



**SCOUTING
IRELAND**



See, Hear, Do

Supporting & growing the voice of young people in Scouting

Talking about the 'E' word

The aim of this resource is to provide guidance and support to both seasoned and new Scouters alike, in understanding how Scouting Adventure and activity aids the development, ability and growth of the young people in our groups in having control over what they do.

Creating opportunities for learning and growth is very much at the centre of everything Scouting does and can be seen from Beaver to Cub, Scout to Venture and beyond.

It cannot be denied that through these opportunities, Scouting **empowers** young people!

We see it across all our meetings and activities, we ask our young people to stop, think and ask questions, to get involved and to make decisions for themselves.

These actions in-turn build confidence, and encourage young people to stand up for what they believe in.

As they grow and move along their Scouting Journey, young people will take more of an active part in shaping what they do and how they do it, learn about working together and leading others, become more involved in group life and governance, creating a shared culture and showcasing what they have got from being a Scout... they will be **empowered!**

Bringing it back to basics

When using words or phrases like '**youth led**' or '**empowered**' it can quickly seem like these things are being discussed at a level that only professionals and academics can get a handle on...

Indeed if you Google 'youth empowerment' you will be met with a range of different meanings and examples which don't quite give any one clear definition.

Luckily for us, putting young people **at the centre of what we do, supporting them to make decisions and choices for themselves and achieve new skills** is what we do best and is in essence what it means to empower!

If we look at the Scouting Ireland handbook or across the Scouting Ireland website we will find the following two statements regards the purpose and aim of Scouting:

The Purpose

Scouting exists to actively engage and support young people in **their personal development, empowering** them to make a **positive contribution** to society.

The Aim

The Aim of Scouting Ireland is to encourage the social, physical, intellectual, character, emotional and spiritual development of young.

These two statements **should always remind us** of **why** we do what we do, **why** we place young people at the centre and **why** we develop them to have a say and take control.

OK...I get that...but...

Ensuring that the young people who we support, feel that they have a say and are able to demonstrate an ability to achieve and shape things for themselves is what Scouting does.

What this looks like in reality will be varied and dependent on you, your fellow Scouters and the young people in your group...however the **aim** and **outcomes** associated with giving young people **a say** and **inspiring their achievements** will remain the same.

The next number of pages intend to strip back further and show you what 'youth voice' and 'empowerment' looks like in your Scouting.

Collaborative working:

Young People and adults working together:

Scouting only works if young people and Scouters recognise the relationship that they foster with one another.

Scouting is a voluntary partnership between Scouts (young people) and Scouters (adults), where Scouts are supported on their personal journey, while being encouraged and challenged to achieve their full potential.

What this looks like

- Creating a **safe, positive** and **respectful** relationship making young people feel **heard** and **valued**.
- Asking young people their **thoughts** and **opinions**.
- **Demonstrating** and **supporting** them to make positive choices and decisions

Collaborative working:

Small Group system:

Through forming small groups, where Scouts work together, **opportunities to facilitate leadership skills** and **shared responsibility** can be realised.

Using small groups creates an effective learning environment that **encourages peer to peer support** and creates a space that is **safe and un-judgemental** to better advance learning and affirmation of skills developed.

What this looks like

- **It happens already**, you bring your Lodges, Sixes etc together and guide them in working together.
- Scouters **show and support leadership skills** in others, **demonstrating** how to work together effectively.
- **Achievements are affirmed** and **learning encouraged**.

Collaborative working

Service & Commitment:

You, the young people, the Group, you **are all part** of the **community** and as such an aim of Scouting is to **improve society through active citizenship**.

From the smallest gesture of the individual, to the collective heft of the Group, recognising an issue or need within the community and **planning an action** to address this, demonstrates how Scouting gives young people a voice and ability to make an impact.

What this looks like

- Young people are **supported** to look at the world and encouraged to make a positive impact.
- Young people are **guided** in planning an action and following it through.
- Opportunities to **connect with others** are on offer.

Creating Programme:

Deciding what will be delivered:

The **Plan, Do, Review** model will be at the centre of all your programme delivery.

Scouting offers the opportunity for its members to learn at a pace and level that is right for them and recognises merit, effort and achievement based on the ability of the individual member.

Taking these things into consideration will help young people feel able to have their say in what will be happening.

What this looks like

- A **conversation** with the group, **discussing what things** they would like to learn. **Explore individual areas and badges** group members would like to complete.

