

Programme Cycle

Overview

The Programme Cycle is the way in which we implement the youth programme locally. There are three stages in a cycle –

- Planning
- Doing
- Reviewing

We use the Scout Method at all times in all three stages. The Scouts are involved in all three stages

Diagram

[Programme Cycle graphic]

Planning

Planning has the following steps –

1. The current situation is evaluated
2. Themes and activities are selected
3. A calendar is developed for the cycle
4. Activities are designed

Doing

Doing has the following steps –

1. The activity is prepared
2. The Scouts are trained in any Skills required
3. The Patrols participate in the activity using the Scout Method
4. The activity is evaluated

Reviewing

Reviewing has the following steps –

1. The cycle is evaluated
2. The Scouts reflect on their progress on their personal journey
3. The Troop celebrates

Detail

Each cycle of the programme starts with an analysis of the current situation. This will include the evaluation of the previous programme cycle. The outcome of the evaluation will influence plans for this coming programme cycle. The educational plan devised by the Scouter community will also influence these plans.

Themes for the programme will be selected based on ideas and suggestions generated by scouts. Ideas for activities will also be suggested by scouts. The scouts' involvement at this stage is a fundamental part of the Scout Method and the scouts' learning. The young people need to take responsibility for their own programme and this can only be achieved through being involved in all stages of the programme cycle – planning, doing and reviewing.

The Patrols, Patrol Leaders Council or Scouters then tease out these ideas into practical and achievable activities for the section. In creating activities the learning objectives of the section are kept in mind and activities are designed to maximise the opportunities for young people to realise these objectives while participating in the programme.

The programme is implemented in the section for an agreed period (which varies depending on the section and what the section is trying to achieve). The young people will be actively involved in the implementation as well as participating. At the end of each activity there is a short evaluation.

At the end of the programme cycle period the Patrols, facilitated and guided by the Scouters, review the programme. Lessons learnt are recorded and the section moves forward taking this learning into the new programme cycle.

The young person reflects on their progress on the Personal Journey via an interaction with Scouters.

The Troop ends a programme cycle with a celebration.

[Role of Adult graphic]

Tracker Scouts - Adventures

A cycle of the programme in the Tracker section is called an adventure. An adventure can last between one to three months. Tracker Scouts need constant stimulation. Adventures should therefore be shorter so that the Tracker Scouts see regular progress on their personal journey. Adventures should also have lots of short duration activities. Adventures will usually finish with a bigger activity such as a camp, excursion, party, etc.

Tracker Scouts participate as members of their Patrols in Troop-based adventures and activities.

Planning

The ability of Tracker Scouts to participate in Planning is limited. However, they must be given the opportunity to participate in ways that are appropriate to their abilities.

As with all other aspects of the programme, the Scout Method is used when planning.

1. Analyse Current Situation

At the end of each adventure and the start of the new cycle, the Patrol Leaders Council and Scouters analyse the current situation in the Tracker section.

The previous adventure will first be evaluated. The following areas are evaluated –

- How was the Scout Method applied?
- How successful were the activities?
- What progress have the Scouts made on their Personal Journey?
- How did the section operate as a whole?

The Patrol Leaders Council might consider –

- Were the activities fun, exciting, challenging and adventures?
- Did the activities help the Scouts to progress?
- Was there an opportunity to advance in Scout Skills?
- Did the theme add to the Scouts' involvement in the adventure?
- Are the Patrols operating as teams?
- Did everyone do their jobs (including Scouters)?

The Scouters might consider –

Scout Method

- Did the programme mainly take place in the out of doors?
- Is the Promise and Law being lived in the section?
- Are the Patrols operating as teams?
- Did the Scouts learn through practical experiences?
- Did the Scouters and Scouts work well together?

- Did the adventure include service to others?
- Did the theme add to the Scouts' involvement in the adventure?
- Did the Scouts make progress?

Activities

- How successful were the activities?
- Were the Scouts involved in designing and running activities?
- Did the activities achieve their objectives?
- Were the activities fun, exciting, challenging and adventures?
- Did the activities take place in the out of doors?
- Were the needs of each individual met?

Personal Journey

- Did the Scouts progress on their Personal Journey?
- Did the activities help the Scouts to progress?
- Was there an opportunity to advance in Scout Skills?

