

# Changeover Resource Pack



# Introducing the Changeover Pack

This Resource Pack has been developed to help you changeover to the new youth programme in your Scout Group. Most of you, as you read this, will be at a County Briefing & Planning Meeting or will have recently attended one where this resource pack was distributed.

Supporting every Scout Group in the country to changeover to this new programme is a big task for the Association and will take some time. Here is a short summary of the story so far:

- It really started towards the end of 2009 when trainers from each Province were trained in the main aspects of the new programme so they would be ready to deliver the same training to you at Group level.
- Training & Planning Days were run in each Province during January and the start of February 2010. These events were targeted for the Provincial team and for certain people from the County teams.
- County Briefing & Planning Meetings are being held during the months of February and March. These events are targeted for the County team and for certain people from each Group. This resource pack is being distributed at each of these meetings.

We will be using the normal structures of Scouting Ireland to support you during the changeover to the new youth programme. In addition, some people have taken on additional temporary roles to help us through this period of change.

- Some trainers have formed a panel in each Province to deliver the Group Training & Planning Days and to help with the other training and briefing events mentioned earlier, these panels are being supervised by Provincial Training Coordinators and the Training Commissioner.
- The County Programme Coordinator has been asked to appoint one or more 'Mentor' to provide direct support to Groups with the changeover. These Mentors are being supervised by the County Programme Coordinator and the County Board.
- Each Group has been asked to appoint one person to act as a Changeover Coordinator to support the Group Council and the Group Leader with the changeover.

You will probably have met your Mentor at the County Briefing & Planning Meeting, you should involve your Mentor in your Groups decision and review meetings from now right up to the time when you have successfully completed the changeover.

Now that your Group has attended your County Briefing & Planning Meeting you need to start working on your Group Changeover Plan and getting ready for your Group Training & Planning Day. This resource pack should be of some help to you in your preparations. You are encouraged to hold a meeting with all youth leaders and Scouters in the Group to consider the contents of this resource pack and to start using it. It is intended that you would work through it in the sequence presented below.



- Mythbusters, a short document to answer many of the questions we get asked most about the new programme
- Overview of the changeover plan, to help you put things into context
- Forming new Age Sections, a short paper to help you to complete this important step
- Implementing Youth Leadership, to help you to get youth leadership working in each of the new age Sections
- A summary of the Scout Method, to allow you to check how you are doing with this and to be sure you have it working in each of the new age Sections and at your Group Council
- Planning for skills and equipment in all Sections, to help you to assess what resources you have available and to help you to create a plan to fill any gaps
- Sample Communications materials, suggested templates to use when communicating to the youth members, their parents, your local community
- Assessing progress towards the new programme, to act as a guide to all of the steps you should follow to get ready

### **So next steps you should take are:**

- If you have not yet appointed a Group Changeover Coordinator, do it now
- Get this person to contact your Mentor from the County team and swap contact details
- Get together with the youth leaders and Scouters in your Group, share this pack and start working through it

**The very best of luck with the changeover!**

*If you have any observations or suggestions about this pack please mention them to your Mentor and send them to [progdev@scouts.ie](mailto:progdev@scouts.ie).*



## Index

Implementing the new youth programme at Group level	5
Role of the Group Changeover Coordinator	11
Role of County Mentor	12
Mythbusters	13
Outline of the meetings which must be arranged to launch the new programme	17
Suggested Approach to forming new Age Sections	19
Why Youth Leadership?	21
Implementing the Scout Method in All Sections	25
Assessing skills and equipment	29
Sample letter to Parents	33
Assessing Progress towards Implementing the Programme	35





