



# YOUTH PROGRAMME POLICY

**SINGAPORE  
SCOUT ASSOCIATION**

Published by

**National Programme Council  
Singapore Scout Association**

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**NATIONAL PROGRAMME TEAM**

*The Youth Programme in Scouting is the totality of the learning opportunities from which Young People can benefit (**What**), created to achieve the purpose of Scouting (**Why**), and experienced through The Scout Method (**How**).*

*~ World Scout Youth Programme Policy,  
adopted at 40<sup>th</sup> World Scout Conference (2014) ~*

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# Foreword

This document setting out the Singapore Scout Association's Youth Programme Policy has been several years in the making. In 2012, a programme review team was formed with the purpose of reviewing and designing the association's existing programme. Shortly thereafter, this document began its life as first as the programme document written initially to summarise and communicate the programme review team's findings and proposals.

Thereafter in 2014, some of the members of the programme review team took up office in the National Programme Council to continue the journey. It has been a journey of discovery ever since, as the various reviews required us to examine current issues closely and come to a deeper wisdom about how Scouting should be in the Century ahead.

It did not take long for us to come to a realisation that a key ingredient to this future is fidelity to our Founder's thoughts and intentions about Scouting. Therefore, though the revised programme was completed between 2014 and 2017, the revised programme is a nod to Scouting's fundamentals, and seeks to promote better outcomes in Young Person's education through a deeper understanding of its fundamentals so that Scouting may be enacted with greater fidelity and stronger sense of purpose.

Developed with the Renewed Approach to Programme, at the core of the revised programme is the understanding that **Scouting is a process of character education through activities based in the outdoors and nature. As Scouting is predominantly based around outdoor activities and nature**, Scouts would naturally receive education and knowledge about outdoor based skills and technical competencies. In fact, close association with camping, hiking exploration, pioneering and woodcraft over the period of a Century means that skills and technical competencies are closely intertwined with Scouting. However, these should not be confused as the educational objective of Scouting. These outdoor based skills and technical competencies support character education by providing avenues for effective and exciting activities to occur so as to challenge Scouts to develop their character further. In this manner, as a corollary to the core understanding, it is important to emphasise that outdoor-based skills and technical competencies, while important to quality Scouting, are not the focus of the educational process.

We have come some way along in this journey, but require the continued support of every Unit Leader for things to progress onward.

This document is dedicated to Unit Leaders who

- Have supported us in this process and are championing Scouting's cause at the unit level.
- Eschew cookie-cutter Scouting, and strive to make Scouting meet youths' needs.
- Are dedicated to self-improvement because it takes 21st Century Scout Leaders to develop 21st Century Scouts.
- Believe that while Scouting is a game for youths, it is a job for men, a real task for thoughtful leaders implementing carefully planned activities which look simple on the surface but have deep learning experiences.

Words of appreciation are due to Mr Eric Lam, National Programme Commissioner, Mr Eric Lim, Assistant National Programme Commissioner, Mr Yang Chen, Programme Commissioner (Scout), Mr Anbarasan Thuraimanikam, Programme Commissioner (Venture Scout), Mr David Wong, Programme Commissioner (Rover Scout) and Mr Han Songguang, Assistant National Training Commissioner, who contributed and served alongside me in this term.

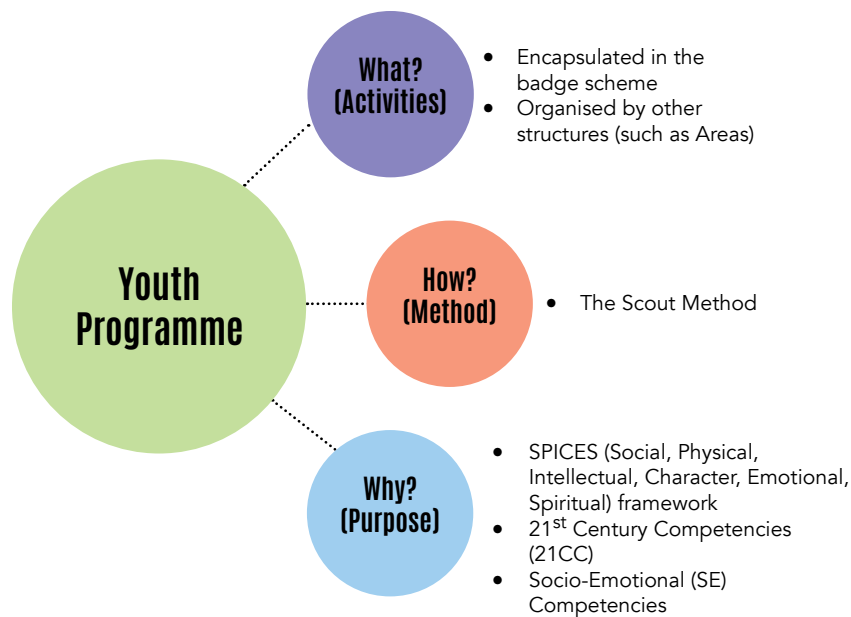
Daniel Ang  
Assistant National Programme Commissioner 2014-2017

## Executive Summary

This document is written to guide the effective delivery of Youth Programme in the Singapore Scout Association from 2013 and beyond.

The Youth Programme is made up of three parts

- **What** should Young People do as part of Scouting activities, primarily driven by activities encapsulated in the progressive scheme and organised by other structures (such as Areas).
- **How** the Young Person experiences Scouting through Group Life and activities organised and delivered, supported by Adult Leaders through The Scout Method.
- **Why** the activities are done, guided and driven by larger educational objectives, the character attributes and outcomes Scouting activities hopes to develop in the youth members, derived from the SPICES (Social, Physical, Intellectual, Character, Emotional, Spiritual) framework, 21<sup>st</sup> Century Competencies (21CC), Socio-Emotional (SE) Competencies, etc.



### What is Youth Programme?

The purpose of Youth Programme is guided by Singapore Scouting's value proposition which is to contribute to the education of Young People especially in developing

- 1) Character values such as Respect, Resilience, Responsibility, Integrity, Care and Harmony (R<sup>3</sup>ICH values).
- 2) Social and cross-cultural skills such as the ability to socialise and harmonise in teams and groups that are cross cultural and global in nature.
- 3) Beliefs and awareness of the environmental constraints of living on this planet, respect for nature and ruggedness in the outdoors.

### Effective Youth Programme

In order to deliver effective Youth Programme at the unit level, we need to be clear about what youth members do as part of Scouting activities, how the youth members experience learning through the process of Scouting and activities, and why the activities are designed the way they are – that is the character attributes and outcomes. Scouting activities hope to develop in the youth members.

## What Should Youth Members Do?

Activities are an integral part of Scouting, and what makes it so exciting for the Young People involved. Activities and Games are the basis of learning through Scouting.

Whether you are managing Cub Scouts, Scouts, Venture Scouts, Rover Scouts or Adults, people learn best when they have the opportunity to do, to participate, and to experience the principles being taught. Research indicates we learn best when more senses are involved in the learning process. When groups participate in an activity, they have the opportunity to reinforce learning through hearing, seeing, touching, and the brain is further stimulated through social interaction and strategy. Most importantly, activities and games are FUN, so the learners want to participate. Even when the purpose of a game or activity is merely to entertain, participants gain significant benefits through social interaction, team building, stress relief, and problem solving.

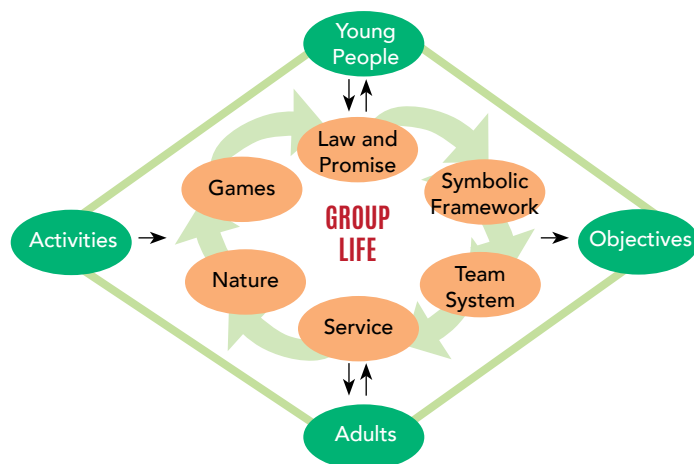
Activities should be organised such that they are **fun** and **enjoyable** for the Young People involved with a **variety** of activities to promote an **exciting** and **invigorating** Scouting experience in totality and frequently conducted in the **outdoors** with encounters with **nature**.

From this perspective, many modern activities and pursuits can be considered for Scouting activities. However, it is also useful to understand that there are four broad categories of activities considered core, fundamental or traditional to Scouting, which are (1) **camping** and experiencing living in the outdoors, (2) **hiking** and adventurous **exploration** and **orienteering** in new places in the outdoors close to nature, (3) building of man-made structures using natural materials to overcome obstacles (**pioneering**) or undertake tasks and (4) **cooking** and **surviving** in the outdoors using natural materials and methods. These are often accompanied by other important bonding activities associated with outdoor living, such as campfires, singing songs together, dancing and acting.

Thus, many modern Scout activities are extensions of these activities, sometimes with the support of modern technologies that enhance the experience without diluting the key learning experiences. It is also inevitable that whether modern technologies have a place in Scouting becomes an important debate. To this end, it is the view of the National Programme Council that technologies can support the character development outcomes we hope to achieve, and modern Scouting is driven by character development through activities, rather than by technical proficiency in the activities.

## How the Youth Members Experience Learning?

The Scout Method provides the process and describes the environment through which learning takes place.



At the core of The Scout Method is **Group Life**, which drives the Scouting experience. Quality Group Life provides rich **Patrol/Team** life and experiences, rules and culture that is guided by **values of the law and promise**, shared responsibilities, exploration of identity and autonomy, challenges of **personal progression**, undertaking leadership and **youth led** decision-making processes and a sense of purpose provided by the **symbolic framework**.

The people in the method are the **Adults** and the **Young People**, who interact through Group Life and also contribute to Group Life that is at the core of the Scouting experience. The relationship is educational and mutual rather than hierarchical. Quality interactions provide for quality Group Life and quality Scouting experiences. Adults facilitate and guide the learning of the Young People and aid in the processing of the experiences into learning outcomes.

Learning through The Scout Method is organised around **activities** (the principle of learning by doing), which are the experiences that provide the stimuli for learning. Through the intervention of quality Group Life, these stimuli will lead to long term learning to achieve educational **objectives**. While activities are separate from objectives, thoughtful selection of activities provide the basis for the experiences which lead to learning.

### Why the Activities are Designed the Way They Are?

- 1) *"The most important object in Boy Scout training is to educate, not instruct."*

Scouting is not about instruction in woodcraft skills, but to educate a Young Person into a **confident person** who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively;

- 2) *"The object of the patrol method is not so much saving the Scoutmaster trouble as to give responsibility to the boy."*

A well run patrol method would develop a **self-directed learner** who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning;

- 3) *"The more responsibility the Scoutmaster gives his patrol leaders, the more they will respond."*

Scouting and the patrol method develops an **active contributor** who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence;

Scouting is a process of **character** education through activities based in the outdoors and nature. As Scouting is predominantly based around outdoor activities and nature, Scouts would naturally receive education and knowledge about outdoor based skills and technical competencies. In fact, close association with camping, hiking, exploration, pioneering and woodcraft over the period of a Century means that skills and technical competencies in these fields are closely intertwined with Scouting. However, these should not be confused as the educational objective of Scouting. These outdoor based skills and technical competencies support character education by providing avenues for effective and exciting activities to occur to challenge Scouts to develop their character further. In this manner, outdoor-based skills and technical competencies, while important to quality Scouting, are **not** the focus of the educational process.

The focus of the education process for Singapore Scouting are: -

- 1) Character values such as Respect, Resilience, Responsibility, Integrity, Care and Harmony (R<sup>3</sup>ICH values).
- 2) Socials skills such as the ability to socialise and harmonise in teams and groups that are cross-cultural and global in nature.
- 3) Beliefs and awareness of the environmental constraints of living on this planet, respect for nature and ruggedness in the outdoors.

The educational outcomes are set out in this programme policy document and are categorised into the SPICES Domains, which are: -

- |                         |                      |
|-------------------------|----------------------|
| 1) <b>S</b> ocial       | 4) <b>C</b> haracter |
| 2) <b>P</b> hysical     | 5) <b>E</b> motional |
| 3) <b>I</b> ntellectual | 6) <b>S</b> piritual |



## Vision for Programme in the 21<sup>st</sup> Century

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Given that everything discussed thus far has been based on Scouting fundamentals, what is SSA's Revised Programme for 21<sup>st</sup> Century and what makes it distinct from previous versions of programme? What do we need to do to implement this programme?

Previous versions of programme were generally characterised by the following: -

- 1) Implicit character outcomes and objectives that reside in the tacit knowledge of experienced veteran Unit Leaders which was effective in a period of Singapore's development when the formal education system had a mainly academic focus. During this period, even up to the turn of the 20<sup>th</sup> Century, Scouts could spend a lot of time outside lessons on Scouting pursuits, leading to natural internalisation of outcomes over time.
- 2) Predetermined and fixed categories of skills to be mastered, knowledge to be attained and achievement standards to be met.
- 3) Articulated in the form of tests and achievement oriented experiences that a Scout had to pass in order to make progress.

SSA's Revised Programme for 21<sup>st</sup> Century is SSA's response to Scouting's current situation in Singapore. It is based on Scouting fundamentals, but focuses attention on areas in which Scouting can be further developed in Singapore.

During the course of the programme review, the team observed that there was a large degree of variance in how Youth Programme was interpreted, perceived and ultimately practiced on the ground. As the character development goals and outcomes had not been articulated clearly in the past, this led to variance in the perceived objectives of Scouting, which further limited its effectiveness. One issue to be addressed was the confusion between the role of outdoor skills and knowledge as an element of Scouting and outdoor skills and knowledge as the educational objective of Scouting. This is the factor driving the noticeable focus on SPICES Objectives and 21<sup>st</sup> Century Competencies (21CC) in the revised programme.

The team also observed that there was variance in implementation of the Team System, particularly in the Cub Scout and Scout sections. Units were found to operate a level based structure instead of the Team System articulated in The Scout Method. In addition, previous versions of the programme had led to tendency for units to operate a test based schedule driven by the test based scheme. The existence of both these practices limited the effectiveness of Scouting as they were not faithful to The Scout Method.

In response to these and more, SSA's Revised Programme for the 21<sup>st</sup> Century is characterised by: -

- 1) A Programme Model that establishes the clear importance of Group Life, embedding the Team System within the context of the badge scheme and promoting the Activity Based Schedules.
- 2) Explicit character outcomes and objectives articulated in the programme scheme to provide clearer guidance and reference to Unit Leaders in a phase of formal education that has seen a general reduction in time spent on Scouting activities.
- 3) Predetermined categories of Learning Experiences to be undertaken as part of the Scouting experience. Articulated in the form of activities to be experienced and games to be played.
- 4) Flexibility for the Unit Leader to determine required skills, knowledge and achievement standards in order to draw out learning outcomes in character domains. This means space for Scouts to demonstrate their best, both in skills, knowledge and achievement as well as character traits.
- 5) Explicit emphasis on usage of Patrol In Council (PIC) / Patrol Leader Council (PLC) protocols to facilitate reflections to draw out learning.

## What Do We Need to Do to Implement This Programme?

The revised programme is faithful to Scouting fundamentals and units with established Team Systems and running activity based schedules in line with The Scout Method would find the revised programme simple and easy to implement.

A set of strategies have been outlined to guide units on this journey, these should be viewed as areas in which there can be varying degrees of quality and many steps of progress. Strategies should not be viewed as implemented or not implemented, but each would have a spectrum along which the unit's current practices lie and efforts should be made to progress along that spectrum.

The implementation strategies are: -

### Strategy One:

Strengthen the practice of The Scout Method through (a) Building an Effective and High Quality Team System and (b) Running an Exciting and Invigorating Activity Based Schedule.

### Strategy Two:

Strengthen Young Persons learning through (a) Involving Young Persons in Activity Planning, Target Setting and Decision Making and (b) Engaging Young Persons in Reflections to Facilitate Deeper Learning.

### Strategy Three:

Building an Effective and Competent Adult Leader Team.

### Strategy Four:

Leveraging on Association Line Support Structures and Sourcing for Resources.

Each of these strategies is the topic of a chapter in this policy document. To further support implementation, the National Programme Council has promulgated a Unit Self-Rating Toolkit for units to place themselves along the spectrum and measure their progress.

## Future Steps and Strategies

For future steps and strategies, this policy document provides the following suggestions:-

- 1) Reviews of programme should continue to clearly state the purpose of activities so as to develop Young People towards the educational objectives within the programme.
- 2) Educational objectives should be updated and kept relevant with respect to the Young People of the time.
- 3) Establish an assessment of effectiveness of programme implementation beginning at the unit level and building up through the association's line support structure.

# 1. Scouting in the Singapore Context

Young People in Singapore of the 21<sup>st</sup> Century live in a multicultural, multi-religious, globalised and international society. They live in a physical environment that is mostly urban and generally in high density, high rise buildings. Socially, they come from small families with few children, and increasingly connect themselves to other youths and the world through information and communication technology and social media.

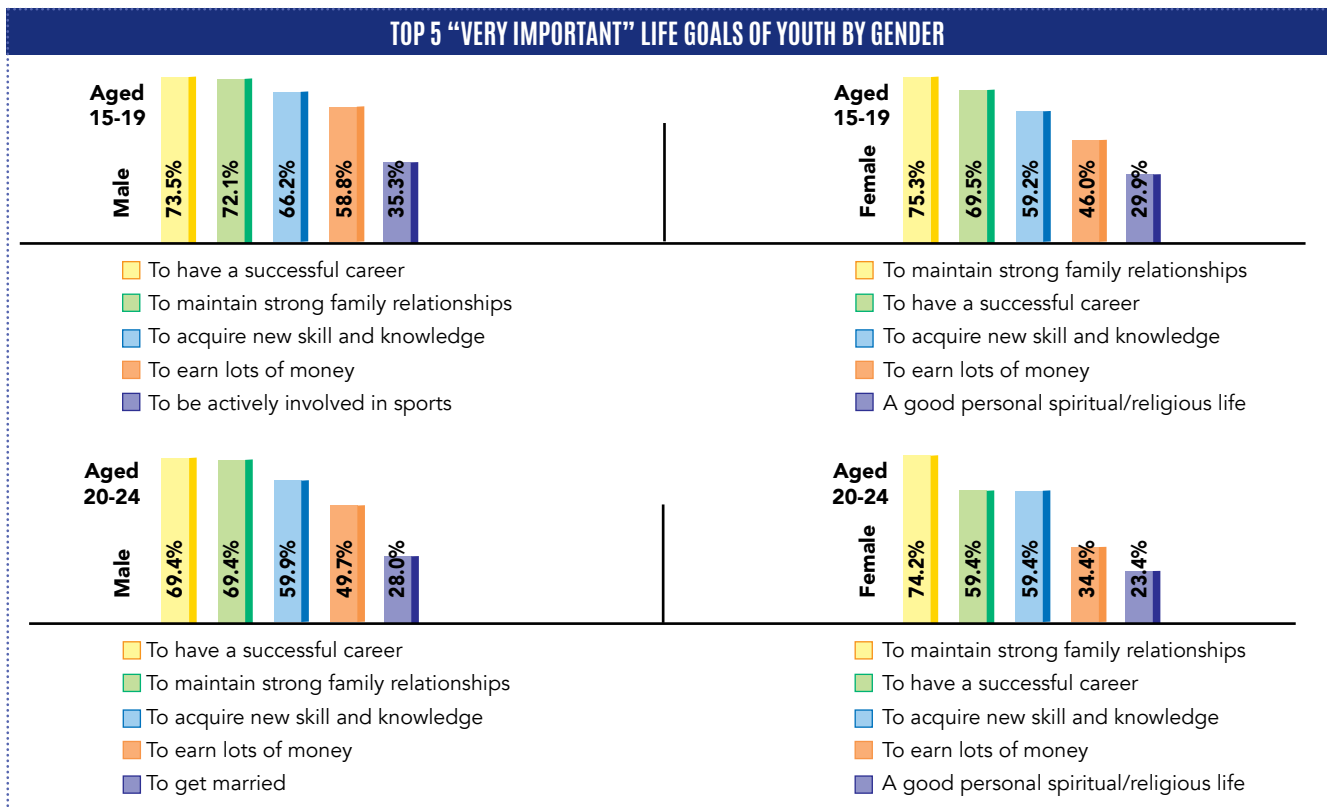
Education participation rate of Young People in each cohort is generally high, with over 90% of each cohort progressing within the formal education system to post secondary education. Historically, though independent and autonomous, Scouting in Singapore has strong links with the formal education system, with a vast majority of units attached to national schools and only a handful of open groups. Majority of leaders are professional educators (teachers).

Young People in Singapore will grow up to live and work in Singapore, a generally fast paced and connected environment, which is constantly adapting and keeping itself relevant on the world stage.

## Life Goals and Challenges of Young People in Singapore (National Youth Council, 2012)

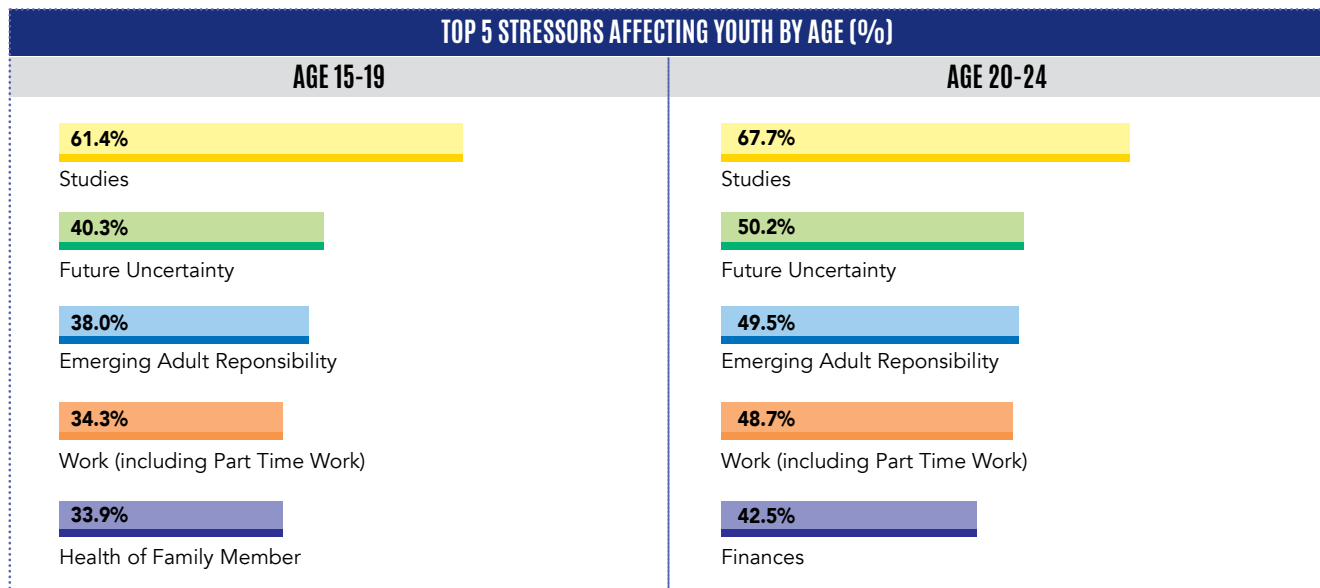
Young People aged 15 – 25 in Singapore respond that the following are their most important life goals: -

- 1) To have successful careers
- 2) To maintain strong family
- 3) To acquire new skills and knowledge
- 4) To earn lots of money relationships



Young People aged 15 – 25 in Singapore respond that the following are their top stressors: -

- 1) Studies
- 2) Future Uncertainty
- 3) Emerging Adult Responsibility
- 4) Work



## 1.1 SSA's Educational Proposal

Scouting's strength lies in The Scout Method, which utilises fun and engaging purposeful outdoor-based activities to develop different aspects of a Young Person. These different aspects are encapsulated in the SPICES framework, described in the subsequent chapter.

It is our belief that the fundamentals of Scouting provide a strong process for education and development of 21CC, and we have selected some familiar quotes to illustrate this.

- 1) *"The most important object in Boy Scout training is to educate, not instruct."*  
Scouting is not about instruction in woodcraft skills, but to educate a Young Person into a **confident person** who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively;
- 2) *"The object of the patrol method is not so much saving the Scoutmaster trouble as to give responsibility to the boy."*  
A well run patrol method would develop a **self-directed learner** who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning;
- 3) *"The more responsibility the Scoutmaster gives his patrol leaders, the more they will respond."*  
Scouting and the patrol method develops an **active contributor** who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence;

In 21<sup>st</sup> Century Singapore, SSA's value proposition lies its ability to utilise The Scout Method to contribute to the education of Young People, particularly in the following areas: -

### Learning and Living Values through Teamwork

Young People require strong character values and moral compass to navigate, thrive and have a positive influence in the high-density physical living environment and the increasingly connected and globalised environment both in the physical world and cyberspace.

Young People will also need a large degree of self-reliance and self-directedness to chart their own personal progress and develop their own identity to thrive and maximise their personal potential in the 21<sup>st</sup> Century world.

Using a Team System as a platform for activities, Scouting is able to provide opportunities for Young People to interact in a context that mirrors real life. Among other things, Young People live by Scouting values, and learn how to manage themselves in order to contribute actively and effectively within a team, and how to communicate responsibly and effectively, cooperate and lead in teams.

This platform will also provide opportunities for close social interaction, and creating understanding between cultures.

### Cross-cultural Experiences to Build a Better World

Young People require strong social-awareness and greater awareness of individual uniqueness and differences between cultures in the increasingly connected and globalised environment both in the physical world and cyberspace. Young People will require greater awareness of individual uniqueness and differences between cultures locally, regionally and internationally.

Scouting is a worldwide movement with 32 million members in 216 countries worldwide as of 2010. Singapore Scouting's relationship with other Scouting organisations throughout the world lead to better understanding of people and issues. Scouting provides the connections and opportunities for international experiences ranging from self-organised small scale short day activities with Scouts from nearby neighboring countries to large scale regional or international camps known as Jamborees that may involve upwards of 30,000 campers.

The cross-cultural angle within the programme is an important way to broaden a Young Person's horizons.

### Outdoor Experiential Learning

Given the vastly urban physical environment in Singapore, Young People have diminished opportunities to interact with outdoors and as a physical environment as well as a place that provides historical social context to living in Singapore. Young People resolve also require knowledge about sustainable and civic conscious living.

Using the outdoors as a platform for experiential learning, Scouting is able to provide opportunities for Young People to interact with each other in a setting that allows them to get in touch with themselves, their country and history as well as develop various aspects of character through the challenges offered by the environment.

## 2. Programme Defined

### The Mission of Scouting

The Mission of Scouting is to contribute to the education of Young People, through a value system based on the Scout Promise and Law, to help build a better world where Young People will grow up to become self-fulfilled individuals, and play a constructive role in society.

This is achieved by involving them throughout their formative years in a non-formal educational process using a specific method that makes each individual the principal agent in his development as a self-reliant, supportive, responsible and committed person thereby assisting each of them to establish a value system based on spiritual, social and personal principles as expressed in the Scout Promise and Law.

### What is an Educational Proposal?

The educational proposal of a National Scout Association is what it offers to Young People in the society in which it operates. It serves the following purposes: -

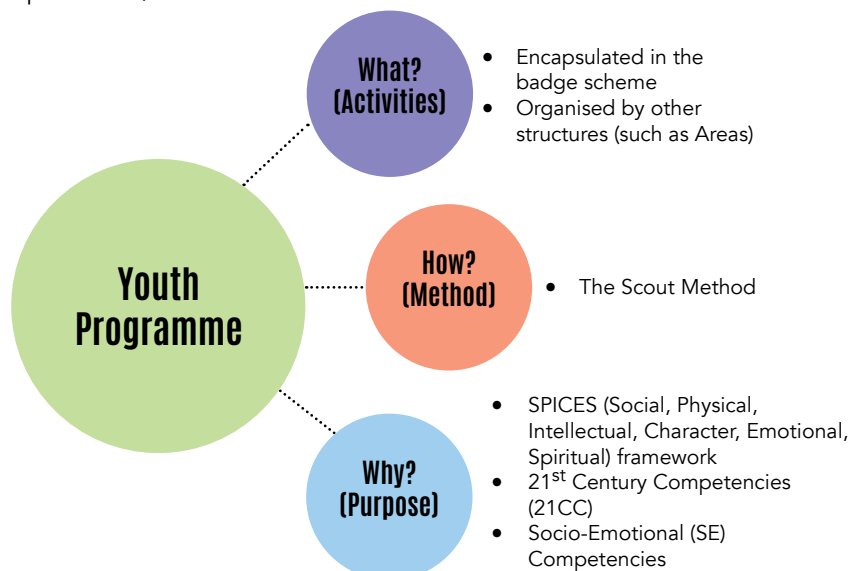
1. To introduce the Movement and what it offers Young People to parents and the community, and to make a clear commitment towards them.
2. To express the Movement's mission and goals, so that educational objectives can be set.
3. To encourage Adult Leaders to offer Young People an attractive programme and to be committed to a certain style of educational relationship with them.

“ *The Youth Programme in Scouting is the totality of the learning opportunities from which Young People can benefit (What), created to achieve the purpose of Scouting (Why), and experienced through The Scout Method (How).* ”

~ World Scout Youth Programme Policy, adopted at 40th World Scout Conference (2014) ~

The Youth Programme is made up of three parts

- **What** should Young People do as part of Scouting activities, primarily driven by activities encapsulated in the progressive scheme and organised by other structures (such as Areas).
- **How** the Young Person experiences Scouting through Group Life and activities organised and delivered, supported by Adult Leaders through The Scout Method.
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In order to deliver effective Youth Programme at the unit level, we need to be **clear** about what youth members do as part of Scouting activities, how the youth members experience learning through the process of Scouting and activities, and why the activities are designed the way they are – that is the character attributes and outcomes Scouting activities hopes to develop in the youth members.

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- 2) Predetermined and fixed categories of skills to be mastered, knowledge to be attained and achievement standards to be met.
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The team also observed that there was variance in implementation of the Team System, particularly in the Cub Scout and Scout sections. Units were found to operate a level based structure instead of the Team System articulated in The Scout Method. In addition, previous versions of the programme had led to tendency for units to operate a test based schedule driven by the test based scheme. The existence of both these practices limited the effectiveness of Scouting as they were not faithful to The Scout Method.

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- 2) A Programme Model that establishes the clear importance of Group Life, embedding the Team System within the context of the badge scheme and promoting the Activity Based Schedules.
- 3) Predetermined categories of Learning Experiences to be undertaken as part of the Scouting experience. Articulated in the form of activities to be experienced and games to be played.
- 4) Flexibility for the Unit Leader to determine required skills, knowledge and achievement standards in order to draw out learning outcomes in character domains. This means space for Scouts to demonstrate their best, both in skills, knowledge and achievement as well as character traits.
- 5) Explicit emphasis on usage of Patrol In Council (PIC) / Patrol Leader Council (PLC) protocols to facilitate reflections to draw out learning.



### 3. Educational Objectives - WHY?

---

This chapter begins with important reminders about the objectives and purpose of Scouting, through the words of our Founder, Baden Powell.

*“The most important object in Boy Scout training is to educate, not instruct.”*

Scouting is not about instruction in woodcraft skills, but to educate a Young Person into a **confident person** who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively.

*“The object of the patrol method is not so much saving the Scoutmaster trouble as to give responsibility to the boy.”*

A well run patrol method would develop a **self-directed learner** who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning.

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Scouting and the patrol method develops an **active contributor** who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence.

#### 3.1 Scouting is Character Education .....

Scouting is a process of **character** education through activities based in the outdoors and nature. As Scouting is predominantly based around outdoor activities and nature, Scouts would naturally receive education and knowledge about outdoor based skills and technical competencies. In fact, close association with camping, hiking, exploration, pioneering and woodcraft over the period of a Century means that skills and technical competencies in these fields are closely intertwined with Scouting. However, these should not be confused as the educational objective of Scouting. These outdoor based skills and technical competencies support character education by providing avenues for effective and exciting activities to occur to challenge Scouts to develop their character further. In this manner, outdoor based skills and technical competences, while important to quality Scouting, are **not** the focus of the educational process.

The focus of the education process for Singapore Scouting are: -

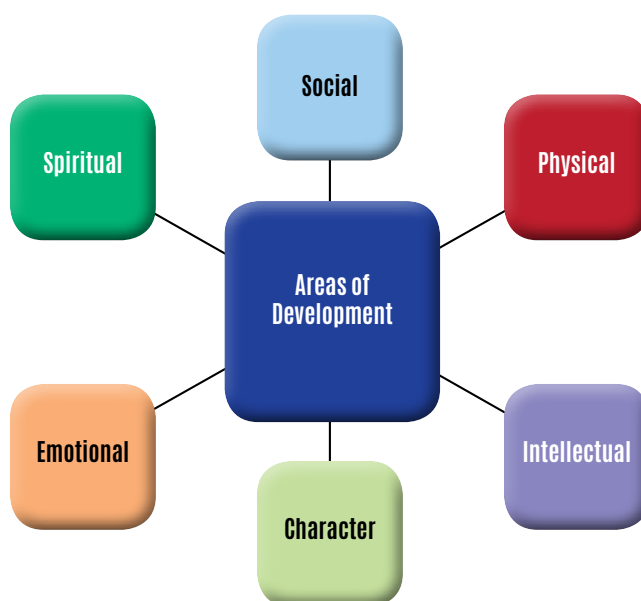
- 1) Character values such as Respect, Resilience, Responsibility, Integrity, Care and Harmony (R<sup>3</sup>ICH values).
- 2) Social and cross-cultural skills such as the ability to socialise and harmonise in teams and groups that are cross-cultural and global in nature.
- 3) Beliefs and awareness of the environmental constraints of living on this planet, respect for nature and ruggedness in the outdoors.

The educational outcomes are set out in this programme policy document and are categorised into the SPICES Domains, which are: -

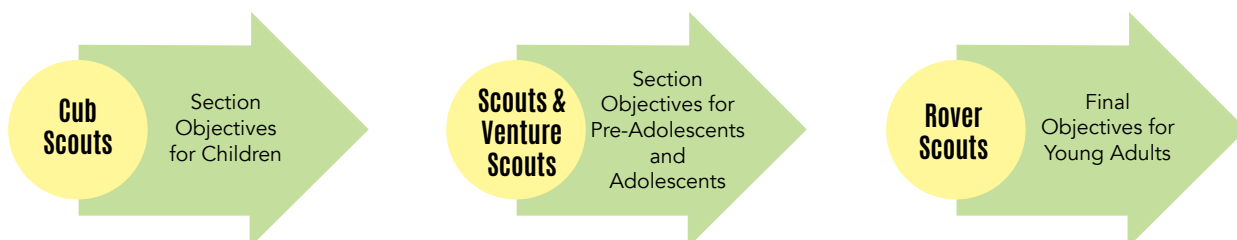
- 1) **S**ocial
- 2) **P**hysical
- 3) **I**ntellectual
- 4) **C**haracter
- 5) **E**mootional
- 6) **S**piritual

Under each domain development, there are 3 educational objectives, making a total of **18** educational objectives in total.

Delivery of the programme is driven by the achievement of these educational objectives, and where possible and practical, activity and programme plans should make explicit how the activities will work towards achievement of these objectives through The Scout Method.



The reader may also observe that Scouting has age sections, which each have their own educational objectives that are generally appropriate to the ages of the Young Persons within those age sections. Thus, the educational objectives of each section build on each other before leading to the final educational objectives, which coincide with the educational objectives of the final age section, which is the Rover Scouts. This idea is illustrated in the graphic below.



