

Planning

Goal



Plan



Do



Review



The idea is to get young people of all ages involved (as appropriate) in setting their own goals, planning, doing and reviewing their own programme. This might be simply choosing the game to play at age 7 to running the game at 9. Up to planning and implementing large scale projects in the Rover section.

Following from being involved at the planning stages we want to ensure that there is as much learning as possible from the event, so asking questions about how an activity or game went and what a young person got out of it is really important. Similarly when setting and reviewing the personal challenges for each individual young person the more they know and understand about planning the better they will be able to set and achieve realistic goals.

The “Do” part of the cycle should always involve the Scout Method in some way.

Review

The “Review” can be in groups, patrols or individual meeting with the young person. There are 4 levels of review that we can look at. The person or group doing the evaluation can choose which is appropriate to use.

- Level 1 – Reaction
This is the immediate reaction (often called smiley sheets in a training context). In a scout context this can be as simple as a ‘hand’s up who enjoyed the game’ or a chat around a campfire.
- Level 2 – Learning
This will show if the young person has learned anything new. It could be a demonstration, test, project or portfolio that is prepared.
- Level 3 – Implementation
This will assess if there has been a change in the behaviour of the young person as a result of achieving a challenge or learning a Skill
- Level 4 – Benefit
This will assess if there has been a benefit to the young person, patrol, group or community as a result of the action (this would usually be used when reviewing how a group got on with a community service project or similar). This level of review is an excellent way of pointing out the benefit that each individual can have in a wider context.

Who does the review often depends on the activity but it can be the Patrol, PL, Scouter, mentor, or older member in another section.

Methods for planning and review

It may be a good idea to have cut out shapes for each of the stages that you have to go through when planning (e.g. A goal for the Goal, a Drawing board for the plan, a star or a scrap book for the Do and a cloud or think bubble for the review) everyone can then feed in their ideas without it getting too boring.



Cards with smiley faces are a fun way to assess an immediate reaction, there are lots of different types that you can print and laminate or just let everyone draw their own. They can show quite the range of emotions 😊

Evaluation

One method of review is to draw a weighing scale on a flip chart. Mark one side for pros and the other for cons and have the young people put coins (round post-its) with their view written on it on their preferred side. (This can also be used for “for and against” motions.



A thermometer is a good way of tracking the reaction to a longer term activity. The young person can move an arrow (or coloured post-it) along the line to show how cool (or not) an activity is.

Target boards are a great way to put all of the parts of a plan in an easy to see format. Each ring of the target can hold the tasks that need to be completed (in chronological order) to achieve the goal.



Some excellent ways to review (and keep an excellent record of) an activity or achievement is a collage, video diary, poster log book.

For a longer term project the planning and action to date should be evident to all involved, this can be a chart on the wall with names beside the individual parts or a map/path showing the markers for each bit achieved. This is not just a good planning tool it can also help boost commitment.

In a similar way achievements towards the SPICES and personal challenges and adventure skills can be available for all to view. Wall charts will be available for groups to use