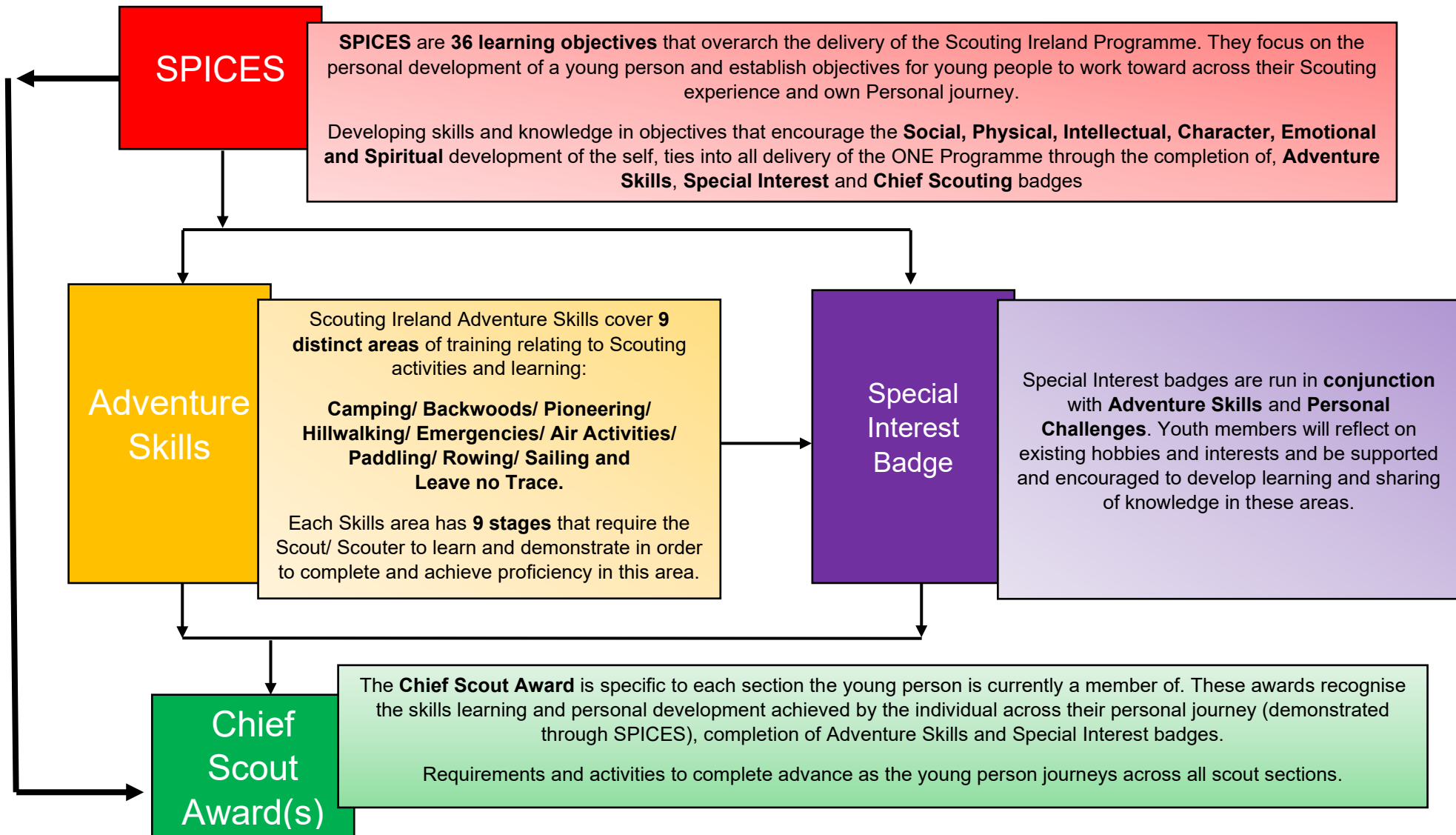


The One Programme: an overview of delivery



## Measuring Outcomes for young people engaged by Scouting Ireland across activities

The Scouting Ireland Programme encompasses a range of activities and badges that are used to develop learning and knowledge in the young people it supports.