## Implementing the new youth programme at Group level

Learn about the Changeover	
<p><b>Invitation to a County Briefing &amp; Planning Meeting</b></p> <p>The Group receives an invitation to a special County level meeting where a briefing about the rollout of the new youth programme will take place. This meeting is attended by the Group Leader (GL) and the Group Changeover Coordinator (see just below for an explanation about the Group Changeover Coordinator)</p> <p><b>Discuss at Group Council</b></p> <p>The invitation to the County Briefing &amp; Planning Meeting contains information which can be used to spark discussion at Group Council prior to attending that meeting.</p> <p>Matters to be discussed will include:</p> <ul style="list-style-type: none"> <li>• How the Group will manage the changeover; in particular who will coordinate things, the Group Leader or someone else (the Changeover Coordinator).</li> <li>• Changeover timetable - when would suit the Group?</li> <li>• Questions people have</li> </ul>	<p>Jan- Feb 2010</p>
<p><b>County Briefing &amp; Planning Meeting</b></p> <p>Group representatives (Group Leader and/or Changeover Coordinator) attends as well as the following:</p> <ul style="list-style-type: none"> <li>• Professional team <ul style="list-style-type: none"> <li>§ Programme Support Officer (PSO) &amp; Group Support Facilitator (GSF)</li> </ul> </li> <li>• Trainers <ul style="list-style-type: none"> <li>§ Those on the Provincial panel who will deliver the “Training Days” for the County</li> </ul> </li> <li>• Mentor(s) <ul style="list-style-type: none"> <li>§ One or more people who are tasked by the CMC with supporting Groups in the County with the changeover</li> </ul> </li> </ul> <p>The Professional team, Trainers and Mentors will already have been briefed and trained for their roles in the changeover.</p> <p>This meeting provides the attendees with an outline of the programme components, as well as the resources which will be available to implement it and the recommended approach to changeover.</p> <p>Groups commit to begin the process and a Group Resource Pack is provided to the Group representatives who have attended.</p>	<p>Feb - Mar 2010</p>



<b>Prepare for the Changeover</b>	6 - 8 weeks, (starting sometime from March 2010 onwards)
<b>Discuss at Group Council</b> Group Leader and/or Group Changeover Coordinator report back to Group Council and introduce the Changeover Resource Pack. This resource breaks down the changeover into manageable steps and will provide some support for the Group in managing its own preparations for changeover. Support is also available from the County team and the professional staff. The Provincial team provides an overall coordinating role.	1 evening
<b>Prepare the Changeover Plan</b> Group Council meets to discuss the plan for preparing to implement the new programme. Matters to be considered include: <ul style="list-style-type: none"> <li>• Approach to forming Sections and Small Teams / Patrols</li> <li>• Scouter assignments</li> <li>• Youth Leaders appointed in each Section</li> <li>• Adventure Skill instruction, is there a need for assistance?</li> <li>• Use of group equipment, managing the change</li> <li>• Date for Group Training &amp; Planning Day, when suits?</li> <li>• Date for programme implementation, when would work?</li> </ul> The resource pack contains guidelines and suggestions for preparing this plan. The Group Leader or Group Changeover Coordinator discusses the Changeover Plan with the Mentor and seeks their input.	2 evenings or 1 half day over a period of 4 - 6 weeks with actions in between
<b>Group Training &amp; Planning Day</b> Attended by all Scouters, others on Group Council, all youth leaders. Comprises a half day familiarisation with the new youth programme and a half day to review and finalise the Changeover Plan.	1 Day
<b>Commit to the Changeover Plan</b> The Group Council meets again to finalise the timetable and commit to the Changeover Plan, ideally the Mentor should be present for this meeting of Group Council.	1 evening or half day
<b>Communicate the Changeover Plan</b> Brief the parents of youth members, some resources will be supplied in the resource pack to help with this. Inform all youth members about the proposed implementation approach and timetable. The sequence of briefings should be planned to ensure that older youth members are consulted with and informed appropriately, the older the Scout the more they should know about what is involved before their parents are informed.	1 - 2 weeks