The final educational objectives are listed in the table below. Following which, given Singapore Scouting's close linkage with the formal education system, this chapter will go on to describe how these objectives complement the educational objectives of Singapore's formal education system.

Area of Development	Thread	At the end of the journey through the programme, a Scout...
Social Development	Relationships and Communication	Is keen to explore life and consider socio-cultural and religious diversity enriching rather than threatening.
	Cooperation and Leadership	Is able to work as a part of a team, manage collective projects and serve actively in the local community, influencing the process of change.
	Social Responsibility	Sees himself as a citizen of the world, and engages in social causes and contributes to the community, country or society due to a sense of responsibility to and solidarity with fellow citizens or fellow humans.
Physical Development	Responsibility	Accepts his own share of responsibility for the harmonious development of his body.
	Identifying Needs	Is aware of the biological processes which regulate his body, protects his health, accepts his physical capabilities and directs his impulses and strengths.
	Maintenance	
Intellectual Development	Collecting Information	Continually expands his knowledge by learning systematically and for himself.
	Processing Information	Acts with mental agility in the most diverse situations, developing a capacity for thought, innovation and adventure.
	Problem Solving	Values science and technology as ways to understand and help man, society and the world.

Area of Development	Thread	At the end of the journey through the programme, a Scout...
Character Development	Identity	Recognises his possibilities and limitations, has a critical awareness of himself, accepts the way he is and preserves a good image of himself.
	Autonomy	Demonstrates a critical awareness of the world around him, is able to make personal choices and accepts the consequences.
	Commitment	Makes efforts to determine his lifestyle and plans his social and professional integration.
Emotional Development	Self-Expression	Expresses what he thinks and feels through different media.
	Self-Awareness and equilibrium	Reaches and maintains an inner state of freedom, equilibrium and emotional maturity.
	Self-Confidence and friendliness	Behaves confidently and is affectionate towards other people, without being inhibited or aggressive.
Spiritual Development	Spiritual Discovery ( <i>Exploration</i> ) <i>So long as not actively anti-spiritual</i>	Searches for a Spiritual Reality through wonders of nature, empathising with other people, working for justice and peace, taking responsibility for his own development.
	Spiritual Understanding	Has a deep understanding of the spiritual heritage of his community, shares with people of different faiths without discriminating.
	Spiritual Commitment	Makes his spiritual principles part of his daily life, achieving consistency between them, his personal life and his participation in society.  Is able to commit to a higher moral code (derived from his spiritual principles) and live consistently with it in his daily life.

## 3.2 Goals of the Formal Education System

“  
*The boy is not governed by don't, but is led by do.*  
”

Bearing in mind Scouting's mission to contribute to the education of Young People, the programme review team Recognises that Singapore Scouting has close links with the formal education system, with majority of Scout units attached to schools. This section discusses the goals of the formal education system, while the next section establishes where the SPICES framework complements it. Significant portions of this section have been crafted with direct reference to MOE materials such as Nurturing Our Young for the Future, the Desired Outcomes of Education (DOE) and the Character and Citizenship Education (CCE) Toolkit.

The goals of the formal education system are articulated through the following 21CC statements. In sum, the person who is schooled in the Singapore Education system is: -

- A **confident person** who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively; (CP)
- A **self-directed learner** who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning; (SDL)
- An **active contributor** who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence; and, (AC)
- A **concerned citizen** who is rooted to Singapore, has a strong civic consciousness, is informed and takes an active role in bettering the lives of those around him. (CC)

At the core of the 21CC framework are the core values of: -

- 1) Respect
- 2) Responsibility
- 3) Integrity
- 4) Care
- 5) Resilience
- 6) Harmony

Surrounding these core values are the 5 Socio-Emotional (SE) Competencies of

- 1) SE1: Self Awareness
- 2) SE2: Social Awareness
- 3) SE3: Self-Management
- 4) SE4: Relationship Management
- 5) SE5: Responsible Decision Making

In addition to these, the 8 Learning Objectives of MOE Character and Citizenship Education are

- LO1 - Develop self-awareness and self-management skills to achieve personal well-being and effectiveness.
- LO2 - Apply moral reasoning, display responsibility in decision making, and demonstrate integrity to stand by moral principles and shared values.
- LO3 - Develop social awareness and demonstrate interpersonal skills to build and maintain positive relationships.
- LO4 - Demonstrate resilience in the face of individual, community and national challenges, and develop the ability to turn challenges into opportunities.
- LO5 - Appreciate our national identity, develop a sense of belonging to Singapore, and demonstrate commitment to the well-being, security and defence of the nation.
- LO6 - Demonstrate socio-cultural sensitivity and promote social cohesion and harmony in Singapore as a multi-cultural society.
- LO7 - Demonstrate care for and contribute actively towards improving the lives of others to build a bright future for ourselves and to progress together as one nation.
- LO8 - Demonstrate the ability to reflect on and respond to community, national and global issues, and to make informed and responsible decisions as a citizen.

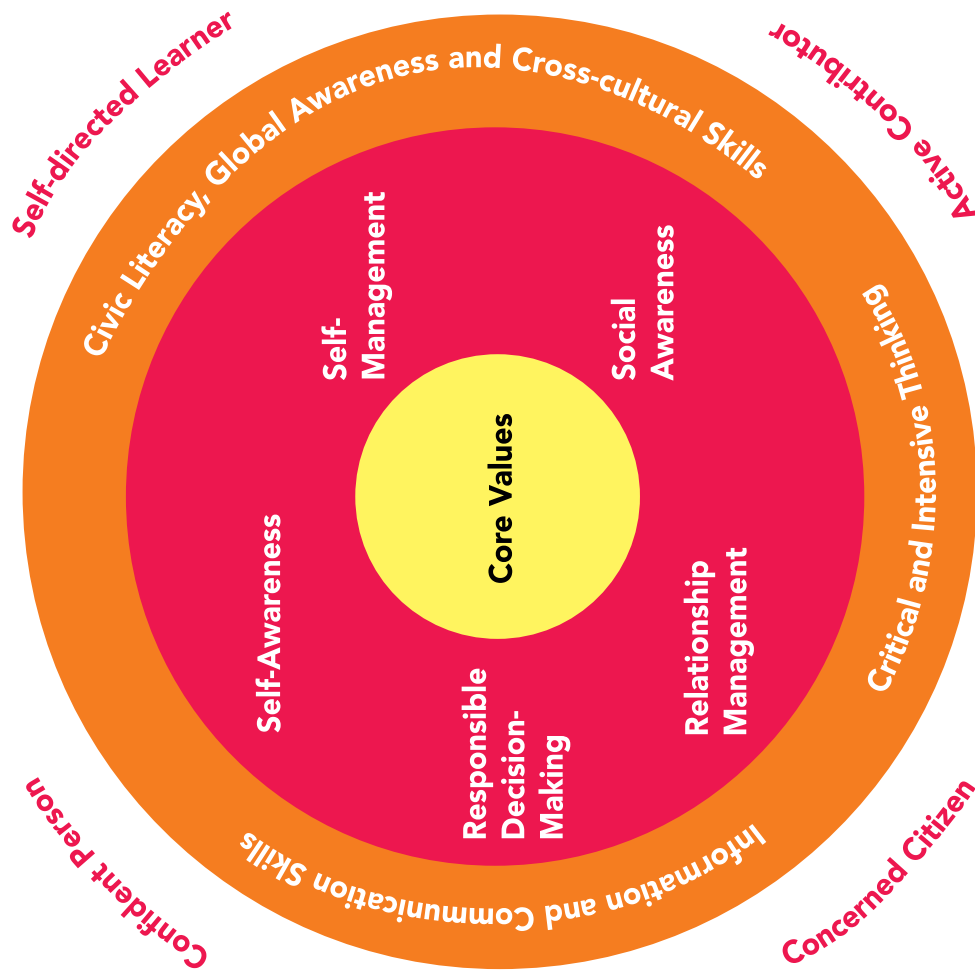
These are summarised and depicted in the 21<sup>st</sup> Century Competency framework on the next page.

### Values at the core of 21<sup>st</sup> century competencies

- Respect**  
Your child demonstrates respect when he believes in his own self-worth and the intrinsic worth of all people.
- Responsibility**  
Your child is responsible if he recognizes that he has a duty to himself, his family, community, nation and the world, and fulfills his responsibilities with love and commitment.
- Integrity**  
Your child is a person of integrity if he upholds ethical principles and has the moral courage to stand up for what is right.
- Care**  
Your child is caring if he acts with kindness and compassion, and contributes to the betterment of the community and the world.
- Resilience**  
Your child is resilient if he has emotional strength and perseveres in the face of challenges. He manifests courage, optimism, and adaptability resourcefulness.
- Harmony**  
Your child values harmony if he seeks inner happiness and promotes social cohesion. He appreciates the unity and diversity of a multicultural society.

### Social and Emotional Competencies

- Self-Awareness**  
Your child has self-awareness if he understands his own emotions, strengths, indications and weaknesses.
- Self-Management**  
Your child can manage himself effectively if he has the capacity to manage his own emotions. He should be self-motivated, exercise discipline and display strong goal-setting and organizational skills.
- Social Awareness**  
Your child has social awareness if he has the ability to accurately discern different perspectives, recognize and appreciate diversity, empathies with and respect others.
- Relationship Management**  
Your child can manage relationships effectively if he has the ability to establish and maintain healthy and rewarding relationships through effective communication, and is able to work with others to resolve issues and provide assistance.
- Responsible Decision-Making**  
Your child can make responsible decisions if he has the capacity to identify and analyze a situation competently. He should be able to reflect upon the implications of decisions made, based on personal, moral and ethical considerations.



## 21<sup>st</sup> Century Competency Framework

### 3.3 Goals of Scouting, Goals of the Formal Education System and the Value Proposition of Singapore Scouting

From the perspective of programme delivery, it is important for all Adults responsible for the delivery of the programme, especially those in school based units, to be familiar and conversant with how the goals and objectives of the Scout programme overlap with those of the formal education system.

The table on the next page establishes where the outcomes of the SPICES framework are aligned with and overlapped with the goals of the formal education system. From this table, it can be seen that: -

- 1) The SPICES framework is consistent with the goals of the formal education system.
- 2) There is strong alignment between the SPICES framework and the goals of the formal education system especially in the areas of Social, Character and Emotional development. In these areas, the strong alignment allows the usage of the Scouting programme to meet the goals of the formal education system.
- 3) The SPICES framework goes beyond the goals of the formal education system, complementing it and contributing to the education of Young People especially in the areas of Physical and Spiritual development.

Revisiting the value proposition of Singapore Scouting, first outlined on page 13 of this document, where the following was proposed: -

- 1) Learning and Living Values through Teamwork
- 2) Cross-cultural Experiences to Build a Better World
- 3) Outdoor Experiential Learning

Thus, it was also mentioned that the focus of the education process for Singapore Scouting are: -

- 1) Character values such as Respect, Resilience, Responsibility, Integrity, Care and Harmony (R<sup>3</sup>ICH values).
- 2) Social and cross-cultural skills such as the ability to socialise and harmonise in teams and groups that are cross-cultural and global in nature.
- 3) Beliefs and awareness of the environmental constraints of living on this planet, respect for nature and ruggedness in the outdoors.

Through an examination of the educational objectives of Scouting, we can also conclude that there is consistency between the educational objectives outlined through the SPICES domains and objectives and the focus of the education process for Singapore Scouting.

### 3.4 Alignment Matrix between SPICES and DOE, Key Stage Outcomes and SE Competencies

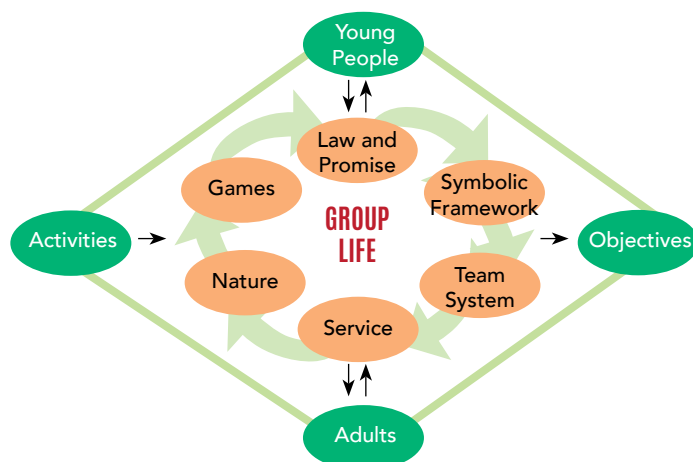
SPICES Area	Thread	At the end of the journey through the programme, a Scout...	21CC Outcomes
Social Development	Relationships and Communication	Is keen to explore other ways of life and consider socio-cultural and religious diversity enriching rather than threatening.	An <b>active contributor</b> who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence;  A <b>concerned citizen</b> who is rooted to Singapore, has a strong civic consciousness, is informed and takes an active role in bettering the lives of those around him.
	Cooperation and Leadership	Is able to work as a part of a team, manage collective projects and serve actively in the local community, influencing the process of change.	
	Social Responsibility	Sees himself as a citizen of the world, and engages in social causes and contributes to the community, country or society due to a sense of responsibility to and solidarity with fellow citizens or fellow humans.	
Physical	Responsibility	Accepts his own share of responsibility for the harmonious development of his body.	A <b>confident person</b> who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively;
	Identifying Needs	Is aware of the biological processes which regulate his body, protects his health, accepts his physical capabilities and directs his impulses and strengths.	
	Maintenance		
Intellectual	Collecting Information	Continually expands his knowledge by learning systematically and for himself.	A <b>confident person</b> who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively;  A <b>self-directed learner</b> who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning.
	Processing Information	Acts with mental agility in the most diverse situations, developing a capacity for thought, innovation and adventure.	
	Problem Solving	Values science and technology as ways to understand and help man, society and the world.	
Character Development	Identity	Recognises his possibilities and limitations, has a critical awareness of himself, accepts the way he is and preserves a good image of himself.	A <b>confident person</b> who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively;
	Autonomy	Demonstrates a critical awareness of the world around him, is able to make personal choices and accepts the consequences.	
Emotional	Commitment	Makes efforts to determine his lifestyle and plans his social and professional integration.	A <b>confident person</b> who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively;  An <b>active contributor</b> who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence;
	Self-Expression	Expresses what he thinks and feels through different media.	
	Self-Awareness and equilibrium	Reaches and maintains an inner state of freedom, equilibrium and emotional maturity.	
	Self-Confidence and friendliness	Behaves confidently and is affectionate towards other people, without being inhibited or aggressive.	
Spiritual Development	Spiritual Discovery	Searches for a Spiritual Reality through wonders of nature, empathizing with other people, working for justice and peace, taking responsibility for his own development.	A <b>concerned citizen</b> who is rooted to Singapore, has a strong civic consciousness, is informed and takes an active role in bettering the lives of those around him.
	Spiritual Understanding	Has a deep understanding of the spiritual heritage of his community, shares with people of different faiths without discriminating.	
	Spiritual Commitment	Makes his spiritual principles part of his daily life, achieving consistency between them, his personal life and his participation in society.	



	<b>DOE</b>	<b>Core Values</b>	<b>SE Domains</b>
	DOE7: Pursue a healthy lifestyle and have an appreciation for aesthetics	Respect Responsibility Care Harmony	SE3: Self-Management
	DOE3: Be able to collaborate across cultures and be socially responsible DOE5: Be able to think critically and communicate persuasively		SE2: Social Awareness SE4: Relationship Management
	DOE1: Have moral courage to stand up for what is right DOE2: Be resilient in the face of adversity DOE8: Be proud to be Singaporeans and understand Singapore in relation to the world.		SE4: Relationship Management SE5: Responsible Decision Making
	DOE7: Pursue a healthy lifestyle and have an appreciation for aesthetics	Responsibility Resilience	SE3: Self-Management
	DOE2: Be resilient in the face of adversity DOE7: Pursue a healthy lifestyle and have an appreciation for aesthetics		SE3: Self-Management
	DOE6: Be purposeful in pursuit of excellence	Responsibility	SE5: Responsible Decision Making
	DOE4: Be innovative and enterprising DOE5: Be able to think critically and communicate persuasively		SE5: Responsible Decision Making
	DOE4: Be innovative and enterprising DOE5: Be able to think critically and communicate persuasively		SE5: Responsible Decision Making
	DOE1: Have moral courage to stand up for what is right DOE2: Be resilient in the face of adversity	Respect Responsibility Integrity Resilience	SE3: Self-Management
	DOE1: Have moral courage to stand up for what is right DOE2: Be resilient in the face of adversity DOE3: Be able to collaborate across cultures and be socially responsible DOE8: Be proud to be Singaporeans and understand Singapore in relation to the world.		SE5: Responsible Decision Making
	DOE3: Be able to collaborate across cultures and be socially responsible DOE6: Be purposeful in pursuit of excellence		SE5: Responsible Decision Making
	DOE3: Be able to collaborate across cultures and be socially responsible	Respect Integrity Care Resilience	SE1: Self Awareness SE3: Self-Management
	DOE2: Be resilient in the face of adversity		SE1: Self Awareness SE3: Self-Management
	DOE1: Have moral courage to stand up for what is right DOE3: Be able to collaborate across cultures and be socially responsible DOE5: Be able to think critically and communicate persuasively.		SE2: Social Awareness SE4: Relationship Management
	DOE1: Have moral courage to stand up for what is right DOE3: Be able to collaborate across cultures and be socially responsible	Respect Responsibility Integrity Care Harmony	SE2: Social Awareness SE5: Responsible Decision Making
	DOE3: Be able to collaborate across cultures and be socially responsible DOE8: Be proud to be Singaporeans and understand Singapore in relation to the world.		SE2: Social Awareness SE4: Relationship Management
	DOE1: Have moral courage to stand up for what is right DOE7: Pursue a healthy lifestyle and have an appreciation for aesthetics		SE5: Responsible Decision Making

## 4. Scout Method - HOW?

The Scout Method provides the process and describes the environment through which learning takes place.



At the core of The Scout Method is **Group Life**, which drives the Scouting experience. Quality Group Life provides rich **Patrol/Team** life and experiences, rules and culture that is guided by **values of the law and promise**, shared responsibilities, exploration of identity and autonomy, challenges of **personal progression**, undertaking leadership and **youth led** decision-making processes and a sense of purpose provided by the **symbolic framework**.

**The Team System** (or Patrol System, as it is often called) is the basic organisational structure of the local unit, which is composed of small groups of youth members and the Adult Leadership. An effective and high quality Team System is one that leverages on Young People's natural tendency to form small groups, channels the substantial influence that peers have on each other in a constructive direction. A strong and well organised Team System and Group Life has the following characteristics at a level which is appropriate to the age section: -

1. Consistent Process for Team Organisation
2. Shared Responsibilities
3. Team Decision Making
4. Team Identity and Autonomy
5. Team Leaders and Training
6. Group Structures and Processes that Strengthen Teams

### 4.1 The People in The Method

The people in the method are the Adults and the Young People, who interact through Group Life and also contribute to Group Life that is at the core of the Scouting experience. The relationship is educational and mutual rather than hierarchical. Quality interactions provide for quality Group Life and quality Scouting experiences. Adults facilitate and guide the learning of the Young People and aid in the processing of the experiences into learning outcomes.

### 4.2 The Activities and Objectives in The Method

Learning through The Scout Method is organised around activities (the principle of learning by doing), which are the experiences that provide the stimuli for learning. Through the intervention of quality Group Life, these stimuli will lead to long term learning to achieve educational objectives. While activities are separate from objectives, thoughtful selection of activities provide the basis for the experiences which lead to learning.

### 4.3 Sectional Method and Activities

This part of the chapter briefly explains the slightly different application of The Scout Method in each age section, and thus provides Adult Leaders with knowledge about how activities can be framed in each section and how to adjust and tweak activities based on the needs of their Young People.

Unit Leaders should be aware of particular application of The Scout Method to the section they take charge of.

### 4.4 Scout Method Contextualised by Section

Generally, each component of The Scout Method expands and progresses across the age sections.

SCOUT METHOD	CUB SCOUTS	SCOUTS	VENTURE SCOUTS	ROVER SCOUTS
SYMBOLIC FRAMEWORK	The 'Jungle Book'; Mowgli the man-cub; The free people of Seonee; Akela and pack.	Being a 'scout', an explorer, exploring new territories with a team of friends.	Being a 'venturer'. Doing something we've never done before.	To take the 'road': to travel around the world to discover and change the world.
LEARNING BY DOING	Short activities, games. The imaginary world plays an important role.	Activities last longer and start to have do with social reality. Community service appears.	Unit and team projects: mastering new technologies, serving the community, acquiring useful and recognised skills.	Discovering society, identifying problems and challenges, experiencing adult roles. Travel, service and vocational preparation.
LIFE IN NATURE	Discovering natural elements. Limited exploration, short camps. Learning the value of natural environment.	Nature is the favoured setting in activities. Introducing to ecology.	Confronting natural elements on outdoors expeditions. Environmental conservation projects.	Physical pursuit outdoors: Experiencing the concept of sustainable development through community projects.
TEAM SYSTEM	Limited team autonomy. Most activities on pack. First step towards involvement in decision making.	The Team System operates fully, more autonomous teams, team leader's role more substantial.	Teams of very close-knit friends. Unit Council and Unit Assembly run more directly by Young People. Inter-team task groups.	Very autonomous teams. The team is a youth community run by Young People themselves.
LAW & PROMISE	Tangible rules of behavior. Short text, simple and concrete words. Promise is a commitment to respect group's rules.	Learning to set rules together at the light of the Scout law, a concrete and positive code of living.	A code behaviour, which already conveys universal values. The Scout Promise is a commitment for life.	A 'charter' which conveys universal values on which scouting is based. The Rover explains his life plan during the "Departure" ceremony.
ADULT SUPPORT	Adult-led activities. Adults provide physical and emotional security and try to give children real responsibilities.	Adults share responsibilities with Young People. Growing youth involvement in decision-making.	Adults opening up to Young People fields of experience responsibilities. Youth-led activities.	Youth-led community: Adults being advisors and trainers helping Young People to develop leadership skills.

In general, the adjustments in each component of The Scout Method as Scouts progress across age sections would fall into one of the categories described below. Unit Leaders should be aware of these adjustment methods which allow them to tailor the activities within their programme to fit their Young People more closely.

### A) Widening the Framework

Framework	Children	Pre-Adolescent and Adolescent	Young Adults
Length of Activity	Short activities and Games	Longer activities	Long extended activities and projects
Physical Environment	Familiar local	Unfamiliar local or familiar overseas	International and overseas
Level of Autonomy	Pack Operations	Patrol Operations within Unit Context	Autonomous Team Operations

### B) From Imaginary to Reality

Children	Pre-Adolescent and Adolescent	Young Adults
Identify with imaginary and fictitious characters.	Identify with renowned people with characteristics they admire.	Identify with actual people they know or meet in their fields of direct interest.

### C) From Small Group Context to Societal Context

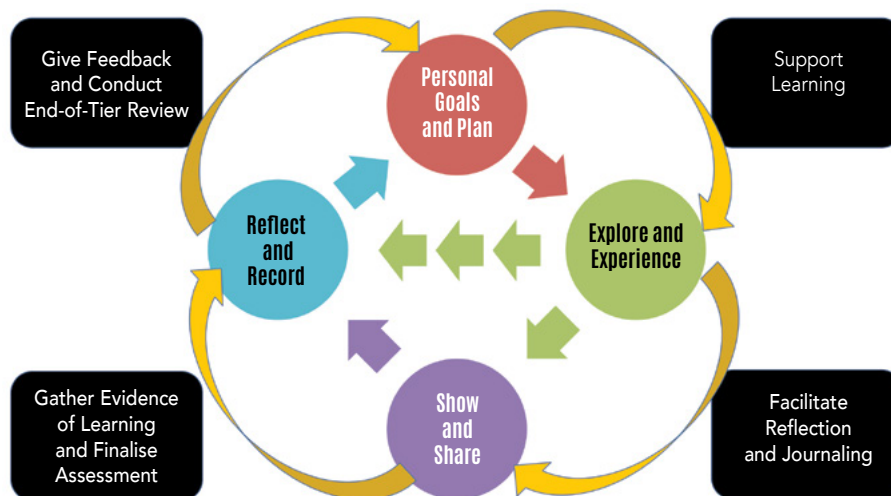
Children	Pre-Adolescent and Adolescent	Young Adults
Operate within a very small team context. Each team generally does things according to unit practices, with less identifying practices across teams.	Operate within a slightly larger team, with each team taking on more autonomy and identity, and thus complexity. Teams may have their own identifying practices.	Operate within a national context. Teams represent the entire unit, and have their own unit identifying practices, interacting with other teams on a national level.
Actions have influence and relevance to the small group.	Actions may have influence and relevance to entire unit or nearby community.	Actions may have influence and relevance to a large community or society at large.

### D) From Rules Of The Game to Universal Values

Children	Pre-Adolescent and Adolescent	Young Adults
Learn simple Scouting values through rules of games.	Learn simple Scouting values through challenges and activities.	Universalise their Scouting values to broader ideas such as democracy and peace.
Following rules of games.	Learning rules of games, setting own rules according to rules of fair play.	Understanding universal rules and values.

## 4.5 Facilitating Reflections to Deep Learning - PESR Learning Cycle

The PESR Learning Cycle drew inspiration from other learning models to suit our unique approach and needs. Some references were David Kolb's Experiential Learning Model, Biological Sciences Curriculum Study's 5E Instructional Model and Diane Tavenner's The Learning Cycle.



### Personal Learning Goals and Plan

Personal learning goals are the intermediate checkpoints to the Sectional Educational Objectives. While the ultimate aim is for every Scout to complete the Progress Scheme and fulfil the Educational Objectives, every individual's journey will be unique due to different background, experience, abilities and level of motivation.

As their learning guide, Adult Leaders are responsible for facilitating and scaffolding this process for every Scout. Adult Leaders are encouraged to use the following guide:

- 1) Give the Scouts an overview of the Scouting Journey (Cub Scouting to Rover Scouting).
- 2) Give the Scouts an overview of the Revised Scout Progress and Proficiency Schemes.
- 3) Step 1 and 2 may be facilitated by a Patrol Leader or Scout undertaking a higher tier.
- 4) Walkthrough the requirements of the tier the Scouts is about to undertake.
- 5) Provide hints and directions on how to complete the tier. Allow time for discussions with peers and Patrol Leaders, and to conduct their own research.
- 6) All Scouts require time and guidance to be developed into a self-directed learner. Be generous with your support in helping them adjust, fine tune and confirm their goals.
- 7) Be conscious that each Scout may have a different pace and ability in setting their own goals. You could provide intermediate goals or tailor for those who are not ready. In such cases, be deliberate in explaining why those goals were selected for them.
- 8) Goals should be SMART (Specific, Measurable, Achievable, Relevant and Time-based) and safe to implement. They should reflect the Scouts' interests, ability and spirit of doing their best.
- 9) Upon confirmation of the Scouts' personal learning goals by you, the Scouts should work on how to reach them. They should record their goals in their Learning Journal.
- 10) The Scouts should provide you with a realistic schedule and highlight the activities that plans to undertake with the Patrol and the activities that require your assistance and guidance.
- 11) Integrate your Scouts plans into your Unit Work Plan.

## Explore and Experience

From your Scouts' plan, you would have a good idea how your weekly programme would look like. Work with your Patrol Leader's Council on balancing and scheduling activities. Adult Leaders are encouraged to:

- 1) Work with your Patrol Leaders on identifying types of activities that can support the Learning Goals set by the Scouts.
- 2) Work with your Patrol Leaders on the activities they can lead.
- 3) Work with your Scouts undertaking Tier 3 (Explorer) and Tier 4 (Voyager) on activities they can lead.
- 4) Allow your Scouts opportunities to work with their peers and Patrol Leaders.
- 5) Allow your Scouts to be creative in how they intend to acquire their learning.
- 6) Guide and challenge your Scouts to maximise their learning and experience.
- 7) Ensure all activities are carried out safely and meaningfully.
- 8) Provide time and guidance for reflection and journaling.

## Show and Share

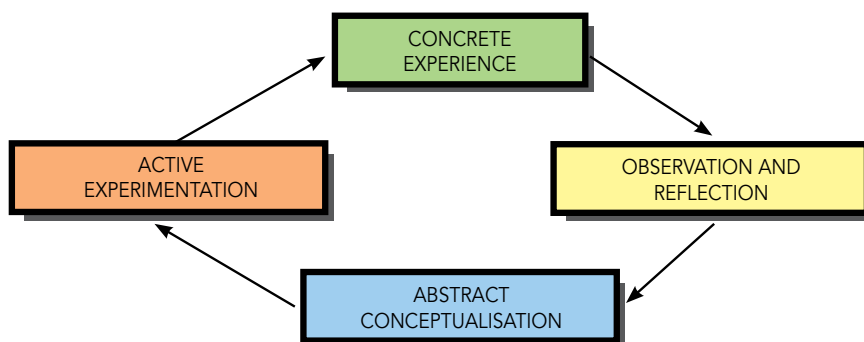
When your Scouts are confident with their new skills and knowledge, it is time to validate their learning. Having them demonstrate and display what they have learnt is also an avenue to build confidence and communication skills.

## Reflect and Record

*"Reflection involves describing, analysing and evaluating our thoughts, assumptions, beliefs, theory base and actions."* ~ Learning and Assessing Through Reflection, Stephanie Fade (2005)

*"Hearing the word reflection most people automatically think of seeing themselves in a mirror or a pool of still water. Either image means that there is something about yourself that is being played back to you; a form of feedback telling you something about the immediate situation. In the literature this is sometimes called spective reflection. A photograph or video film will do the same thing but will give you an image of your reflection set in a context in the past, so it is retrospective. Likewise a film or a brochure that you see about a place that you plan to visit will also enable you to imagine and reflect on what you might expect to find. Usually you will slot these thoughts into those from other past experiences so that you can interpret them and make sense of them. This is called prospective reflection. So you see that you can reflect in the past, the present, and in the future in order to get feedback, and once you have feedback you may wish to do something about what you find out."* ~ Making the Most of Fieldwork Education, Auldeen Alsop and Susan Ryan (2005)

Reflection is a critical component of experiential learning of which there are several models developed upon. One of the frequently cited models is the one developed by Kolb and Fry (1975). Their model comprises of four elements: 1) concrete experience, 2) observation and reflection, 3) the formation of abstract concepts and 4) the active experimentation.



## Kolb and Fry's Experiential Learning Cycle

Kolb, D.A. and Fry, R 1975, Towards an Applied Theory of Experiential Learning, in C. Cooper (ed) Theories of Group Process, London: John Wiley.

The first element is about having an experience. It might be based on a specific incident or merely on a selected passage of time. The next element, observation and reflection involve reviewing the experience. This is the most important part of the learning process. This is the part when we try to make sense of the learning by asking simple questions like "What did I learn?" and as a consequence of an experience, "What are the things that I know that I did not know before?", "Did I discover new things that I had taken for granted or re-discover something that I had forgotten?" Or perhaps do something that the learner could not or would not do before. The third element, the abstract conceptualisation, is the part where the learner draws conclusions from the experience after going through the process of critically reflecting on the learning that comes with the experience. The last element of the model, the active experimentation, is the part where the learner makes things happen. The model is in itself a learning cycle. It can begin at any one of the four elements and it should be approached as a continuous spiral. The learning process commences with the person carrying out a specific action and then experiencing the effect of the action.

Hence, we may get our Scouts to reflect on what they have learnt during their recent camp or hike, or how they feel when they are being awarded a badge or they got into an argument with their patrol mate, or what they would like to achieve or experience in the near term.

Ultimately, the Learning Journal serves as a record of response to the Scout's experiences, opinions or new knowledge. It is a record of thoughts, feelings and observations (acts of kindness observed, received or rendered). It could also be a record of discussions and tasks from his Patrol Life or pursuit of Progress and Proficiency Badges.

The Learning Journal could be in the form of a book or in digital format. Loose sheets of paper are highly discouraged. Scouts should be encouraged to include illustrations, paper clippings and any suitable forms of expression.

The Learning Journal is a tool to help you gauge the progress of your Scout. You should provide reflection questions frequently and set aside time during meetings to help them. The frequency and demand of the questions should be progressive as the Scout progresses in tier. You should review it at every end-of-tier review. Personal comment and notes of encouragement in respond to their entries is highly encouraged.

The Learning Journal is **part of the evaluation** for the highest award interview.

It is particularly important to conduct a face-to-face review with the Scout at the end of each tier as it is an important milestone and an opportunity for the leader or his designate to personally understand the Scout's attitude, character and personal development. It should be focused on the Scout/Venture Scout's learning and development over the period taken to complete the tasks required, or even over the period since the Scout/Venture Scout began his Scouting journey.

In facilitating the Scout/Venture Scout's journey of self-awareness and self-discovery, it is also crucial for the leader to provide feedback in the form of observed changes in attitude, character and personal development over this time, as seen from an adult perspective. Provision of feedback is viewed as guidance provided to consolidate their experiences into learning against the SPICES Educational Outcomes and appropriate feedback coupled with engaging young persons in reflections is crucial to deepening learning.

## 5. WHAT does Scouting Look Like? - The Programme Model and Progress Schemes

Activities are an integral part of Scouting, and what makes it so exciting for the Young People involved. Remember that Scouting is a game, therefore activities and games, rather than routine testwork are the basis of learning through Scouting.

### 5.1 Experiential Learning

Whether you are managing Cub Scouts, Scouts, Venture Scouts, Rover Scouts or Adults, people learn best when they have the opportunity to do, to participate, and to experience the principles being taught. Research indicates we learn best when more senses are involved in the learning process. When groups participate in an activity, they have the opportunity to reinforce learning through hearing, seeing, touching, and the brain is further stimulated through social interaction and strategy. Most importantly, activities and games are FUN, so the learners want to participate. Even when the purpose of a game or activity is merely to entertain, participants gain significant benefits through social interaction, team building, stress relief, and problem solving.

Activities should be organised such that they are **fun** and **enjoyable** for the Young People involved with a variety of activities to promote an **exciting** and **invigorating** Scouting experience in totality and frequently conducted in the **outdoors** with encounters with **nature**.

### 5.2 Activities Traditionally Associated with Scouting

From this perspective, many modern activities and pursuits can be considered for Scouting activities. However, it is also useful to understand that there are four broad categories of activities considered core, fundamental or traditional to Scouting, which are (1) **camping** and experiencing living in the outdoors, (2) **hiking** and adventurous **exploration** and **orienteering** in new places in the outdoors close to nature, (3) building of man-made structures using natural materials to overcome obstacles (**pioneering**) or undertake tasks and (4) **cooking** and **surviving** in the outdoors using natural materials and methods. These are often accompanied by other important bonding activities associated with outdoor living, such as campfires, singing songs together, dancing and acting.

Thus, many modern Scout activities are extensions of these activities, sometimes with the support of modern technologies that enhance the experience without diluting the key learning experiences. It is also inevitable that whether modern technologies have a place in Scouting becomes an important debate. To this end, it is the view of the National Programme Council that technologies can support the character development outcomes we hope to achieve, and modern Scouting is driven by character development through activities, rather than by technical proficiency in the activities.

### 5.3 General Characteristics of Badge Schemes for Revised Programme

Badge schemes, in the form of progress badges schemes and proficiency badge scheme continue to be the main vehicle in specifying the types of activities that Young Persons should be actively involved in as part of Scouting activities.

The revised programme is faithful to Scouting's fundamentals and traditions and thus encourages and to some extent requires Young Persons to participate in activities that are traditionally associated with Scouting as before.