Organisation

- Did everyone do their jobs (including Scouters)?
- Did the Patrol Leaders Council play an active role?
- Was the programme consistent with the Group Educational Plan?
- Did the section play an active role in the Group?

With this information the Scouters can decide what areas need to be covered in this new adventure e.g. types of activities and areas of the Personal Journey.

2. Propose and select ideas for themes and activities

The Scouters or the Tracker Scouts propose ideas for themes for the adventure.

If the Tracker Scouts are proposing the ideas, this should be done in the form of a Troop game in which they participate in their Patrols (see Programme Planning). The themes proposed should be exciting to the Tracker Scouts e.g. comics, films, books they like; seasonal themes; etc.

The Troop operating in Patrols chooses one of the proposed themes and can use a democratic game to do this (see Programme Planning).

The Scouters develop and select a range of activities based on the theme. They take into account learning objectives and the evaluation of the current situation. Scouters need to ensure that at least one objective from each area of growth will be covered in the course of the adventure.

3. Develop and agree a calendar for the adventure

The Scouters organise the activities into a balanced calendar. This includes the usual camps, excursions and weekly Troop meetings. The calendar needs to be balanced with different types and length of activities.

The calendar is officially presented by the Scouters to the Troop Council for approval.

4. Design Activities

The Scouters design activities (see Activities). The activities must be designed to cater for the current young people and the current situation in the Troop. The sample activities can be used for ideas and as examples of how to design activities.

Doing

Tracker Scouts are involved in various aspects of running an activity. In particular, they should be involved in preparing the activity - except for those tasks that are too difficult. This involvement encourages responsibility.

Tracker Scouts participate as members of their Patrols in Troop-based adventures and activities.

All aspects of the Scout Method should be used in an activity.

1. Prepare Activity

The Scouters organise the preparation of the activity, including Activity Leader; notification; venue; backup plan; external resources; materials; cost; supervision.

Patrols of Tracker Scouts will be allocated appropriate tasks in preparing the activity under the guidance of Scouters.

2. Skills training

If any particular skills are required in order for the activity to be carried out safely, these must be learnt before the activity.

Skills training must be active and interesting. The Tracker Scout must be an active participant in their own learning – not passive. Insofar as safety considerations allow, it must involve learning by doing. Where possible, it should take place in a practical setting out of doors.

Skills training should be peer-based where possible. From time to time, it may be appropriate to call on the expertise of Scouts from the Explorer, Discovery or Rover sections.

Skills training should take place as part of an activity. While the skill may be required for a particular activity, learning the skill should be part of another imaginative activity.

3. Participating

Participating in activities is the central part of the adventure and takes most of the time.

Each activity should be exciting to hold the Tracker Scouts' attention and fill them with enthusiasm.

The Scouters work as a team in running the activity, motivating the Scouts and keeping up the momentum. Patrol Leaders may be allocated appropriate tasks in running the activity under the guidance of Scouters.

All of the Tracker Scouts should be involved in the activity.

The Scouters are responsible for the health and safety aspects of the activity.

The Scout Method is used when participating in activities.

4. Evaluate Activities

The activity is evaluated by the objectives which were set when the activity was designed.

Activities are evaluated by observation – by watching, listening and analysing. This is done by the Tracker Scouts, Scouters and anyone else involved.

Observation happens throughout the activity. Scouters may need to use this ongoing evaluation to change something during an activity e.g. for safety reasons; to motivate; etc.

The activity is evaluated with the Tracker Scouts when it ends. This should be short and snappy. The amount of time spent evaluating should be proportionate to the time spent on the activity. Evaluation should be done in a way that interests the Tracker Scouts such as games (see Activities).

Reviewing

When an adventure is completed, a review of the adventure takes place. This involves both evaluating the adventure and reflecting on individual progress on the personal journey.

1. Evaluate Adventure

The adventure is evaluated by the Scouters and also by the Patrol Leaders Council. The following areas are evaluated –

- How was the Scout Method applied?
- How successful were the activities?
- What progress have the Scouts made on their Personal Journey?
- How did the section operate as a whole?

Suggested questions for this review were outlined previously under Planning. This evaluation also forms part of planning the next cycle of the programme.

2. Reflect on progress on Personal Journey

Each Scouter will be assigned to a patrol for the purpose of guiding the Tracker Scouts in reflecting on their personal journey. A Patrol will have no more than six members.