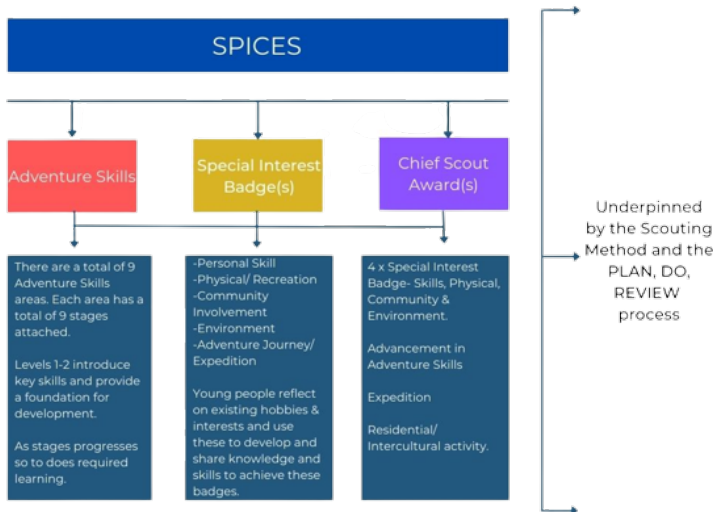
Scouting offers the opportunity for a diverse range of young person to engage through the running of age-appropriate groups as demonstrated by Beaver, Cub, Scout, Venture, and Rover sections.

Each section follows Scouting methodology, with learning outcomes developed in respect of the section demographic.

Each young person will embark upon their own **'personal'** journey within Scouting. This means that they will inform and shape their experiences through engaging within the **Scout Method**, and working across components, such as the **'small group system'**, use of **'symbolic frameworks'** and measuring their own **'personal progression'** for example.



### An overview of links across models of delivery



As each young person (via planning within their section) chooses what their journey will look like, a plan is developed with the assistance of the section Leader and other Scouters.

Young people will choose what they learn and determine the activities they are interested in completing.

Leaders and Scouters will use the One Programme, SPICES and Adventure Skills frameworks to inform how the plan will look and determine the outcomes attached for all activities across these areas.

### For example:

A Beaver section wants to **develop** their Backwoods Skills across the next three months.

Working with their Scouters they **explore** what Adventure Skills levels need to be completed.

The group and Scouter **plan** and **create** a programme with **activities** and **learning** clearly established in reference to the Backwoods stages.

The group **work together** to develop their learning and skills in Backwoods Adventure Skills using appropriate **practical** and age specific activities.

**Review**- After each activity the group **reflects** on learning. At the end of programme delivery, they **evaluate** the success and learning achieved.

The group then **records** Adventure Skills and SPICES learning, and **badges** achieved as part of the outcome.

**Scouting Ireland > ONE Programme and the setting of outcomes for young people**

Developing learning, knowledge and skills in relation to Scouting within **Scouting Ireland** is achieved through the delivery of the **ONE programme**. The ONE programme has been designed in reference to a set of underlying principles to ensure that young people engaged across **all sections of the organisation**- Beavers, Cubs, Scouts, Venture, and Rover- are in receipt of training and development in a similar way or in other words via a 'standardised approach'.



The **principles** that underpin the programme are as follows:

- The use of the **Scout Method**
- **ONE** programme for all age ranges
- **Youth Participation** within the planning process
- **Individual** personal journeys/ experiences

The **aim** of Scouting is to develop young people Socially, Physically, Intellectually, Character, Emotionally and Spiritually- (SPICES). This is achieved through programme experience and achieved via the implementation of the Scouting Method, monitoring and recognition of the personal journey and in the design of program, as led by youth members.