Notwithstanding this, the revised programme's badge schemes in particular the progress badge schemes, which outline the core experiences that each and every Young Person should undergo as part of life in that age section, have the following characteristics which are focal points of the revised programme. These are derived from Scouting principles and key ideas discussed at the programme pow-wows in 2013: -

- 1) Clearer specifications on the **Team System** within the scheme requirements to promote and strengthen Group Life and The Scout Method.
- 2) Sharper focus on holistic development (**SPICES**) instead of technical standards in order to achieve better alignment with the 21CC and contextualisation of **traditional Scouting activities** in order to connect them better with the educational objectives.



- 3) **Progressive** difficulty ranging from active participation at lower tiers to active team leadership and planning at higher tiers.
- 4) Greater degree of **choice and flexibility** of activities and pursuits which allows Young Persons to tailor the activities to challenge themselves appropriately.

## 5.4 Structure - The Youth Programme Model

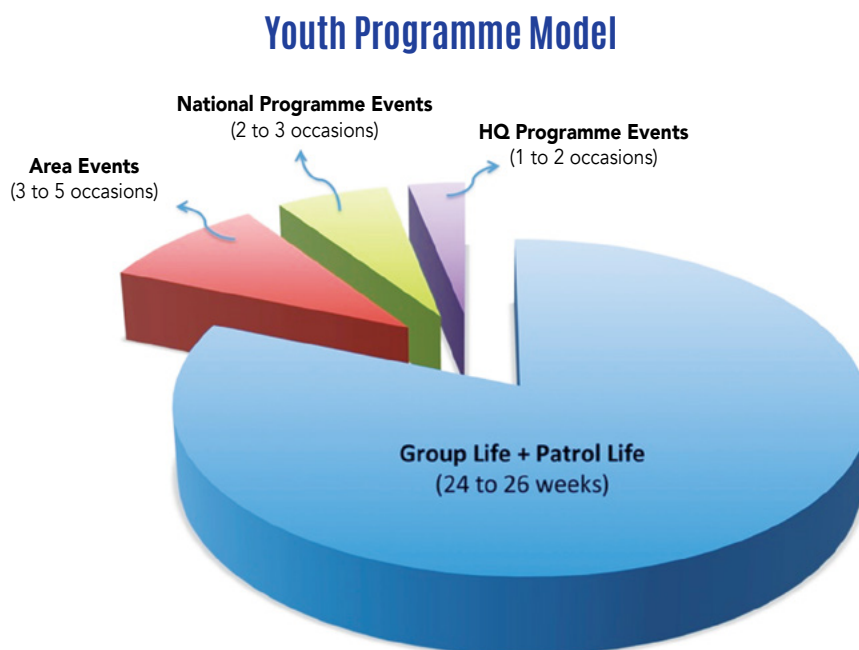
The Youth Programme Model is an articulation of Youth Development in its totality. While the core of Youth Programme is implemented at Unit Level with emphasis of Group Life and Patrol Life, it involves other stakeholders to bring forth a different scale and dimension. The Model is also a realistic reflection of the amount of time a typical Young Person expects to spend in Scouting, with a balance of involvement in his local, national and international communities.

By adopting this model, Young Persons would experience rich Group Life that is well integrated within a framework area/national activities, as the unit activity schedule adopts the recommended mix of unit based versus non unit based activities as depicted in the programme model.

This ensures that Young Persons have regular opportunities to organise their own patrols/teams to undertake activities that are different from other patrols and also regularly participate in unit based activities where patrols come together to undertake activities.

While Young Persons have opportunities to participate in area/national activities that provide platforms to showcase their learning and skills and further learn from Young Persons from other groups/units, these should be extensions of the learning and experiences that they undergo at the unit level.

This model ensures that Young Persons do not predominantly derive their learning and identity from area/national activities through repeated and frequent participation and even organisation of these as unit/Group Life is the important platform for activities in Scouting.



*Scouting involvement in a typical year = 30 to 36 times*

## 6. Approaches for Implementing the Programme

The revised programme is faithful to Scouting fundamentals and units with established Team Systems and running activity based schedules in line with The Scout Method would find the revised programme simple and easy to implement.

A set of strategies have been outlined to guide units on this journey, these should be viewed as areas in which there can be varying degrees of quality and many steps of progress. Strategies should not be viewed as implemented or not implemented, but each would have a spectrum along which the unit's current practices lie and efforts should be made to progress along that spectrum.

Each of these strategies is the topic of a chapter in this policy document. To further support implementation, the National Programme Council has promulgated a Unit Self-Rating Toolkit for units to place themselves along the spectrum and gauge their progress. This Self-Rating Toolkit is in the Annex.

From there, they may identify areas of focus in which to make further progress.

### 6.1 Strategy One

Strengthen the practice of The Scout Method through A) Building an Effective and High Quality Team System and B) Running an Exciting and Invigorating Activity Based Schedule.

#### A) Building an Effective and High Quality Team System

**The Team System** (or Patrol System, as it is often called) is the basic organisational structure of the local unit, which is composed of small groups of Young Persons and the Adult Leadership.

An effective and high quality Team System is one that leverages on Young People's natural tendency to form small groups, channels the substantial influence that peers have on each other in a constructive direction.

An effective and high quality Team System is characterised by the following factors: -

Patrol Organisation	<p>Each team consistently comprises 6-8 Young Persons of differing ages and mixed capacities. This team consistently forms the basis of all activities undertaken by the Young Person.</p> <p>It is generally fixed over long periods of time especially for young adolescent members. For older adolescents and Young Adults, the make-up of these teams may vary more frequently with time.</p>
Shared Responsibilities	<p>Within each team and in ways appropriate to their capacities, the Young Persons organise their life as a group by sharing responsibilities at the team level. E.g. Quartermaster, Treasurer, Photographer, etc.</p> <p>Everybody contributes to team life.</p>
Patrol Decision Making	<p>Within each team and in ways appropriate to their capacities, the Young Persons decide upon, organise, carry out and evaluate their activities at the team level.</p> <p>Each team undertakes a significant proportion of its activities that are not identical to other teams in the unit.</p> <p>Each team has significant influence on what their own team experiences.</p>
Patrol Identity and Autonomy	<p>Each team has unique practices or routines that allow it to run effectively. These practices are a form of identity that set it apart from other teams.</p> <p>These have been derived through the process of peer influence, sometimes over long periods of time.</p> <p>This form of strong identity develops team pride which is retained even after the Young Person has graduated from the team.</p>

<p>Patrol Leaders and Training</p>	<p>Each team operates with one youth member acting as team leader, commonly known as the Patrol Leader, with one or more assistants. These appointments are fixed for a period of time.</p> <p>Patrol Leaders and Assistant Patrol Leaders are provided specialized training to enable them to operate in these roles as leaders amongst Young Persons.</p>
<p>Group Structures</p>	<p>The unit has a functioning Patrol Leader Council or Court of Honour system that ensures that the Young Persons also participate in the decision-making processes of the unit as a whole with the Adult Leaders.</p> <p>These processes involving the Patrol Leaders and generally Assistant Patrol Leaders enable them to develop constructive decision making relationships with other Young People and Adults and to learn to live according to a democratic form of self-government.</p>

**B) Running an Exciting and Invigorating Activity Based Schedule**

Unit meetings form the basis of what the Young Person experiences in Scouting. How these meetings are organised are pivotal to bringing out the excitement and fun in Scouting. Unit meetings should adopt learning by doing, which means developing as a result of first-hand experience as opposed to 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.

An exciting and invigorating activity based schedule is characterised by the following factors: -

<p>Activities Based Unit Meetings Designed to Around a Practical Approach to Education (<i>Explore and Experience</i>)</p>	<p>Unit meetings are predominantly activities based. Young Persons are given the opportunity to undertake projects, go through hands-on activities and actively do things.</p> <p>These activities provide the platform for the patrols or teams to learn by doing together. Learning and assessment of learning is undertaken through observations and guided reviews and reflections.</p> <p>Young Persons learn by doing. Educational experiences are structured and designed with the intent of letting the Young Person pick up the necessary skills by going through practical and authentic experiences.</p>
<p>Core Scouting Activities and Opportunities to Encounter Nature</p>	<p>Young Persons have regular and frequent opportunities to undertake outdoor pursuits in traditional Scouting activities such as Pioneering and Campcraft, Outdoor Cooking, Orienteering and Hiking and Camping.</p> <p>Activities are frequently conducted in the outdoors with encounters with nature.</p>
<p>Variety of Experiences</p>	<p>Young Persons have the opportunity to undertake a wide variety of activities and have a rich experience.</p> <p>Activities undertaken across the year and across years are varied and kept interesting to provide an exciting and invigorating Scouting experience in totality.</p>

Group Life and an Ideal Mix of Patrol, Unit based and Area/National Activities

Young Persons experience rich Group Life that is well integrated within a framework area/national activities.

Activity schedule adopts the recommended mix of unit based versus non unit based activities as depicted in the programme model.

Young Persons have regular opportunities to organise their own patrols/teams to undertake activities that are different from other patrols.

Young Persons also regularly participate in unit based activities where patrols come together to undertake activities.

Young Persons have opportunities to participate in area/national activities that provide platforms to showcase their learning and skills and further learn from Young Persons from other groups/units.

## 6.2 Strategy Two

Strengthen Young Persons learning through A) Involving Young Persons in Activity Planning, Target Setting and Decision Making and B) Engaging Young Persons in Reflections to Facilitate Deeper Learning.

Key concepts on this are taught during the “Implement a 21<sup>st</sup> Century Scouting Programme at the Unit Level” Workshop conducted by the National Programme Council, through the PESR Learning Cycle.

### Personal Learning Goals and Plan

Explore and Experience

Show and Share

Reflect and Record

### A) Involving Young Persons in Activity Planning, Target Setting and Decision Making

While the ultimate aim is for every Scout to complete the Progress Scheme and fulfil the Educational Objectives, every individual’s journey will be unique. Involving Young Persons in the process of activity planning, thereby incorporating elements of Young Persons’ decision making and target setting is crucial to the revised programme.

Quality Young Persons’ involvement in activity planning, target setting and decision making is characterised by the following attributes: -

<p>Young Persons’ Self-direction and Decision Making in Activity Planning</p>	<p>Young Persons play an active, self-directed role in activity planning.</p> <p>Young Persons are guided to make important decisions in the activity planning process.</p> <p>As a result, Young Persons consider the activities as their own, rather than imposed on them, thus maintaining a high degree of engagement.</p>
<p>Adult Support for Young Persons’ Decision Making</p>	<p>Young Persons are given appropriate support by Adults throughout the decision making processes.</p> <p>Adults support the Young Persons to make decisions that are consistent with activity and educational goals and Scouting Values.</p>
<p>Opportunities for Personal Target Setting (Personal Goals and Plan)</p>	<p>Young Persons are provided opportunities to set their personal targets within the context of the team activities.</p> <p>Young Persons are given sufficient guidance either by suitable other Young Persons or Adult Leaders in the process.</p> <p>Targets are holistic and are referenced against appropriate SPICES outcomes.</p> <p>Targets are not solely referenced against technical skills.</p>

<p>Variety of Opportunities to Show Mastery of SPICES Educational Objectives</p>	<p>Young Persons are allowed a variety of opportunities and mediums to demonstrate attainment of personal targets referenced against SPICES Educational Objectives.</p> <p>These opportunities may include authentic situations within activities, review and discussion sessions after activities and suitable reflection logs such as logbooks, blogs, journals, videos and sketchbooks.</p>
<p>Concept of Doing Their Best</p>	<p>The spirit of Young Persons doing their best in their activities and learning is encapsulated within the activity planning, target setting and implementation process for activities.</p> <p>Young Persons' development and learning is considered individually against their own learning yardsticks.</p> <p>In the spirit of the Scout Promise, Young Persons are not held against a standardized yardstick, but consideration is given to how much they have learnt, how much effort they have expended and the amount of resilience and commitment toward activities and learning they have demonstrated throughout the process.</p>

### B) Engaging Young Persons in Reflections to Facilitate Deeper Learning

As the enacted activities participated in by Young Persons are just learning experiences designed with the intent to spark learning moments that let them discover themselves and build their character, reflection is necessary to deepen the learning particularly against the SPICES educational objectives and/or 21CC.

Structured reflection helps participants...

- Consider what they accomplished and learned during an activity.
- Contemplate ways that the experience could be adjusted to improve the outcome.
- Formulate concrete ideas of how they can use their experience in other facets of their lives.
- Share their ideas and feelings with others.
- Communicate the value of their participation with themselves and other participants.

Reflection is also a key component in the Experiential Learning Cycle (or "Learning by Doing" model). Quality engagement of Young Persons in reflections to facilitate deeper learning is characterised by the following factors:-

<p>Opportunities to discuss their experiences through reflections</p>	<p>Young Persons have regular opportunities to discuss their experiences at the team (patrol) level through Patrol In Council (PIC) or its equivalent.</p> <p>During the PIC, Young Persons</p> <ul style="list-style-type: none"> <li>- Have regular reflections and consider what they accomplished and learned during an activity.</li> <li>- Contemplate ways that the experience could be adjusted to improve the outcome of the activity of the experience undertaken.</li> <li>- Share their ideas and feelings with others and communicate the value of their participation with themselves and other participants.</li> </ul>
<p>Guidance is provided to consolidate their experiences into learning against the SPICES Educational Outcomes</p>	<p>Young Persons are given sufficient guidance either by suitable other Young Persons or Adult Leaders in the process of reflection.</p> <p>Through this consolidation process, Young Persons are able to formulate concrete ideas of how they can use their experience in other facets of their lives across the SPICES domains.</p> <p>Young Persons are guided to understand themselves and grow in the various SPICES domains towards the educational outcomes.</p>

<p>Safe Environment within the Team for Learning through Reflections</p>	<p>Within the context of the Team System, Young Persons have developed a safe and secure environment for sharing and learning through reflections.</p> <p>The team has an established set of desired understandings and behavioural norms (ground rules) that promote a safe learning environment for all Young Persons.</p> <p>The team has at its disposal a variety of reflection protocols utilised within structure of PIC/PLC that it may call on to promote that safe environment.</p>
<p>Young Persons Involvement in Facilitating Reflections</p>	<p>Young Persons who may be in youth leadership positions (SPL, PL or APL), or otherwise, play an active role in facilitating reflections.</p> <p>Young Persons perform these tasks on a regular basis and have arrived at a state of competency that they are able to operate effectively with light adult intervention.</p> <p>Young Persons performing these tasks are also guided in contemplating on these tasks, and learn through these experiences.</p>
<p>Appropriate Feedback is provided to facilitate development</p>	<p>With due care to maintain the safe and secure learning environment in the team, sufficient feedback and debrief from senior Young Persons or Adult Leaders is provided to further strengthen the learning and development, and this is done so regularly.</p> <p>Young Persons within the team view and perceive this feedback positively in the spirit of learning, and view these feedback as coming from safe and secure sources due to the strength or personal relationships between the Young Persons and the senior Young Persons or Adult Leaders.</p>

References:

- 1) 21<sup>st</sup> Century Scouting workbook "Implement a 21<sup>st</sup> Century Scouting Programme at the Unit Level".
- 2) 21CC Facilitation Toolkit familiarisation workshop on ideas and concepts.

## 6.3 Strategy Three

### Building an Effective and Competent Adult Leader Team.

This chapter summarises key desired traits of a Twenty-First Century Adult Leader. In 2012, SSA introduced a code of conduct for Adult Leaders. This code of conduct dictates fundamental principles that an Adult Leader must agree to in order to be appointed. This chapter goes beyond these fundamental principles, discussing attitudes, skills and knowledge that would enable an Adult Leader to effectively deliver programme in the Twenty-First Century.

#### Basic Attributes of an Adult Leader

*"Scouting is not an abstruse or difficult science: rather it is a jolly game if you take it in the right light. At the same time it is educative, and (like Mercy) it is apt to benefit him that giveth as well as him that receiveth."*

~ Baden-Powell, 1920

Just as Scouting is essentially an educational movement, an Adult Leader is essentially an educator at heart. As Scouting is a game with a purpose, an Adult Leader should be able to orchestrate the fun within the game, as well as to understand the deep purpose within the game, and bring about the learning outcomes.

1. *"Teach Scouts not how to get a living, but how to live."*  
An Adult Leader should be youthful, and be able to connect with the Young People he is charged with, in order to be their role model in life.
2. *"Scoutmasters need to enter into boys' ambitions."*  
An Adult Leader should realise the needs, outlooks and desires of the different ages of Young People of today.
3. *"The Scoutmaster guides the boy in the spirit of an older brother."*  
An Adult Leader should deal with the individual boy rather than with the mass.
4. *"We must change boys from a 'what can I get' to a 'what can I give' attitude."*  
An Adult Leader should be able to promote a cooperative group spirit among his individual charges to gain the best results.

**Adult Support** to Young People involves three aspects which correspond to the three different roles an adult needs to play within a Scout Unit:

- The activity leader: he or she must ensure that every activity that the group undertakes is successfully carried out. While no adult can be expected to have all the skills required for all activities, it is his or her responsibility to ensure that the necessary technical support and expertise is made available to the group when and where needed.
- The educator: he or she needs to directly support the process of self-education and ensure that what a Young Person experiences has a positive impact on the development of that Young Person's knowledge, skills or attitudes. In other words, as an educator, the Adult Leader needs to relate to each individual member - male or female - so as to help the Young Person to identify his or her development needs, to help the Young Person to accept those needs and to ensure that they are met adequately through the Youth Programme.
- The group facilitator: based on a voluntary partnership between Adults and Young People, he or she needs to ensure that the relationships within the group are positive and enriching to all and that the group provides an attractive and supportive environment for the continued growth of the group as a whole. This implies a rich learning partnership between Young People and Adults, based on mutual respect, trust and acceptance of each other as persons.

An effective and competent Adult Leadership team has some or all of the following characteristics collectively: -

<p>Commitment to Scouting as Character Education</p>	<p>The core Adult Leader team has a collective understanding that an Adult Leader is firstly an educator of Young Persons, and accepts the Adult Leader’s role in the development of Young People in the 21<sup>st</sup> Century.</p> <p>The team is committed to holistic development of Young Persons, they seek to understand the Young Persons under their charge in order to meet their educational needs.</p> <p>The team possesses a set of sound morals, values, ethics and are role models to the Young People.</p>
<p>Understanding of Scouting Fundamentals</p>	<p>The core Adult Leader team has a collective commitment to designing effective and engaging activities that are based on Scouting fundamentals and principles.</p> <p>Within the team, there is sufficient knowledge of Fundamentals of Scouting and 21CC in Youth Programme.</p> <p>With this in mind, the team is always considering the developmental needs of Young Persons that they are charged with.</p>
<p>Commitment to Use of Scout Method in Particular <b>Encounters with Nature</b></p>	<p>The core Adult Leader team has a collective commitment to implementing The Scout Method to facilitate Young Persons’ learning with particular emphasis on encounters with nature.</p> <p>The core Adult Leader team is committed to exposing Young Persons to nature through outdoor activities as far as possible.</p> <p>The team has sufficient outdoor and core Scouting skills to plan activities that can effectively provide learning experiences that lead to the SPICES outcomes for the Young Persons.</p>
<p>Sufficient Formal Preparation for Role</p>	<p>All of the members of the core Adult Leader team have completed formal Unit Leader training up to the minimum qualification of Wood Badge.</p> <p>The core Adult Leader team is equipped with necessary programme planning skills to lay out an annual unit activity plan that adheres to Scouting fundamentals and delivers a variety of activities to the Young Persons.</p>
<p>Proficiency in Facilitating and Enabling Young Persons’ Learning and Development</p>	<p>The core Adult Leader team is proficient in facilitating experiential learning through the activities to inculcate values and SPICES outcomes in Scouts.</p> <p>The core Adult Leader team has the necessary facilitation skills to bring about attainment of the learning objectives through group or individual reflections pre-, during and post-activity.</p> <p>The core Adult Leader team has sufficient basic counselling skills in order to balance between getting his charges do their best while managing unsuccessful attempts and unmotivated scouts.</p>
<p>Commitment to Use of Scout Method in Particular Learning by Doing</p>	<p>The core Adult Leader team has a collective commitment to operate and orchestrate a range of day-to-day Unit activities that provide Young Persons with opportunities to learn through direct experience.</p> <p>The core Adult Leader team seeks to establish conducive Group Life ecosystem in which The Scout Method can flourish.</p>



## 6.4 Strategy Four

### Leveraging on Association Line Support Structures and Sourcing for Resources.

Just as Adult Support is a crucial factor in order for Group Life to thrive, association support structures are crucial in order for groups and units to thrive and excel.

In the years from 2014-2016, association structures have been reviewed in order to keep up with the changing demands of the 21<sup>st</sup> Century. Area structure needs to be enhanced with connections to the Sectional Programme Councils through the Area Programme Sectional Round Tables so that ground units will always receive the best and most updated support possible.

Notwithstanding this, structures must be effective in delivering support and these are the main domains in which units require support. Therefore, it is important that the effectiveness of these support mechanisms is viewed from the perspective of the unit and its ability to access support that is required.

Line Support Materials	<p>The unit has access to materials and resources developed by their respective area.</p> <p>These materials and resources are useful to the Adult Leader team in their journey of unit excellence.</p> <p>Materials and resources may be in the form of unit meeting ideas/resources, annual programme exemplars/ideas and includes social networked communities (Facebook, etc.) supported by the area in which useful sharing of such materials and resources occurs.</p>
Line Support Leaders	<p>The unit has an assigned Unit Development Leader assigned by the area commissioner.</p> <p>The Adult Leader team has regular access to a unit development leader who provides support to Adult Leaders in their implementation of programme.</p> <p>The Unit Development Leader is familiar with the unit and the Adult Leader team, and has the necessary expertise to support the Adult Leader team in their journey of unit excellence.</p>
Sectional Support Materials	<p>The unit has access to materials and resources developed by their respective Sectional Roundtable or the Programme Commissioner.</p> <p>These materials and resources are useful to the Adult Leader team in the implementation of the revised programme.</p> <p>Materials and resources may be in the form of unit meeting ideas/resources, annual programme exemplars/ideas and includes social networked communities (Facebook, etc.) supported by the Sectional Roundtable in which useful sharing of such materials and resources occurs.</p>
Sectional Support Leaders	<p>The Adult Leader team has regular access to the Sectional Roundtable under the National Programme Council, or to the Programme Commissioner for the Section.</p> <p>The Sectional Roundtable, or Programme Commissioner for the Section provides guidance in terms of understanding the sectional programme and the philosophy of the progress scheme.</p> <p>The unit is also familiar with the requirements for nominating Young Persons to the sectional highest award.</p>
Logistics Resources	<p>The Adult Leader team has access to logistics resources that are necessary for the smooth implementation of core Scouting activities.</p> <p>The unit is supported with ample outdoor equipment for its needs, either owning its own equipment or has knowledge of where to loan equipment that it does not own for activities.</p> <p>The unit's activities are rarely negatively affected by lack of outdoor equipment.</p>
Administrative Resourcing	<p>The Adult Leader team has sufficient knowledge of the administrative requirements of running a unit.</p> <p>The unit is sufficiently supported by the respective HQ full time staff for administrative resources.</p>

## 7. Continual Review and Conclusion

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For future steps and strategies, this policy document provides the following suggestions: -

1. Reviews of programme should continue to clearly state the purpose of activities so as to develop Young People towards the educational objectives within the programme.
2. Educational objectives should be updated and kept relevant with respect to the Young People of the time.
3. Establish an assessment of effectiveness of programme implementation beginning at the unit level and building up through the association's line support structure.

## 8. References

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- 2) CCE Toolkit, Ministry of Education Singapore.
- 3) Youth Statistics in Brief 2012, National Youth Council (2012).
- 4) Nurturing our Young for the Future, Ministry of Education Singapore.
- 5) The Singapore Scout Association (2013). Summary Findings from 1<sup>st</sup> National Programme Pow-Wow 2013. Unpublished.
- 6) The Youth Programme, World Organisation of the Scout Movement (WOSM) (2015).



Annex A-1

# **SCOUT PROGRESS SCHEME**

## **(Youth's Guide)**

## 1. The Four Tiers Award Scheme

- 1.1 Scout Badge – Initiation to Patrol Life (estimated completion time 6 months)
- 1.2 Discoverer Award – Participation in Patrol Life (estimated completion time 12 months)
- 1.3 Explorer Award – Building Patrol Life (estimated completion time 12 months)
- 1.4 Voyager Award – Contributing to Troop Life (estimated completion time 6 months)

## 2. Basic Requirements

### 2.1 Learning Journal

Start a Scout Journal that keeps track of your journey in Scouting, detailing events that impacted your life, thoughts, reflections and notable interactions with other people. Journal should include Acts of Kindness you have observed, received or rendered. This journal will be reviewed at every end of tier review by your Scout Leader or his designate. The journal should include illustrations, paper clippings and any suitable forms of expression. The frequency of entries should be progressive and the questions and reflections should be progressively more demanding as the tiers go by.

Any written tasks from the Progress Badge Scheme can be inserted into the journal. This journal will form part of the evaluation for the highest award interview.

### 2.2 Review and Reflection

The Scout Leader or his designate shall conduct a face-to-face review with the Scout before granting him any awards so as to personally understand the Scout's attitude, character and personal development. The Scout Leader shall then assess if the Scout requires more time to be suitable for the award.

*For Scout Badge and Discoverer Award, the review session should be conducted by the Patrol Leader under the supervision of a designated Adult Leader.*

*For Explorer Award and Voyager Award, the review session should be conducted by the Scout Leader or the Scout's designated Adult Leader.*

## Scout Badge - Initiation to Patrol Life (Estimated Completion Time 6 Months)

Theme / Thread	
<b>Citizenship and Global Awareness</b>	1a. Investigate the origins and meanings behind the <b>National Symbols</b> of your own country. (Examples include, but are not limited to National Flag, National Anthem, Coat of Arms, etc)  1b. Participate and understand the significance of <b>Scout Ceremonies</b> , including Scout basic drills.
<b>Adventure and Outdoor</b>  Core Scouting Activities are: <ul style="list-style-type: none"> <li>• Camping</li> <li>• Outdoor Exploration / Expedition</li> <li>• Knotting &amp; Pioneering</li> <li>• Outdoor Cooking</li> </ul>	1. Learn about <b>Basic Self Care</b> in Outdoor Settings.  2. Participate in at least ONE of the <b>Core Scouting Activities</b> with your Patrol. (Explanatory Note: Given that the objective of Tier 1 is to be initiated into Patrol Life and Scouting, a Scout should have an opportunity to participate in core Scouting activities so as to be integrated and engaged in Scouting life. These may be a sequence of activities under one core activity area, or a mix of activity areas.)  3. Participate in an <b>outdoor activity</b> of an adventurous nature lasting about THREE hours. (Activities should not be one of the core scouting activities in no. 2)
<b>Service and Community</b>	1. With a fellow Scout, <b>explore the area</b> around your Troop's activity base, school or home.  You may take photographs of interesting things, be prepared to discuss briefly about the possible needs of the community you have explored and record in your Journal.
<b>Sports and Physical Recreation</b>	1. Participate in a <b>Scouting game</b> requiring teamwork during a Troop meeting. (Examples include, but are not limited to Trestle Chariot Race, Sour Grapes, Capture the Flag, Blindfold Tent Pitching, 3-2-1 Flag Staff, etc. Units can exercise creativity in design.)  2. Set a goal for <b>physical fitness</b> for a period of THREE weeks and participate in it regularly (no less than FIVE hours) to show improvement over this period.  <b>Fulfilling (1), (2) and Discoverer Award (2) will also fulfill the requirement for NYAA Bronze (Physical Recreation).</b>
<b>Inspirations, Beliefs and Attitudes</b>	1. <b>My Beliefs</b> Share with your Patrol your beliefs and practices in your religion. (Choose any religion to research into if you do not have one)  2. <b>Thank You</b> Note down acts of kindness towards you in your Journal. Write a letter of gratitude to someone whom you are thankful to in life.
<b>Creative Pursuits</b>	1. Take active part in ONE of the following activities with your Patrol <b>Perform</b> in front of an audience. (Examples include, but are not limited to act in a sketch or a skit, perform magic tricks, sing, dance, play a musical instrument, puppet show, etc.) OR Create a <b>collaborative artistic</b> piece. (Examples include, but are not limited to painting, drawing, illustration, graphic design, photography, handicraft, model making, etc.) OR <b>Problem solving activity</b> which require critical and creative thinking, effective teamwork and communication, time management and problem solving. (Examples include, but are not limited to scenario-based or problem-based game, initiative game, timed challenge, etc.)

## Discoverer Award - Participation in Patrol Life (Estimated Completion Time 12 Months)

Theme / Thread	
<b>Citizenship and Global Awareness</b>	<ol style="list-style-type: none"> <li>1. Articulate what you understand from the <b>National Pledge</b> and how you live out the aspirations espoused in the Pledge.</li> <li>2. <b>Make friends</b> with a Scout who has been to an International Scout Exchange Activity and record your findings in your Journal. OR <b>Make friends</b> with a Scout from another National Scout Organisation and find out more about Scouting in his or her country.</li> </ol>
<b>Adventure and Outdoor</b> Core Scouting Activities are: <ul style="list-style-type: none"> <li>• Camping</li> <li>• Outdoor Exploration / Expedition</li> <li>• Knotting &amp; Pioneering</li> <li>• Outdoor Cooking</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide <b>First Aid</b> for commonly occurring physical injuries in an outdoor setting. (Examples include, but are not limited to cuts, blisters, bruises, bee stings, etc.)</li> <li>2. Play an active role in at least THREE other <b>Core Scouting Activities</b> with your Patrol on a <b>regular basis</b>. <i>Fulfills the requirement for NYAA Bronze (Skills).</i></li> <li>3. Participate in an <b>outdoor activity</b> of an adventurous nature lasting about SIX hours. (Activities should not be one of the core scouting activities in no. 2)</li> </ol>
<b>Service and Community</b>	<ol style="list-style-type: none"> <li>1. Perform an <b>act of service</b> for the community. You should be able to explain to your Patrol Leader or Scout Leader the importance and impact of your act. <i>Fulfilling (1), Explorer Award (1) and Scout Badge (1) will fulfill the requirement for NYAA Bronze (Service).</i></li> </ol>
<b>Sports and Physical Recreation</b>	<ol style="list-style-type: none"> <li>1. Play a <b>sport for recreation</b> regularly.</li> <li>2. Set a goal for <b>physical fitness</b> for a period of SIX weeks and participate in it regularly (no less than 20 hours) to show improvement over this period, with an understanding of how <b>a balanced diet and sufficient sleep</b> are important for a healthy body. <i>Fulfilling (2), Scout Badge (1) and (2) will fulfill the requirement for NYAA Bronze (Physical Recreation).</i></li> </ol>
<b>Inspirations, Beliefs and Attitudes</b>	<ol style="list-style-type: none"> <li>1. <b>I Promise to Act</b> Explain how the Scout Promise &amp; Law can be a part of your daily life. (Examples include, but are not limited to videos, posters, photos montage, comic strips or skit, etc.)</li> <li>2. <b>Let's Celebrate</b> Research with another Scout (preferably of another faith) on TWO religious practices or festivals of your respective faiths celebrated in Singapore. Present your findings to your Patrol. (Examples of leading questions.           <ul style="list-style-type: none"> <li>• Compare and contrast the religious practices or festivals</li> <li>• How are they celebrated?</li> <li>• What is the significance of these religious practices or festivals to their community?)</li> </ul> </li> </ol>

Theme / Thread	
<p><b>Creative Pursuits</b></p>	<p>1. Complete ONE of the following activities</p> <p>Put up a <b>solo performance</b>. (Examples include, but are not limited to act in a sketch or a skit, perform magic tricks, sing, dance, play a musical instrument, puppet show, etc.)</p> <p>OR</p> <p>Create an <b>individual artistic piece</b>. (Examples include, but are not limited to painting, drawing, illustration, graphic design, photography, handicraft, model making, etc.)</p> <p>OR</p> <p><b>Write an article</b> for your Troop or School newsletter or website on the benefits of Scouting, a recent activity, an unforgettable personal Scouting experience or interesting things about your Patrol.</p> <p>OR</p> <p>Play a specific role within a <b>problem solving activity</b> which require critical and creative thinking, effective teamwork and communication, time management and problem solving. (Examples include, but are not limited to scenario-based or problem-based game, initiative game, timed challenge, etc.)</p>

## Explorer Award - Building Patrol Life (Estimated Completion Time 12 Months)

Theme / Thread	
<b>Citizenship and Global Awareness</b>	<ol style="list-style-type: none"> <li>1. Hold at least ONE of the following Proficiency Badges:- Civics Proficiency or any National Campaign Badge</li> </ol> <hr/> <ol style="list-style-type: none"> <li>2. Participate in an International Exchange Activity. Discuss with your Patrol your experiences from the activity. Include in your discussion how you appreciated differences in how people from different cultures live. Record your discussion in your Journal. (Examples include, but are not limited to overseas Scout Jamboree/Camp, JOTA/ JOTI, cultural exchange programme, hosting of foreign scouts, or any school-based trip for international experience (TIE), etc.)</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. Hold at least ONE of the following Proficiency Badges: Conservator, World Friendship, World Scout Environment Programme.</li> </ol>
<b>Leadership and Interests</b>	<ol style="list-style-type: none"> <li>1. Attend a <b>Scout Leadership Course</b>.</li> </ol>
<b>Adventure and Outdoor</b> Core Scouting Activities are: <ul style="list-style-type: none"> <li>• Camping</li> <li>• Outdoor Exploration / Expedition</li> <li>• Knotting &amp; Pioneering</li> <li>• Outdoor Cooking</li> </ul>	<ol style="list-style-type: none"> <li>1a. Be able to assess the <b>basic health and safety needs</b> for core Scouting activities and make logistics preparations for them.</li> <li>1b. Hold the First Aid or Life Saver II Badge.</li> </ol> <hr/> <ol style="list-style-type: none"> <li>2a. Lead your Patrol in an <b>Outdoor Exploration / Expedition OR Camp</b>.</li> <li>2b. Plan either an <b>Outdoor Cooking OR Knotting &amp; Pioneering</b> activity for your Patrol.  <i><b>Fulfilling</b> (2a) will fulfill the requirement for NYAA Bronze (Adventurous Journey).</i> <i><b>Fulfilling</b> (2a), Discoverer Award (3) and Voyager Award (2) will fulfill the requirement for NYAA Silver (Adventurous Journey).</i> <i><b>Fulfilling</b> (2b) and Voyager Award (3) will fulfill the requirement for NYAA Silver (Skills Development).</i></li> </ol> <hr/> <ol style="list-style-type: none"> <li>3. Hold at least ONE of following <b>Outdoor and Adventure Proficiency Badges</b>:- Abseiler, Angler, Air Navigator, Boat Puller I, Camp Cook, Camper, Canoeist I, Cyclist, Dragon Boater, Explorer, Naturalist, Pioneer, Rock Climber, Optimist I, Power Craft I, Sailor I, Skin Diver I, Scuba Diver I, Windsurfer I or Open Theme Collective Badge of an Adventurous nature.</li> </ol>
<b>Service and Community</b>	<ol style="list-style-type: none"> <li>1. Select a community and perform <b>regular service</b> to it taking at least EIGHT hours over at least FOUR separate occasions.  You should be able to explain to your Patrol Leader or Scout Leader your choice of community served.  This service should not be performed as part of a mandatory school programme.  <i><b>Fulfilling</b> (1), Scout Badge (1) and Discoverer Award (1) will fulfill the requirement for NYAA Bronze (Service).</i>  <i><b>Fulfilling</b> (1) and Voyager Award (1) will fulfill the requirement for NYAA Silver (Service).</i>  You should be able to explain to your Patrol Leader or Scout Leader the importance and impact of your act.</li> </ol>



Theme / Thread	
<b>Sports and Physical Recreation</b>	1. Lead your Patrol in at least TWO <b>Scouting games</b> requiring teamwork during a Troop meeting and assist in the organisation of ONE Scouting game for your Troop.
	2. Learn a <b>recreational sport</b> that is new or unfamiliar to you OR hold at least ONE of the following Proficiency Badges:- Athlete, Master-at-Arms, Sportsman, Swimmer I.
	3. Set a goal for physical fitness for a period of TEN weeks and participate in it regularly (no less than 30 hours) to show improvement over this period, and understanding that <b>smoking, alcohol and drug abuse</b> are detrimental to a healthy lifestyle.  <b>Fulfilling (1), Voyager Award (1) and (3) will fulfill the requirement for NYAA Silver (Physical Recreation).</b>
<b>Inspirations, Beliefs and Attitudes</b>	1. <b>They Say, I Quote</b> Collect inspirational and meaningful quotes on Scouting, Leadership, and Nature. Choose and share your favourite FIVE with your Patrol. Discuss why these quotes are meaningful to you and relate how they help you as a Scout.
	2. <b>Reflections</b> Spend at least 30 minutes in solitude in a natural surrounding. Observe and feel with your senses.  Reflect: Why is nature important to you? Why should I take care of nature? What is ONE thing that i can do to take care of the Nature? <ul style="list-style-type: none"> <li>• Record your observations and reflections.</li> </ul>
<b>Creative Pursuits</b>	1. Play a leading role in ONE of the following activities:- Perform in front of an audience. (Examples include, but are not limited to act in a sketch or a skit, perform magic tricks, sing, dance, play a musical instrument, puppet show, etc.) OR Create a <b>collaborative artistic piece</b> . (Examples include, but are not limited to painting, drawing, illustration, graphic design, photography, handicraft, model making, etc.) OR <b>Problem solving activity</b> which require critical and creative thinking, effective teamwork and communication, time management and problem solving. (Examples include, but are not limited to, scenario-based or problem-based game, initiative game, timed challenges, etc.)