During the course of the adventure, the Tracker Scout will reflect on their personal journey with the guidance of the Scouter. This will happen on an on-going basis informally on activities, during meetings, etc. At least once during each adventure, the Scouter will sit down with the Tracker Scout to formally assess progress on the personal journey. They will concentrate, in particular, on the objectives covered in the various activities during the adventure. However, each Tracker Scout is different and may therefore progress in other objectives. The Tracker Scout must visit objectives in each of the areas of growth. They will also consider areas that need to be concentrated on.

On a weekly basis, the Tracker Scouts will complete one of the tasks in their handbook. The task will relate to one of the objectives covered during the adventure. This work will be carried out individually within their Patrol.

Scouting skills may be required in order to participate safely in the activities planned as part of the adventure. Each Tracker Scout will be assessed by Scouters or other qualified people on their knowledge or skill.

The Tracker Scout will mark up their progress on their Personal Journey map.

3. Celebrate

At the end of each adventure there is a celebration. It may be part of an activity such as a camp or excursion or it may be an activity in itself. There are many ways to celebrate such as a campfire, a party, etc. It is an opportunity to relive the memories and achievements and should be different every time.

The celebration is an ideal opportunity for the Patrol Leaders Council to award any badges that may have been achieved – Personal Journey or Scout Skills.

Explorer Scouts - Adventures

A cycle of the programme in the Explorer section is called an adventure. An adventure can last between one to six months. Explorer Scouts need both stimulation and involvement. Adventures should be of sufficient duration to enable Explorer Scouts to be actively involved in the process, but not so long as to cause them to lose interest. Adventures should include a number of full day and weekend activities. Adventures will usually finish with a bigger activity such as a camp, excursion, party, etc.

Explorer Scouts participate as members of their Patrols in Troop-based adventures and activities. However, some of the activities will include Patrol-based tasks. Longer activities, such as camps will include full Patrol activities.

Planning

Explorer Scouts should be actively involved in Planning. The Scouters will ensure that the Patrol Leaders Council will take responsibility from time to time for developing activities, organising parts of the calendar and designing activities. However, the Scouters will take responsibility for integrating the learning objectives.

As with all other aspects of the programme, the Scout Method is used when Planning.

1. Analyse Current Situation

At the end of each adventure and the start of the new cycle, the Patrols and Patrol Leaders Council analyse the current situation in the Explorer section.

The previous adventure will first be evaluated. The following areas are evaluated –

- How was the Scout Method applied?
- How successful were the activities?
- What progress have the Scouts made on their Personal Journey?
- How did the section operate as a whole?

The Patrols might consider –

- Were the activities fun, exciting, challenging and adventures?
- Did the activities help the Scouts to progress?
- Was there an opportunity to advance in Scout Skills?
- Did the theme add to the Scouts' involvement in the adventure?
- Are the Patrols operating as teams?
- Did everyone do their jobs (including Scouters)?

The Patrol Leaders Council might consider –

Scout Method

- Did the programme mainly take place in the out of doors?
- Is the Promise and Law being lived in the section?

- Are the Patrols operating as teams?
- Did the Scouts learn through practical experiences?
- Did the Scouters and Scouts work well together?
- Did the adventure include service to others?
- Did the theme add to the Scouts' involvement in the adventure?
- Did the Scouts make progress?

Activities

- How successful were the activities?
- Were the Scouts involved in designing and running activities?
- Did the activities achieve their objectives?
- Were the activities fun, exciting, challenging and adventures?
- Did the activities take place in the out of doors?
- Were the needs of each individual met?

Personal Journey

- Did the Scouts progress on their Personal Journey?
- Did the activities help the Scouts to progress?
- Was there an opportunity to advance in Scout Skills?

Organisation

- Did everyone do their jobs (including Scouters)?
- Did the Patrol Leaders Council play an active role?
- Was the programme consistent with the Group Educational Plan?
- Did the section play an active role in the Group?

The Patrol Leaders Council considers the Patrol feedback and their own analysis to decide what areas need to be covered in this new adventure e.g. types of activities and areas of the Personal Journey.

2. Propose and select ideas for themes and activities

The Explorer Scouts propose ideas for themes for the adventure. This can be done in Patrols, or it can be done as a Troop with the Explorer Scouts participating in their Patrols. In either case, it should be done in the form of a game (see Programme Planning). The themes proposed should be exciting to the Explorer Scouts e.g. comics, films, books they like; seasonal themes; etc.