**SPICES** establish a total of **36 learning objectives** or areas for growth that Scouting aims to encourage and develop in youth members. These objectives will be delivered via age-appropriate activities and learning and will be embedded across all areas of delivery within the Scouting journey.

To capture these outcomes, at more junior levels of membership (Beavers/ Cubs) symbolic frameworks are used such as a 'journey map' or 'travel' card for young people to recognise their achievement across SPICES.

As young people progress through sections, they will keep logs and journals that detail their achievements in their own personal development as experienced within their own Scouting journey.

**SPICES overarch all ONE Programme delivery components. In completing these components, the young person will have the chance to practice, demonstrate and recognise how they have grown across their personal journey.**

**The Personal Journey > PLAN, DO, REVIEW**

Within the ONE Programme, every Scout is **responsible** for their personal journey/ experience, and as such helps **design** and **plan** that journey. Plan, Do, Review is the process that is followed- after learning and activities have been agreed and executed, a **reflective approach** is used so that the young person can recognise their achievements, acknowledge, and understand their own learning and help in planning the next step of their journey.

It is within this process that outcomes and objectives are measured and recorded by the individual and across the group by the Scouter working with the young people as part of internal documentation.

## Personal Progression > Badges

The **'badge'** system enables youth members to identify areas of Scouting that they would like to develop and grow in, it also serves to establish outcomes for the young person to work toward and provides a platform of recognition and achievement.

The badge system covers a wide range of areas relating to the Scouting journey; for example, > Progress Awards, Adventure Skills, Special Interest Badges, and the Chief Scouting Award.

Each of these areas contain their own set of objectives and outcomes but are closely intertwined and relevant to one another. Activities completed in one area can be used as indicators and markers for completion of another. Regardless of the badge, all training and outcomes will relate back to the personal development of the young person via SPICES.



**Personal Progression Badges-** These are awarded in recognition of the **development** made by youth members across their Scouting journey. They are linked to the delivery of the Scouting Programme decided upon and delivered that year and will **reflect the individual progress** a youth member has made in relation to their own ability to work toward the outcomes associated with SPICES.

**Adventure Skills-** There are a total of **9 Adventure Skills** areas relating to Scouting activities **Camping/ Backwoods/ Pioneering/ Hillwalking/ Emergencies/ Air Activities/ Paddling/ Rowing/ Sailing and Leave no Trace.**

Across each area, there are **9 stages** to be completed, with stages 1-4 acting to develop introductory and foundation learning for the young person. Each stage has a set of unique outcomes attached, with learning in these areas being facilitated through practical based activities.

Young people **track their own progress** across these stages and Scouters keep **records** and **reviews of training** and **assessments** delivered, and the outcomes achieved, **awarding the appropriate badges** for the Adventure Skill/ stage completed.

**Special Interest Badge (SIB)-** Special Interest badges are on component of the youth programme. They are used in conjunction with the Adventure Skills and Personal Challenges. Hobbies of interests specific to the young person will be identified and space for **enhancing** or **developing new knowledge** and **skills** in these areas will be supported.

SIBs cover 5 areas > Personal Skill, Physical/ Recreation/ Community Involvement, Environment + Adventure. There is no set standard for SIBs, instead the young person consults with their Scouter, creates a **project or plan**, and determines what it is they **wish to achieve** and **how** this will be demonstrated.

**Chief Scout Award-** Each section will have its own Chief Scout award attached, with its **own set of requirements** put in place to achieve this. The award is a supplementary component of the personal journey of each youth member and can be achieved through participating in the normal youth programme.

The Award is split into 7 parts with outcomes relating to the completion of SIBs (Skills, Physical, Community + Environment); advancement in (Scout) Adventure Skills, an Expedition and Residential/ Intercultural activity.

As stated, the awards are linked to the delivery of normal programme activities with any additional components planned for with the individual and completion of these supported by and reflected upon by the Scouter.