## Voyager Award - Contributing to Troop Life (Estimated Completion Time 6 Months)

Theme / Thread	
<b>Citizenship and Global Awareness</b>	<p>1a. Investigate <b>ONE pressing</b> issue that Singapore OR the World faces. (Examples include, but are not limited to aging population, tension between locals and foreigners, environmental impact of rapid urban development, climate change, religious conflict, developmental gap, gender inequality, etc.)</p> <p>1b. Do a presentation to your Troop on the findings of your research. <b>Suggest how Scouting can help to resolve / alleviate the issue.</b></p> <p>(The form of this presentation may involve role-play, photo collages, video, drawings or powerpoint. The presentation should include information on causes of the issue, stakeholders involved, different viewpoints presented and possible solutions (if any).)</p>
<b>Leadership and Interests</b>	<ol style="list-style-type: none"> <li>1. Hold at least <b>ONE</b> other Proficiency Badge of your choice. (This badge should not have been used to fulfill the requirements of any other section)</li> <li>2. Nomination and Interview by HQ appointed panel.</li> </ol>
<b>Adventure and Outdoor</b> Core Scouting Activities are: <ul style="list-style-type: none"> <li>• Camping</li> <li>• Outdoor Exploration / Expedition</li> <li>• Knotting &amp; Pioneering</li> <li>• Outdoor Cooking</li> </ul>	<ol style="list-style-type: none"> <li>1. Be able to instruct (for Discoverer Award) or be responsible for <b>First Aid</b> in any setting.</li> <li>2. Play an active role in the planning of <b>Outdoor Exploration / Expedition OR Camp</b> at Troop level.</li> <li>3. Hold an <b>area of responsibility</b> within the Troop for at least SIX months OR hold at least ONE of the <b>Responsibility Badges</b>:- Camp Warden, Fireman, Quartermaster, Secretary, Race Management. <b>Fulfilling (2) Discoverer Award (3) and Explorer Award (2a) will fulfill the requirement for NYAA Silver (Adventurous Journey).</b> <b>Fulfilling (3) and Explorer Award (2b) will fulfill the requirement for NYAA Silver (Skills Development).</b></li> </ol>
<b>Service and Community</b>	<ol style="list-style-type: none"> <li>1. With up to THREE fellow Scouts, <b>study the needs of a community</b> and design a community service project or activity. Conduct the activity with the aid of members of your Patrol or your Troop. <b>Fulfilling (1) Explorer Award (1) will fulfill the requirement for NYAA Silver (Service).</b></li> </ol>
<b>Sports and Physical Recreation</b>	<ol style="list-style-type: none"> <li>1. Conduct a sharing with your Patrol or your Troop on how you have <b>kept fit</b> through your chosen activity and demonstrate understanding of the activity by sharing on the kinds of proper equipment needed, rules and mechanics, or conduct a session of the activity in your Patrol or your Troop (if possible). <b>Fulfilling (1) and Explorer Award (1) and (3) will fulfill the requirement for NYAA Silver (Physical Recreation)</b></li> </ol>

Theme / Thread	
<b>Inspirations, Beliefs and Attitudes</b>	<p>1. <b>Literature Review</b> Review a speech, movie, book or play that has impacted you and explain how it has shaped your life's perspective. The theme can be about the environment, education and development, youths, social entrepreneurship, Life purpose, etc.</p>
	<p>2. <b>I'm Your Mentor</b> Be a buddy to a junior Scout in your Troop for at least THREE months. Share with him your experiences / perspectives on Scouting, and relate them to the Scout Promise &amp; Law. Share the challenges you've faced and how you overcame them in the presence of a Scout Leader.</p>
<b>Creative Pursuits</b>	<p>1. Contribute to your Scout Group or your community with ONE of the following activities in a leading role.</p> <p>Produce a performance event including conceptualisation, auditions, rehearsals and stage management.</p> <p>OR</p> <p>Curate an art mini-exhibition including conceptualisation, promotion and site management.</p> <p>OR</p> <p>Organise a Scouts' Own including programme planning and selecting or writing prayers or music.</p> <p>OR</p> <p>Promote Scouting through a newsletter, brochure, poster, video, website or mini-exhibition.</p> <p>OR</p> <p>Promote a charity or its event through a newsletter, brochure, poster, video, website or mini-exhibition.</p> <p>OR</p> <p>Design a new, or a new way to conduct a, Scout activity. (Examples include, but are not limited to game, problem-solving activity, lesson, etc.)</p> <p>OR</p> <p>Design a new pioneering project to overcome a given challenge.</p>

### Chief Commissioner's Award .....

Theme / Thread	
<b>Nomination Process</b>	<ol style="list-style-type: none"> <li>1. Nomination and Interview by HQ appointed panel.</li> <li>2. Successful candidates will be involved in planning and organising of the CCA Ceremony.</li> </ol>

## Core Scouting Activities

Within the revised Progress Badge Scheme, the Core Scouting Activities are defined along the following four threads: -

- Camping
- Outdoor Exploration / Expedition
- Knotting & Pioneering
- Outdoor Cooking

While each of these activities may take place on infrequent, though regular basis in a Unit's programme, the skills traditionally associated with Scouting such as knots and lashings, starting fires, pitching tents, usage of maps and compasses may all be contextualised within these activities, and can form part of the series of preparatory activities leading up to the main activity itself.

For instance, a Unit that has a camp at the end of the year would need to provide preparatory training in some or all of the following areas: -

- Pitching and striking the tent
- Pitching and striking the kitchen shed
- Preparation and cooking a meal
- Constructing simple camp gadgets
- Maintaining personal and camp cleanliness and hygiene (Camping Standard)
- Outdoor games
- Campfire

Where the revised Progress Badge Scheme refers to Core Scouting Activities, such as "Participate in at least **ONE of the Core Scouting Activities** with your Patrol on a regular basis", it requires the Young Person to participate regularly in the series of activities, including preparatory and training activities culminating in the final activity, along any of the allowed activity threads over the period of assessment. This must be done to the satisfaction of the Scout Leader or his designate.



Scout Progress Badge Schemes Version 1.22



Annex A-2

# SCOUT PROGRESS SCHEME (Leader's Guide)

## 1. The Four Tiers Award Scheme

- 1.1 Scout Badge – Initiation to Patrol Life (estimated completion time 6 months)
- 1.2 Discoverer Award – Participation in Patrol Life (estimated completion time 12 months)
- 1.3 Explorer Award – Building Patrol Life (estimated completion time 12 months)
- 1.4 Voyager Award – Contributing to Troop Life (estimated completion time 6 months)

## 2. Basic Requirements

### 2.1 Learning Journal

Start a Scout Journal that keeps track of your journey in Scouting, detailing events that impacted your life, thoughts, reflections and notable interactions with other people. Journal should include Acts of Kindness you have observed, received or rendered. This journal will be reviewed at every end of tier review by your Scout Leader or his designate. The journal should include illustrations, paper clippings and any suitable forms of expression. The frequency of entries should be progressive and the questions and reflections should be progressively more demanding as the tiers go by.

Any written tasks from the Progress Badge Scheme can be inserted into the journal. This journal will form part of the evaluation for the highest award interview.

### 2.2 Review and Reflection

The Scout Leader or his designate shall conduct a face-to-face review with the Scout before granting him any awards so as to personally understand the Scout's attitude, character and personal development. The Scout Leader shall then assess if the Scout requires more time to be suitable for the award.

*For Scout Badge and Discoverer Award, the review session should be conducted by the Patrol Leader under the supervision of a designated Adult Leader.*

*For Explorer Award and Voyager Award, the review session should be conducted by the Scout Leader or his/her designated Adult Leader.*

## 3. Suggested Review and Reflection Guide

- a) Review of the Scout's achievements, attitude, character and personal development against the SPICES outcomes.
- b) Review the Scout's Journal. Discuss the response to the Scout's Reflection.
- c) Assess the following character progression (there should be a marked progression from the previous tier interview based on the individual's standard)
  - Understanding and practice of the Scout Promise and Law
  - Interpersonal Skill
  - Affective and Social development
- d) Facilitate the Scout to set personal goals and timelines for his next award.

## Scout Badge - Initiation to Patrol Life (Estimated Completion Time 6 Months)

Theme / Thread	
<b>Citizenship and Global Awareness</b>	1a. Investigate the origins and meanings behind the <b>National Symbols</b> of your own country. (Examples include, but are not limited to National Flag, National Anthem, Coat of Arms, etc)  1b. Participate and understand the significance of <b>Scout Ceremonies</b> , including Scout basic drills.
<b>Adventure and Outdoor</b> Core Scouting Activities are: <ul style="list-style-type: none"> <li>• Camping</li> <li>• Outdoor Exploration / Expedition</li> <li>• Knotting &amp; Pioneering</li> <li>• Outdoor Cooking</li> </ul>	1. Learn about <b>Basic Self Care</b> in Outdoor Settings.  2. Participate in at least ONE of the <b>Core Scouting Activities</b> with your Patrol. (Explanatory Note: Given that the objective of Tier 1 is to be initiated into Patrol Life and Scouting, a Scout should have an opportunity to participate in core Scouting activities so as to be integrated and engaged in Scouting life. These may be a sequence of activities under one core activity area, or a mix of activity areas.)  3. Participate in an <b>outdoor activity</b> of an adventurous nature lasting about THREE hours. (Activities should not be one of the core scouting activities in no. 2)
<b>Service and Community</b>	1. With a fellow Scout, <b>explore the area</b> around your Troop's activity base, school or home.  You may take photographs of interesting things, be prepared to discuss briefly about the possible needs of the community you have explored and record in your Journal.
<b>Sports and Physical Recreation</b>	1. Participate in a <b>Scouting game</b> requiring teamwork during a Troop meeting. (Examples include, but are not limited to Trestle Chariot Race, Sour Grapes, Capture the Flag, Blindfold Tent Pitching, 3-2-1 Flag Staff, etc. Units can exercise creativity in design.)  2. Set a goal for <b>physical fitness</b> for a period of THREE weeks and participate in it regularly (no less than FIVE hours) to show improvement over this period.  <b>Fulfilling (1), (2) and Discoverer Award (2) will also fulfill the requirement for NYAA Bronze (Physical Recreation).</b>
<b>Inspirations, Beliefs and Attitudes</b>	1. <b>My Beliefs</b> Share with your Patrol your beliefs and practices in your religion. (Choose any religion to research into if you do not have one)  2. <b>Thank You</b> Note down acts of kindness towards you in your Journal. Write a letter of gratitude to someone whom you are thankful to in life.
<b>Creative Pursuits</b>	1. Take active part in ONE of the following activities with your Patrol <b>Perform</b> in front of an audience. (Examples include, but are not limited to act in a sketch or a skit, perform magic tricks, sing, dance, play a musical instrument, puppet show, etc.) OR Create a <b>collaborative artistic</b> piece. (Examples include, but are not limited to painting, drawing, illustration, graphic design, photography, handicraft, model making, etc.) OR <b>Problem solving activity</b> which require critical and creative thinking, effective teamwork and communication, time management and problem solving. (Examples include, but are not limited to scenario-based or problem-based game, initiative game, timed challenge, etc.)

At the end of Scout Badge, Unit Leaders should assess that Young Persons should have made progress towards achieving some of the following educational outcomes, prior to awarding the badge.

Area	Educational Outcomes
<b>Social Development</b>	Shows an ability to take decisions jointly and act upon them with the team.
<b>Physical Development</b>	Helps to prevent situations which could adversely affect his own or his companions' health.
<b>Intellectual Development</b>	Shows an interest in expanding his knowledge of things going on around him.
<b>Character Development</b>	Is able of accepting and evaluating the criticisms made about his behaviour.
<b>Emotional Development</b>	Expresses in different ways what he lives, thinks and feels, in the Patrol Book.
<b>Spiritual Development</b>	Participates with his patrol in time of reflection aimed at finding out and expressing the spiritual meaning of their experience.



## Discoverer Award - Participation in Patrol Life (Estimated Completion Time 12 Months)

Theme / Thread	
<b>Citizenship and Global Awareness</b>	<ol style="list-style-type: none"> <li>1. Articulate what you understand from the <b>National Pledge</b> and how you live out the aspirations espoused in the Pledge.</li> <li>2. <b>Make friends</b> with a Scout who has been to an International Scout Exchange Activity and record your findings in your Journal. OR <b>Make friends</b> with a Scout from another National Scout Organisation and find out more about Scouting in his or her country.</li> </ol>
<b>Adventure and Outdoor</b> Core Scouting Activities are: <ul style="list-style-type: none"> <li>• Camping</li> <li>• Outdoor Exploration / Expedition</li> <li>• Knotting &amp; Pioneering</li> <li>• Outdoor Cooking</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide <b>First Aid</b> for commonly occurring physical injuries in an outdoor setting. (Examples include, but are not limited to cuts, blisters, bruises, bee stings, etc.)</li> <li>2. Play an active role in at least THREE other <b>Core Scouting Activities</b> with your Patrol on a <b>regular basis</b>. <b>Fulfills</b> the requirement for NYAA Bronze (Skills).</li> <li>3. Participate in an <b>outdoor activity</b> of an adventurous nature lasting about SIX hours. (Activities should not be one of the core scouting activities in no. 2)</li> </ol>
<b>Service and Community</b>	<ol style="list-style-type: none"> <li>1. Perform <b>an act of service</b> for the community. You should be able to explain to your Patrol Leader or Scout Leader the importance and impact of your act. <b>Fulfilling</b> (1), Explorer Award (1) and Scout Badge (1) will fulfill the requirement for NYAA Bronze (Service).</li> </ol>
<b>Sports and Physical Recreation</b>	<ol style="list-style-type: none"> <li>1. Play a <b>sport for recreation</b> regularly.</li> <li>2. Set a goal for <b>physical fitness</b> for a period of SIX weeks and participate in it regularly (no less than 20 hours) to show improvement over this period, with an understanding of how <b>a balanced diet and sufficient sleep</b> are important for a healthy body. <b>Fulfilling</b> (2), Scout Badge (1) and (2) will fulfill the requirement for NYAA Bronze (Physical Recreation).</li> </ol>
<b>Inspirations, Beliefs and Attitudes</b>	<ol style="list-style-type: none"> <li>1. <b>I Promise to Act</b> Explain how the Scout Promise &amp; Law can be a part of your daily life. (Examples include, but are not limited to videos, posters, photos montage, comic strips or skit, etc.)</li> <li>2. <b>Let's Celebrate</b> Research with another Scout (preferably of another faith) on TWO religious practices or festivals of your respective faiths celebrated in Singapore. Present your findings to your Patrol. (Examples of leading questions.           <ul style="list-style-type: none"> <li>• Compare and contrast the religious practices or festivals</li> <li>• How are they celebrated?</li> <li>• What is the significance of these religious practices or festivals to their community?)</li> </ul> </li> </ol>

Theme / Thread	
Creative Pursuits	<p>1. Complete ONE of the following activities</p> <p>Put up a <b>solo performance</b>. (Examples include, but are not limited to act in a sketch or a skit, perform magic tricks, sing, dance, play a musical instrument, puppet show, etc.)</p> <p>OR</p> <p>Create an <b>individual artistic piece</b>. (Examples include, but are not limited to painting, drawing, illustration, graphic design, photography, handicraft, model making, etc.)</p> <p>OR</p> <p><b>Write an article</b> for your Troop or School newsletter or website on the benefits of Scouting, a recent activity, an unforgettable personal Scouting experience or interesting things about your Patrol.</p> <p>OR</p> <p>Play a specific role within a <b>problem solving activity</b> which require critical and creative thinking, effective teamwork and communication, time management and problem solving. (Examples include, but are not limited to scenario-based or problem-based game, initiative game, timed challenge, etc.)</p>

At the end of Discoverer Award, Unit Leaders should assess that Young Persons should have made significant progress towards achieving each of the following educational outcomes, prior to awarding the badge.

Area	Educational Outcomes
<b>Social Development</b>	Demonstrates that he considers people who are different to him to be equal in dignity.
	Shows an ability to take decisions jointly and act upon them with the team
	Shows the ability to understand and act upon responsibility that stronger / more able members have to help the weaker / less able within the Patrol.
<b>Physical Development</b>	Participates in activities which contribute to the development of his body.
	Recognises the changes which are happening in his body as it develops.
	Helps to prevent situations which could adversely affect his own or his companions' health.
<b>Intellectual Development</b>	Shows an interest in expanding his knowledge of things going on around him.
	Is capable of expressing his own thoughts about situations which he experiences.
	Recognises some of the different elements of a problem.
<b>Character Development</b>	Is able of accepting and evaluating the criticisms made about his behaviour.
	Is able to make decisions by himself and to implement them.
	Takes responsibility for his own development and sets objectives to achieve it.
<b>Emotional Development</b>	Expresses in different ways what he lives, thinks and feels, in the Patrol Book.
	Identifies the causes of his reactions and impulses.
	Listens to other peoples' opinions and expresses his differences appropriately.
<b>Spiritual Development</b>	Participates with his patrol in time of reflection aimed at finding out and expressing the spiritual meaning of their experience.
	Shares with people of different faiths without prejudices.
	Shows an interest in acting consistently with his faith, especially in moments of difficulty.

## Explorer Award - Building Patrol Life (Estimated Completion Time 12 Months)

Theme / Thread	
<b>Citizenship and Global Awareness</b>	<ol style="list-style-type: none"> <li>1. Hold at least ONE of the following Proficiency Badges:- Civics Proficiency or any National Campaign Badge</li> </ol> <hr/> <ol style="list-style-type: none"> <li>2. Participate in an International Exchange Activity. Discuss with your Patrol your experiences from the activity. Include in your discussion how you appreciated differences in how people from different cultures live. Record your discussion in your Journal. (Examples include, but are not limited to overseas Scout Jamboree/Camp, JOTA/ JOTI, cultural exchange programme, hosting of foreign scouts, or any school-based trip for international experience (TIE), etc.)</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. Hold at least ONE of the following Proficiency Badges: Conservator, World Friendship, World Scout Environment Programme.</li> </ol>
<b>Leadership and Interests</b>	<ol style="list-style-type: none"> <li>1. Attend a <b>Scout Leadership Course</b>.</li> </ol>
<b>Adventure and Outdoor</b> Core Scouting Activities are: <ul style="list-style-type: none"> <li>• Camping</li> <li>• Outdoor Exploration / Expedition</li> <li>• Knotting &amp; Pioneering</li> <li>• Outdoor Cooking</li> </ul>	<ol style="list-style-type: none"> <li>1a. Be able to assess the <b>basic health and safety needs</b> for core Scouting activities and make logistics preparations for them.</li> <li>1b. Hold the First Aid or Life Saver II Badge.</li> </ol> <hr/> <ol style="list-style-type: none"> <li>2a. Lead your Patrol in an <b>Outdoor Exploration / Expedition OR Camp</b>.</li> <li>2b. Plan either an <b>Outdoor Cooking OR Knotting &amp; Pioneering</b> activity for your Patrol.  <b>Fulfilling</b> (2a) will fulfill the requirement for NYAA Bronze (Adventurous Journey). <b>Fulfilling</b> (2a), Discoverer Award (3) and Voyager Award (2) will fulfill the requirement for NYAA Silver (Adventurous Journey). <b>Fulfilling</b> (2b) and Voyager Award (3) will fulfill the requirement for NYAA Silver (Skills Development).</li> </ol> <hr/> <ol style="list-style-type: none"> <li>3. Hold at least ONE of following <b>Outdoor and Adventure Proficiency Badges</b>:- Abseiler, Angler, Air Navigator, Boat Puller I, Camp Cook, Camper, Canoeist I, Cyclist, Dragon Boater, Explorer, Naturalist, Pioneer, Rock Climber, Optimist I, Power Craft I, Sailor I, Skin Diver I, Scuba Diver I, Windsurfer I or Open Theme Collective Badge of an Adventurous nature.</li> </ol>
<b>Service and Community</b>	<ol style="list-style-type: none"> <li>1. Select a community and perform <b>regular service</b> to it taking at least EIGHT hours over at least FOUR separate occasions.  You should be able to explain to your Patrol Leader or Scout Leader your choice of community served.  This service should not be performed as part of a mandatory school programme.  <b>Fulfilling</b> (1), Scout Badge (1) and Discoverer Award (1) will fulfill the requirement for NYAA Bronze (Service).  <b>Fulfilling</b> (1) and Voyager Award (1) will fulfill the requirement for NYAA Silver (Service).  You should be able to explain to your Patrol Leader or Scout Leader the importance and impact of your act.</li> </ol>

Theme / Thread	
<b>Sports and Physical Recreation</b>	1. Lead your Patrol in at least TWO <b>Scouting games</b> requiring teamwork during a Troop meeting and assist in the organisation of ONE Scouting game for your Troop.
	2. Learn a <b>recreational sport</b> that is new or unfamiliar to you OR hold at least ONE of the following Proficiency Badges:- Athlete, Master-at-Arms, Sportsman, Swimmer I.
	3. Set a goal for physical fitness for a period of TEN weeks and participate in it regularly (no less than 30 hours) to show improvement over this period, and understanding that <b>smoking, alcohol and drug abuse</b> are detrimental to a healthy lifestyle.  <b>Fulfilling (1), Voyager Award (1) and (3) will fulfill the requirement for NYAA Silver (Physical Recreation).</b>
<b>Inspirations, Beliefs and Attitudes</b>	1. <b>They Say, I Quote</b> Collect inspirational and meaningful quotes on Scouting, Leadership, and Nature. Choose and share your favourite FIVE with your Patrol. Discuss why these quotes are meaningful to you and relate how they help you as a Scout.
	2. <b>Reflections</b> Spend at least 30 minutes in solitude in a natural surrounding. Observe and feel with your senses.  Reflect: Why is nature important to you? Why should I take care of nature? What is ONE thing that i can do to take care of the Nature? <ul style="list-style-type: none"> <li>• Record your observations and reflections.</li> </ul>
<b>Creative Pursuits</b>	1. Play a leading role in ONE of the following activities:- Perform in front of an audience. (Examples include, but are not limited to act in a sketch or a skit, perform magic tricks, sing, dance, play a musical instrument, puppet show, etc.) OR Create a <b>collaborative artistic piece</b> . (Examples include, but are not limited to painting, drawing, illustration, graphic design, photography, handicraft, model making, etc.) OR <b>Problem solving activity</b> which require critical and creative thinking, effective teamwork and communication, time management and problem solving. (Examples include, but are not limited to, scenario-based or problem-based game, initiative game, timed challenges, etc.)

At the end of Explorer Award, Unit Leaders should assess that Young Persons should have made progress towards achieving some of the following educational outcomes, prior to awarding the badge.

Area	Educational Outcomes
<b>Social Development</b>	Is open to different opinions, social classes and ways of life.
	Helps to establish rules in the groups he belongs to.
<b>Physical Development</b>	Respects his body and that of others.
	Takes suitable measures in case of illness or accident.
<b>Intellectual Development</b>	Extends fields of knowledge in which he learns for himself.
	Demonstrates an ability to analyse a situation from different standpoints.
<b>Character Development</b>	Is capable of looking at himself in a critical way.
	Is able to manage his personal time, respecting priorities set.
<b>Emotional Development</b>	Shares his worries, aspirations and feelings in his team.
	Expresses his opinion showing respect for other people.
<b>Spiritual Development</b>	Is able to recognise the spiritual significance of personal and collective experience.
	Constantly examines the consistency between his beliefs and his actions.

## Voyager Award - Contributing to Troop Life (Estimated Completion Time 6 Months)

Theme / Thread	
<b>Citizenship and Global Awareness</b>	<p>1a. Investigate <b>ONE pressing</b> issue that Singapore OR the World faces. (Examples include, but are not limited to aging population, tension between locals and foreigners, environmental impact of rapid urban development, climate change, religious conflict, developmental gap, gender inequality, etc.)</p> <p>1b. Do a presentation to your Troop on the findings of your research. <b>Suggest how Scouting can help to resolve / alleviate the issue.</b></p> <p>(The form of this presentation may involve role-play, photo collages, video, drawings or powerpoint. The presentation should include information on causes of the issue, stakeholders involved, different viewpoints presented and possible solutions (if any).)</p>
<b>Leadership and Interests</b>	<ol style="list-style-type: none"> <li>1. Hold at least <b>ONE</b> other Proficiency Badge of your choice. (This badge should not have been used to fulfill the requirements of any other section)</li> <li>2. Nomination and Interview by HQ appointed panel.</li> </ol>
<b>Adventure and Outdoor</b> Core Scouting Activities are: <ul style="list-style-type: none"> <li>• Camping</li> <li>• Outdoor Exploration / Expedition</li> <li>• Knotting &amp; Pioneering</li> <li>• Outdoor Cooking</li> </ul>	<ol style="list-style-type: none"> <li>1. Be able to instruct (for Discoverer Award) or be responsible for <b>First Aid</b> in any setting.</li> <li>2. Play an active role in the planning of <b>Outdoor Exploration / Expedition OR Camp</b> at Troop level.</li> <li>3. Hold an <b>area of responsibility</b> within the Troop for at least SIX months OR hold at least ONE of the <b>Responsibility Badges</b>:-                Camp Warden, Fireman, Quartermaster, Secretary, Race Management.  <b>Fulfilling (2) Discoverer Award (3) and Explorer Award (2a) will fulfill the requirement for NYAA Silver (Adventurous Journey).</b>  <b>Fulfilling (3) and Explorer Award (2b) will fulfill the requirement for NYAA Silver (Skills Development).</b> </li> </ol>
<b>Service and Community</b>	<ol style="list-style-type: none"> <li>1. With up to THREE fellow Scouts, <b>study the needs of a community</b> and design a community service project or activity. Conduct the activity with the aid of members of your Patrol or your Troop.  <b>Fulfilling (1) Explorer Award (1) will fulfill the requirement for NYAA Silver (Service).</b> </li> </ol>
<b>Sports and Physical Recreation</b>	<ol style="list-style-type: none"> <li>1. Conduct a sharing with your Patrol or your Troop on how you have <b>kept fit</b> through your chosen activity and demonstrate understanding of the activity by sharing on the kinds of proper equipment needed, rules and mechanics, or conduct a session of the activity in your Patrol or your Troop (if possible).  <b>Fulfilling (1) and Explorer Award (1) and (3) will fulfill the requirement for NYAA Silver (Physical Recreation)</b> </li> </ol>

Theme / Thread	
<b>Inspirations, Beliefs and Attitudes</b>	<p>1. <b>Literature Review</b> Review a speech, movie, book or play that has impacted you and explain how it has shaped your life's perspective. The theme can be about the environment, education and development, youths, social entrepreneurship, Life purpose, etc.</p>
	<p>2. <b>I'm Your Mentor</b> Be a buddy to a junior Scout in your Troop for at least THREE months. Share with him your experiences / perspectives on Scouting, and relate them to the Scout Promise &amp; Law. Share the challenges you've faced and how you overcame them in the presence of a Scout Leader.</p>
<b>Creative Pursuits</b>	<p>1. Contribute to your Scout Group or your community with ONE of the following activities in a leading role.</p> <p>Produce a performance event including conceptualisation, auditions, rehearsals and stage management. OR Curate an art mini-exhibition including conceptualisation, promotion and site management. OR Organise a Scouts' Own including programme planning and selecting or writing prayers or music. OR Promote Scouting through a newsletter, brochure, poster, video, website or mini-exhibition. OR Promote a charity or its event through a newsletter, brochure, poster, video, website or mini-exhibition. OR Design a new, or a new way to conduct a, Scout activity. (Examples include, but are not limited to game, problem-solving activity, lesson, etc.) OR Design a new pioneering project to overcome a given challenge.</p>

At the end of Voyager Award, Unit Leaders should assess that Young Persons should have made significant progress towards achieving each of the following educational outcomes, prior to nomination for the Chief Commissioner's Award.

### Chief Commissioner's Award .....

Theme / Thread	
<b>Nomination Process</b>	<ol style="list-style-type: none"> <li>1. Nomination and Interview by HQ appointed panel.</li> <li>2. Successful candidates will be involved in planning and organising of the CCA Ceremony.</li> </ol>



Area	Educational Outcomes
<b>Social Development</b>	Is open to different opinions, social classes and ways of life.
	Helps to establish rules in the groups he belongs to.
	Understands Singapore's place in the world and the need for collective contributions to build a better community for all.
<b>Physical Development</b>	Respects his body and that of others.
	Describes the relation between the physical and Psychological processes of his body.
	Takes suitable measures in case of illness or accident.
<b>Intellectual Development</b>	Extends fields of knowledge in which he learns for himself.
	Demonstrates an ability to analyse a situation from different standpoints.
	Participates in a project, which presents a novel technical solution to a common problem.
<b>Character Development</b>	Is capable of looking at himself in a critical way.
	Adopts consistency as a value to direct his life.
	Is able to manage his personal time, respecting priorities set.
<b>Emotional Development</b>	Shares his worries, aspirations and feelings in his team.
	Recognizes in himself tendencies such as loneliness, shyness, rebelliousness and insecurity and progressively learns to handle them.
	Expresses his opinion showing respect for other people.
<b>Spiritual Development</b>	Is able to recognise the spiritual significance of personal and collective experience.
	Deepens his knowledge of the spiritual heritage of his family or community.
	Constantly examines the consistency between his beliefs and his actions.

## Core Scouting Activities

Within the revised Progress Badge Scheme, the Core Scouting Activities are defined along the following four threads: -

- Camping
- Outdoor Exploration / Expedition
- Knotting & Pioneering
- Outdoor Cooking

While each of these activities may take place on infrequent, though regular basis in a Unit's programme, the skills traditionally associated with Scouting such as knots and lashings, starting fires, pitching tents, usage of maps and compasses may all be contextualised within these activities, and can form part of the series of preparatory activities leading up to the main activity itself.

For instance, a Unit that has a camp at the end of the year would need to provide preparatory training in some or all of the following areas: -

- Pitching and striking the tent
- Pitching and striking the kitchen shed
- Preparation and cooking a meal
- Constructing simple camp gadgets
- Maintaining personal and camp cleanliness and hygiene (Camping Standard)
- Outdoor games
- Campfire

Where the revised Progress Badge Scheme refers to Core Scouting Activities, such as "Participate in at least **ONE of the Core Scouting Activities** with your Patrol on a regular basis", it requires the Young Person to participate regularly in the series of activities, including preparatory and training activities culminating in the final activity, along any of the allowed activity threads over the period of assessment. This must be done to the satisfaction of the Scout Leader or his designate.



Scout Progress Badge Schemes Version 1.22

A group of young people, likely scouts, are posing in a forest. They are wearing light-colored shirts and dark shorts, some with neckerchiefs. One person is holding a white flag. The background shows trees and a wooden signpost. The entire image has a blue tint.

Annex B-1

# **VENTURE SCOUT PROGRESS SCHEME**

## **(Youth's Guide)**

## 1. The Four Tiers Award Scheme

- 1.1 Venture Badge – Participation and Leading in Patrol Life (estimated completion time 3 months)
- 1.2 Trekker Award – Self Achievement in Patrol Life (estimated completion time 6 months)
- 1.3 Pioneer Award – Personal Challenge (estimated completion time 6 Months)
- 1.4 President’s Scout Award – Pinnacle Award (estimated completion time 6 months)

## 2. Basic Requirements

### 2.1 Learning Journal

Start a Scout Journal that keeps track of your journey in Scouting, detailing events that impacted your life, thoughts, reflections and notable interactions with other people. Journal should include Acts of Kindness you have observed, received or rendered. This journal will be reviewed at every end of tier review by your Venture Scout Leader or his designate. The journal should include illustrations, paper clippings and any suitable forms of expression. The frequency of entries should be progressive and the questions and reflections should be progressively more demanding as the tiers go by.

Any written tasks from the Progress Badge Scheme can be inserted into the journal. This journal will form part of the evaluation for the highest award interview.

### 2.2 Review and Reflection

The Venture Scout Leader or his designate shall conduct a face-to-face review with the Venture Scout before granting him/her any awards so as to personally understand the Venture Scout’s attitude, character and personal development. The Scout Leader shall then assess if the Venture Scout requires more time to be suitable for the award.