The Troop operating in Patrols chooses one of the proposed themes and can use a democratic game to do this (see Programme Planning).

The Patrol Leaders Council select activity ideas based on the results of the evaluation, the selected theme and the Patrol suggestions.

The Scouters or Patrol Leaders Council develop the activities. This takes into account the analysis of the current situation. The Scouters ensure that the learning objectives are incorporated into the activities. They need to ensure that at least one objective from each area of growth will be covered in the course of the adventure.

3. Develop and agree a calendar for the adventure

The Scouters or Patrol Leaders Council take the chosen activities and organise them into a balanced calendar. This includes the usual camps, excursions and weekly Troop meetings. The calendar needs to be balanced with different types and length of activities.

The calendar is then officially presented by the Scouters or Patrol Leaders Council to the Troop Council for approval.

4. Design Activities

The Scouters or Patrol Leaders Council design activities (see Activities). The activities must be designed to cater for the current young people and the current situation in the Troop. The sample activities can be used for ideas and as examples of how to design activities.

Doing

Explorer Scouts will be involved in all aspects of running an activity.

Explorer Scouts participate as members of their Patrols in Troop-based adventures and activities. However, some of the activities will include Patrol-based tasks. Longer activities, such as camps will include full Patrol activities.

All aspects of the Scout Method should be used in an activity.

1. Prepare Activity

The Patrol Leaders Council organises the preparation of the activity, including Activity Leader; notification; venue; backup plan; external resources; materials; cost; supervision.

Patrols of Explorer Scouts will be allocated appropriate tasks in preparing the activity under the guidance of Scouters.

The Patrol organises the preparation of any Patrol activities, including Activity Leader; backup plan; materials; supervision.

2. Skills training

If any particular skills are required in order for the activity to be carried out safely, these must be learnt before the activity.

Skills training must be active and interesting. The Explorer Scout must be an active participant in their own learning – not passive. Insofar as safety considerations allow, it must involve learning by doing. Where possible, it should take place in a practical setting out of doors.

Skills training should be peer-based where possible. From time to time, it may be appropriate to call on the expertise of Scouts from the Discovery or Rover sections.

Skills training should take place as part of an activity. While the skill may be required for a particular activity, learning the skill should be part of another imaginative activity.

3. Participating

Participating in activities is the central part of the adventure and takes most of the time.

Each activity should be exciting and create a buzz for the Explorer Scouts that will generate enthusiasm for further activities.

All of the Explorer Scouts should be involved in the activity.

The Scout Method is used when participating in activities.

The Scouters work as a team in running Troop activities, motivating the Scouts and keeping up the momentum. Explorer Scouts may be allocated appropriate tasks in running the activity under the guidance of Scouters. In the case of Patrol Activities, the Patrol operates as a team in running the activity; the Patrol Leader or Assistant Patrol Leader are responsible for motivation; and the Activity Leader is responsible for keeping up the momentum.

The Scouters are responsible for the health and safety aspects of the activity. The Scouters are also responsible for ensuring that the health and safety aspects of Patrol activities are covered – the Patrol Leader/Assistant Patrol Leader/Activity Leader ensures that the Patrol participates safely

4. Evaluate Activities

The activity is evaluated by the objectives which were set when the activity was designed.

Activities are evaluated by observation – by watching, listening and analysing. This is done by the Explorer Scouts, Scouters and anyone else involved.

Observation happens throughout the activity. Scouters may need to use this ongoing evaluation to change something during an activity e.g. for safety reasons; to motivate; etc. In Patrol Activities the Patrol Leader/Assistant Patrol Leader/Activity Leader would do this.

The activity is evaluated with the Explorer Scouts when it ends. This should be a relatively short process. The amount of time spent evaluating should be proportionate to the time spent on the activity. Evaluation should be done in a way that interests the Explorer Scouts such as games (see Activities).

Reviewing

When an adventure is completed, a review of the adventure will take place. This involves both evaluating the adventure and assessing individual progress on the personal journey.

1. Evaluate Adventure

The adventure is evaluated by the Patrols and the Patrol Leaders Council. The following areas are evaluated –

- How was the Scout Method applied?
- How successful were the activities?
- What progress have the Scouts made on their Personal Journey?
- How did the section operate as a whole?