Creating Programme:

Planning:

This is the beginning of any Journey or Scouting Adventure. The group will have been **encouraged to work as a team to decide** what they will learn.

Now they must look at what needs to happen to make their plan work:

What is involved? / What do they need to make it happen? / When and where will it take place? / Are their goals? / Who will lead? / What are the expectations?

What this looks like

- A **group meeting** should happen at the beginning of the Scouting term to **explore** what will be happening.
- **Ideas for activities and timetables** are set.
- **Expectations and requirements** are set out and **roles**

Delivering Programme:

Running a Programme activity or session:

Delivering the programme falls within the 'Do' element of the Scouting Ireland programme cycle.

When delivering the programme, there are **opportunities to encourage** learning and **grow the voice** of young people in having a say in how things happen:

For example- Who will be leader?/ How will things happen?/ How will decisions be made?

What this looks like

Break down the learning and activities that will be delivered- **decide who will be doing what-** Who will be the leader for one or all of the activities? - **What are the roles others need to fulfil?** - What are the expectations of the group for getting things done?

Delivering Programme

Building young people up:

Every meeting, conversation, activity, game and adventure holds the opportunity for young people to develop, grow in confidence, feel that they have been in control of their own achievements and recognise how these make them feel.

Scouting **empowers young people** by working with them at their pace, providing opportunities to '**learn by doing**' and in **recognising** their personal growth and in using an awards and badge system to easily chart progress.

What this looks like

- Running any activity that **encourages** developing a new skill or practicing an old one.
- **Recognising** and **affirming** the achievements of the individual.
- Talking about how these things **shape** the individual.

Reviewing Programme:

How did we do?

Having the skills to be able to look back at our accomplishments and reflect on the things we could do better is an important part of growing ourselves and in recognising the control we have over what we do.

Through reviewing an activity, adventure or programme with young people, we provide a platform that allows their voice, experiences and recommendations to be heard.

What this looks like

- The group **looks back** and **talks about** the activity and learning that has just been completed.
- **Recognise** achievements and what worked well.
- **Explore ideas** for what could be done **differently** and the **next steps** for the group to take.

Reviewing Programme

Shaping the next steps:

Providing platforms for your group to look back and see what they have done, recognise their abilities and bring forward ideas and suggestions for what they would like to do next, is a key part of placing young people at the centre of their Scouting Journey.

The next step is to show the group that their voice matters and use their suggestions and ideas to take the next steps in delivering programme learning and activities.

What this looks like

- Having a conversation looking back at the activities and learning just completed.
- Running a 'Log Chew' or equivalent reflecting on skills learned and planning future programme and activities.

In Summary

How we support and grow the voice and experience of young people to place them at the centre of their Scouting Journey and 'empower' them is a varied thing, but remains at the centre of all the actions and work that Scouters do.

It begins through:

- The welcoming & inclusive environment of the group.
- The trusting & safe relationships developed.
- The use of the 'Small Group' system developing mutual respect and collaborative approaches.
- Placing the Group and individuals as members of a community which impacts positively on others.

It develops through:

- Including the group in planning the programme.
- Using badge and award frameworks to support individual development.
- Exploring expectations and group roles.

It is affirmed through:

- Delivering the programme and activities that the group have chosen.
- Recognising the new skills learned by the group and affirming their accomplishments.
- Providing opportunities for the group to teach each other and try out using these new skills.
- Awarding badges and celebrating successes at the level and ability of the individual group member.

It is maintained by:

- Reflecting and reviewing the delivery of the activities and programme.
- Listening to and acting upon what the group suggest and recommend.
- Planning the next adventure with the group.

The next number of pages will explore models to support growing the voice of young people and look at Scouting Ireland platforms to support youth voice.

The Lundy Model - Prof Laura Lundy (QUB)

The Lundy model of child participation, is based on four key concepts- Space, Voice, Audience and Influence.

The model explores youth empowerment and the model opposite demonstrates how Scouting fits within this model.

SPACE

Children & Young people must be given safe, inclusive opportunities to express their views.

- How do young people feel safe to express their views?
- Have you allowed enough time to listen and hear their views?
- How do you make sure all young people are heard?

VOICE

Children & Young people must be supported to give their views

- How are young people provided with the support they need to give their views and be heard?
- How can they raise the things that matter to them?
- How are they offered different ways to give their views?

-How will young people know how much influence they can have on a decision?

-How will you give them feedback?

-How do you share impact of their views on decisions?

How will you explain the reason for decisions made?

The views must be acted upon, as appropriate
INFLUENCE

-How do you show that you are ready & willing to listen to young peoples views?