<b>First Programme Cycle, to introduce the key components</b>	4 - 6 Weeks
<p>The Group runs the first Programme Cycle as prepared at the Group Training &amp; Planning Day.</p> <p>Establish / reinforce the practice of Plan-Do-Review in each Section.</p> <p>Establish / reinforce the appropriate Youth Participation model for each Section.</p> <p>Consider progress towards Learning Objectives; start the youth members considering Personal Challenges.</p>	
<p>Meet as a Group Council to evaluate first Programme Cycle.</p> <p>The resource pack will include a tool to facilitate this evaluation.</p> <p>Mentor attends if requested by the Group.</p> <p>Any questions/issues raised at this stage are addressed and responses planned.</p>	
Celebrate the first Programme Cycle.	
<b>Second Programme Cycle, to help get used to all components</b>	3 - 4 months
<p>Plan the second Programme Cycle, reinforce the practice of Plan-Do-Review in each Section.</p> <p>Reinforce the appropriate Youth Participation model for each Section.</p>	
<p>Establish the review of progress towards Learning Objectives through Personal Challenges and the appropriate mapping methods,</p> <p>Incorporate Stage 1 for selected Adventure Skills.</p> <p>Attempt some Special Interest Badges.</p>	
Evaluate the second Programme Cycle.	
<p>Celebrate the second Programme Cycle with a Group event to mark the changeover to the new programme.</p> <p>Consider organising a Group weekend activity or a Group Family Day.</p> <p>Consider having a Badge/Pin/Memento to mark the occasion.</p>	
<b>Review of Progress to date, input from youth members and Scouters</b>	1 Day
<p>Mentor meets with the same people who attended the Training Day. They facilitate the Group in reviewing progress to date, as well as identifying any problems and areas for further work.</p> <p>Areas to review include:</p> <ul style="list-style-type: none"> <li>Use of the Scout Method including the Small Team / Patrol system in each Section</li> </ul>	





<ul style="list-style-type: none"> <li>• Use of the programme Cycle : Plan-Do-Review</li> <li>• Progress with Learning Objectives</li> <li>• Effectiveness of evaluation and personal review</li> <li>• Adventure Skills take-up and quality of instruction</li> <li>• Use of Special Interest Badges in implementing the core programme components</li> <li>• Scouter allocations and training of Scouters</li> <li>• Use of adults other than Scouters (particularly as instructors or coaches)</li> <li>• Availability and use of Group equipment</li> <li>• Availability and use of funding</li> </ul> <p>An Action Plan for the Group is created as a result of this review. Feedback to the Programme Development Unit via the Mentor, so that support material/training/toolkit can be amended/improved.</p>	
<b>Support to other Groups</b>	7 - 8 months after starting
The Group should now be in a position to provide support, advice and encouragement to other Scout Groups embarking on the changeover process. This should be facilitated by the Mentor and the County team.	

<b>Further steps which could be used if required</b>	
<b>Third Programme Cycle to further try out all of the components and phases</b>	3 - 4 Months
Plan a third Programme Cycle. Consider progress towards the major activity for the year, for example summer camp. Reinforce the practice of Plan-Do-Review in each Section. Reinforce the appropriate Youth Participation model for each Section.	
Reinforce the review of progress towards Learning Objectives through Personal Challenges and the appropriate methods, ensure the youth members are engaging in personal evaluation. If the youth members have completed Stage 1 of an Adventure Skill then incorporate Stage 2 or commence Stage 1 for another Adventure Skill. Make further progress with Special Interest Badges.	
Evaluate the third Programme Cycle.	
Celebrate the third Programme Cycle.	