Suggested questions for this review were outlined previously under Planning. This evaluation also forms part of planning the next cycle of the programme.

2. Reflect on progress on Personal Journey

Each Scouter will be assigned to a patrol for the purpose of guiding the Explorer Scouts in reflecting on their personal journey. A Patrol will have no more than eight members.

During the course of the adventure, the Explorer Scout will reflect on their personal journey with the guidance of the Scouter. This will happen on an on-going basis informally on activities, during meetings, etc. At least once during each adventure, the Scouter will sit down with the Explorer Scout to formally assess progress on the personal journey. They will concentrate, in particular, on the objectives covered in the various activities during the adventure. However, each Explorer Scout is different and may therefore progress in other objectives. The Explorer Scout must visit objectives in each of the areas of growth. They will also consider areas that need to be concentrated on.

On a weekly basis, the Explorer Scouts will complete one of the tasks in their handbook. The task will relate to one of the objectives covered during the adventure. This work will be carried out individually within their Patrol.

Scouting skills may be required in order to participate safely in the activities planned as part of the adventure. Each Explorer Scout may choose areas of Scouting Skills that they wish to progress in. They will be assessed by Scouters or other qualified people on their knowledge or skill.

The Explorer Scout will mark up their progress on their Personal Journey map.

3. Celebrate

At the end of each adventure there is a celebration. It may be part of an activity such as a camp or excursion or it may be an activity in itself. There are many ways to celebrate such as a campfire, a party, etc. It is an opportunity to relive the memories and achievements and should be different every time.

The celebration is an ideal opportunity for the Patrol Leaders Council to award any badges that may have been achieved – Personal Journey or Scout Skills.

Discovery Scouts - Challenges

A cycle of the programme in the Discovery section is called a challenge. A challenge can last for any length of time – anywhere from one to twelve months. Discovery Scouts need to be challenged and to challenge themselves. Challenges are therefore usually of a longer duration. Challenges should contain a number of weekend or week-long activities. Challenges will usually finish with a major activity such as a camp, expedition, project, etc.

If the challenge is of a long duration (e.g. in excess of three months) it will be necessary to repeat the steps in the Programme Cycle during the challenge at least every three months. This will be done to further develop the calendar and activities, and to evaluate progress.

Discovery Scouts participate in Patrol-based challenges and activities within the framework of the Troop.

Planning

Discovery Scouts are responsible for all aspects of planning with the guidance of Scouters.

As with all other aspects of the programme, the Scout Method is used when Planning.

1. Analyse Current Situation

At the end of each challenge and the start of the new cycle, the Patrols and Patrol Leaders Council analyse the current situation in the Discovery section.

The previous challenge will first be evaluated. The following areas are evaluated –

- How was the Scout Method applied?
- How successful were the activities?
- What progress have the Scouts made on their Personal Journey?
- How did the section operate as a whole?

The Patrols and the Patrol Leaders Council might consider –

Scout Method

- Did the programme mainly take place in the out of doors?
- Is the Promise and Law being lived in the section?
- Are the Patrols operating as teams?
- Did the Scouts learn through practical experiences?
- Did the Scouters and Scouts work well together?
- Did the adventure include service to others?
- Did the theme add to the Scouts' involvement in the adventure?
- Did the Scouts make progress?

Activities

- How successful were the activities?
- Were the Scouts involved in designing and running activities?
- Did the activities achieve their objectives?
- Were the activities fun, exciting, challenging and adventures?
- Did the activities take place in the out of doors?
- Were the needs of each individual met?

Personal Journey

- Did the Scouts progress on their Personal Journey?
- Did the activities help the Scouts to progress?
- Was there an opportunity to advance in Scout Skills?

Organisation

- Did everyone do their jobs (including Scouters)?
- Did the Patrol Leaders Council play an active role?
- Was the programme consistent with the Group Educational Plan?
- Did the section play an active role in the Group?

The Patrols consider these questions from a Patrol perspective, while the Patrol Leaders Council considers them from an overall Troop perspective.

The Patrol Leaders Council considers the Patrol feedback and their own analysis to decide what areas need to be covered in this new challenge e.g. types of activities and areas of the Personal Journey.

2. Propose and select ideas for themes and activities

Based on the results of the evaluation, each Patrol discusses and agrees a proposal for the next challenge including the activities that will make up the challenge. This should be done by using Idea Generating techniques (see Planning). Scouters may facilitate the Patrols in this process if requested.