-How do you make sure that they understand what you can do with their views?

The views must be listened to
AUDIENCE

The ONE Programme/ Scouting & the Lundy Model

SPACE

Children & Young people must be given safe, inclusive opportunities to express their views.

Implementation & delivery of the **Scout Method** provide the space needed for youth members to express their views.

Demonstrated across:

- Programme design
- The Personal Journey
- Team Councils/ Youth Team models
- Plan, Do, Review
- Small Group system

Involving youth members in the planning of their journeys & experiences, **they will see** just how they influence decisions for themselves.

Reflection & evaluating programme activity & learning provides space for feedback on decisions and choices made (**Plan, Do, Review**) and the impact these have had.

As a Scouter, **you work through decisions** and give reasons for the actions taken, supporting understanding.

The views must be acted upon, as appropriate
INFLUENCE

VOICE

Children & Young people must be supported to give their views

Integral to the **Scout Method** is the development of relationship between adult & youth members to work together & grow the skills of members to become increasingly self governing.

As a Scouter you will **provide platforms** needed for youth members to have their say.

You will **guide & develop** skills to do this.

-Through planning & shaping the programme journey with the group, you demonstrate that you hear young peoples views.

Running group meetings & involving members or promoting youth teams & councils you enable platforms that young people can see and use, showing how their views and opinions are collected and how they shape the journey for the self.

The views must be listened to
AUDIENCE

Youth Team models

In early 2022 the SFNI Programme Lead looked at how SI and the Northern Province Groups delivered opportunities to capture the thoughts and opinions of youth members toward their experiences and journeys in Scouting and their influence in the Province.

This exploration saw two results unfold; firstly a **Northern Province Youth Team** was created, made up of Scout and Venture members of the Northern Province, and opportunities to share their experiences & ideas were realised.

Secondly, a **new resource** was created that promoted and supported the development of Youth Teams at Group level- aiming to bring together representatives from all Sections within a Group, to create a platform for reviewing Scouting experiences and growing youth representation at all levels.

The Youth Team model

<https://sfni.org/scouters/sfni-training-resources/sfni-scout-youth-team-guide-pdf/>

Group model

Members from each section are recruited to represent their group- they are there to talk about experiences and to suggest ideas for how the group should run.

The team should meet at least once every 12 weeks.

They should engage in tasks & games to bring them together and then discuss what's happening across all the sections of the group

Thoughts should be recorded and all ideas and any goals set recorded and an action plan created for how this will be done.

The Youth Team should act as the voice for youth members.

It should communicate and show how your group listens to its members and share this with others.

Provincial model

Group youth teams from across a County will nominate a representative to sit on a County Youth Team to share the experiences of members and bring young people together.

County Teams will elect members to sit on the Provincial Youth Team, bringing ideas for activities and support that will help those they represent.

The existing members of the Provincial Youth Team will mentor new County reps and together they will deliver support, develop ideas and shape what Scouting for young people looks like in the Province.

Provincial Youth Team members will see how their voice influences Scouting.

Members will be supported to engage with regional opportunities to shape Scouting nationally.

Scouting: Capturing the voices of Young People

Across all Scouting Sections you will find mechanisms are already in place to reflect, evaluate and collect the thoughts and opinions of your group:

Beavers - Log Chew - usually held at the beginning or end of a Colony meeting, it is a space for Beavers to talk about what they have done and plan what they would like to do.

Cubs - Sixer Council - Sixers/ Seconders meet to plan programme & activities, look at what is needed and discuss leadership roles across delivery.

Scouts - Patrol Leaders Council - As above, this group works closely with Scouters to plan & prepare programme.

Ventures - Venture Scout Executive - Members complete tasks as above, but take a more representative role at group council and become more involved with group governance.

The bigger picture

Across their Scouting Journey, young people will have been given the opportunity to grow and become confident in expressing themselves, in learning skills to the best of their ability and in understanding just how to shape their own experiences.

They will become more adept and sure of who they are, and understand how to support and shape experiences of others.

Through **National Youth Rep roles**, young people have the opportunity to feed into and shape the Scouting experience at national level and engage with opportunities that may shape Scouting Globally.

All this **begins** with the **welcome you provide**, the **environment you foster**, the **skills** you help develop, and the **encouragement** and **platforms** you provide to **empower** young people...it's not such a bad word after-all!!!



**Developed with input & advice from the Northern Province
Youth Team - Designed by the Programme Lead and
Programme team.**

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