<b>Fourth Programme Cycle to establish all components are in every-day use</b>	3 - 4 Months
Plan a fourth Programme Cycle, culminating in the major activity for the year.	
Support Plan-Do-Review and the appropriate Youth Participation model as the norm in each Section. Actively support regular use of the appropriate mapping methods to review progress towards Learning Objectives through Personal Challenges, support personal evaluation as the norm. Continue to pursue further Adventure Skills appropriate to the age range of each youth member. Ensure Special Interest Badges are exercising Plan-Do-Review and that they are causing progress with Learning Objectives.	
Evaluate the Programme Cycle	
Celebrate the Programme Cycle, perhaps on the major activity of the year; summer camp, expedition, etc.	
<b>Thorough review of progress after a year of using the new youth programme</b>	1 Day
The Group meets with their Mentor for a final time to review progress. Areas to review include: <ul style="list-style-type: none"> <li>• Use of the Scout Method including the Small Team / Patrol system in each Section</li> <li>• Use of the programme Cycle - Plan-Do-Review</li> <li>• Progress with Learning Objectives</li> <li>• Effectiveness of evaluation and personal review</li> <li>• Adventure Skills take-up and quality of instruction</li> <li>• Use of Special Interest Badges in implementing the core programme components</li> <li>• Scouter allocations and training of Scouters</li> <li>• Use of adults other than Scouters (particularly as instructors or coaches)</li> <li>• Availability and use of Group equipment</li> <li>• Availability and use of funding</li> </ul>	
Group updates its Action Plan following the review and begins to plan for the upcoming Scouting year.	
Feedback to the Programme Development Unit via the Mentor, so that the training, materials and the resource pack can be amended and improved.	





# Role of the Group Changeover Coordinator

All Group Changeover Coordinators in the County shall report to the County Management Committee via the Group Leader for the duration of their role

## The Group Changeover Coordinator role will include:

- *Contact for the Group in relation to implementing the new programme*
- *Providing advice, support and guidance to the Group Council for the duration of their changeover*
- *Coordinating Group Training & Planning Day and ensuring attendance*
- *Acting as a means of communication between Group and County*
- *Advising the Group Council of progress as well as challenges/issues*

## They will do this by:

- *Attending County Briefing & Planning Day*
- *Familiarising themselves with the programme content and approach*
- *Meeting regularly with the other Group Changeover Coordinators*
- *Maintaining regular contact with the Group Council and County Mentor*

## Successful Group Changeover Coordinator will:

- *Be committed to supporting the successful implementation of the new programme*
- *Have a reasonable availability of time to carry out the role*
- *Be approachable and supportive*
- *Enthuse and support; rather than lead and direct*

## Working with

*Scout Group Council, Group Leader, County Mentor*

## Accountable to

*Scout Group Council, Group Leader*

## Qualifications

*Full knowledge and understanding of the Aims and Policies of the Association*

*If the candidate is not currently a registered member of Scouting Ireland then they should go through the process*

### \* Role of Group Leader

The role of the Group Leader during the changeover will be to enable the smooth transition to 'One Programme' by working closely with the Group Council, the Group Changeover Coordinator and the County Mentor



# Role of the County Mentor

All Mentors in the County should report to the County Management Committee via the CPC for the duration of their role.

## The Mentors role will include:

- *Contact for specific Groups in relation to implementing the new programme*
- *Providing advice, support and guidance to those Groups for the duration of their changeover*
- *Coordinating Group Planning & Training Days*
- *Acting as a means of communication between County and Group*
- *Advising the County Management Committee (via the CPC) of progress as well as challenges/issues*

## They will do this by:

- *Attending Provincial Training & Planning Day*
- *Familiarising themselves with the programme content and approach*
- *Playing a lead role in the County Briefing & Planning Meeting*
- *Meeting regularly with the other mentors and the CPC*
- *Maintaining regular contact with the Group and meeting with the Group Changeover Coordinator*

## Successful Mentors will:

- *Be committed to supporting the successful implementation of the new programme*
- *Have a reasonable availability of time to carry out the role*
- *Be approachable and supportive*
- *Enthuse and support; rather than lead and direct*

## Working with

*Group Changeover Coordinator, County Mentor(s), County Programme Coordinator*

## Accountable to

*County Programme Coordinator*

## Qualifications

*Full know knowledge and understanding of the Aims and Policies of the Association.*

*If the candidate is not currently a registered member of Scouting Ireland then they should go through the process of registration.*



## Mythbusters

### **Will the One Programme make all my Group's existing traditions disappear? Will it try to erase history?**

Absolutely not. The One programme fully allows you to hold on to your traditions and it will encourage you to put in place some new ones as well. The One programme isn't setting out to destroy history; it may even lead to history being made. The One programme isn't saying that everything we all do in Scouts up to now is wrong it's just adapting to the times.