The Patrols present their proposals to the Troop. The Troop will choose one of the proposals. This can be done by use of a democratic game or a formal process of presentation, questions and answers and voting (see Programme Planning).

The Patrol Leaders Council takes the proposed challenge and enhances it by incorporating ideas and activities from the unsuccessful proposals. In this way, the whole Troop takes ownership of the challenge.

The Scouters develop the challenge further by incorporating learning objectives. Scouters need to ensure that at least one objective from each area of growth will be covered in the course of the challenge.

3. Develop and agree a calendar for the challenge

The Patrol Leaders Council organises the challenge into a balanced calendar. This will include the usual camps, expeditions and weekly Troop meetings. Patrol activities will form a major component of the calendar. The calendar

needs to be balanced with different types and length of activities. In the case of challenges which are of a long duration, only the important milestone activities will be included in the calendar along with activities for the coming month(s). The process and calendar will be revisited as the challenge progresses to include more activities.

The calendar is then officially presented by the Patrol Leaders Council to the Troop Council for approval.

4. Design Activities

The Patrols design their activities (see Activities). The Patrol Leaders Council designs any Troop activities. The activities must be designed to cater for the current young people and the current situation in the Troop. The sample activities can be used for ideas and as examples of how to design activities.

The Patrols may need the support of the Scouters in designing their activities – particularly with the learning objectives.

Doing

Discovery Scouts will run the activity.

Discovery Scouts participate in Patrol-based challenges and activities within the framework of the Troop.

All aspects of the Scout Method should be used in an activity.

1. Prepare Activity

The Patrol or Patrol Leaders Council organises the preparation of the activity, including Activity Leader; notification; venue; backup plan; external resources; materials; cost; supervision.

2. Skills training

If any particular skills are required in order for the activity to be carried out safely, these must be learnt before the activity.

Skills training for Discovery Scouts must be active – not passive. Insofar as safety considerations allow, it must involve learning by doing. Where possible, it should take place in a practical setting out of doors.

Skills training should be peer-based where possible. From time to time, it may be appropriate to call on the expertise of Scouts from the Rover section.

Skills training should take place as part of an activity. While the skill may be required for a particular activity, learning the skill should be part of another activity.

3. Participating

Participating in activities is the central part of the challenge and takes most of the time.

Activities should be practical, challenging and fun.

All of the Discovery Scouts should be involved in the activity.

The Scout Method is used when participating in activities.

The Patrol works as a team in running the activity. The Patrol Leader or Assistant Patrol Leader is responsible for motivation. The Activity Leader is responsible for keeping up the momentum.

The Scouters are responsible for ensuring that the health and safety aspects of Patrol activities are covered – the Patrol Leader/Assistant Patrol Leader/Activity Leader ensures that the Patrol participates safely

4. Evaluate Activities

The activity is evaluated by the objectives which were set when the activity was designed.

Activities are evaluated by observation – by watching, listening and analysing. This is done by the Discovery Scouts, Scouters and anyone else involved.

Observation happens throughout the activity. The Patrol Leader/Assistant Patrol Leader/Activity Leader may need to use this ongoing evaluation to change something during an activity e.g. for safety reasons; to motivate; etc.

The activity is evaluated with the Discovery Scouts when it ends. The amount of time spent evaluating should be proportionate to the time spent on the activity. Evaluation can be done through discussion or using various evaluation techniques (see Activities).

Reviewing

When a challenge is completed, a review of the challenge will take place. This involves both reviewing the challenge and assessing individual progress on the personal journey.

In the case of challenges which are of a long duration, intermediate reviews will be required from time to time.

1. Evaluate Challenge

The challenge is evaluated by the Patrols and the Patrol Leaders Council. The following areas are evaluated –

- How was the Scout Method applied?
- How successful were the activities?
- What progress have the Scouts made on their Personal Journey?
- How did the section operate as a whole?

Suggested questions for this review were outlined previously under Planning. This evaluation also forms part of planning the next cycle of the programme.

2. Reflect on progress on Personal Journey

Scouter will guide the Discovery Scouts in reflecting on their personal journey.

