as Co-ordinator/Guide
- Encourage participation
- Provides resources and safe environment
- Enables young people to take increasing responsibility
- Supporting young people's involvement in planning and implementing programme

Scouts

- Adult as Facilitator
- Encourage involvement
- Identify new experiences
- Supports young people in taking full responsibility

Venture Scouts

- Adult as Facilitator
- Support involvement
- Facilitate new challenges, experiences and responsibilities
- Legal, Moral and Safe

Rover Scouts

- Mentor
- Motivates the group
- Adult is aware of individual development
- Helps Scout to follow the Scout Promise.
- Legal, Moral and Safe



Appendix

Scouting Ireland Constitution:

Article 4.

Scouting Ireland achieves its aim through a system of progressive self-education, known as the Scout Method, the principal elements of which are:

- Voluntary membership of a group which, guided by adults, is increasingly self-governing in its successive age groups.
- Commitment to a code of living as expressed in the Promise & Law, the meaning of which is expanded as the member grows towards maturity.
- The provision of a wide range of attractive, constructive and challenging activities, including opportunities for adventure and exploration both indoors and outdoors.
- The provision of opportunities for leadership and responsibility.
- Learning by doing.
- Encouragement of activity in small groups.
- An award scheme, which encourages participation in its full range of activities and provides recognition of individual and group achievements.
- Symbolic Framework.

WOSM Constitution:

ARTICLE III Method

The Scout Method is a system of progressive self-education through:

- A promise and law.
- Learning by doing.
- Membership of small groups (for example the patrol), involving, under adult guidance, progressive discovery and acceptance of responsibility and training towards self-government directed towards the development of character, and the acquisition of competence, self reliance, dependability and capacities both to cooperate and to lead.
- Progressive and stimulating programmes of varied activities based on the interests of the participants, including games, useful skills, and services to the community, taking place largely in an outdoor setting in contact with nature.

WOSM sources:

Scouting: An educational system (1998) World Scout Bureau

The Essential Characteristics of Scouting (1998) World Scout Bureau

Handbook for Leaders of the Scout Section (2002), World Scout Bureau, Inter-American Scout Office

Renewed Approach to Programme Toolbox (2005) World Scout Bureau

Rover Commissioners' Resource Kit (2006) World Scout Bureau – European Regional Office

Empowering Young Adults: Guidelines for the Rover Scout Section (2009) World Scout Bureau