### **Will One programme destroy the Patrol System and the fundamental aspects of Scouting?**

The infrastructure for Scouting will remain the same, the changes won't be as dramatic as they have been made out and it really isn't setting out to destroy anything, in fact more of the patrol system (working in small teams) will be expected in every Section with the One Programme. Any changes that are being made have been thoroughly thought through and not just by adults who haven't been involved in programme with Scouts in years, any of the Scouts who have worked on developing the programme fully believe that the changes been made are for the good of the Scouts taking part.

### **Who will the new age changes affect? Will they separate friends?**

The ages will most affect the Cub Scout and Beaver Scout Sections. Some Groups may go on to operate Scouts and Venture Scouts as one unit and on one meeting night, however the appropriate programme must be used by the Scouts and by the Venture Scouts. Ages set out for the Sections will act as guidelines and won't be set in stone, this will allow the individual member decide when they are ready to move to an older Section. The One programme will allow older Scouts who have

been left to take on the leader role presently to take part in a programme that interests them and will benefit them through outside qualifications as they progress. The addition of the Rover Scout Section it will give the Scouts who presently are lost in the oblivion between Venture Scouts and being adult leaders an active role in the Association.

### **Why change the programme? It works well for my Group.**

While some Groups may be flourishing under the present programme many Groups around the country have "packed Cub Scout Sections with a severe loss of numbers when members reach the Scout Section age. This may be because suddenly it isn't the cool thing to do. When this issue is so widely spread it becomes something that needs to be addressed. While the fundamentals may already be there something can always be improved on, it's not fair to all the Cub Scouts who are missing out on their Scout adventure, if it can be helped it must be.

### **Will the One Programme make scouts like being in school?**

Many Scout Groups at present keep a Deck Log and Sections will keep their own log. The One Programme gives each member the opportunity and tools to keep a personal log. It then goes one step further and gives this personal log a usage by basing the member's journey through the progression and badge scheme around it. The One Programme promotes the keeping of a written log, a tradition which may have been lost in recent times. The keeping of the log isn't set out in a manner which makes it tedious, it takes on a functional role.





### **Is the One programme making Scouts too “touchy feely”? We never had the SPICES before why do we need to use them now?**

When people initially hear about the SPICES it does appear that way, but they do serve a purpose and are not something alien to the Scouting message. A good programme following the present programme will have unknowingly captured many of the SPICES anyway. The One Programme just allows people acknowledge what they’ve achieved rather than letting the experiences pass people by and they not gaining from them. The SPICES will act as a guideline for developing future programme ideas and will be weaved into the progression badge scheme.

### **My Scouts won’t want to do Plan-Do-Review, it’s just going to be too much hassle!**

If it is seen as work and done in a formal manner, true no one will want to take part, but this is not the case. In reality you probably already take part in this process without knowing it. When you take part in a Troop activity, then naturally on the way home or after it you will have a chat about how the activity went. It doesn’t need to be formal or a chore.

### **What age are Rovers, how will this section affect the present age ranges and the system that we have successfully followed for many years in Sea Scouting?**

Rover Scouts are 18-21 years; this fits well into the existing Sea Scouting age ranges in my Group. At present we call this Section Ventures. Interestingly, through research I discovered that a most renowned Irish Sea Scout (Eoin Lavelle) was a member of the first ever Rover crew founded in Dublin University (Trinity) in March 1933. Rover Scout Sections will be reaching out more into society by way of setting up contacts in Universities etc. There will be still be challenges; for example: Moot, Explorer Belt and opportunities to equip oneself with additional skills and recognised qualifications.