During the course of the challenge, the Discovery Scout will reflect on their personal journey with the guidance of the Scouter. This will happen on an on-going basis informally on activities, during meetings, etc. At least once during each challenge, a Scouter will sit down with the Discovery Scout to formally assess progress on the personal journey. They will concentrate, in particular, on the objectives covered in the various activities during the adventure. However, the Discovery Scout should also consider their progress in other objectives. The Discovery Scout must visit objectives in each of the areas of growth. They will also consider areas that need to be concentrated on.

On a regular basis, the Discovery Scouts will visit relevant learning objectives in their handbook.

Scouting skills may be required in order to participate safely in the activities planned as part of the adventure. Each Discovery Scout may specialise in areas of Scouting Skills of interest to them. They will be assessed by Scouters or other qualified people on their knowledge or skill.

The Discovery Scout will note their progress in their handbook.

3. Celebrate

At the end of each challenge there is a celebration. This is an opportunity to relive the memories and achievements and should be different every time. The celebrations may be Patrol based or Troop based. The Discovery Scouts are responsible for organising the celebration. It may be part of an activity such as a camp or excursion, or it may be an activity in itself. There are many ways to celebrate such as a campfire, a party, a meal, a night out, etc.

The celebration is an ideal opportunity for the Patrol Leaders Council to award any badges that may have been achieved – Personal Journey or Scout Skills.

Rover Scouts - Projects

A cycle of the programme in the Rover section is called a project. A project can last for any length of time – anywhere from one to eighteen months. Rover Scouts should be engaged in meaningful projects that can make a difference. Projects are therefore usually of a longer duration. Projects should contain a number of weekend or week-long activities. Projects will usually finish with a major activity such as a camp, expedition, project implementation, etc.

If the project is of a long duration (e.g. in excess of three months) it will be necessary to repeat the steps in the Programme Cycle during the project at least every three months. This will be done to further develop the calendar and activities, and to evaluate progress.

Rover Scouts participate in Patrol-based projects and activities within the framework of the Troop. Patrols are fluid and change from time to time as required.

Planning

Rover Scouts are responsible for all aspects of planning. Scouters are available to offer support and advice.

As with all other aspects of the programme, the Scout Method is used when Planning.

1. Analyse Current Situation

At the end of each project and the start of the new cycle, the Troop in Patrols analyses the current situation in the Rover section.

The previous project will first be evaluated. The following areas are evaluated –

- How was the Scout Method applied?
- How successful were the activities?
- What progress have the Scouts made on their Personal Journey?
- How did the section operate as a whole?

The Troop breaks into Patrols to consider –

Scout Method

- Did the programme mainly take place in the out of doors?
- Is the Promise and Law being lived in the section?
- Are the Patrols operating as teams?
- Did the Scouts learn through practical experiences?
- Did the Scouters and Scouts work well together?
- Did the adventure include service to others?
- Did the theme add to the Scouts' involvement in the adventure?
- Did the Scouts make progress?

Activities

- How successful were the activities?
- Were the Scouts involved in designing and running activities?
- Did the activities achieve their objectives?
- Were the activities fun, exciting, challenging and adventures?
- Did the activities take place in the out of doors?
- Were the needs of each individual met?

Personal Journey

- Did the Scouts progress on their Personal Journey?
- Did the activities help the Scouts to progress?
- Was there an opportunity to advance in Scout Skills?

Organisation

- Did everyone do their jobs (including Scouters)?
- Did the Patrol Leaders Council play an active role?
- Was the programme consistent with the Group Educational Plan?
- Did the section play an active role in the Group?

The Patrols report back to the full Troop.

The Troop considers the Patrol feedback to decide what areas need to be covered in this new challenge e.g. types of activities and areas of the Personal Journey.

2. Propose and select ideas for themes and activities

Based on the results of the evaluation, Patrols (existing or newly formed) formulate proposals for the next project including activities that will make up the project. This should be done by using Idea Generating techniques (see Planning). Scouters may facilitate the Rover Scouts in this process if requested.

The Patrols present their proposals to the Troop. The Troop will choose one of the proposals. This is done by a formal process of presentation, questions and answers and voting (see Programme Planning).

The Patrol Leaders Council takes the proposed project and enhances it by incorporating ideas and activities from the unsuccessful proposals. In this way, the whole Troop takes ownership of the project. The Patrol Leaders Council also incorporates learning objectives with the guidance of the Scouters. Scouters need to ensure that at least one objective from each area of growth will be covered in the course of the project.