*For Venture Badge and Trekker Award, the review session should be conducted by the Venture Patrol Leader under the supervision of a designated Adult Leader.*

*For Pioneer Award, the review session should be conducted by the Venture Scout Leader or his/her designated Adult Leader.*

## Venture Badge - Participation and Leading in Patrol Life (Estimated Completion Time 3 Months)

Theme / Thread	
<b>Leadership and Interest</b>	<p>1. Attend a <b>Venturing Foundations Course</b> approved by the Venture Scout Programme Council.</p> <p>The course shall include a session on Scout Instructorship.</p> <p><u>Note:</u> This is a mandatory course for all Venture Scouts</p> <p><b>Fulfilling (1) and Pioneer Award Outdoor and Adventure will fulfill the requirement for NYAA Silver (Adventurous Journey)</b></p>
<b>Adventure and Outdoor</b> Core Scouting Activities are: <ul style="list-style-type: none"> <li>• Camping</li> <li>• Outdoor Exploration / Expedition</li> <li>• Knotting &amp; Pioneering</li> <li>• Outdoor Cooking</li> </ul>	<p>1. Core Scouting Activities</p> <ul style="list-style-type: none"> <li>• <b>Camping</b> Participate in a TWO days ONE night Camp. <u>Note:</u> Venture Scouts who have completed the Core Scouting Activity (Camping) at Discoverer or Explorer under the Scout Progress Badge Scheme are exempted.</li> <li>• <b>Outdoor Exploration / Expedition</b> Use a map and compass to plan and execute an exploration hike/expedition of at least 15 km. <u>Note:</u> Venture Scouts who have completed the Core Scouting Activity (Outdoor Exploration / Expedition) at Explorer Award under the Scout Progress Badge Scheme are exempted.</li> <li>• <b>Pioneering</b> Participate in a pioneering activity. <u>Note:</u> Venture Scouts who have completed the Core Scouting Activity (Pioneering) at Discoverer or Explorer Award under the Scout Progress Badge Scheme are exempted.</li> <li>• <b>Outdoor Cooking</b> Participate in a cooking session in an outdoor setting. <u>Note:</u> Venture Scouts who have completed the Core Scouting Activity (Outdoor Cooking) at Discoverer or Explorer Award under the Scout Progress Badge Scheme are exempted.</li> </ul> <p><b>Fulfilling (1) and Trekker Award (1a,1b and 2b) will fulfill the requirement for NYAA Silver (Skills).</b></p>
<b>Sports and Physical Recreation</b>	<p>1. Complete the following:</p> <ul style="list-style-type: none"> <li>• <b>Swim</b> at least 100 m continuously in front crawl or breaststroke.</li> <li>• <b>Walk</b> at least 5 km in one hour.</li> </ul>
<b>Inspirations, Beliefs and Attitudes</b>	<p>1a. <b>My Beliefs</b> Share with your Patrol your beliefs and practices in your religion. (choose any religion to research into if you do not have one) <u>Note:</u> Venture Scouts who have completed Beliefs at Discoverer Award under the Revised Scout Progress Scheme are exempted.</p> <p>1b. <b>I Promise to Act</b> Explain how the Scout Promise and Law inspire and guide you in your daily life as an adolescent. <u>Note:</u> Venture Scouts who have been in the Scout Section should take effort to interpret the Scout Promise and Law in a deeper way.</p>

**Trekker Award - Self Achievement in Patrol Life** .....  
**(Estimated Completion Time 6 Months)**

Theme / Thread	
<p><b>Citizenship and Global Awareness</b></p>	<p>1. Complete ONE of the following:</p> <ul style="list-style-type: none"> <li>• Participate in an <b>International Exchange Activity</b>. Discuss with your Patrol your experiences from the activity. Include in your discussion how you appreciated differences in how people from different cultures live. Record your discussion in your Journal. OR</li> <li>• Hold at least ONE of the following proficiency badges: Conservator, World Friendship, World Scout Environment Programme. OR</li> <li>• <b>National Education</b> Hold at least ONE of the following proficiency badges: <i>Total Defence Badge, Crime Prevention Badge for Venture Scouts.</i> Or act as a National Educational / Total Defence ambassador. OR</li> <li>• <b>Heritage</b> Hold the National Heritage Badge for Venture Scouts.</li> </ul> <p><u>Note:</u> Venture Scouts who have completed the Global Awareness activity at the Voyager Award under the Scout Progress Badge Scheme are exempted.</p> <hr/> <p>2. <b>Community Living</b>            Make an arranged visit to a government department, statutory board, community centre or public organisation, and make a report and discuss with your VSL on its: -</p> <ol style="list-style-type: none"> <li>a. History</li> <li>b. Purpose</li> <li>c. Function</li> <li>d. Challenges they are currently facing or working on</li> </ol> <p><i>Example: Neighbourhood Police Centre, Public Utilities Board, Town Council, Housing Development Board, National Trade Union Congress, Juvenile Court, Family Service Centres, Elderly Living, National Parks Board, etc.</i></p>
<p><b>Leadership and Interest</b></p>	<p>1. <b>Leadership Appointment</b>            Hold a leadership appointment or role of responsibility successfully for no less than THREE months in the Unit or one approved by your VSL.            You should discuss with your VSL beforehand and record your role, responsibilities, terms of duties, targets, achievements, etc. and later evaluate with your VSL.  <i>Example: President / Vice-President of a club or society, Captain / Vice-Captain of a sports team, Stage Director, Chairman / Vice-Chairman of an Executive Committee, Peer Support Leader, Patrol Leader of a Venture Patrol etc.</i>            OR            Have held ONE of the responsibility badges:  <i>Camp Warden, Fireman, Quartermaster, Secretary, Race Management.</i>            OR</p> <ul style="list-style-type: none"> <li>• <b>Project Leadership</b>            Lead a committee, as either the Chairman or Vice-Chairman, in a project approved by the VSL from conceptualization to evaluation, of which the entire process should take no less than TWO months.</li> </ul>

Theme / Thread	
<p><b>Adventure and Outdoor</b></p> <p>Core Scouting Activities are:</p> <ul style="list-style-type: none"> <li>• Camping</li> <li>• Outdoor Exploration / Expedition</li> <li>• Knotting &amp; Pioneering</li> <li>• Outdoor Cooking</li> </ul>	<p>1a. Successfully complete ONE of the following:</p> <ul style="list-style-type: none"> <li>• Standard First Aid Course by Singapore Red Cross Society. OR</li> <li>• Adult First Aid Course by St. John's Ambulance Brigade. OR</li> <li>• First Aid qualification by National First Aid Council. OR</li> <li>• Community Emergency Preparedness Programme (CEPP) by Singapore Civil Defence Force. OR</li> <li>• Similar courses approved by the Venture Scout Programme Council.</li> </ul> <p>1b. Be responsible for <b>First Aid</b> in any setting.</p> <p>1c. <b>Home Economics</b> Complete the following:</p> <ul style="list-style-type: none"> <li>• Mend and iron clothing.</li> <li>• Wash, dry and fold clothing.</li> <li>• Plan, budget, market and prepare a meal for four.</li> </ul> <hr/> <p>2a. <b>GPS Exploration</b> Show evidence of the following:</p> <ul style="list-style-type: none"> <li>• Ability to understand how a GPS works (theory of operation) and how it pin-points a location</li> <li>• Working knowledge of the various GPS devices available, including the GPS application developed by the Venture Scout programme Council</li> <li>• Choose an appropriate device for navigation and situations where appropriate; and compare the use of GPS with traditional navigation equipment</li> <li>• Exploit the various parameters provided by a GPS device for navigation</li> <li>• Execute a exploration hike using the GPS application developed by the Venture Scout Programme Council or any other suitable tool.</li> </ul> <p>2b. Plan and conduct a teaching session with a proper lesson plan on <b>Outdoor Cooking or Knotting &amp; Pioneering</b> activity at the Unit, or Area Level.</p> <p><i>Note:</i> Venture Scouts who have completed the Core Scouting Activity (Outdoor Cooking or Knotting &amp; Pioneering) at Voyager Award under the Scout Progress Badge Scheme are exempted</p> <p><b>Fulfilling</b> (1a,1b and 2b) and Venture Badge (1) will fulfill the requirement for NYAA Silver (Skills).</p>
<p><b>Service and Community</b></p>	<p>1. Perform <b>regular service</b> for least 30 hours on three separate occasions. Understand the needs and challenges and be able to explain the importance of the services rendered to your VSL.</p> <p>The selected community <u>must not be</u> your own unit. It can be related to the Singapore Scout Association.</p> <p><b>Fulfilling</b> (1) will also fulfill the requirement for NYAA Silver (Service).</p>
<p><b>Sports and Physical Recreation</b></p>	<p>1. Organize at least TWO <b>Scouting games</b> requiring teamwork during a Troop meeting.</p> <hr/> <p>2. Play a <b>sport for recreation</b> regularly.</p> <p><i>Note:</i> Venture Scouts who have completed the Sports and Physical Recreation (Recreational Sports) at Discoverer Award under the Scout Progress Badge Scheme are exempted.</p> <p><b>Fulfilling</b> (2) will also fulfill the requirement for NYAA Silver (Physical Recreation).</p>

Theme / Thread	
	<p>3. Complete the following:</p> <ul style="list-style-type: none"> <li>• <b>Sit Up in ONE minute</b> More than 35 for males, more than 25 for females.</li> <li>• <b>Push Up in ONE minute</b> More than 25 for males.</li> <li>• <b>Inclined Pull Ups in 30 seconds</b> More than 8 for females.</li> <li>• <b>2.4 km Run</b> Less than 13:20 minutes for males, less than 17:00 minutes for females.</li> </ul>
<b>Inspirations, Beliefs and Attitudes</b>	<p>1. <b>Literature Review</b> Read <b>Scouting For Boys</b>. Discuss with your VSL on how the book is still relevant today. Record your discussion in your journal.</p>
	<p>2. <b>I'm Your Mentor</b> Mentor a Scout in your Troop for at least THREE months. Share with him your experiences / perspectives on Scouting, and relate them to the Scout Promise and Law. Share the challenges you've faced and how you overcame them in the presence of a Scout Leader. The Scout need not be from your own troop.</p>
<b>Creative Pursuits</b>	<p>1. Contribute to your Scout Group or your community with ONE of the following activities in a leading role: -</p> <ul style="list-style-type: none"> <li>• Organise a Scouts' Own including programme planning and selecting or writing prayers or music. OR</li> <li>• Promote a charity or its event through a newsletter, brochure, poster, video, website or mini-exhibition. OR</li> <li>• Design a new, or a new way to conduct a, Scout activity. OR</li> <li>• Design a new pioneering project to overcome a given challenge. OR</li> </ul> <p>Produce a performance event including conceptualisation, auditions, rehearsals and stage management.</p> <p><u>Note:</u> Venture Scouts who have completed Creative Pursuits at Voyager Award of the Revised Scout Progress Scheme should challenge themselves with a larger scope and higher complexity.</p>



**Pioneer Award - Personal Challenge**  
**(Estimated Completion Time 6 Months)**

Theme / Thread	
<p><b>Adventure and Outdoor</b></p>	<p><b>1. Venture Scout Exploration</b></p> <p>The Venture Exploration is to be conducted at the Area or National level by an approved Programme Leader.</p> <p>You must hold the Venture Badge and a valid First Aid certificate.</p> <p>You require two companions throughout the Exploration journey.</p> <p>You are to make appropriate records in your Exploration Sketchbook, which may be called by for audit checks by the Venture Scout Programme Council.</p> <p><u>You must pass a Skills &amp; Fundamentals Test (Explorations) before embarking on the exploration.</u></p> <p><u>You must complete the Adventure and Outdoor component of the Trekker Award before embarking on the exploration.</u></p> <ul style="list-style-type: none"> <li>• <b>Foot Exploration</b> comprising of a day exploration, night exploration and survey element covering a distance of no less than 60 km on foot, over a minimum of TWO days ONE night.</li> </ul> <p><b>Fulfilling</b> (1) and Venture Badge Leadership and Interest will fulfill the requirement for NYAA Silver (Adventurous Journey).</p>
<p><b>Service and Community</b></p>	<p>1. Complete ONE of the following:</p> <ul style="list-style-type: none"> <li>• <b>Venture Scout Service Project (VSSP)</b></li> </ul> <p>The VSSP serves a dual role. It is a learning experience and also the culmination of your Venturing / Scouting life.</p> <p>The Project must be one that is meaningful and has benefits to the community at large.</p> <p>You are to initiate and devise your own project that <u>may not</u> benefit the Singapore Scout Association and <u>must not</u> be part of a mandatory school project. However you may use your school as your sponsor to complete the project.</p> <p>The selected project should allow you to demonstrate leadership abilities in managing a team, optimising limited resources to accomplish your goals, ability to work under pressure and manage challenges your capability.</p> <p>At the end of the Project, you are to submit a report to the Venture Scout Programme Council as part of the assessment.</p> <p>The Project must be approved by the Venture Scout Programme Council.</p> <p>You will be assessed by a mentor approved by the Venture Scout Programme Council on your leadership and management capability while performing the given role or appointment.</p> <p>OR</p> <ul style="list-style-type: none"> <li>• <b>Scouts of The World Award (SWA)</b></li> </ul> <p>Attain the Scouts of The Word Award.</p> <p><u>You must complete the Service and The Community component of the Trekker Award before commencement of either Projects.</u></p> <p><b>Fulfilling</b> (1) or (2) will also fulfill the requirement for NYAA Gold (Residential Project).</p>

**President’s Scout Award - Pinnacle Award**  
**(Estimated Completion Time 6 Months)**

Theme / Thread	
<p><b>Leadership and Interest</b></p> <p><b>Adventure and Outdoor</b></p> <p><b>Inspirations, Beliefs and Attitudes</b></p>	<p>1. Complete ONE of the following:</p> <ul style="list-style-type: none"> <li>• <b>Venturing Challenge Course (VCC)</b></li> </ul> <p>The VCC is a residential, outdoors activity-based, leadership assessment conducted by the Venture Scout Programme Council. You will be assessed on your leadership, teamwork and demonstrate <b>above average</b> level of proficiency in the area of Adventure and Outdoors. In addition, you are required to demonstrate self-reliance, initiative, responsibility, fitness and exemplary level in fulfilling the Scout Promise and Law.</p> <p>OR</p> <ul style="list-style-type: none"> <li>• Complete the <b>Outward Bound School 21-Day Leadership and Service Challenge.</b></li> </ul> <p>Record your experiences in your journal.</p> <p><u>You must complete the Pioneer Award before applying for either Course.</u></p> <p><u>You must pass a Skills &amp; Fundamentals Test before commencing either Course.</u></p>
<p><b>Nomination Process</b></p>	<p><b>1. PSA Review Board with Recommending Leaders</b></p> <p>The recommending Venture Scout Leader will appear before a review committee to discuss and support his/her recommendation. The Scout Leader must be prepared to show evidence of the nominee’s merits to receive the PSA, to the satisfaction of the review committee. Successful nominees will be allowed to attend the PSA Nominees Forum.</p> <hr/> <p><b>2. PSA Nominees Forum</b></p> <p>PSA nominees will attend a one-day forum. During this forum, nominees will be assessed on specific tasks that they will undertake. At the end of the forum, a tea session will be held for nominees to interact with a selection committee, comprising of representatives from the Ministry of Education, National Youth Council, Scout Council, National Programme Council, and the Programme Commissioner (Venture Scout). Successful nominees will be selected and recommended to receive the PSA.</p>

## Core Scouting Activities

Within the revised Progress Badge Scheme, the Core Scouting Activities are defined along the following four threads: -

- Camping
- Outdoor Exploration / Expedition
- Knotting & Pioneering
- Outdoor Cooking

While each of these activities may take place on infrequent, though regular basis in a Unit's programme, the skills traditionally associated with Scouting such as knots and lashings, starting fires, pitching tents, usage of maps and compasses may all be contextualised within these activities, and can form part of the series of preparatory activities leading up to the main activity itself.

For instance, a Unit that has a camp at the end of the year would need to provide preparatory training in some or all of the following areas: -

- Pitching and striking the tent
- Pitching and striking the kitchen shed
- Preparation and cooking a meal
- Constructing simple camp gadgets
- Maintaining personal and camp cleanliness and hygiene (Camping Standard)
- Outdoor games
- Campfire

Where the revised Progress Badge Scheme refers to Core Scouting Activities, such as "Participate in at least **ONE of the Core Scouting Activities** with your Patrol on a regular basis", it requires the Young Person to participate regularly in the series of activities, including preparatory and training activities culminating in the final activity, along any of the allowed activity threads over the period of assessment. This must be done to the satisfaction of the Scout Leader or his designate.



VENTURE SCOUT  
BADGE



TREKKER  
AWARD



PIONEER  
AWARD



PRESIDENT'S SCOUT  
AWARD

*Venture Scout Progress Badge Schemes Version 1.5*



Annex B-2

# **VENTURE SCOUT PROGRESS SCHEME (Leader's Guide)**

## 1. The Four Tiers Award Scheme

- 1.1 Venture Badge – Participation and Leading in Patrol Life (estimated completion time 3 months)
- 1.2 Trekker Award – Self Achievement in Patrol Life (estimated completion time 6 months)
- 1.3 Pioneer Award – Personal Challenge (estimated completion time 6 Months)
- 1.4 President's Scout Award – Pinnacle Award (estimated completion time 6 months)

## 2. Basic Requirements

### 2.1 Learning Journal

Start a Scout Journal that keeps track of your journey in Scouting, detailing events that impacted your life, thoughts, reflections and notable interactions with other people. Journal should include Acts of Kindness you have observed, received or rendered. This journal will be reviewed at every end of tier review by your Venture Scout Leader or his designate. The journal should include illustrations, paper clippings and any suitable forms of expression. The frequency of entries should be progressive and the questions and reflections should be progressively more demanding as the tiers go by.

Any written tasks from the Progress Badge Scheme can be inserted into the journal. This journal will form part of the evaluation for the highest award interview.

### 2.2 Review and Reflection

The Venture Scout Leader or his designate shall conduct a face-to-face review with the Venture Scout before granting him/her any awards so as to personally understand the Venture Scout's attitude, character and personal development. The Scout Leader shall then assess if the Venture Scout requires more time to be suitable for the award.

*For Venture Badge and Trekker Award, the review session should be conducted by the Venture Patrol Leader under the supervision of a designated Adult Leader.*

*For Pioneer Award, the review session should be conducted by the Venture Scout Leader or his/her designated Adult Leader.*

## 3. Suggested Review and Reflection Guide

- a) Review of the Venture Scout's achievements, attitude, character and personal development against the SPICES outcomes.
- b) Review the Venture Scout's Journal. Discuss the response to the Venture Scout's Reflection.
- c) Assess the following character progression (there should be a marked progression from the previous tier interview based on the individual's standard)
  - Understanding and practice of the Scout Promise and Law
  - Interpersonal Skill
  - Affective and Social development
- d) Facilitate the Venture Scout to set personal goals and timelines for his next award.

## Venture Badge - Participation and Leading in Patrol Life

(Estimated Completion Time 3 Months)

Theme / Thread	
<p><b>Leadership and Interest</b></p>	<p>1. Attend a <b>Venturing Foundations Course</b> approved by the Venture Scout Programme Council.</p> <p>The course shall include a session on Scout Instructorship.</p> <p><u>Note:</u> This is a mandatory course for all Venture Scouts</p> <p><b>Fulfilling</b> (1) and <i>Pioneer Award Outdoor and Adventure</i> will fulfill the requirement for NYAA Silver (<i>Adventurous Journey</i>)</p>
<p><b>Adventure and Outdoor</b></p> <p>Core Scouting Activities are:</p> <ul style="list-style-type: none"> <li>• Camping</li> <li>• Outdoor Exploration / Expedition</li> <li>• Knotting &amp; Pioneering</li> <li>• Outdoor Cooking</li> </ul>	<p>1. Core Scouting Activities</p> <ul style="list-style-type: none"> <li>• <b>Camping</b> Participate in a TWO days ONE night Camp. <u>Note:</u> Venture Scouts who have completed the Core Scouting Activity (Camping) at Discoverer or Explorer under the Scout Progress Badge Scheme are exempted.</li> <li>• <b>Outdoor Exploration / Expedition</b> Use a map and compass to plan and execute an exploration hike/expedition of at least 15 km. <u>Note:</u> Venture Scouts who have completed the Core Scouting Activity (Outdoor Exploration / Expedition) at Explorer Award under the Scout Progress Badge Scheme are exempted.</li> <li>• <b>Pioneering</b> Participate in a pioneering activity. <u>Note:</u> Venture Scouts who have completed the Core Scouting Activity (Pioneering) at Discoverer or Explorer Award under the Scout Progress Badge Scheme are exempted.</li> <li>• <b>Outdoor Cooking</b> Participate in a cooking session in an outdoor setting. <u>Note:</u> Venture Scouts who have completed the Core Scouting Activity (Outdoor Cooking) at Discoverer or Explorer Award under the Scout Progress Badge Scheme are exempted.</li> </ul> <p><b>Fulfilling</b> (1) and <i>Trekker Award (1a,1b and 2b)</i> will fulfill the requirement for NYAA Silver (<i>Skills</i>).</p>
<p><b>Sports and Physical Recreation</b></p>	<p>1. Complete the following:</p> <ul style="list-style-type: none"> <li>• <b>Swim</b> at least 100 m continuously in front crawl or breaststroke.</li> <li>• <b>Walk</b> at least 5 km in one hour.</li> </ul>
<p><b>Inspirations, Beliefs and Attitudes</b></p>	<p>1a. <b>My Beliefs</b> Share with your Patrol your beliefs and practices in your religion. (choose any religion to research into if you do not have one) <u>Note:</u> Venture Scouts who have completed Beliefs at Discoverer Award under the Revised Scout Progress Scheme are exempted.</p> <p>1b. <b>I Promise to Act</b> Explain how the Scout Promise and Law inspire and guide you in your daily life as an adolescent. <u>Note:</u> Venture Scouts who have been in the Scout Section should take effort to interpret the Scout Promise and Law in a deeper way.</p>

At the end of Venture Badge, Unit Leaders should assess that Young Persons should have made progress towards achieving some of the following educational outcomes, prior to awarding the badge.

Area	Educational Outcomes
<b>Social Development</b>	Shows an ability to take decisions jointly and act upon them with the team
<b>Physical Development</b>	Helps to prevent situations which could adversely affect his own or his companions' health.
<b>Intellectual Development</b>	Shows an interest in expanding his knowledge of things going on around him.
<b>Character Development</b>	Is able of accepting and evaluating the criticisms made about his behaviour.
<b>Emotional Development</b>	Expresses in different ways what he lives, thinks and feels, in the Patrol Book.
<b>Spiritual Development</b>	Participates with his patrol in time of reflection aimed at finding out and expressing the spiritual meaning of their experience.

**Trekker Award - Self Achievement in Patrol Life** .....  
**(Estimated Completion Time 6 Months)**

Theme / Thread	
<p><b>Citizenship and Global Awareness</b></p>	<p>1. Complete ONE of the following:</p> <ul style="list-style-type: none"> <li>• Participate in an <b>International Exchange Activity</b>. Discuss with your Patrol your experiences from the activity. Include in your discussion how you appreciated differences in how people from different cultures live. Record your discussion in your Journal. OR</li> <li>• Hold at least ONE of the following proficiency badges: Conservator, World Friendship, World Scout Environment Programme. OR</li> <li>• <b>National Education</b> Hold at least ONE of the following proficiency badges: <i>Total Defence Badge, Crime Prevention Badge for Venture Scouts.</i> Or act as a National Educational / Total Defence ambassador. OR</li> <li>• <b>Heritage</b> Hold the National Heritage Badge for Venture Scouts.</li> </ul> <p><u>Note:</u> Venture Scouts who have completed the Global Awareness activity at the Voyager Award under the Scout Progress Badge Scheme are exempted.</p> <hr/> <p>2. <b>Community Living</b>            Make an arranged visit to a government department, statutory board, community centre or public organisation, and make a report and discuss with your VSL on its: -</p> <ol style="list-style-type: none"> <li>a. History</li> <li>b. Purpose</li> <li>c. Function</li> <li>d. Challenges they are currently facing or working on</li> </ol> <p><i>Example: Neighbourhood Police Centre, Public Utilities Board, Town Council, Housing Development Board, National Trade Union Congress, Juvenile Court, Family Service Centres, Elderly Living, National Parks Board, etc.</i></p>
<p><b>Leadership and Interest</b></p>	<p>1. <b>Leadership Appointment</b>            Hold a leadership appointment or role of responsibility successfully for no less than THREE months in the Unit or one approved by your VSL.            You should discuss with your VSL beforehand and record your role, responsibilities, terms of duties, targets, achievements, etc. and later evaluate with your VSL.  <i>Example: President / Vice-President of a club or society, Captain / Vice-Captain of a sports team, Stage Director, Chairman / Vice-Chairman of an Executive Committee, Peer Support Leader, Patrol Leader of a Venture Patrol etc.</i>            OR            Have held ONE of the responsibility badges:  <i>Camp Warden, Fireman, Quartermaster, Secretary, Race Management.</i>            OR</p> <ul style="list-style-type: none"> <li>• <b>Project Leadership</b>            Lead a committee, as either the Chairman or Vice-Chairman, in a project approved by the VSL from conceptualization to evaluation, of which the entire process should take no less than TWO months.</li> </ul>



Theme / Thread	
<p><b>Adventure and Outdoor</b></p> <p>Core Scouting Activities are:</p> <ul style="list-style-type: none"> <li>• Camping</li> <li>• Outdoor Exploration / Expedition</li> <li>• Knotting &amp; Pioneering</li> <li>• Outdoor Cooking</li> </ul>	<p>1a. Successfully complete ONE of the following:</p> <ul style="list-style-type: none"> <li>• Standard First Aid Course by Singapore Red Cross Society. OR</li> <li>• Adult First Aid Course by St. John's Ambulance Brigade. OR</li> <li>• First Aid qualification by National First Aid Council. OR</li> <li>• Community Emergency Preparedness Programme (CEPP) by Singapore Civil Defence Force. OR</li> <li>• Similar courses approved by the Venture Scout Programme Council.</li> </ul> <p>1b. Be responsible for <b>First Aid</b> in any setting.</p> <p><b>1c. Home Economics</b></p> <p>Complete the following:</p> <ul style="list-style-type: none"> <li>• Mend and iron clothing.</li> <li>• Wash, dry and fold clothing.</li> <li>• Plan, budget, market and prepare a meal for four.</li> </ul> <hr/> <p><b>2a. GPS Exploration</b></p> <p>Show evidence of the following:</p> <ul style="list-style-type: none"> <li>• Ability to understand how a GPS works (theory of operation) and how it pin-points a location</li> <li>• Working knowledge of the various GPS devices available, including the GPS application developed by the Venture Scout programme Council</li> <li>• Choose an appropriate device for navigation and situations where appropriate; and compare the use of GPS with traditional navigation equipment</li> <li>• Exploit the various parameters provided by a GPS device for navigation</li> <li>• Execute a exploration hike using the GPS application developed by the Venture Scout Programme Council or any other suitable tool.</li> </ul> <p>2b. Plan and conduct a teaching session with a proper lesson plan on <b>Outdoor Cooking or Knotting &amp; Pioneering</b> activity at the Unit, or Area Level.</p> <p><u>Note:</u> Venture Scouts who have completed the Core Scouting Activity (Outdoor Cooking or Knotting &amp; Pioneering) at Voyager Award under the Scout Progress Badge Scheme are exempted</p> <p><b>Fulfilling (1a,1b and 2b) and Venture Badge (1) will fulfill the requirement for NYAA Silver (Skills).</b></p>
<p><b>Service and Community</b></p>	<p>1. Perform <b>regular service</b> for least 30 hours on three separate occasions. Understand the needs and challenges and be able to explain the importance of the services rendered to your VSL.</p> <p>The selected community must not be your own unit. It can be related to the Singapore Scout Association.</p> <p><b>Fulfilling (1) will also fulfill the requirement for NYAA Silver (Service).</b></p>
<p><b>Sports and Physical Recreation</b></p>	<p>1. Organize at least <b>TWO Scouting games</b> requiring teamwork during a Troop meeting.</p> <hr/> <p>2. Play a <b>sport for recreation</b> regularly.</p> <p><u>Note:</u> Venture Scouts who have completed the Sports and Physical Recreation (Recreational Sports) at Discoverer Award under the Scout Progress Badge Scheme are exempted.</p> <p><b>Fulfilling (2) will also fulfill the requirement for NYAA Silver (Physical Recreation).</b></p>

Theme / Thread	
	<p>3. Complete the following:</p> <ul style="list-style-type: none"> <li>• <b>Sit Up in ONE minute</b> More than 35 for males, more than 25 for females.</li> <li>• <b>Push Up in ONE minute</b> More than 25 for males.</li> <li>• <b>Inclined Pull Ups in 30 seconds</b> More than 8 for females.</li> <li>• <b>2.4 km Run</b> Less than 13:20 minutes for males, less than 17:00 minutes for females.</li> </ul>
<b>Inspirations, Beliefs and Attitudes</b>	<p><b>1. Literature Review</b> Read <b>Scouting For Boys</b>. Discuss with your VSL on how the book is still relevant today. Record your discussion in your journal.</p>
	<p><b>2. I'm Your Mentor</b> Mentor a Scout in your Troop for at least THREE months. Share with him your experiences / perspectives on Scouting, and relate them to the Scout Promise and Law. Share the challenges you've faced and how you overcame them in the presence of a Scout Leader. The Scout need not be from your own troop.</p>
<b>Creative Pursuits</b>	<p>1. Contribute to your Scout Group or your community with ONE of the following activities in a leading role: -</p> <ul style="list-style-type: none"> <li>• Organise a Scouts' Own including programme planning and selecting or writing prayers or music. OR</li> <li>• Promote a charity or its event through a newsletter, brochure, poster, video, website or mini-exhibition. OR</li> <li>• Design a new, or a new way to conduct a, Scout activity. OR</li> <li>• Design a new pioneering project to overcome a given challenge. OR</li> </ul> <p>Produce a performance event including conceptualisation, auditions, rehearsals and stage management.</p> <p><u>Note:</u> Venture Scouts who have completed Creative Pursuits at Voyager Award of the Revised Scout Progress Scheme should challenge themselves with a larger scope and higher complexity.</p>

At the end of Trekker Award, Unit Leaders should assess that Young Persons should have made significant progress towards achieving each of the following educational outcomes, prior to awarding the badge.

Area	Educational Outcomes
<b>Social Development</b>	Demonstrates that he considers people who are different to him to be equal in dignity.
	Shows an ability to take decisions jointly and act upon them with the team
	Shows the ability to understand and act upon responsibility that stronger / more able members have to help the weaker / less able within the Patrol.
<b>Physical Development</b>	Participates in activities which contribute to the development of his body.
	Recognises the changes which are happening in his body as it develops.
	Helps to prevent situations which could adversely affect his own or his companions' health.
<b>Intellectual Development</b>	Shows an interest in expanding his knowledge of things going on around him.
	Is capable of expressing his own thoughts about situations which he experiences.
	Recognises some of the different elements of a problem.
<b>Character Development</b>	Is able of accepting and evaluating the criticisms made about his behaviour.
	Is able to make decisions by himself and to implement them.
	Takes responsibility for his own development and sets objectives to achieve it.
<b>Emotional Development</b>	Expresses in different ways what he lives, thinks and feels, in the Patrol Book.
	Identifies the causes of his reactions and impulses.
	Listens to other peoples' opinions and expresses his differences appropriately.
<b>Spiritual Development</b>	Participates with his patrol in time of reflection aimed at finding out and expressing the spiritual meaning of their experience.
	Shares with people of different faiths without prejudices.
	Shows an interest in acting consistently with his faith, especially in moments of difficulty.

Theme / Thread	
<p><b>Adventure and Outdoor</b></p>	<p><b>1. Venture Scout Exploration</b></p> <p>The Venture Exploration is to be conducted at the Area or National level by an approved Programme Leader.</p> <p>You must hold the Venture Badge and a valid First Aid certificate.</p> <p>You require two companions throughout the Exploration journey.</p> <p>You are to make appropriate records in your Exploration Sketchbook, which may be called by for audit checks by the Venture Scout Programme Council.</p> <p><u>You must pass a Skills &amp; Fundamentals Test (Explorations) before embarking on the exploration.</u></p> <p><u>You must complete the Adventure and Outdoor component of the Trekker Award before embarking on the exploration.</u></p> <ul style="list-style-type: none"> <li>• <b>Foot Exploration</b> comprising of a day exploration, night exploration and survey element covering a distance of no less than 60 km on foot, over a minimum of TWO days ONE night.</li> </ul> <p><b>Fulfilling</b> (1) and Venture Badge Leadership and Interest will fulfill the requirement for NYAA Silver (Adventurous Journey).</p>
<p><b>Service and Community</b></p>	<p>1. Complete ONE of the following:</p> <ul style="list-style-type: none"> <li>• <b>Venture Scout Service Project (VSSP)</b></li> </ul> <p>The VSSP serves a dual role. It is a learning experience and also the culmination of your Venturing / Scouting life.</p> <p>The Project must be one that is meaningful and has benefits to the community at large.</p> <p>You are to initiate and devise your own project that <u>may not</u> benefit the Singapore Scout Association and <u>must not</u> be part of a mandatory school project. However you may use your school as your sponsor to complete the project.</p> <p>The selected project should allow you to demonstrate leadership abilities in managing a team, optimising limited resources to accomplish your goals, ability to work under pressure and manage challenges your capability.</p> <p>At the end of the Project, you are to submit a report to the Venture Scout Programme Council as part of the assessment.</p> <p>The Project must be approved by the Venture Scout Programme Council.</p> <p>You will be assessed by a mentor approved by the Venture Scout Programme Council on your leadership and management capability while performing the given role or appointment.</p> <p>OR</p> <ul style="list-style-type: none"> <li>• <b>Scouts of The World Award (SWA)</b></li> </ul> <p>Attain the Scouts of The Word Award.</p> <p><u>You must complete the Service and The Community component of the Trekker Award before commencement of either Projects.</u></p> <p><b>Fulfilling</b> (1) or (2) will also fulfill the requirement for NYAA Gold (Residential Project).</p>

At the end of Pioneer Award, Unit Leaders should assess that Young Persons should have made progress towards achieving some of the following educational outcomes, prior to awarding the badge.

Area	Educational Outcomes
<b>Social Development</b>	Is open to different opinions, social classes and ways of life.
	Helps to establish rules in the groups he belongs to.
<b>Physical Development</b>	Respects his body and that of others.
	Takes suitable measures in case of illness or accident.
<b>Intellectual Development</b>	Extends fields of knowledge in which he learns for himself.
	Demonstrates an ability to analyse a situation from different standpoints.
<b>Character Development</b>	Is capable of looking at himself in a critical way.
	Is able to manage his personal time, respecting priorities set.
<b>Emotional Development</b>	Shares his worries, aspirations and feelings in his team.
	Expresses his opinion showing respect for other people.
<b>Spiritual Development</b>	Is able to recognise the spiritual significance of personal and collective experience.
	Constantly examines the consistency between his beliefs and his actions.

**President's Scout Award - Pinnacle Award**  
**(Estimated Completion Time 6 Months)**

Theme / Thread	
<p><b>Leadership and Interest</b></p> <p><b>Adventure and Outdoor</b></p> <p><b>Inspirations, Beliefs and Attitudes</b></p>	<p>1. Complete ONE of the following:</p> <ul style="list-style-type: none"> <li>• <b>Venturing Challenge Course (VCC)</b></li> </ul> <p>The VCC is a residential, outdoors activity-based, leadership assessment conducted by the Venture Scout Programme Council. You will be assessed on your leadership, teamwork and demonstrate <b>above average</b> level of proficiency in the area of Adventure and Outdoors. In addition, you are required to demonstrate self-reliance, initiative, responsibility, fitness and exemplary level in fulfilling the Scout Promise and Law.</p> <p>OR</p> <ul style="list-style-type: none"> <li>• Complete the <b>Outward Bound School 21-Day Leadership and Service Challenge.</b></li> </ul> <p>Record your experiences in your journal.</p> <p><u>You must complete the Pioneer Award before applying for either Course.</u></p> <p><u>You must pass a Skills &amp; Fundamentals Test before commencing either Course.</u></p>
<p><b>Nomination Process</b></p>	<p><b>1. PSA Review Committee</b></p> <p>The recommending Venture Scout Leader will appear before a review committee to discuss and support his/her recommendation. The Scout Leader must be prepared to show evidence of the nominee's merits to receive the PSA, to the satisfaction of the review committee. Successful nominees will be allowed to attend the PSA Nominees Forum.</p> <p><b>2. PSA Nominees Forum</b></p> <p>PSA nominees will attend a one-day forum. During this forum, nominees will be assessed on specific tasks that they will undertake. At the end of the forum, a tea session will be held for nominees to interact with a selection committee, comprising of representatives from the Ministry of Education, National Youth Council, Scout Council, National Programme Council, and the Programme Commissioner (Venture Scout). Successful nominees will be selected and recommended to receive the PSA.</p>

Upon completion of the Adventure and Outdoor theme, Unit Leaders should assess that Young Persons should have made significant progress towards achieving each of the following educational outcomes, prior to nomination for the President's Scout Award.

Area	Educational Outcomes
<b>Social Development</b>	Is open to different opinions, social classes and ways of life.
	Helps to establish rules in the groups he belongs to.
	Understands Singapore's place in the world and the need for collective contributions to build a better community for all.
<b>Physical Development</b>	Respects his body and that of others.
	Describes the relation between the physical and Psychological processes of his body.
	Takes suitable measures in case of illness or accident.
<b>Intellectual Development</b>	Extends fields of knowledge in which he learns for himself.
	Demonstrates an ability to analyse a situation from different standpoints.
	Participates in a project, which presents a novel technical solution to a common problem.
<b>Character Development</b>	Is capable of looking at himself in a critical way.
	Adopts consistency as a value to direct his life.
	Is able to manage his personal time, respecting priorities set.
<b>Emotional Development</b>	Shares his worries, aspirations and feelings in his team.
	Recognizes in himself tendencies such as loneliness, shyness, rebelliousness and insecurity and progressively learns to handle them.
	Expresses his opinion showing respect for other people.
<b>Spiritual Development</b>	Is able to recognise the spiritual significance of personal and collective experience.
	Deepens his knowledge of the spiritual heritage of his family or community.
	Constantly examines the consistency between his beliefs and his actions.