An added advantage of holding onto this age group is that the Group retains members for longer thus increasing the pool from which to recruit young leaders.

### **Who does the Plan-Do- Review... Scouts, Patrol Leaders?**

It is my understanding that the One Programme is lead by the youth members with the support of the adult leaders (Scouters). The programme is more about personal progression, the new Chief Scouts Award for each Section is an example of this. There will be adventure challenges along the way. It is a personal journey being taking by all members but not everyone will follow the same route.

### **What are SPICES and how are they incorporated into existing programme? Will it involve a lot of school type developmental goals?**

SPICES, sound like a lot of formal educational style learning but really its not, when you think about Scouting and what we do, for example the responsibilities that are given to youth leaders, we are pursuing the SPICES already within the programme. In the One Programme there will be more emphasis on the different areas but not so that it is going to seem like school. I don’t think any youth Leader is going to be sitting down filling out forms based on the SPICES making sure that everyone in her/his Patrol is ticking all the boxes (Physical, Spiritual, etc.) but I do think that the Sea Scouting programme has plenty of scope for this direction of challenge and personal progression. Will the new (One) Programme take on more of a youth club style or will we be able to maintain our identity as a thriving Sea Scouting Group and an active part of the Scouting Movement.

It is one of the key points that activities are carried out using the Scout Method; so there is no chance that Scouting Ireland will suddenly take on a youth club image. There is a specific programme to be followed, there are guidelines and adult leaders (Scouters) to help support and facilitate the implementation. It will be up to individual Groups how and when this will happen.



**What do I do with my Scouts that are half way through their old Progressive Scheme - do I have to start again?**

No you won't. No badges have to come off your uniform. After all you have earned them however the new personal progression scheme is different so you can't 'trade' them in.

**With the new programme is the Chief Scout's Award going away?**

The Chief Scout's Award has been extended to all five Sections. For the last three Sections you can also achieve the Bronze Silver and Gold Gaisce or Duke of Edinburgh Award while working on your Chief Scout's Award.

**Is it true that the Scout and Venture Scout Section will be basically the same in the One Programme?**

Not at all. In fact, there are core components to the One Programme which apply in ALL Sections; the use of the Scout Method and Programme Cycle, a Personal Progression Scheme based on the areas of Growth (SPICES), progressive Adventure Skills, Special Interest Badges, Nautical Badges, a Chief Scout's Award for each Section. At the same time, each Section has its own identity and its own way of approaching things; these are illustrated in the Section Handbooks. So One Programme is a single, progressive programme but presented to each Section in a way which is appropriate for the age range in that Section.

**Can a Rover be a Scouter?**

The starting age for Scouters is 18; so, unless the National Management Committee or National Council changes the association's policy a person can be a Rover Scout and also a Scouter at the same time. We would, of course, encourage every person aged 18 - 21 to participate in an active Rover Scout programme so as to finish off their learning under the One Programme.

**Will the Scouting Trail still be used in Scouting Ireland? I heard the badge book is being replaced. What new books will we be getting?**

The Scouting Trail will still be referred to as a reference for Scouting Skills, so too will KUBUK and The Sea Scout Handbook, along with a lot of other existing Scouting publications. A new handbook for members of each Section has been produced to support the One Programme and also a Scouters Handbook and a book on the Adventure Skills requirements. In a while, when the One Programme has settled in a bit we might look at producing some new reference material which is geared more at the needs of Scouts and Scouters using the One Programme. In the meantime, the Programme section of the Association's website ([www.scouts.ie](http://www.scouts.ie)) will be kept updated with additional support material as it is developed.

**Will I have to repeat my training, I am currently half way through my Woodbadge.**

You will not have to repeat your training. As part of the rollout of the One Programme each Group will be provided with a Group Training & Planning Day to help all leaders (youth leaders and Scouters) to understand the new programme and to plan how best to introduce it into the Group. The Training Commissioner is currently revising the Woodbadge courses and Skills Training so as to make them more suitable for the One Programme. You might decide to attend one or more of the amended courses, even if you have done the older version, but that will be up to you.