3. Develop and agree a calendar for the challenge

The Patrol Leaders Council organises the project into a balanced calendar. This will include the usual camps, expeditions, weekly Troop meetings and Patrol-based project tasks. The calendar needs to be balanced with different types and length of activities. In the case of projects which are of a long

duration, only the important milestone activities will be included in the calendar along with activities for the coming month(s). The process and calendar will be revisited as the project progresses to include more activities.

The calendar is then officially presented by the Patrol Leaders Council to the Troop Council for approval.

4. Design Activities

The Patrol Leaders Council coordinates the design of activities. Patrols volunteer for and are allocated activities to design (see Activities). The activities must be designed to cater for the current young people and the current situation in the Troop. The sample activities can be used for ideas and as examples of how to design activities.

The Patrols may need the support of the Scouters in designing their activities – particularly with the learning objectives.

Doing

Rover Scouts will run the activity.

Rover Scouts participate in Patrol-based projects, project tasks and activities within the framework of the Troop.

All aspects of the Scout Method should be used in an activity.

1. Prepare Activity

The Patrol responsible organises the preparation of the activity, including Activity Leader; notification; venue; backup plan; external resources; materials; cost; supervision.

2. Skills training

If any particular skills are required in order for the activity to be carried out safely, these must be learnt before the activity.

Skills training for Rover Scouts must be active – not passive. Insofar as safety considerations allow, it must involve learning by doing. Where possible, it should take place in a practical setting out of doors.

Skills training should be peer-based where possible. From time to time, it may be appropriate to call on external expertise.

Skills training should take place as part of an activity. While the skill may be required for a particular activity, learning the skill should be part of another activity.

3. Participating

Participating in activities is the central part of the project and takes most of the time.

Activities should be practical, challenging and fun.

All of the Rover Scouts should be involved in the activity.

The Scout Method is used when participating in activities.

Activities are run on a team basis. The Patrol Leader or Assistant Patrol Leader is responsible for motivation. The Activity Leader is responsible for keeping up the momentum.

The Scouters are responsible for ensuring that the health and safety aspects of activities are covered – the Patrol Leader/Assistant Patrol Leader/Activity Leader ensures that the Patrol participates safely

4. Evaluate Activities

The activity is evaluated by the objectives which were set when the activity was designed.

Activities are evaluated by observation – by watching, listening and analysing. This is done by the Rover Scouts, Scouters and anyone else involved.

Observation happens throughout the activity. The Patrol Leader/Assistant Patrol Leader/Activity Leader may need to use this ongoing evaluation to change something during an activity e.g. for safety reasons; to motivate; etc.

The activity is evaluated with the Rover Scouts when it ends. The amount of time spent evaluating should be proportionate to the time spent on the activity. Evaluation can be done through discussion or using various evaluation techniques (see Activities).

Reviewing

When a project is completed, a review of the project will take place. This involves both reviewing the project and assessing individual progress on the personal journey.

In the case of projects which are of a long duration, intermediate reviews will be required from time to time.

1. Evaluate Project

The project is evaluated by the Troop in Patrols. The following areas are evaluated –

- How was the Scout Method applied?
- How successful were the activities?
- What progress have the Scouts made on their Personal Journey?
- How did the section operate as a whole?

Suggested questions for this review were outlined previously under Planning. This evaluation also forms part of planning the next cycle of the programme.

2. Reflect on progress on Personal Journey

On a regular basis, the Rover Scout will reflect on their personal journey with the support of the Scouter. They will begin by concentrating on objectives recently covered in activities in the on-going project. They should identify areas that need to be worked on and make a commitment to do so.

Scouting skills may be required in order to participate safely in the activities planned as part of the adventure. Each Rover Scout may specialise in areas of Scouting Skills of interest to them. They will be assessed by Scouters or other qualified people on their knowledge or skill.

The Rover Scout will note their progress in their handbook.

3. Celebrate

At the end of each challenge there is a celebration. This is an opportunity to relive the memories and achievements and should be different every time. The Rover Scouts are responsible for organising the celebration. It may be part of an activity such as a camp or excursion, or it may be an activity in itself. There are many ways to celebrate such as a campfire, a party, a meal, a night out, etc.

The celebration is an ideal opportunity for the Patrol Leaders Council to award any badges that may have been achieved – Personal Journey or Scout Skills.