## Core Scouting Activities

Within the revised Progress Badge Scheme, the Core Scouting Activities are defined along the following four threads: -

- Camping
- Outdoor Exploration / Expedition
- Knotting & Pioneering
- Outdoor Cooking

While each of these activities may take place on infrequent, though regular basis in a Unit's programme, the skills traditionally associated with Scouting such as knots and lashings, starting fires, pitching tents, usage of maps and compasses may all be contextualised within these activities, and can form part of the series of preparatory activities leading up to the main activity itself.

For instance, a Unit that has a camp at the end of the year would need to provide preparatory training in some or all of the following areas: -

- Pitching and striking the tent
- Pitching and striking the kitchen shed
- Preparation and cooking a meal
- Constructing simple camp gadgets
- Maintaining personal and camp cleanliness and hygiene (Camping Standard)
- Outdoor games
- Campfire

Where the revised Progress Badge Scheme refers to Core Scouting Activities, such as "Participate in at least **ONE of the Core Scouting Activities** with your Patrol on a regular basis", it requires the Young Person to participate regularly in the series of activities, including preparatory and training activities culminating in the final activity, along any of the allowed activity threads over the period of assessment. This must be done to the satisfaction of the Scout Leader or his designate.



VENTURE SCOUT  
BADGE



TREKKER  
AWARD



PIONEER  
AWARD



PRESIDENT'S SCOUT  
AWARD

*Venture Scout Progress Badge Schemes Version 1.5*





Annex C

# ROVER JOURNEY FRAMEWORK

## Rover Journey

The Rover Journey comprises **two** award schemes, namely Rover Milestones and Personal Masteries that recognises progression in personal development and expertise in various domains respectively.

### a. Personal Masteries

The aim of this component is to encourage Rovers to pursue their areas of interest and attain a high level of expertise and experience in these areas. It is a proficiency badge scheme where the expected level of expertise is at the instructional or coaching level. It will also encompass professional skillsets such as Accountancy, Field Facilitation and Counselling.

Badges will be awarded to Rovers to recognise their proficiency & unique skill sets in the various subject matter. This will ensure their expertise may be optimally employed during scouting programme and events.

This scheme will be tied in with the Adult Leader's Specialisation Badge Scheme administered by the National Training Team.

### b. Rover Milestones

The Rover Milestones is akin to the former Progress Badge Scheme, where Rovers are recognised for accomplishing each tier of progression. Taking a Rover expedition to a mountain summit as an analogy, the Rover is rewarded for reaching each base camp. He is also free to choose which mountain and which peak to summit and certainly, the route that he chooses to embark on.

There are **four** Milestones that a Rover can achieve.

- i. Rover Badge
- ii. Wayfarer Award
- iii. Pathfinder Award
- iv. Baden Powell Award

## Rover Milestones Framework

The focus of the Rover Journey is on encouraging Rovers to participate and be actively involved in Roving. The aim of Rover Milestones is to provide Rovers with a non-exhaustive repertoire of activities they can do as a Rover and a young adult. This will help them gain valuable experiences in a wide array of areas while providing opportunities for personal development and growth.

Rover Milestones is designed based on a modular system where Rovers have to accumulate modular credits, known as Rover Miles, across 5 domains, to qualify for a Milestone award (tier).

### a. Rover Miles Domains

Every module has a prescribed number of Rover Miles which will be accredited upon completion of the module. Rover Miles modules are divided into the following 5 domains. Each domain provides a comprehensive list of activities and experiences which Rovers can participate in to gain miles for their milestones and at the same time enrich their Scouting life. These domains develop the different aspects and experiences in a Rover's journey.

### **1. Fellowship**

- a. Active Travelling and Intercultural Experiences
- b. Community Building

### **2. Open Air**

- a. Adventure in the Wilderness
- b. Exploration and Expedition
- c. Campcraft and Woodcraft
- d. Sports and Physical Recreation

### **3. Service and Citizenship**

- a. Active Citizenship
- b. Community Service
- c. Environmental Conservation
- d. WOSM Better Worlds Framework
  - i. SWA - Scout of the World Award
  - ii. MoP - Messenger of Peace
  - iii. WSEP - World Scout Environment Programme
- e. UN Sustainable Development Goals

### **4. Rovering to Success**

- a. Leadership and Self-improvement (Life skills and professional knowledge)
- b. Economic and Social Integration
- c. Indoor Recreation and Interests

### **5. Back to Scouting**

- a. Rovering Symbolic Framework - in action
- b. Squireship, Vigil, Investiture, Journey, Departure
- c. Scouting Lore and Knowledge
- d. Paying back to the Movement

## **b. Rover Milestones Qualification**

For every Milestone, it is compulsory to complete a minimum accrued miles per domain. This number is further illustrated in the table below. This will provide a broad base of learning and experience for the Rover Scout in the course of his journey. Depending on the preference of the Rover, he may then choose to pursue more miles in other domains to attain his personal mastery or specialisation.

Additionally, core modules are set for every Milestones to ensure that Rovers going through the Journey meet the educational objectives of the section by the end of his/her journey. Core modules completed for each tier complements the 'minimum accrued miles per domain' criteria set in above paragraph.

For each Milestone, the Rover is to set his personal targets in each area of personal growth. These targets should be specific and measurable (qualifiable) and be accomplished within a reasonable timeline. At the same time, he is to understand one of the Rocks as detailed in Rovering to Success and work towards overcoming that Rock. His progress should be validated and facilitated through a planned coaching programme by the Rover Scout Leader culminating in each Milestone Review.

In other words, for a Rover to achieve each Milestone, the Rover has to do the following:

- Attain the minimum accrued miles for each domain.
- Complete all the core modules for that Milestone.
- Complete sufficient additional miles from the domain(s) of his/her choice until the total miles required for that Milestone is achieved.
- Review by the Rover Scout Leader or his/her designate.

### c. Milestone Requirements

Milestones	Req'd Miles	Accr Miles	Min. Accr Miles/ domain	Other Miles accr	Ave. no. of modules (4 Miles/ mod)	Average Time spent (Months)	Core Modules
Rover Badge	20	20	4	0	4	6	<b>SC1404</b> - Squireship, Vigil, Investiture
Wayfarer Award	40	60	8	20	10	12	<b>RS1108</b> - The Importance of First Aid <b>FE1101</b> - Understanding Religion
Pathfinder Award	60	120	18	30	15	18	<b>OA1405</b> - Scout Master <b>CS3201</b> - Active Volunteering
Baden Powell Award	80	200	30	50	20	24	<b>OA3101</b> - Overseas Expedition <b>RS1109</b> - ULTWBC- Final Leap <b>RS1113</b> - Personal Masteries I <b>SC4301</b> or <b>SC3202</b> - Rover Affairs <i>* at least 3 completed by Pathfinder, all completed for BPA</i>

## 6. Rover Milestones Modules Characteristics

Rover Journey Modules are non-exhaustive and encompass a wide range of activities that Rovers can embark on that would contribute to their Rover Journey. However, such activities need to be of a minimum standard, based on the following factors:

- **Exciting**
  - Attractive to the general Rover population.
  - Interesting for Rovers to participate in.
- **Challenging**
  - Pose a certain level of commitment to the Rover which will allow ample time to partake and reflect on its experiences and values.
  - Allows opportunity for Rovers to challenge limits and step out of comfort zone.

- **Engaging**
  - Involves and allows opportunity for interaction and involvement.
  - Stimulates personal growth and development.
- **Rewarding**
  - Rover stands to gain valuable experience and satisfaction.
  - Impacts others positively, creating change and improvements of one's skill set or knowledge.

### Sample Module

<b>Domain</b>	Open Air
<b>Code</b>	OA115
<b>Title</b>	Experience Scuba!
<b>Objectives (Why)</b>	To engage Rovers in a fun form of outdoor recreation which promotes an active lifestyle. Experience the wonders of Nature through interaction and observation of marine flora and fauna.
<b>Description of Module (How and What)</b>	Attain Open Water Diving Certification as certified by any diving centres.
<b>Duration (When)</b>	1 Month
<b>Validation</b>	RSL, Accredited Organisation
<b>Module Characteristics (Areas of Personal Growth)</b>	Physical, Emotional, Character, Spiritual
<b>Module Characteristics (General)</b>	Course based, Certification, Progressive learning, Adventure, Outdoors
<b>Remarks</b>	
<b>Rover Miles</b>	4 miles

## 7. How Miles are accredited?

Rover Journey Modules are stratified to 4 levels depending on 4 crucial factors. Stratification of the modules results in a graduated points system of 2, 4, 6, 8 or 10 miles depending on 4 factors: difficulty, time, impact and importance.

### a. Difficulty

- Is the module difficult and challenging for Rovers to participate in?
- What role will Rovers play in this module? Organiser vs. Facilitator vs. Participant.
- What is the scale of the activity?

### b. Time

- What is the time commitment required to complete the module?
- Does the module require any pre-planning or post-evaluation?

**c. Impact**

- i. What is the impact the module has on others?
- ii. What other areas will the module impact? i.e. environment, landscape, culture etc.
- iii. How lasting will these impacts be on the affected parties?

**d. Importance**

- i. How important is this module in developing a Rover on his/her Rover Journey?
- ii. How many areas of personal growth (SPICES) does the module allow the Rover to develop? To what extent are these opportunities for development?

**Points to Miles Rubrics**

Points	Module Level	Miles
3 - 4 Points	Level 1	2 miles
5 - 8 Points		4 miles
9 - 11 Points	Level 2	6 miles
12 -14 Points	Level 3	8 miles
15 - 16 Points	Level 4	10 miles

Any modules that have 3 or more '0's within the rubrics will not be accepted into the Rover Journey. This is because such modules do not provide holistic developmental opportunities and hence do not meet the module requirements of a Rover Journey Module.

## Module Miles Points Rubrics

Difficulty	Time	Impact	Importance
<b>0</b> - activity requires minimal effort and ability to complete	<b>0</b> - activity can be done during Rover's leisure time, does not require additional time commitment	<b>0</b> - activity only impacts self, minimal impact on others	<b>0</b> - activity has minimal importance to participant's life/ journey
<b>1</b> - activity requires effort and ability to complete	<b>1</b> - activity requires at least 2 - 4 hours.	<b>1</b> - activity impacts self and immediate community/ environment e.g family, crew, scout group	<b>1</b> - activity has significant importance to developing participant's life/ journey  Activity promotes growth in one aspect of SPICES
<b>2</b> - activity is difficult for participant to complete, testing abilities but still within an individual's means	<b>2</b> - activity requires at least 1 day (8 hours) to a maximum of 4 days worth of activities within a month	<b>2</b> - activity impacts self and larger community/ environment e.g residents around constituency	<b>2</b> - activity has the potential to reshape participant's outlook on life  Activity promotes growth in at least 2 aspects of SPICES
<b>3</b> - activity is more difficult to complete, requiring participants to move out of comfort zone	<b>3</b> - activity requires at least 5 days to a maximum of 14 days worth of activities within 3 months	<b>3</b> - activity impacts self and community on a nationwide scale	<b>3</b> - activity draws importance to alter participant's personal goal and aspirations  Activity promotes growth in at least 4 aspects of SPICES
<b>4</b> - activity is very difficult to complete, requiring participants to stretch themselves and maximise their ability and knowledge	<b>4</b> - activity requires more than 15 days worth of activity within 6 months	<b>4</b> - activity impacts self and regional / international community	<b>4</b> - activity will significantly change the life of a participant  Activity promotes holistic growth in all aspects of SPICES

## 8. Modules Management (Addition, Alteration & Deletion)

Rovers who wish to contribute to the Rover Journey can do so by proposing new modules through the Rover Journey Management System. Proposed modules will be put forth and reviewed on every 3rd National Rover Roundtable meeting of the year. The Crew Representatives will have to deliberate and approve these modules before implementation in the following year. The NRR will review the proposed modules based on the 4 criteria set and the miles attached to the module based on the 4 factors written above.

All Rover Journey Modules will have to be approved by the NRR and endorsed by the NRAC before implementation or changes can be made for the next work year. Rovers who would like to propose modules for use in their own Rover Journey are encouraged to do so in advance so it does not disrupt their Rover Journey.

## 9. Rover Portal (Learning Management System)

The Rover Portal is a Learning Management System (LMS) that will be put in place for Rovers to monitor and record their Rover Journey. The LMS serves a few functions with regards to the Rover Journey.

### a. Progress Monitoring

- i. Rovers can register and monitor their progress in the Rover Journey.
- ii. Rovers have the ability to map out modules to fit personal preference when pursuing the next award.

### b. Acknowledgment & Validation

- i. SSA, NRC, NRAC and RSLs will have the ability to acknowledge and validate Miles for Rovers.

### c. Hassle-free

- i. Rover Portal serves as a replacement for a hardcopy progress scheme logbook.
- ii. Allows streamlining personal progression report while limiting need for tedious journaling and logging.

### d. 2-Way Engagement Model

- i. Rovers can propose new modules to expand Rover Journey Module Bank.
- ii. Rover Portal will serve as a platform for future surveys conducted by SSA, NRC for Rovers and for feedbacks on events, workshops and courses.

## 10. Submission and Validation of Modules

Upon completion of requirements for modules, Rovers will be given a period of 3 months from the date of completion to register the module within the Rover Portal together with the necessary supporting documents for it to be valid for miles accreditation. The rationale for the time period is to ensure that reflections and project reviews are conducted timely following the completion of the activity or project.

After the submission of the module requirements, the validator will need to complete the validation process within 3 months. During this period, the validator will discuss with the Rover should he require more information or further work.

Failure to do so will result in the non-validity of the activity or project conducted for the module. However, Rovers may appeal for a longer period of module submission and validation to the NRC should the matter arise.

## 11. BPA Nominations

Having completed all the requirements of the Rover Journey Milestones, Rovers may file for BPA nominations through the Rover Portal. The NRC and NRAC will assess the validity of the nomination and notify Rovers on the outcome of the nominations. Successful Rovers will then have to attend the BPA Interview which will be convened by the NRAC Chairperson.



ROVER SCOUT  
BADGE



WAYFARER  
AWARD



PATHFINDER  
AWARD



BADEN POWELL  
AWARD





Annex D

# SUMMARY MATRIX OF PROGRESS SCHEMES (SCOUT & VENTURE SCOUT)

## Summary Matrix of Progress Badge Schemes (Scout v1.22, Venture Scout v1.5)

Theme	Sub Theme	Scout Badge (Participation) Initiation to Patrol Life 6 months	Discoverer Award (Self-Achievement) Participation in Patrol Life 12 months	Explorer Award (Lead) Building Patrol Life 12 months	Voyager Award (Extended Challenge) Group Life 6 months	Chief Commissioner's Award	Venture Badge (Participation and Lead) 3 months	Trekker Award (Self-Achievement) 6 months	Pioneer Award (Extended Challenge) 6 months	President's Scout Award (Pinnacle Award) 6 months
<b>Citizenship and Global Awareness</b>	<b>Citizenship</b>	1a. Investigate the origins and meanings behind the <b>National Symbols</b> of your own country. 1b. Participate and understand the significance of <b>Scout Ceremonies</b> , including scout basic drills.	1. Articulate what you understand from the <b>National Pledge</b> and how you live out the aspirations espoused in the Pledge.	1. Hold at least ONE of the following proficiency badges: Civics Proficiency or any National Campaign Badge.	1a. Investigate <b>ONE pressing issue</b> that Singapore OR the World faces. 1b. Do a presentation to your Troop on the findings of your research. <b>Suggest how Scouting can help to resolve / alleviate the issue.</b>	1. <b>Nomination and Interview</b> by HQ appointed panel upon completion of the Voyager Award		1. Complete ONE of the following: • Participate in an <b>Interpersonal Activity</b> . Discuss with your Patrol your experiences from the activity. Include in your discussion how you appreciated differences in how people from different cultures live. Record your discussion in your Journal. OR - Hold at least ONE of the following proficiency badges: <i>Conservator</i> <i>World Friendship, World Scout Environment Programme</i> OR - <b>National Education</b> Hold at least ONE of the following proficiency badges: <i>Total Defence Badge, Crime Prevention Badge for Venture Scouts.</i>	1. Complete ONE of the following: • <b>Venture Scout Service Project (VSSP)</b> The VSSP serves a dual role. It is a learning experience and also the culmination of your Venturing / Scouting life. The Project must be one that is meaningful and has benefits to the community at large. You are to initiate and devise your own project that <u>may not</u> benefit The Singapore Scout Association and <u>must not</u> be part of a mandatory school project. However you may use your school as your sponsor to complete the project. The selected project should allow you to demonstrate leadership abilities in	1. Complete ONE of the following: • <b>Venture Challenge Course (VCC)</b> The VCC is a residential, outdoors activity-based, leadership assessment conducted by the Venture Scout Programme Council. You will be assessed on your leadership, teamwork and demonstrate <b>above average</b> level of proficiency in the area of Adventure and Outdoors. In addition, you are required to demonstrate self-reliance, initiative, responsibility, fitness and exemplary level in fulfilling the Scout Promise and Law. OR - Complete the <b>Outward Bound School 21-Day Classic Challenge Course</b> . Record your experiences in your journal.

<p><b>Citizenship and Global Awareness</b></p>	<p><b>Citizenship</b></p>							<p>Or act as a National Educational / Total Defence ambassador.</p> <p><u>Note:</u> Venture Scouts who have completed the Global Awareness activity at the Pioneer Award under the Scout Progress Badge Scheme are exempted.</p> <p><b>2. Community Living</b></p> <p>Make an arranged visit to a government department, statutory board, community centre or public organisation, and make a report and discuss with your VSL on its: -</p> <ol style="list-style-type: none"> <li>History</li> <li>Purpose</li> <li>Function</li> <li>Challenges they are currently facing or working on</li> </ol> <p><u>Example:</u> Neighbourhood Police Centre, Public Utilities Board, Town Council, Housing Development Board, National Trade Union Congress, Juvenile Court, Family Service Centres, Elderly Living, National Parks Board, etc.</p>	<p>managing a team, optimising limited resources to accomplish your goals, ability to work under pressure and manage challenges your capability.</p> <p>At the end of the Project, you are to submit a report to the Venture Scout Programme Council as part of the assessment.</p> <p>The Project must be approved by the Venture Scout Programme Council.</p> <p>You will be assessed by a mentor approved by the Venture Scout Programme Council on your leadership and management capability while performing the given role or appointment.</p> <p><u>You must complete the Service and The Community</u> component of the Trekker Award before commencement of the Project.</p> <p>OR</p> <ul style="list-style-type: none"> <li><b>Scouts of the World Award (SWA)</b></li> </ul> <p>Attain the Scouts of The World Award.</p>	<p><u>You must complete the Pioneer Award</u> before applying for either Course.</p> <p><u>You must pass a Skills &amp; Fundamentals Test</u> before commencing either Course.</p> <p><b>2. PSA Review Committee</b></p> <p>The recommending Venture Scout Leader will appear before a review committee to discuss and support his/her recommendation.</p> <p>The Scout Leader must be prepared to show evidence of the nominee's merits to receive the PSA, to the satisfaction of the review committee.</p> <p>Successful nominees will be allowed to attend the PSA Nominees Forum</p> <p><b>3. PSA Nominees Forum</b></p> <p>PSA nominees will attend a one-day forum. During this forum, nominees will be assessed on specific tasks that they will undertake.</p> <p>At the end of the forum, a tea session will be held for nominees to interact with a selection committee, comprising of representatives from the Ministry of</p>
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<p><b>Citizenship and Global Awareness</b></p>	<p><b>Global Awareness</b></p>		<p>2. <b>Make friends</b> with a Scout who has been to an International Scout Exchange Activity and record your findings in your Journal. OR <b>Make friends</b> with a Scout from another National Scout Organisation and find out more about Scouting in his or her country.</p>	<p>2. Participate in an <b>International Exchange Activity</b> with your Patrol and discuss your experiences from the activity. Include in your discussion how you appreciated differences in how people from different cultures live. Record your discussion in your Journal.</p>	<p>2. Hold at least <b>ONE</b> of the following proficiency badges: <i>Conservator, World Friendship, World Scout Environment Programme</i></p>				<p><b>2. Venture Scout Exploration</b> The Venture Exploration is to be conducted at the Area or National level by an approved Programme Leader. You must hold the Venture Badge and a valid First Aid certificate. You require two companions throughout the Exploration journey. You are to make appropriate records in your Exploration Sketchbook, which may be called by for audit checks by the Venture Scout Programme Council. <u>You must pass a Skills &amp; Fundamentals Test (Explorations) before commencing.</u> <u>You must complete the Adventure and Outdoor component of the Trekker Award before embarking on the exploration.</u> <b>- Foot Exploration</b> comprising of a day exploration, night exploration and survey element covering a distance of no less than 60 km on foot, over a minimum of <b>TWO</b> days <b>ONE</b> night.</p>	<p>Education, National Youth Council, Scout Programme Council, and the Programme Commissioner (Venture Scout). Successful nominees will be selected and recommended to receive the PSA.</p>
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<p><b>Leadership and Interests</b></p>	<p><b>Leadership and Interests</b></p>		<p>1. Attend a <b>Scout Leadership Course</b>.  2. Discuss your overall proficiency badge attainment with your Scout Leader or his designate, in particular reflect and explore the idea of how these proficiency badges have broadened your interests and how you have continued these activities even outside of Scouting activities.</p>	<p>1. Hold at least ONE other proficiency badge of your choice. (This badge should not have been used to fulfil the requirements of any other section)</p>		<p>1. Attend a <b>Venturing Foundations Course</b> approved by the Venture Scout Programme Council.  The course shall include a session on Scout Instructorship.  <u>Note:</u> This is a mandatory course for all Venture Scouts.</p>	<p><b>1. Leadership Appointment</b>  Hold a leadership appointment or role of responsibility successfully for no less than THREE months in the Unit or one approved by your VSL.  You should discuss with your VSL beforehand and record your role, responsibilities, terms of duties, targets, achievements, etc. and later evaluate with your VSL.  Example: President / Vice-President of a club or society, Captain / Vice-Captain of a sports team, Stage Director, Chairman / Vice-Chairman of an Executive Committee, Peer Support Leader, Patrol Leader of a Venture Patrol etc.  OR  Have held ONE of the responsibility badges: Camp Warden, Fireman, Quartermaster, Secretary, Race Management.  OR  <b>Project Leadership</b>  Lead a committee, as either the Chairman or Vice-Chairman, in a project approved by the VSL from conceptualization to evaluation, of which the entire process should take no less than TWO months.</p>		
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<p><b>Adventure and Outdoors</b></p>	<p><b>First Aid and Self Care</b></p>	<p>1. Learn about <b>Basic Self Care</b> in Outdoor Settings.</p>	<p>1. Provide <b>First Aid</b> for commonly occurring physical injuries in an outdoor setting. (Cuts, blisters, bruises, bee stings, etc.)</p>	<p>1a. Be able to assess the <b>basic health and safety needs</b> for core Scouting activities and make logistics preparations for them. 1b. Hold the First Aid or Life Saver II Badge.</p>	<p>1. Be able to instruct (for Tier 2) or be responsible for <b>First Aid</b> in any setting.</p>			<p>1a. Successfully complete <b>ONE</b> of the following: - Standard First Aid Course by Singapore Red Cross Society. OR - Adult First Aid Course by St. John's Ambulance Brigade. OR - First Aid qualification by National First Aid Council. OR - Community Emergency Preparedness Programme (CEPP) by Singapore Civil Defence Force. OR - Similar courses approved by the Venture Scout Programme Council. 1b. Be responsible for <b>First Aid</b> in any setting.</p>			
		<p><b>1c. Home Economics</b> Complete the following: - Mend and iron clothing. - Wash, dry and fold clothing. - Plan, budget, market and prepare a meal for four.</p>									

<p><b>Adventure and Outdoors</b></p> <p><b>Core Scouting Activities are:</b></p> <ul style="list-style-type: none"> <li>- Camping</li> <li>- Outdoor Exploration /Expedition</li> <li>- Knotting &amp; Pioneering</li> <li>- Outdoor Cooking</li> </ul> <p><b>Participation</b> will constitute involvement.</p> <p><b>Active role</b> will constitute a degree of planning and involvement.</p>	<p><b>Core Scouting Experiences</b></p> <p>2. Participate in at least ONE of the <b>Core Scouting Activities</b> with your Patrol.</p> <p>(Explanatory Note: Given that the objective of Tier 1 is to be initiated into Patrol Life and Scouting, a Scout should have an opportunity to participate in core Scouting activities so as to be integrated and engaged in Scouting life. These may be a sequence of activities under one core activity area, or a mix of activity areas.)</p>	<p>2. Play an active role in at least THREE <b>Core Scouting Activities</b> with your Patrol on a regular basis.</p>	<p>2a. Lead your Patrol in an <b>Outdoor Exploration / Expedition OR Camp.</b></p> <p>2b. Plan either an <b>Outdoor Cooking &amp; OR Knotting &amp; Pioneering</b> activity for your Patrol.</p>	<p>2. Play an active role in the planning of an <b>Outdoor Exploration / Expedition or Camp</b> at Troop level</p>	<p><b>1. Core Scouting Activities</b></p> <ul style="list-style-type: none"> <li>- <b>Camping</b> Participate in a TWO days ONE night Camp.</li> </ul> <p><u>Note:</u> Venture Scouts who have completed the Core Scouting Activity (Camping) at Discoverer or Explorer under the Scout Progress Badge Scheme are exempted.</p> <ul style="list-style-type: none"> <li>- <b>Outdoor Exploration / Expedition</b></li> <li>- Use a map and compass to plan and execute an exploration hike/ expedition of at least 15 km.</li> </ul>	<p><b>2a. GPS Exploration</b></p> <p>Show evidence of the following:</p> <ul style="list-style-type: none"> <li>- Ability to understand how a GPS works (theory of operation) and how it pin-points a location</li> <li>- Working knowledge of the various GPS devices available, including the GPS application developed by the Venture Scout programme Council.</li> <li>- Choose an appropriate device for navigation and situations where appropriate; and compare the use of GPS with traditional navigation equipment.</li> </ul>		
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<p><b>Adventure and Outdoors</b></p>	<p><b>Core Scouting Experiences</b></p>				<ul style="list-style-type: none"> <li>- <u>Note:</u> Venture Scouts who have completed the Core Scouting Activity (Outdoor Exploration / Expedition) at Explorer Award under the Scout Progress Badge Scheme are exempted.</li> <li>- <b>Pioneering</b> Participate in a pioneering activity.</li> <li><u>Note:</u> Venture Scouts who have completed the Core Scouting Activity (Pioneering) at Discoverer or Explorer Award under the Scout Progress Badge Scheme are exempted.</li> <li>- <b>Outdoor Cooking</b> Participate in a cooking session in an outdoor setting.</li> <li><u>Note:</u> Venture Scouts who have completed the Core Scouting Activity (Outdoor Cooking) at Discoverer or Explorer Award under the Scout Progress Badge Scheme are exempted.</li> </ul>	<ul style="list-style-type: none"> <li>- Exploit the various parameters provided by a GPS device for navigation</li> <li>- Execute a exploration hike using the GPS application developed by the Venture Scout Programme Council or any other suitable tool.</li> </ul> <p>2b. Plan and conduct a teaching session with a proper lesson plan on <b>Outdoor Cooking or Knotting &amp; Pioneering</b> activity at the Unit, or Area Level.</p> <p><u>Note:</u> Venture Scouts who have completed the Core Scouting Activity (Outdoor Cooking or Knotting &amp; Pioneering) at Voyager Award under the Scout Progress Badge Scheme are exempted.</p>		
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<p><b>Adventure and Outdoors</b></p>	<p>3. Participate in an <b>outdoor activity</b> of an adventurous nature lasting about THREE hours. (Activities should not be one of the core scouting activities in no. 2)</p>	<p>3. Participate in an <b>outdoor activity</b> of an adventurous nature lasting about SIX hours. (Activities should not be one of the core scouting activities in no. 2)</p>	<p>3. Hold at least ONE of following <b>Outdoor and Proficiency Badges</b>.  Abseller, Angler, Air Navigator, Boat Puller I, Camp Cook, Camper, Canoeist I, Cyclist, Dragon Boater, Explorer, Naturalist, Pioneer, Rock Climber, Optimist I, Power Craft I, Sailor I, Skin Diver I, Scuba Diver I, Windsurfer I or Open Theme Collective Badge of an Adventurous nature.</p>	<p>3. Hold an <b>area of responsibility</b> within the Troop for at least SIX months or hold ONE of the <b>responsibility badges</b>:  Camp Warden, Fireman, Quartermaster, Secretary, Race Management.</p>				
<p><b>Service and The Community</b></p>	<p>1. With a fellow Scout, <b>explore the area</b> around your Troop's activity base, school or home.</p>	<p>1. Perform an <b>act of service</b> for the community.</p>	<p>1. Select a community and perform <b>regular service</b> to it taking at least EIGHT hours over at least FOUR separate occasions.</p>	<p>1. With up to THREE fellow Scouts, <b>study the needs of a community</b> and design a community service project or activity. Conduct the activity with the aid of members of your Patrol or your Troop.</p>		<p>1. Perform <b>regular service</b> for least 30 hours on three separate occasions. Understand the needs and challenges and be able to explain the importance of the services rendered to your VSL.  The selected community <u>must</u> not be your own unit. It can be related to the Singapore Scout Association.</p>		

<p><b>Sports and Physical Recreation</b></p>	<p>1. Participate in a <b>Scouting game</b> requiring teamwork during a Troop meeting.</p>	<p>1. Play a <b>sport for recreation</b> regularly.</p>	<p>1. Lead your Patrol in at least <b>TWO Scouting games</b> requiring teamwork during a Troop meeting and assist in the organisation of ONE Scouting game for your Troop.</p>				<p>1. Organize at least <b>TWO Scouting games</b> requiring teamwork during a Troop meeting.</p>		
<p><b>Recreational Sports</b></p>		<p>2. Learn a <b>recreational sport</b> that is new or unfamiliar to you or hold any of the following proficiency badges: <i>Athlete, Master-at-Arms, Sportsman, Swimmer I.</i></p>	<p>2. Play a <b>sport for recreation regularly</b>. <i>Note:</i> Venture Scouts who have completed the Sports and Physical Recreation (Recreational Sports) at Discoverer Award under the Scout Progress Badge Scheme are exempted.</p>						
<p><b>Fitness</b></p>	<p>2. Set a goal for <b>physical fitness</b> for a period of <b>THREE</b> weeks and participate in it regularly (no less than <b>FIVE</b> hours) to show improvement over this period.</p>	<p>2. Set a goal for <b>physical fitness</b> for a period of <b>SIX</b> weeks and participate in it regularly (no less than <b>20</b> hours) to show improvement over this period, with an understanding of how a <b>balanced diet and sufficient sleep</b> are important for a healthy body.</p>	<p>3. Set a goal for physical fitness for a period of <b>TEN</b> weeks and participate in it regularly (no less than <b>30</b> hours) to show improvement over this period, and understanding that <b>smoking, alcohol and drug abuse</b> are detrimental to a healthy lifestyle.</p>	<p>1. Conduct a sharing with your Troop or Patrol on how you have <b>kept fit</b> through your chosen activity and demonstrate understanding of the activity by sharing on the kinds of proper equipment needed, rules and mechanics, or conduct a session of the activity in your Troop or Patrol (if possible).</p>		<p>1. Complete the following: - <b>Swim</b> at least 100 m continuously in front crawl or breaststroke. - <b>Walk</b> at least 5 km in one hour.</p>	<p>3. Complete the following: - <b>Sit Up in ONE minute</b> More than 35 for males, more than 25 for females. - <b>Push Up in ONE minute</b> More than 25 for males. - <b>Inclined Pull Ups in 30 seconds</b> More than 8 for females. - <b>2.4 km Run</b> Less than 13:20 minutes for males, less than 17:00 minutes for females.</p>		

<p><b>Inspirations, Beliefs and Attitudes</b></p>	<p><b>Beliefs</b></p>	<p><b>1. My Beliefs</b> Share with your Patrol your beliefs and practices in your religion. (choose any religion to research into if you do not have one)</p>	<p><b>1. I Promise to Act</b> Explain how the Scout Promise and Law can be a part of your daily life.</p>	<p><b>1. They Say, I Quote</b> Collect inspirational and meaningful quotes on Scouting, Leadership, and Nature. Choose and share your favourite FIVE with your Patrol. Discuss why these quotes are meaningful to you and relate how they help you as a Scout.</p>	<p><b>1. Literature Review</b> Review a speech, movie, book or play that has impacted you and explain how it has shaped your life's perspective.</p>	<p><b>1a. My Beliefs</b> Share with your Patrol your beliefs and practices in your religion. (choose any religion to research into if you do not have one) <u>Note:</u> Venture Scouts who have completed Beliefs at Discoverer Award under the Revised Scout Progress Scheme are exempted.</p>	<p><b>1. Literature Review</b> <b>Read Scouting For Boys.</b> Discuss with your VSL on how the book is still relevant today. Record your discussion in your journal.</p>		
<p><b>Attitudes</b></p>	<p><b>2. Thank You</b> Note down acts of kindness towards you in your Journal. Write a letter of gratitude to someone whom you are thankful to in life.</p>	<p><b>2. Let's Celebrate</b> Research with another Scout (preferably of another faith) on TWO religious practices or festivals of your respective faiths celebrated in Singapore. Present your findings to your Patrol.</p>	<p><b>2. Reflections</b> Spend at least ½ hr in solitude in natural surroundings. Observe and feel with your senses. Record your observations and reflections.</p>	<p><b>2. I'm Your Mentor</b> Be a buddy to a junior Scout in your Troop for at least THREE months. Share with him your experiences / perspectives on Scouting, and relate them to the Scout Promise and Law. Share the challenges you've faced and how you overcame them in the presence of a Scout Leader.</p>	<p><b>2. I'm Your Mentor</b> Mentor a Scout in your Troop for at least THREE months. Share with him your experiences / perspectives on Scouting, and relate them to the Scout Promise and Law. Share the challenges you've faced and how you overcame them in the presence of a Scout Leader. The Scout need not be from your own troop</p>	<p><b>1b. I Promise to Act</b> Explain how the Scout Promise and Law inspire and guide you in your daily life as an adolescent. <u>Note:</u> Venture Scouts who have been in the Scout Section should take effort to interpret the Scout Promise and Law in a deeper way.</p>			

Creative Pursuits	Creative Pursuits	1. Take active part in ONE of the following activities with your Patrol:- - Perform in front of an audience. OR - Create a <b>collaborative artistic piece.</b> OR - <b>Problem solving activity</b> , which requires critical and creative thinking, effective teamwork and communication, time management and problem solving.	1. Complete ONE of the following activities:- - Put up a <b>solo performance.</b> OR - Create an <b>individual artistic piece.</b> OR - <b>Write an article</b> for your Unit or School newsletter or website on the benefits of Scouting, a recent activity, an unforgettable personal Scouting experience or interesting things about your Patrol. OR - Play a specific role within a <b>problem solving activity, which</b> requires critical and creative thinking, effective teamwork and communication, time management and problem solving.	1. Play a leading role in ONE of the following activities with your Patrol:- - Perform in front of an audience. OR - Create a <b>collaborative artistic piece.</b> OR - <b>Problem solving activity, which</b> requires critical and creative thinking, effective teamwork and communication, time management and problem solving.	1. Contribute to your Scout Group or your community with ONE of the following activities in a leading role:- - Organise a Scouts' Own including programme planning and selecting or writing prayers or music. OR - Promote a charity or its event through a newsletter, brochure, poster, video, website or mini-exhibition. OR - Design a new, or a new way to conduct a, Scout activity. OR - Design a new pioneering project to overcome a given challenge. OR - Produce a performance event including conceptualisation, auditions, rehearsals and stage management.	1. Contribute to your Scout Group or your community with ONE of the following activities in a leading role:- - Organise a Scouts' Own including programme planning and selecting or writing prayers or music. OR - Promote a charity or its event through a newsletter, brochure, poster, video, website or mini-exhibition. OR - Design a new, or a new way to conduct a, Scout activity. OR - Design a new pioneering project to overcome a given challenge. OR - Produce a performance event including conceptualisation, auditions, rehearsals and stage management. Note: Venture Scouts who have completed Creative Pursuits at the Revised Scout Progress Scheme should challenge themselves with a larger scope and higher complexity.	1. Contribute to your Scout Group or your community with ONE of the following activities in a leading role:- - Organise a Scouts' Own including programme planning and selecting or writing prayers or music. OR - Promote a charity or its event through a newsletter, brochure, poster, video, website or mini-exhibition. OR - Design a new, or a new way to conduct a, Scout activity. OR - Design a new pioneering project to overcome a given challenge. OR - Produce a performance event including conceptualisation, auditions, rehearsals and stage management. Note: Venture Scouts who have completed Creative Pursuits at the Revised Scout Progress Scheme should challenge themselves with a larger scope and higher complexity.			

**Important Notes:** • Venture Scouts who have completed requirements under the Scout Section may use them to satisfy Venture Scout Award requirements unless otherwise stated.



Annex E

# PROFICIENCY BADGE FRAMEWORK

## Background

The Proficiency Badge Scheme in Singapore Scout Association has conventionally been administered independently by the respective sections. There was no major revision in the past decade and as such, the present scheme may not be sufficient to address the new aspirations and educational landscape of the Youths.

Since 2013, the Progress Badge Schemes of the various sections had undergone extensive review with close reference to Renewed Approach to Programme. The review of the Progress Schemes are almost completed and the National Programme Team have larger bandwidth now to visit and revise the Proficiency Badge Scheme.

While the Progress Badge Programme focuses on key aspects of Scouting, including core scouting skills and life skills, every youth should have a choice to pursue his personal interest and through the process, attain mastery or an level to be able to share knowledge with fellow Scout and create a sustainable, self-directed learning environment for our youths.

## Aim

To study and redesign the current Proficiency Badge Scheme so that the renewed Proficiency Badge Programme (Programme) is in line with the new Youth Programme Model. The Programme will remain as a cornerstone of the Youth Programme.

## Purpose

1. To encourage Youth Members (Youths) to develop individual hobbies, pursuits and interests, aimed at giving them new skills and knowledge while developing their confidence and self-esteem.
2. To provide a platform for continuous, self-directed learning and development of interest areas so as to encourage Youths to progressively attain higher proficiency in these areas culminating in sound mastery of the subject matter throughout an individual's Scouting journey i.e Cub Scout to Rover Scout.
3. Allows the Association to provide a broad-based education with opportunities for specialisation. Increased repertoire of activities for education and marketing of the Youth Programme.
4. To promote an active and balanced lifestyle where Youths pursue meaningful and healthy activities which continues into their life after Scouting. This will contribute to keeping them from indulgence in vices and undesirable activities. This also inculcates discipline and perseverance.

## Key Characteristics and Considerations

### 1. Tiered Programme

- a. The Programme is developed on a universal tiered system which allows a Youth to continue develop his interest as he transit from the different age section.
- b. 4 Tiers have been proposed under the Programme, which spans across all 4 youth sections. These tiers have been designed to achieve certain learning outcomes suitable for each youth section, based on their age and general level of maturity. The learning outcomes are based on weighted levels across the Bloom's Taxonomy.
- c. While each tier is designed for a specific age section, youths can progress to badges beyond their tiers if they can demonstrate the learning outcomes required in that tier.



Tier	Learning Outcomes	Eligibility
1	General awareness of the subject matter and demonstrate the beginnings of positive use of these knowledge/skills.	Cub Scout
2	Understand the fundamentals of the subject matter and demonstrate the competent application of these knowledge/skills at the personal level.	Cub Scout
3	Understand the complexities of the subject matter and demonstrate mastery in application of these knowledge/skills at personal and/or group level.	Cub Scout, Venture Scout
4	Specialised mastery of the subject matter and be in position to provide counsel, training or coaching of the mastery / Subject Matter Expert (SME).	Cub Scout, Venture Scout, Rover Scout

Attainment of a Tier 4 badge represents an individual youth has attained a level of mastery to be considered a Subject Matter Expert, or represents an ability to instruct and provide training in the Subject Matter to younger Scout. This can be further developed to nurture Program Leaders capable of organising training in certain skills within the Youth Program, hence creating a sustainable educational framework.

## 2. Proficiency-based

Proficiency badges are proficiency-based meaning attaining standards with empirical evidence as contrast with the Progress Badge Scheme. Programme must be attainable and confers on the youth the feeling of accomplishment. To work for something that they like and doing well in. To be respected for attaining the badge. To be dependent upon for discharging of their skillsets, knowhow and knowledge sharing.

## 3. Badge designs

The badge designs will take note of consistency for each subject matter and across each tier.

- The committee will review the existing repertoire of subject matters while creating new or redesigning the current ones.

## 5. Co-Accreditation and Partnership

A great part of the programme are existing activities and knowledge areas that other professional bodies (e.g. National Sports Associations, Non-governmental Organisations (NGOs), societies and educational institutions) have accreditation programmes. It is expedient and resource efficient to either co-accredit through partnership or externalise the accreditation of these badges.

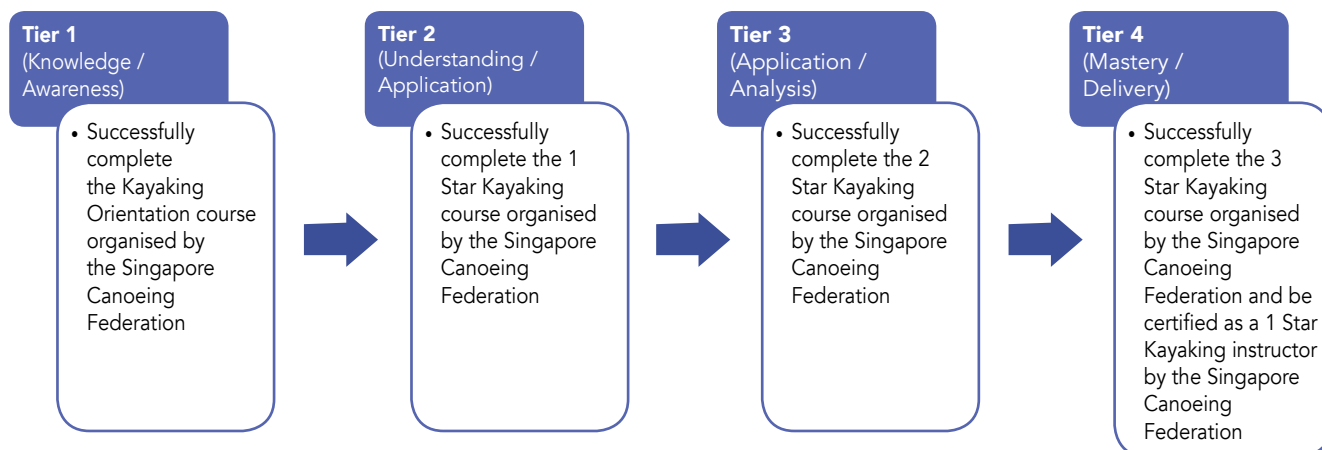
## 6. Sustainable

The programme nurtures SMEs who will become Program Leaders capable of organising training in certain skills within the Youth Programme, hence creating a sustainable educational framework where knowledge management is properly curated.

## 7. Supporting Resources

- Resources must be made available to Youth pursue the Programme. Besides the syllabus, the Youth need to know where and how to achieve the badges and this can be presented in the form of a fact sheet.
- In-house and outsourced courses to support the pursue of the Programme by the Youth.

**Example** of a tiered development for a given proficiency badge:



Domains	Learning Outcomes	Example
Scoutcraft	Conventional Scout activities relating to woodcraft and where SMEs can be nurtured to promote these activities to other organisations.	Pioneer, Quartermaster, Campcook, Camping, Campfire
Sea Adventure	Programme on sea or water.	Kayaker, Wind Surfer, Diver, Navigation, Lifesaver
Air Adventure	Programme relating to aviation.	Young Aviator, Airmanship, Drone master.
Land Adventure	Programme on land.	Rock-Climbing, Explorer, Archery
Interest and the Arts	Programme from humanities, arts, social sciences. Other interests/activities/hobbies that are fundamentally not adventure based.	Accountant Scribe, Photographer, Collector, Musician, Master at Arms
World Programmes and Environment	World Programmes currently offered under the BetterWorld framework and any programme relating to conservation and the environment.	SWA, WSEP, MoP Naturalist
Science and Technology	Science and technology related faculties.	Mechanics Astronomer, Geographer, Programmer
Community and Citizenship	Currently known as national campaign badges, these badges are generally partnership badges with national organisations to promote National Education.  Also includes programmes that are service to community in nature and nationalistic programme.	Guide, Interpreter, World Friendship, Civics Foot Drill, Total Defence Crime Prevention, Water Ambassador, Civil Defence

Proficiency Badge Framework Version 0





Annex F

# REVISED PROGRAMME SELF-RATING TOOLKIT

## This Toolkit and What It is For

This toolkit is for Unit Leaders' or Unit Development Leaders' use to guide themselves on actions to take to make progress toward implementing the revised programme in a particular unit.

## How to use this Toolkit

This toolkit is subdivided into 6 sections. Each section is an area that contributes towards a unit's implementation of the revised programme. Within each section of the toolkit is a series of self-rating questions that can be: -

- Completed by **one** of the key Unit Leaders, preferably a leader with the requisite training and experience.
- Completed by **a panel** of the Unit Leaders, in discussion in order to come to a consensus.
- Completed in discussion between Unit Leader or Unit Leaders with their **Unit Development Leader or another leader/full time staff** who plays a role supporting the unit.

Each section need not be completed sequentially and the toolkit is not laid out in linear order of priority. Each section contains aspects in which the rating (panel) should rate the unit by identifying which category the unit is currently operating in, from a rating of **1 – Urgent Attention Advised to 5 – Ideal Implemented State**. Once each section of the toolkit is completed, Unit Leaders can then determine actions to be taken to make progress toward the ideal state outlined in each section. These actions should be discussed collectively amongst the Unit Leadership as well as in consultation with the Unit Development Leader or Area Support Leaders.

## Sections of the Toolkit

- 1) Action ONE: Run an Effective and High Quality Team System
- 2) Action TWO: Have Exciting and Invigorating Activity Based Unit Meetings
- 3) Action THREE: Involve Young Persons in Activity Planning, Target Setting and Decision Making
- 4) Action FOUR: Engaging Young Persons in Reflections to Deepen Learning
- 5) Action FIVE: Building an Effective and Competent Adult Leader Team
- 6) Action SIX: Leveraging on and Sourcing for Resources

## Unit Self Rating

<b>Name of Unit:</b>
<b>This self-rating is completed by:</b>  Group Scout Leader/Leader/Assistant Leader: _____  Or Panel of Leaders: _____  Or Unit Development Leader: _____
<b>Date and Year of Self-Rating:</b>

# 1 Action ONE: Run an Effective and High Quality Team System

**The Team System** (or patrol system, as it is often called) is the basic organizational structure of the local unit, which is composed of small groups of Young Persons and the Adult Leadership.

An effective and high quality Team System is one that leverages on Young People's natural tendency to form small groups, channels the substantial influence that peers have on each other in a constructive direction.

	5 Ideal Implemented State	4	3 Making Progress	2	1 Urgent Attention Advised
1.1	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Patrol Organisation</b>	<p>Each team consistently comprises 6-8 Young Persons of differing ages and mixed capacities. This team consistently forms the basis of all activities undertaken by the Young Person.</p> <p>It is generally fixed over long periods of time especially for young adolescent members.</p>		<p>Each team consistently comprises 6-8 Young Persons of differing ages and mixed capacities. This team is the basis of some but not all activities undertaken by the Young Person</p>		<p>Unit is organised by levels comprising Young Persons of the same educational level in school.</p> <p><b>It is important to note that this is not consistent with Scouting fundamentals and quick reorganisation is advised.</b></p>
1.2	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Shared Responsibilities</b>	<p>Within each team and in ways appropriate to their capacities, the Young Persons organise their life as a group by sharing responsibilities at the team level. E.g. Quartermaster, Treasurer, Photographer, etc.</p> <p>Everybody contributes to team life.</p>		<p>Within each team, Young Persons are assigned roles to play in order to get them to share responsibilities; however these are implemented inconsistently depending on teams.</p> <p>Some people contribute more to team life than others.</p>		<p>Teams operate as administrative units that allow ease of transmission of information from Adult Leaders down to Young Persons, including management of administrative issues such as attendance taking.</p> <p><b>Immediate review of how the teams operate is advised.</b></p>
1.3	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Patrol Decision Making</b>	<p>Within each team and in ways appropriate to their capacities, the Young Persons decide upon, organise, carry out and evaluate their activities at the team level.</p> <p>Each team undertakes a significant proportion of its activities that are not identical to other teams in the unit.</p> <p>Each team has significant influence on what their own team experiences.</p>		<p>Within each team, Young Persons require a great deal of guidance and support in self-organising assigned activities.</p> <p>While each team may seek to undertake different activities from others, they may rely heavily on templated activities or heavily on Adult Leader guidance and suggestions to do so.</p>		<p>While teams function as groupings during larger activities, there are few differences in the activities undertaken by each team.</p> <p>Each team basically undertakes identical activities to other teams in the unit. There is no room for any team based decision making in activities.</p> <p><b>Immediate review of opportunities for patrol decision making is advised.</b></p>

1.4	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Patrol Identity and Autonomy</b>	<p>Each team has unique practices or routines that allow it to run effectively. These practices are a form of identity that set it apart from other teams.</p> <p>These have been derived through the process of peer influence, sometimes over long periods of time.</p> <p>This form of strong identity develops team pride which is retained even after the Young Person has graduated from the team.</p>		<p>Each team has practices that may largely be similar to other teams but with small variations. These practices are inconsistent and are only part of an emerging identity.</p> <p>While present, the team identity can be stronger or more consistently seen.</p> <p>It can be developed further to derive more team pride.</p>		<p>Each team is essentially identical to all others, without identity.</p> <p>While it may operate autonomously, there is little real evidence of it doing so.</p> <p>The teams basically go about their activities in exactly the same way as other teams.</p> <p>There is little to no team pride.</p> <p><b>Immediate review of opportunities to build identity and autonomy is advised.</b></p>
1.5	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Patrol Leaders and Training</b>	<p>Each team operates with one youth member acting as team leader, commonly known as the Patrol Leader, with one or more assistants. These appointments are fixed for a period of time.</p> <p>Patrol Leaders and Assistant Patrol Leaders are provided specialised training to enable them to operate in these roles as leaders amongst Young Persons.</p>		<p>Each team operates with one member acting as team leader, commonly known as the Patrol Leader, with one or more assistants. Appointments may happen fluidly without fixed period.</p> <p>PLs and APLs are only sometimes given specialised training to enable them to operate in these roles as leaders amongst Young Persons.</p>		<p>A system of leadership within each team has yet to be implemented.</p> <p><b>Immediate review of leadership development and training is advised.</b></p>
1.6	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Group Structures</b>	<p>The unit has a functioning Patrol Leader Council or Court of Honour system that ensures that the Young Persons also participate in the decision-making processes of the unit as a whole with the Adult Leaders.</p> <p>These processes involving the Patrol Leaders and generally Assistant Patrol Leaders enable them to develop constructive decision making relationships with other Young People and adults and to learn to live according to a democratic form of self-government.</p>		<p>The unit has a Patrol Leader Council or Court of Honour system in place. However this structure is only sometimes used to enable Young Persons to participate in decision-making processes of the unit as a whole.</p> <p>There is inconsistency in the application of these processes to help PLs and APLs develop constructive decision making relationships with other Young People and adults.</p>		<p>The unit does not have structures such as the Patrol Leader Council or Court of Honour.</p> <p>Constructive interaction between leaders amongst the Young Persons is minimal and generally does not involve making decisions that have an impact on the unit as a whole.</p> <p><b>Immediate review of group structures in the unit is advised.</b></p>

## 2

## Action TWO: Have Exciting and Invigorating Activity Based Unit Meetings

Unit meetings form the basis of what the Young Person experiences in Scouting. How these meetings are organised are pivotal to bringing out the excitement and fun in Scouting. Unit meetings should adopt **learning by doing**, which means developing as a result of first-hand experience as opposed to 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.

	5 Ideal Implemented State	4	3 Making Progress	2	1 Urgent Attention Advised
1.2	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Activities Based Unit Meetings Designed to Around a Practical Approach to Education (Explore and Experience)</b>	<p>Unit meetings are predominantly activities based. Young Persons are given the opportunity to undertake projects, go through hands-on activities and actively do things.</p> <p>These activities provide the platform for the patrols or teams to learn by doing together. Learning and assessment of learning is undertaken through observations and guided reviews and reflections.</p> <p>Young Persons learn by doing. Educational experiences are structured and designed with the intent of letting the Young Person pick up the necessary skills by going through practical and authentic experiences.</p>		<p>Over a long time period, unit meetings are a mix between activities based and test based.</p> <p>While Young Persons are given the opportunity to undertake projects, go through hands-on activities and actively do things and these activities provide the platform for the patrols or teams to learn by doing together, Young Persons are still tested directly by putting them through tests which are scheduled occasionally in the overall schedule.</p>		<p>Unit meetings are structured predominantly around tests where Young Persons are given highly structured and standardised opportunities to demonstrate their knowledge in Scouting skills directly to an assessor.</p> <p>Young Persons generally gain knowledge in a similar way to the formal education system, through direct theoretical instruction without exploration and experiences.</p> <p><b>Quick restructuring is advised.</b></p>
2.2	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Core Scouting Activities and Opportunities to Encounter Nature</b>	<p>Young Persons have regular and frequent opportunities to undertake outdoor pursuits in traditional Scouting activities such as Pioneering and Campcraft, Outdoor Cooking, Orienteering and Hiking and Camping.</p> <p>Activities are frequently conducted in the outdoors with encounters with nature.</p>		<p>Young Persons have some opportunities to undertake outdoor pursuits in traditional Scouting activities.</p> <p>Activities are conducted in the outdoors with encounters with nature, but a significant proportion of activities are still conducted indoors.</p>		<p>Young Persons have limited and irregular opportunities to undertake outdoor pursuits.</p> <p>Activities are frequently conducted indoors.</p>

2.3	✓✓✓✓✓	✓✓✓✓✓	✓✓✓	✓✓	✓
<b>Variety of Experiences</b>	<p>Young Persons have the opportunity to undertake a wide variety of activities and have a rich experience.</p> <p>Activities undertaken across the year and across years are varied and kept interesting to provide an exciting and invigorating Scouting experience in totality.</p>		<p>Young Persons have the opportunity to undertake a good range of activities and have experiences.</p> <p>Activities undertaken across the year are varied however, what happens on every year has the tendency to be routine without any innovation.</p>		<p>Young Persons participate in a very limited range of activities.</p> <p>Activities undertaken are repetitive on a weekly and monthly basis and the overall experience has significant potential for greater variety and innovation.</p>
2.4	✓✓✓✓✓	✓✓✓✓✓	✓✓✓	✓✓	✓
<b>Group Life and an Ideal Mix of Patrol, Unit based and Area/National Activities</b>	<p>Young Persons experience rich group life that is well integrated within a framework area/national activities.</p> <p>Activity schedule adopts the recommended mix of unit based versus non unit based activities as depicted in the programme model.</p> <p>Young Persons have regular opportunities to organise their own patrols/teams to undertake activities that are different from other patrols.</p> <p>Young Persons also regularly participate in unit based activities where patrols come together to undertake activities.</p> <p>Young Persons have opportunities to participate in area/national activities that provide platforms to showcase their learning and skills and further learn from Young Persons from other groups/units.</p>		<p>Young Persons experience rich group life, but have limited opportunities to participate in area/national activities.</p> <p>Activity schedule is predominantly within the group and unit and there is limited participation in area/national activities.</p> <p>Young Persons have regular opportunities to organise their own patrols/teams to undertake activities that are different from other patrols.</p> <p>Young Persons also regularly participate in unit based activities where patrols come together to undertake activities.</p> <p>Young Persons do not regularly participate in area/national activities and have limited interactions with Young Persons from other groups/units.</p>		<p>Young Persons predominantly participate in area/national activities and have few group/unit/patrol activities of their own.</p> <p>Activity schedule is predominantly in area/national activities and there is activity within the group and unit alone.</p> <p>Young Persons predominantly derive their learning and identity from area/national activities through repeated and frequent participation and even organisation of these.</p> <p>Young Persons have very few group/unit/patrol activities</p>

## 3

## Action THREE: Involve Young Persons in Activity Planning, Target Setting and Decision Making

While the ultimate aim is for every Scout to complete the Progress Scheme and fulfill the Educational Objectives, every individual's journey will be unique. Involving Young Persons in the process of activity planning, thereby incorporating elements of Young Persons' decision making and target setting is crucial to the revised programme. Key concepts on this are taught during the "Implement a 21<sup>st</sup> Century Scouting Programme at the Unit Level" Workshop conducted by the National Programme Council, through the PESR Learning Cycle.

Personal Learning Goals and Plan (ACTION THREE)  
 Explore and Experience (ACTION TWO)  
 Show and Share (ACTION THREE)  
 Reflect and Record (ACTION FOUR)

For further details, refer to your workbook "Implement a 21<sup>st</sup> Century Scouting Programme at the Unit Level".

	5 Ideal Implemented State	4	3 Making Progress	2	1 Urgent Attention Advised
3.1	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Young Persons' Self-direction and Decision Making in Activity Planning</b>	<p>Young Persons play an active, self-directed role in activity planning.</p> <p>Young Persons are guided to make important decisions in the activity planning process.</p> <p>As a result, Young Persons consider the activities as their own, rather than imposed on them, thus maintaining a high degree of engagement.</p>		<p>Young Persons play an active role in activity planning but there is significant handholding and facilitation from adults leading to excessive dependence on adult input.</p> <p>Young Persons make some decisions in the activity planning process but these may not have major influence on how activities turn out.</p> <p>Young Persons play significant roles in activity planning and are generally engaged.</p>		<p>Young Persons play little to no role in activity planning. Activities are planned and implemented at all levels by adults alone.</p> <p>Young Persons do not provide suggestions and ideas for activities and planning.</p> <p>Young Persons play no roles in helping to implement activities.</p>
3.2	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Adult Support for Young Persons' Decision Making</b>	<p>Young Persons are given appropriate support by adults throughout the decision making processes.</p> <p>Adults support the Young Persons to make decisions that are consistent with activity and educational goals and Scouting Values.</p>		<p>Young Persons are given support by adults during the decision making processes.</p> <p>While adults support the Young Persons to make decisions, it is observed that there is room for adults to shift their role from directive to supportive to allow Young Persons room to grow as people.</p>		<p>Young Persons are given little support by adults during the decision making processes, and left to their own devices.</p> <p>Adults may be unaware of the challenges and difficulties faced by Young Persons.</p>

3.3	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Opportunities for Personal Target Setting (Personal Goals and Plan)</b>	<p>Young Persons are provided opportunities to set their personal targets within the context of the team activities.</p> <p>Young Persons are given sufficient guidance either by suitable other Young Persons or Adult Leaders in the process.</p> <p>Targets are holistic and are referenced against appropriate SPICES outcomes.</p> <p>Targets are not solely referenced against technical skills.</p>		<p>Young Persons are provided opportunities to set their personal targets within the context of the team activities.</p> <p>While Young Persons are given sufficient guidance either by suitable other Young Persons or Adult Leaders in the process, the types of targets set may not be sufficiently varied and may have greater room for reference against the SPICES outcomes.</p>		<p>Young Persons do not have opportunities to decide how to challenge themselves personally within the context of the team activities.</p> <p>Young Persons are not guided in the process of target setting, and could be simply given targets that are referenced against technical skills.</p>
3.4	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Variety of Opportunities to Show Mastery of SPICES Educational Objectives (Show and SHARE)</b>	<p>Young Persons are allowed a variety of opportunities and mediums to demonstrate attainment of personal targets referenced against SPICES Educational Objectives.</p> <p>These opportunities may include authentic situations within activities, review and discussion sessions after activities and suitable reflection logs such as logbooks, blogs, journals, videos and sketchbooks.</p>		<p>Young Persons are allowed a limited range of opportunities and mediums to demonstrate attainment of personal targets referenced against SPICES Educational Objectives.</p> <p>While there is effort put in to provide Young Persons platforms to demonstrate learning, there is still room to expand the range of options possible.</p>		



3.5	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Concept of Doing their Best</b>	<p>The spirit of Young Persons doing their best in their activities and learning is encapsulated within the activity planning, target setting and implementation process for activities.</p> <p>Young Persons' development and learning is considered individually against their own learning yardsticks.</p> <p>In the spirit of the Scout Promise, Young Persons are not held against a standardised yardstick, but consideration is given to how much they have learnt, how much effort they have expended and the amount of resilience and commitment toward activities and learning they have demonstrated throughout the process.</p>		<p>The spirit of Young Persons doing their best in their activities and learning is encapsulated within the activity planning, target setting and implementation process for activities.</p> <p>Young Persons' development and learning is sometimes considered individually against their own learning yardsticks.</p> <p>A range of options is provided for Young Persons' to identify and select a means to sufficiently challenge themselves, while taking into consideration their own learning yardsticks.</p>		<p>All Young Persons are expected to reach the same standard.</p> <p>Young Persons' development and learning is not considered individually.</p>

## 4 Action FOUR: Engaging Young Persons in Reflections to Deepen Learning

As the enacted activities participated in by Young Persons are just learning experiences designed with the intent to spark learning moments that let them discover themselves and build their character, reflection is necessary to deepen the learning particularly against the SPICES educational objectives and/or 21<sup>st</sup> Century Competencies.

Structured reflection helps participants...

- Consider what they accomplished and learned during an activity.
- Contemplate ways that the experience could be adjusted to improve the outcome.
- Formulate concrete ideas of how they can use their experience in other facets of their lives.
- Share their ideas and feelings with others.
- Communicate the value of their participation with themselves and other participants.

Reflection is also a key component in the Experiential Learning Cycle (or “Learning by Doing” model).

Key concepts on this are taught during the “Implement a 21<sup>st</sup> Century Scouting Programme at the Unit Level” Workshop conducted by the National Programme Council, through the PESR Learning Cycle.

**P**ersonal Learning Goals and Plan (ACTION THREE)

**E**xplore and Experience (ACTION TWO)

**S**how and Share (ACTION THREE)

**R**eflect and Record (ACTION FOUR)

For further details, refer to your workbook “Implement a 21<sup>st</sup> Century Scouting Programme at the Unit Level”.

Ideas and concepts from 21CC Facilitation Toolkit familiarisation should also be applied in this area.

	<b>5</b> <b>Ideal Implemented State</b>	<b>4</b>	<b>3</b> <b>Making Progress</b>	<b>2</b>	<b>1</b> <b>Urgent Attention Advised</b>
<b>4.1</b>	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Opportunities to discuss their experiences through reflections</b>	<p>Young Persons have regular opportunities to discuss their experiences at the team (patrol) level through Patrol In Council (PIC) or its equivalent.</p> <p>During the PIC, Young Persons</p> <ul style="list-style-type: none"> <li>- Have regular reflections and consider what they accomplished and learned during an activity.</li> <li>- Contemplate ways that the experience could be adjusted to improve the outcome of the activity of the experience undertaken.</li> <li>- Share their ideas and feelings with others and communicate the value of their participation with themselves and other participants.</li> </ul>		<p>Young Persons have regular opportunities to discuss their experiences at the team (patrol) level through Patrol In Council (PIC) or its equivalent.</p> <p>However, Young Persons’ engagement and participation levels still require development. Young Persons may require further development to perform all the tasks listed in level 5 of 4.1.</p>		<p>Young Persons have infrequent opportunities to discuss their experiences at the team (patrol) level through Patrol In Council (PIC) or its equivalent.</p>

<b>4.2</b> <b>Guidance is provided to consolidate their experiences into learning against the SPICES Educational Outcomes</b>	<p>✓✓✓✓✓</p> <p>Young Persons are given sufficient guidance either by suitable other Young Persons or Adult Leaders in the process of reflection.</p> <p>Through this consolidation process, Young Persons are able to formulate concrete ideas of how they can use their experience in other facets of their lives across the SPICES domains.</p> <p>Young Persons are guided to understand themselves and grow in the various SPICES domains towards the educational outcomes.</p>	<p>✓✓✓✓</p>	<p>✓✓✓</p> <p>Young Persons are given sufficient guidance either by suitable other Young Persons or Adult Leaders in the process of reflection.</p> <p>However, Young Person may not yet formulate concrete ideas of how they can use their experience in other facets of their lives across the SPICES domains.</p> <p>While Young Persons are guided to understand themselves better, they may not yet be able to translate their learning to apply it in every day life.</p>	<p>✓✓</p>	<p>✓</p> <p>Young Persons are given little to no guidance either by suitable other Young Persons or Adult Leaders in the process of reflection.</p>
<b>4.3</b> <b>Safe Environment within the Team for Learning through Reflections</b>	<p>✓✓✓✓✓</p> <p>Within the context of the Team System, Young Persons have developed a safe and secure environment for sharing and learning through reflections.</p> <p>The team has an established set of desired understandings and behavioural norms (ground rules) that promote a safe learning environment for all Young Persons.</p> <p>The team has at its disposal a variety of reflection protocols utilised within structure of PIC/PLC that it may call on to promote that safe environment.</p>	<p>✓✓✓✓</p>	<p>✓✓✓</p> <p>Within the context of the Team System, Young Persons are in the process of developing a safe and secure environment for sharing and learning through reflections.</p> <p>The team is being guided towards establishing understandings and behavioural norms (ground rules) that promote a safe learning environment for all Young Persons.</p> <p>The team is still in the process of learning a variety of reflection protocols utilised within structure of PIC/PLC that it may call on to promote that safe environment.</p>	<p>✓✓</p>	<p>✓</p> <p>Within the context of the Team System, Young Persons do not yet feel that there is a safe and secure environment for sharing and learning through reflections.</p> <p>Environment may be tense and acrimonious due to low trust level between Young Persons.</p>

4.4	✓✓✓✓✓	✓✓✓✓✓	✓✓✓	✓✓	✓
<b>Young Persons Involvement in Facilitating Reflections</b>	<p>Young Persons who may be in youth leadership positions (SPL, PL or APL), or otherwise, play an active role in facilitating reflections.</p> <p>Young Persons perform these tasks on a regular basis and have arrived at a state of competency that they are able to operate effectively with light adult intervention.</p> <p>Young Persons performing these tasks are also guided in contemplating on these tasks, and learn through these experiences.</p>		<p>Young Persons who may be in youth leadership positions (SPL, PL or APL), or otherwise, play an active role in facilitating reflections.</p> <p>Young Persons may still require regular supervision and active guidance to perform these roles effectively.</p>		<p>Young Persons play no role in facilitating reflections. Instead Adult Leaders perform these roles.</p>
4.5	✓✓✓✓✓	✓✓✓✓✓	✓✓✓	✓✓	✓
<b>Appropriate Feedback is provided to facilitate development</b>	<p>With due care to maintain the safe and secure learning environment in the team, sufficient feedback and debrief from senior Young Persons or Adult Leaders is provided to further strengthen the learning and development, and this is done so regularly.</p> <p>Young Persons within the team view and perceive this feedback positively in the spirit of learning, and view these feedback as coming from safe and secure sources due to the strength or personal relationships between the Young Persons and the senior Young Persons or Adult Leaders.</p>		<p>With due care to maintain the safe and secure learning environment in the team, sufficient feedback and debrief from senior Young Persons or Adult Leaders is provided to further strengthen the learning and development, and this is done so regularly.</p> <p>Additional work needs to be done to build the relationship between the Young Persons and the senior Young Persons or Adult Leaders in order for this feedback to be perceived positively in the spirit of learning.</p>		<p>Insufficient or inappropriate feedback is given by senior Young Persons or adults leaders to strengthen the learning and development.</p>

5

Action FIVE: Building an Effective and Competent Adult Leader Team

**Adult support** to Young People involves three aspects which correspond to the three different roles an adult needs to play within a Scout unit:

- The activity leader: he or she must ensure that every activity that the group undertakes is successfully carried out. While no adult can be expected to have all the skills required for all activities, it is his or her responsibility to ensure that the necessary technical support and expertise is made available to the group when and where needed.
- The educator: he or she needs to directly support the process of self-education and ensure that what a Young Person experiences has a positive impact on the development of that Young Person’s knowledge, skills or attitudes. In other words, as an educator, the Adult Leader needs to relate to each individual member - male or female - so as to help the Young Person to identify his or her development needs, to help the Young Person to accept those needs and to ensure that they are met adequately through the Youth Programme.
- The group facilitator: based on a voluntary partnership between adults and Young People, he or she needs to ensure that the relationships within the group are positive and enriching to all and that the group provides an attractive and supportive environment for the continued growth of the group as a whole. This implies a rich learning partnership between Young People and adults, based on mutual respect, trust and acceptance of each other as persons.

In considering this section, we suggest that the ratings be performed based on the core Unit Leader team that drives how the unit is run. Auxiliary Unit Leaders with infrequent contributions may be omitted.

	<b>5</b> <b>Ideal Implemented State</b>	<b>4</b>	<b>3</b> <b>Making Progress</b>	<b>2</b>	<b>1</b> <b>Urgent Attention Advised</b>
<b>5.1</b>	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Commitment to Scouting as Character Education</b>	<p>The core Adult Leader team has a collective understanding that an Adult Leader is firstly an educator of Young Persons, and accepts the Adult Leader’s role in the development of Young People in the 21<sup>st</sup> Century.</p> <p>The team is committed to holistic development of Young Persons, they seek to understand the Young Persons under their charge in order to meet their educational needs.</p> <p>The team possesses a set of sound morals, values and ethics and are role models to the Young People.</p>		<p>The core Adult Leader team is in the process of developing its a collective understanding that an Adult Leader is firstly an educator of Young Persons, and accepts the Adult Leader’s role in the development of Young People in the 21<sup>st</sup> Century.</p> <p>Individuals within the team may still view their roles differently from others and the team is in the process of coming to a common understanding.</p>		<p>The core Adult Leader team has not developed a collective understanding of its purpose to educate Young Persons.</p> <p>Individuals within the team may view their roles differently from others. Some may adopt the self-perception of military commanders rather than educators of Young People.</p>

5.2	✓✓✓✓✓	✓✓✓✓✓	✓✓✓	✓✓	✓
<b>Understanding of Scouting Fundamentals</b>	<p>The core Adult Leader team has a collective commitment to designing effective and engaging activities that are based on Scouting fundamentals and principles.</p> <p>Within the team, there is sufficient knowledge of Fundamentals of Scouting and 21<sup>st</sup> Century Competencies in Youth Programme.</p> <p>With this in mind, the team is always considering the developmental needs of Young Persons that they are charged with.</p>		<p>The core Adult Leader team has a collective commitment to designing effective and engaging activities that are based on Scouting fundamentals and principles.</p> <p>However, the team may still require some development in the knowledge of Fundamentals of Scouting and 21<sup>st</sup> Century Competencies in Youth Programme.</p>		<p>The team requires significant development in the knowledge of Fundamentals of Scouting and 21<sup>st</sup> Century Competencies in Youth Programme.</p>
5.3	✓✓✓✓✓	✓✓✓✓✓	✓✓✓	✓✓	✓
<b>Commitment to Use of Scout Method in Particular Encounters with Nature</b>	<p>The core Adult Leader team has a collective commitment to implementing the Scout Method to facilitate Young Persons' learning with particular emphasis on encounters with nature.</p> <p>The core Adult Leader team is committed to exposing Young Persons to nature through outdoor activities as far as possible.</p> <p>The team has sufficient outdoor and core Scouting skills to plan activities that can effectively provide learning experiences that lead to the SPICES outcomes for the Young Persons.</p>		<p>The core Adult Leader team has a collective commitment to implementing the Scout Method to facilitate Young Persons' learning with particular emphasis on encounters with nature.</p> <p>While the core Adult Leader team is committed to exposing Young Persons to nature through outdoor activities as far as possible, it may still require development in outdoor and core Scouting skills to plan activities that can effectively provide learning experiences that lead to the SPICES outcomes for the Young Persons.</p>		<p>The core Adult Leader team requires a greater commitment to exposing Young Persons to nature through outdoor activities.</p>

5.4 <b>Sufficient Formal Preparation for Role</b>	<p>✓✓✓✓✓</p> <p>All of the members of the core Adult Leader team have completed formal Unit Leader training up to the minimum qualification of Wood Badge.</p> <p>The core Adult Leader team is equipped with necessary programme planning skills to lay out an annual unit activity plan that adheres to Scouting fundamentals and delivers a variety of activities to the Young Persons.</p>	<p>✓✓✓✓</p>	<p>✓✓✓</p> <p>Some of the members of the core Adult Leader team have completed formal Unit Leader training up to the minimum qualification of Wood Badge.</p> <p>Other members either completed the Wood Badge Course (Theoretical Component) or are in the midst of doing so.</p>	<p>✓✓</p>	<p>✓</p> <p>Few or none of the members of the core Adult Leader team have completed formal Unit Leader training up to the minimum qualification of Wood Badge.</p> <p>Few or none of the other members are in the midst of completing the Wood Badge Course (Theoretical Component).</p>
5.5 <b>Proficiency in Facilitating and Enabling Young Persons' Learning and Development</b>	<p>✓✓✓✓✓</p> <p>The core Adult Leader team is proficient in facilitating experiential learning through the activities to inculcate values and SPICES outcomes in Scouts.</p> <p>The core Adult Leader teams have the necessary facilitation skills to bring about attainment of the learning objectives through group or individual reflections pre-, during and post-activity.</p> <p>The core Adult Leader teams has sufficient basic counselling skills in order to balance between getting his charges do his best while managing unsuccessful attempts and unmotivated scouts.</p>	<p>✓✓✓✓</p>	<p>✓✓✓</p> <p>The core Adult Leader team is not yet proficient in facilitating experiential learning through the activities to inculcate values and SPICES outcomes in Scouts.</p> <p>The core Adult Leader team has the necessary training in facilitation and counselling skills, but is still in the process of exploring and deepening its practice of these skills in practical situations involving Young Persons.</p>	<p>✓✓</p>	<p>✓</p> <p>The core Adult Leader team requires significant development in the area of facilitating experiential learning through the activities to inculcate values and SPICES outcomes in Scouts.</p> <p>The core Adult Leader team requires significant development in the fundamentals of facilitation skills and counselling skills.</p>
5.6 <b>Commitment to Use of Scout Method in Particular Learning by Doing</b>	<p>✓✓✓✓✓</p> <p>The core Adult Leader team has a collective commitment to operate and orchestrate a range of day-to-day Unit activities that provide Young Persons with opportunities to learn through direct experience.</p> <p>The core Adult Leader team seeks to establish conducive group life ecosystem in which the Scout method can flourish.</p>	<p>✓✓✓✓</p>	<p>✓✓✓</p> <p>The core Adult Leader team has a collective commitment to operate and orchestrate a range of day-to-day Unit activities that provide Young Persons with opportunities to learn through direct experience.</p> <p>The core Adult Leader team may require guidance in understanding what is necessary to establish conducive group life ecosystem in which the Scout method can flourish.</p>	<p>✓✓</p>	<p>✓</p> <p>The core Adult Leader team requires significant development in the use of the Scout Method and Learning by Doing.</p>

<b>6 Action SIX: Leveraging on and Sourcing for Resources</b>					
	<b>5 Ideal Implemented State</b>	<b>4</b>	<b>3 Making Progress</b>	<b>2</b>	<b>1 Urgent Attention Advised</b>
<b>6.1</b>	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Line Support Materials</b>	<p>The unit has access to materials and resources developed by their respective area.</p> <p>These materials and resources are useful to the Adult Leader team in their journey of unit excellence.</p> <p>Materials and resources may be in the form of unit meeting ideas/resources, annual programme exemplars/ideas and includes social networked communities (Facebook, etc) supported by the area in which useful sharing of such materials and resources occurs.</p>		<p>The unit has some access to materials and resources developed by their respective area.</p> <p>These materials and resources are useful to the Adult Leader team in their journey of unit excellence.</p>		<p>The unit has little to no access to materials and resources developed by their respective area.</p>
<b>6.2</b>	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Line Support Leaders</b>	<p>The unit has an assigned unit development leader assigned by the area commissioner.</p> <p>The Adult Leader team has regular access to a unit development leader who provides support to Adult Leaders in their implementation of programme.</p> <p>The unit development leader is familiar with the unit and the Adult Leader team, and has the necessary expertise to support the Adult Leader team in their journey of unit excellence.</p>		<p>The unit has an assigned unit development leader assigned by the area commissioner.</p> <p>The Adult Leader team has occasional access to a unit development leader who provides support to Adult Leaders in their implementation of programme.</p> <p>The unit development leader may not yet be fully familiar with the unit and the Adult Leader team.</p>		<p>The unit has not been an assigned unit development leader assigned by the area commissioner.</p>



6.3	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Sectional Support Materials</b>	<p>The unit has access to materials and resources developed by their respective sectional roundtable or the Programme Commissioner.</p> <p>These materials and resources are useful to the Adult Leader team in the implementation of the revised programme.</p> <p>Materials and resources may be in the form of unit meeting ideas/resources, annual programme exemplars/ideas and includes social networked communities (Facebook, etc) supported by the sectional roundtable in which useful sharing of such materials and resources occurs.</p>		<p>The unit has some access to materials and resources developed by their respective sectional roundtable or the Programme Commissioner.</p> <p>These materials and resources are useful to the Adult Leader team in the implementation of the revised programme.</p>		<p>The unit has little to no access to materials and resources developed by their respective sectional roundtable or the Programme Commissioner.</p>
6.4	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Sectional Support Leaders</b>	<p>The Adult Leader team has regular access to the sectional roundtable under the National Programme Council, or to the Programme Commissioner for the Section.</p> <p>The sectional roundtable, or Programme Commissioner for the Section provides guidance in terms of understanding the sectional programme and the philosophy of the progress scheme.</p> <p>The unit is also familiar with the requirements for nominating Young Persons to the sectional highest award.</p>		<p>The Adult Leader team has occasional access to the sectional roundtable under the National Programme Council, or to the Programme Commissioner for the Section.</p> <p>The sectional roundtable, or Programme Commissioner for the Section provides guidance in terms of understanding the sectional programme and the philosophy of the progress scheme.</p> <p>The unit may not be familiar with the requirements for nominating Young Persons to the sectional highest award.</p>		<p>The Adult Leader team has no access to the sectional roundtable under the National Programme Council, or to the Programme Commissioner for the Section.</p>

<b>6.5</b>	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Logistics Resources</b>	<p>The Adult Leader team has access to logistics resources that are necessary for the smooth implementation of core Scouting activities.</p> <p>The unit is supported with ample outdoor equipment for its needs, either owning its own equipment or has knowledge of where to loan equipment that it does not own for activities.</p> <p>The unit's activities are rarely negatively affected by lack of outdoor equipment.</p>		<p>The Adult Leader team has some access to logistics resources that are necessary for the smooth implementation of core Scouting activities.</p> <p>The unit has some outdoor equipment for its needs. Occasionally, its activities may be affected by insufficient equipment.</p>		<p>The Adult Leader team has no access to logistics resources that are necessary for the smooth implementation of core Scouting activities.</p>
<b>6.6</b>	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓✓	✓
<b>Administrative Resourcing</b>	<p>The Adult Leader team has sufficient knowledge of the administrative requirements of running a unit.</p> <p>The unit is sufficiently supported by the respective HQ full time staff for administrative resources.</p>		<p>The Adult Leader team requires development in the administrative requirements of running a unit.</p>		<p>The Adult Leader team has little to no knowledge of the administrative requirements of running a unit.</p>



Annex G

# Team System

In Scouting, Young People within a certain age range operate in small groups of six to eight members. Each small group operates as a team. Within each team, the Young People organise their life as a group and decide upon, organise and carry out their activities.

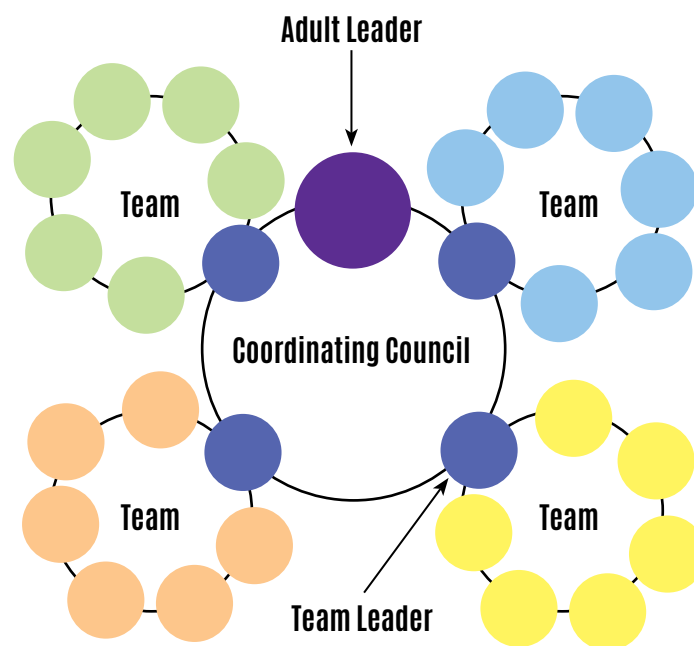
Each Young Person has a specific responsibility which he or she carries out for an agreed length of time which contributes to the life and welfare of the team and the success of their activities. Each team has a designated leader and assistant(s) whose particular role(s) varies according to the age section.

Several of these teams (usually four to six) form a unit, supported by an Adult Leader and adult assistants. The Scout unit is managed by a council involving the team leaders and the Adult Leader. Although the Adult Leaders are not members of the teams, they are nonetheless in close contact with each of the teams and with each Young Person.

The Team System offers the greatest educational benefits when it:

- Enables the teams to operate with a degree of autonomy appropriate to the age group; and
- Stimulates close relationships between the members of the teams.

The major consideration in this respect is the range of ages within the teams. Generally, the Team System works best when there is approximately three to four years age difference between the youngest and the oldest in a team. This is due to the fact that the more mature members of the teams will stimulate the less mature to develop. At the same time, the less mature members stimulate the sense of responsibility in the senior members and give them opportunities to exercise responsibility in helping the younger members to progress, to integrate the code of living, to gain skills, to learn how to work as a team, etc. The presence of younger members also helps the senior members to realize the changes in themselves since they were that age.



While the team is the basic grouping in which the Young People operate, the Young People are also part of the unit as a whole. During the Scout year, activities may involve teams or the whole unit.

## Key Principles in Operation Across the Age Sections are: -

1. Range of ages – **not one particular age**
2. Progressive self-government and democracy
3. A partnership between Young People and their Adult Leaders

## Progressive Differences Across Age Sections

SCOUT METHOD	CUB SCOUTS	SCOUTS	VENTURE SCOUTS	ROVER SCOUTS
Team System	Limited team autonomy. Most activities on pack. First steps towards involvement in decision-making.	The Team System operates fully. More autonomous teams, team leader's role more substantial.	Teams of very close-knit friends. Unit Council and Unit Assembly run more directly by Young People. Inter-team task groups.	Very autonomous teams. The team is a youth community run by Young People themselves.

## Scout - The Scout Patrol and the Scout Troop

Key considerations for structuring Patrol and Group Life, and correspondingly the size of a Scout Troop and the leadership structures within, are: -

- a. Effective Adult Support requires knowing the Young Persons well enough to know their strengths and areas for improvement and interests and inclinations, which then translates into activities that Young Persons find exciting and invigorating.
- b. Quality Scouting outcomes is contingent on a well organised Patrol in which each Young Person in the Patrol realises that he is in himself a responsible unit and that the honour of his Group depends in some degree on his own ability in playing the game.
- c. A practical consideration is also providing sufficient avenue for Young Persons to be appropriately recognised as leaders within both the Scout context and the formal education system (i.e. MOE LEAPS system). While this Council does not promote awards chasing, it recognises that appropriate recognition can play a part in the development of a Young Person as the child and adolescent years tend to be an ego-centric period in development.

Group	Size
Scout Patrol & Patrol in Council	6 to 8 members
Scout Troop	3 to 4 patrols or around 32 members
Patrol Leaders' Council	5 to 10 members; made up of 1 to 2 leaders*, a Senior Patrol Leader/ Troop Leader, Patrol Leaders, Assistant Patrol Leaders, and Functional Patrol Leaders

*\*depends on the approximate ratio of 1 Adult Leaders to 10 scouts, to be set internally.*

Duties of the Senior Patrol Leader (SPL):

- i. SPL that sits within a single Patrol above the Patrol Leader (PL), either as an advisor, or as the pinnacle Patrol Leader
- ii. SPL that is responsible for a small number of Patrols, acting as an advisor or mentor to respective PLs
- iii. SPL that is appointed to oversee a function within the Troop, for instance, Troop Quartermaster, Troop Treasurer, Troop Scribe.
- iv. SPL that is appointed to oversee the entire Troop.

How Troop Leader (TL) is implemented, if at all, within the same Troop depends on how the SPL appointment is implemented. Not all Troops have TLs as they have appointed the SPL to oversee the entire troop.

In the situation where the Troop has 32 Scouts or more, with more than 4 Patrols, we would suggest that the effective Adult Leader ratio should be maintained at close to 1:10. In addition, such situations would warrant an SPL appointed to oversee a small number of Patrols, while the TLs' responsibility is to oversee the entire Troop.

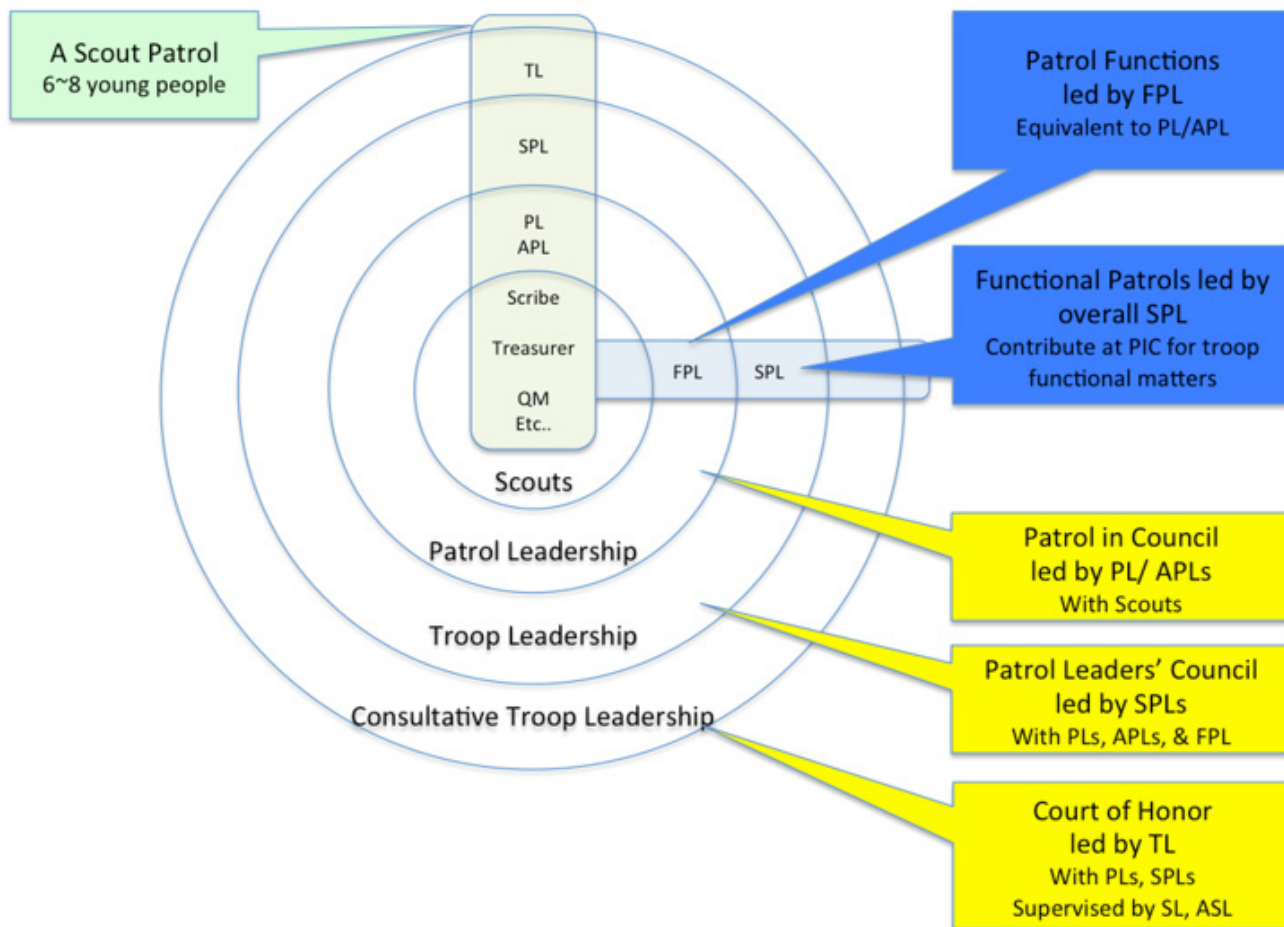
## Functional Patrols

The Scout Movement does not operate on progressive ranks, but operates on appointments of responsibility. Within a Patrol, leadership responsibilities include APL, PL, SPL and TL, as well as functional leadership responsibilities overseeing specific Patrol and thus Troop level functions, such as Quartermaster, Scribe, Treasurer etc. There is no current practice of recognising these functional responsibilities within our system applied to the LEAPS framework.

The Scout Programme Council (SPC) recognises that with the right environment and opportunity presented, leadership can be developed within every Scout. Leadership in some form is crucial to character development. The number of leadership positions should not be limited by the number of Patrols and thus a limited number of PLs and APLs, but given the challenge, Scouts will take on personal responsibilities to develop their own leadership capabilities along their areas of interest. In order to provide for sufficient recognition for leadership responsibilities within the patrol other than the PL and APL overseeing the entire patrol, the functional roles within a Patrol will be grouped together to form the functional Patrols led by the Functional Patrol Leader. All functional patrols will be overseen by a functional SPL. The functional roles taken in the patrol is independent from the leadership appointments within the patrol, similar to Functional Patrol Leader; ie the scout may be holding functional roles or be the Functional Patrol Leader without being a APL, PL, or SPL.

This is further developed in the Scout Leadership Course (SLC) challenge by choice framework by allowing Scouts to take on operational leadership ie running of sections of the SLC camp, and functional leadership such as leading peer learning core scouting sessions and within the troop functional patrols eg scribe patrol leadership.

PLs and APLs will run the Patrol in Council, while the FPL will run the PIC for the functional patrols. The Patrol Leaders' Council is chaired by the TL, and led by the SPLs of the PLC and SPL of the FPL of the functional patrols to lead the troop. The highest council to the troop leadership is the Court of Honor, and the Scout Leader or the assistant must be present for decisions to be made.



PATROL Size	8	8	8	8	
TL					Functional Patrol Size
SPL	1	1	1	1	
PL	1	1	1	1	
APL	1	1	1	1	
QM	1	1	1	1	4
Scribe	1	1	1	1	4
Treasurer	1	1	1	1	4
Scout	1	1	1	1	
Scout	1	1	1	1	

Patrol Leaders' Council led by SPL

Patrol in Council led by PL/APLs With Scouts

Functional Patrols led by FPL and all FPL to work with a SPL

## Venture Scout - The Venture Patrol and the Venture Scout Unit

The Team System in Venture Scouts operates with teams of very close-knit friends. Unit Council and Unit Assembly run more directly by Young People. Inter-team task groups are common.

### Basic Structure

In Venturing, each Young Person is a member of a Venture Patrol, and each Patrol has a Venture Patrol Leader (VPL) and at least one Assistant Venture Patrol Leader (AVPL). The VPLs (and AVPLs) are members of the Unit Executive Committee (EXCO) which is the Unit Council. Additional roles of responsibility in the EXCO are Chairman, Secretary and Treasurer. In addition to the basic four, most EXCOs might also include a Vice Chairman or other ad hoc members based on unit needs. VSLs and AVSLs sit on the EXCO in an advisory role commensurate with the role of an Adult Leader in the Venture Scout Age Section.

### The Venture Patrol

Venture Patrols can be handpicked by the EXCO and put in charge of organizing a particular event – say, for example, a troop hike. Such committees are formed only for planning and running certain events, and usually are chaired by a patrol leader. This is a good way for Ventures to let junior Scouts have a taste of leadership and planning.

### Key Principles in Operation In Venture Scouts: -

#### 1. Range of ages – not one particular age

The typical range for Venture Scouts is between the ages of 15-18 years old. Youth at this age group tend to be autonomous in their decision making. Often, Young People will spend a considerable amount of time and energy finding, forming, and nurturing relationships with friends. They tend to work on their independence from family. However they rely on adults to give them the freedom, opportunity, and security to test themselves, their skills, and their ability to make good decisions.

#### 2. Progressive self-government and democracy

A key objective of Venturing involves helping youth develop by working towards adult activities, and by learning skills, which many adults possess. This objective is met partially by providing opportunities for youth leadership in the unit.

As Unit members are able to work independently on their own, they are given the freedom to plan, make decisions and conduct their own affairs. At this point, the youths will provide all leadership themselves (direction and support).

The EXCO may sometimes have to make decisions and act on behalf of the whole unit. However Venture Scouts will feel a greater degree of commitment if they know that their input is taken seriously and is a considered factor in every important decision.

A Unit can make decisions in many ways. Each method has its uses and is appropriate under certain circumstances. An effective Unit understands these consequences and chooses a method best suited.

- Some methods are;

#### **Decisions by Consensus**

- It occurs when Unit members agree to a course of action after open communication. Units that reach consensus often have established a sufficiently supportive atmosphere that everybody feels he or she has had a fair chance to influence the decision. Though consensus is usually the best method to reach decisions, it also takes the most time.

#### **Decisions By Majority Vote**

- Most Units rely on majority votes to reach decisions. This means a group discusses an issue only as long as it takes to convince at least 51 percent of its members to vote on a course of action.

#### **Decision By Minority**

- Sometimes minority groups can make the Unit's decisions. One legitimate method involves allowing the Unit EXCO to make all but the major decisions. Another method involves permitting temporary committees to consider special problems, and deciding how to handle them.



A suggested decision making process will be;

**EXCO decides on:**

- Management
- Setting Guidelines
- Budgeting
- Evaluating Programmes
- Approve Risk Management (in consultation with the Adult Leader)

**Venture Patrols decide on:**

- Unit Activities
- Awards Programme

**Venture Scout Unit decides on:**

- Setting Yearly Goals
- Membership Recruitment and Retention

3. A partnership between Young People and their Adult Leaders

Venture Scout Leaders act as “advisors” to a Venture Scout Unit that involves key elements that will support the Unit and youth members. They are;

**A) Youth Elements**

- Helping Venture Scouts at a personal level by establishing sound relationships which make it easy for youth members to talk to the adult,
- Providing a sound personal example so that Venture Scouts can learn about, and compare, their values,
- Getting to know each youth on an individual basis, and getting to know the parents.

**B) Programme Elements**

- Helping Venture Scouts identify their interests,
- Encourage the EXCO to plan, to conduct and to evaluate activities,
- Ensure that Unit activities are part of a balanced program,
- Identify and provide resources to the Unit so members can carry out their programme,
- Ensure programmes are carried out in a safe and environmentally friendly manner.

**C) Organisational Elements**

- Ensure Unit and EXCO meetings are held regularly,
- Train Venture Scouts in the duties and responsibilities of their leadership roles,
- Ensure the Unit is organised to run effectively,
- Ensure the Unit has the necessary funds to carry out its activities,
- Ensure funds are properly raised, used and recorded,
- Make sure the Unit is registered annually.

**D) Relationship Elements**

- Establish sound relationships with the sponsoring authority, group, parents and community,
- Encourage Venture Scouts to participate in area and national activities.

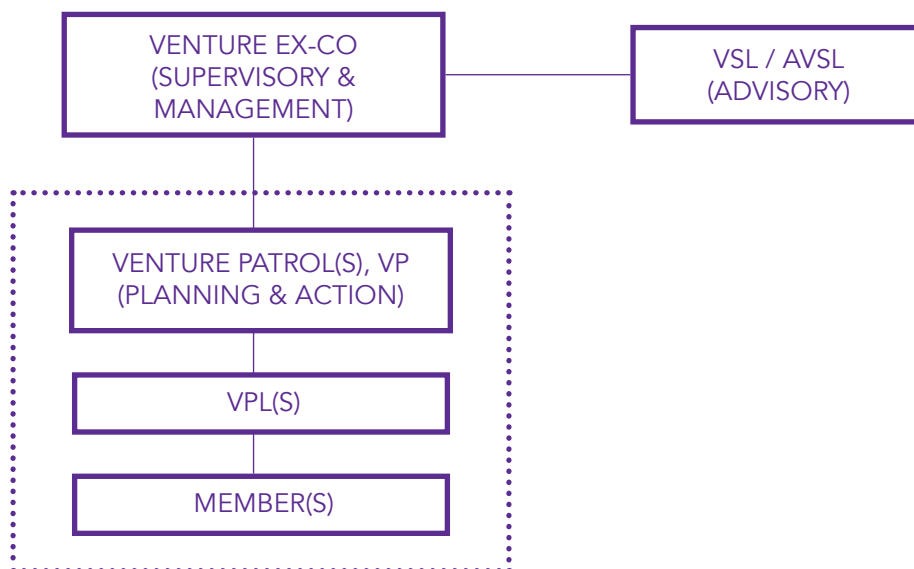
**E) Leader Elements**

- Participate fully in Unit activities,
- Prepare themselves through training.
- Share responsibilities with the Venture Scouts and other adults involved in Venturing.

## The Venture Unit

The Venture Unit consist of at least 12 members but not more than 30. Venture Scouts are formed into patrols. The internal management of the unit is vested in an Executive Committee (EXCO). The Venture Scout Leader (VSL) and the Assistant Venture Scout Leader (AVSL) act as advisors to the EXCO.

### The Venture Unit Organizational Chart



## The Venture Executive Committee

As the name suggests, a committee is a group of people to whom the members of an organization commit its management. This means that the EXCO is trusted by the rest of the troop to run things smoothly and efficiently. Also, ad-hoc or working committees can be handpicked by the EXCO and put in charge of organizing a particular event – say, for example, a troop hike. Such committees are formed only for planning and running certain events, and usually are chaired by a patrol leader. This is a good way for Ventures to let junior Scouts have a taste of leadership and planning.

Most EXCOs will have a Chairman, Secretary, Treasurer and other Patrol Leaders.

## Chairman

The Venture Chairman is the one who oversees and coordinates the big picture in the unit. More importantly, he leads the Venture EXCO, which leads the rest of the troop. His tasks include:

- Working with his EXCO to organize and run the Unit's Programme
- Facilitating effective communication in the Unit
- Ensuring that all necessary preparations such as logistics are assembled for meetings and activities
- Periodically assessing the Unit's progress
- Preparing and deciding the agenda for meetings

When chairing an EXCO, one must have the ability to speak with confidence and charisma. Such confidence can only be possible if one is sufficiently qualified and knows what is going on. Thus, the chairman is usually one of the highest rank or caliber. It is a common mistake to say that a chairman must personally ensure that all his members are taken care of and happy. In fact, all he needs to do is to ensure that his EXCO is happy, and the EXCO will in turn make sure that the members are happy. The Patrol System facilitates this.

## Secretary

The secretary is responsible for handling most of the executive work in the EXCO. This includes:

- Keeping minutes for all meetings
- Maintaining records and logs for activities, including attendance and progress
- Attending to unit publicity and relations with other troops
- Communicating with both the EXCO and the members themselves

## Treasurer

The treasurer is the one who controls everything to do with money in the EXCO. He is responsible for:

- Keeping accounts for all income and expenditure
- Preparing and presenting a periodic financial statement to the unit and the Exco
- Collecting and keeping track of receipts, subscriptions or dues

The treasurer may play an advisory role in deciding the budget of the EXCO, based on his informed position on the group finances. However, the final decision should be discussed and made by the entire EXCO.

## Patrol Leaders

The Patrol Leaders are committee members of the EXCO. They are part of the decision making body and may take up ad hoc projects that may be required.

Duties of a Patrol Leader

- Plan and lead patrol meetings and activities
- Keep patrol members informed
- Assign each patrol member a specific duty
- Prepare the patrol to participate in all troop activities
- Know the abilities of each patrol member
- Show and develop patrol spirit

In addition to the basic four, most EXCOs might also include a Vice Chairman or other ad hoc members. VSLs and AVSLs act as advisors only. They have no voting rights.

## Rank Insignias

### Venture Scout

#### Venture EXCO Chairman



### Scout

#### Senior Patrol Leader



#### EXCO Member & Patrol Leader



#### Senior Patrol Leader



#### Assistant Patrol Leader

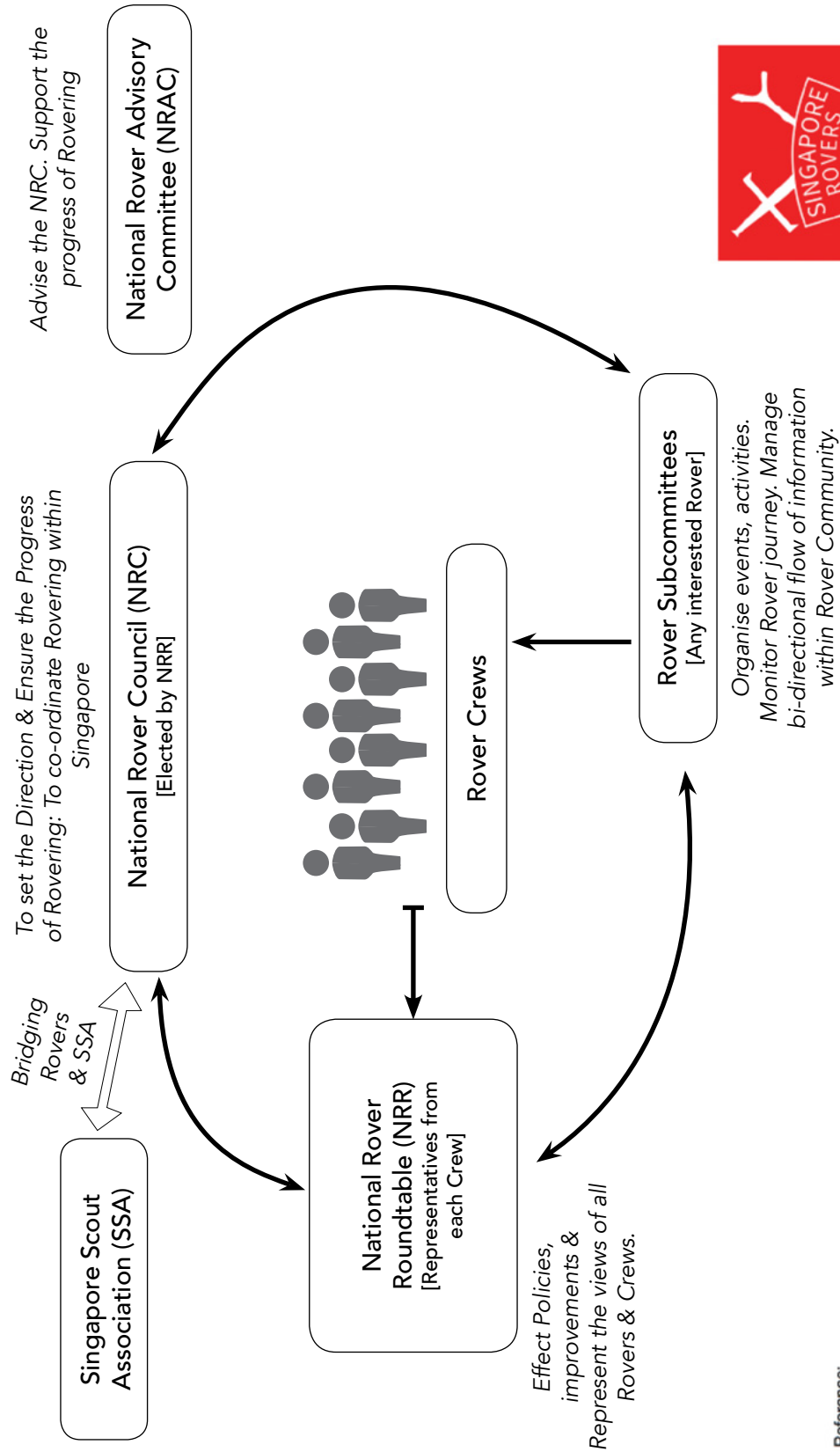


#### Assistant Patrol Leader



# Rover Scout - The Rover Crew and the National Rover Council

## Singapore Rovers - Organisational Structure



Reference:  
 • Policies, Organisation, Rules – The Singapore Scout Association  
 • The Singapore Rover Constitution, 2015

Version: Dec 2015

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Annex H

# SCOUT RECORD CARD

**SCOUT MOTTO**

“Be Prepared”

**SCOUT PROMISE**

On my Honour I promise that  
I will do my best -  
To do my duty to God and  
to the Republic of Singapore  
To help other people and  
to keep the Scout Law

**SCOUT LAW**

A Scout is to be trusted.  
A Scout is loyal.  
A Scout makes friends, establishes  
and  
maintains harmonious relations.  
A Scout is disciplined and  
considerate.  
A Scout has courage in all  
difficulties.

**SCOUT HYMN**

Now as I start upon my chosen way  
In all I do - my thoughts, my work, my play  
Grant as I promise, courage new for me  
To be the best - the best that I can be

Help me to keep my honour shining bright  
May I be loyal in the hardest fight  
Let me be able, for my task and then  
To earn a place, among my fellow men

Open my eyes to see things as I should  
That I may do my daily turn of good  
Let me be ready, waiting for each need  
To keep me clean, in thought and word and deed

So as I journey, on my chosen way  
In all I do - my thought, my work, my play  
Grant as I promise, courage new for me  
To be the best - the best that I can be



**NATIONAL PROGRAMME TEAM**

# SINGAPORE SCOUT ASSOCIATION

## SCOUT RECORD CARD

Name: \_\_\_\_\_

Patrol Name: \_\_\_\_\_

Scout Group Name: \_\_\_\_\_

**CREATING A  
BETTER WORLD**

ENGAGING • EXCITING • EMPOWERING







Annex I

# VENTURE SCOUT RECORD CARD



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**NATIONAL PROGRAMME TEAM**

# SINGAPORE SCOUT ASSOCIATION

## VENTURE SCOUT RECORD CARD

Name: \_\_\_\_\_

Patrol Name: \_\_\_\_\_

Scout Group Name: \_\_\_\_\_

**CREATING A  
BETTER WORLD**

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**NATIONAL PROGRAMME TEAM**

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