**Will the One Programme affect the older Sections more?**

The One Programme will bring about changes in ALL Sections, the core programme components will seem a bit different to what most have been doing in the past. All Sections will be expected to implement the Scout Method fully and to involve the youth members in decision making about their programme. The Personal Progression Scheme is presented in a new way and may take a bit of





getting used to. The Adventure Skills will be a bit more structured than skills development was for many before. The Special Interest Badges will provide the opportunity to gain credit for your other interests, providing your achievements are based on the idea of Plan-Do-Review and that you consider what progress with the PPS they are helping you with. The Nautical Badges will provide every youth member, whether a member of a Sea Scout Group or not, to build up their maritime knowledge and skills. Every youth member in every Section now has the opportunity to achieve the Chief Scout's Award by following the One Programme in a persistent manner during their time in the Section. The amount of change you will notice will depend a lot on what sort of

programme your Section was using up to now. There is no reason to believe that the One Programme will affect older Sections more than younger ones; but it is anticipated that the One Programme will enable a better programme experience in all Sections and that one effect may be a growth in numbers generally and in particular in the numbers in the older Sections.

### **Who decides what in this process?**

As with all important decisions, it is your Group Council that will decide how best to approach the changeover to the One Programme and what timeframe will work for your Group.



## Outline of the meetings which must be arranged to launch the new programme

Date	Name	Responsibility	Purpose	Method / Duration
<b>Jan-Feb 2010</b>	Provincial Training & Planning Day	Logistics: Provincial Team Content: Programme Team	Train Provincial Teams and members of County Teams Start to plan sequence for Province	<b>Full Day Meeting</b>
<b>Feb-Mar 2010</b>	County Briefing & Planning Day	Logistics: County Team Content: Provincial Team	Brief members of every Group Start to plan sequence for County	<b>2-3 hours</b>
<b>Mar-Apr 2010</b>	Group meeting for all leaders	Group Changeover Coordinator	Brief any remaining member of the Group Use the Resource Pack to start preparations Prepare Group Changeover Plan Request Group Training & Planning Day when ready	<b>1-2 hours, multiple times until ready</b>
<b>April 2010 onwards</b>	Group Training & Planning Day	Logistics: Group Changeover Coordinator Content: Provincial Trainer & County Mentor	Train all leaders in the Group (including youth leaders) Review the Group Changeover Plan and revise if required	<b>Full Day Meeting</b>
<b>Monthly ongoing</b>	Group Council	Group Council, Group Changeover Coordinator	To review changeover plan and feedback to County	<b>Group Council Meeting</b>
<b>Monthly ongoing</b>	County Team Meeting	County Commissioner, County Programme Coordinator, Mentors	To get an overview of Group progress, issues and challenges, to monitor Group Training dates, to ensure learning is shared and to prepare feedback for Province	<b>County Team Meeting</b>
<b>Monthly ongoing</b>	Provincial Team Meeting	Provincial Commissioner, Provincial Programme Coordinator, Trainers	To get an overview of progress, issues and challenges, to ensure learning is shared and to prepare feedback for National	<b>Provincial Team Meeting</b>

Provincial Training & Planning Day	County Briefing & Planning Meeting	Group Preparation Meetings	Group Training & Planning Day
<b>Arranged by:</b>	<b>Arranged by:</b>	<b>Arranged by:</b>	<b>Arranged by:</b>
Provincial Commissioner	County Commissioner	Group Leader	Group Leader
<b>Content delivered by:</b>	<b>Content delivered by:</b>	<b>Content delivered by:</b>	<b>Content delivered by:</b>
Programme Commissioners	Transition Trainer	Group Changeover Coordinator	Transition Trainer
Training Commissioner	County Mentors	County Mentor (*)	County Mentor
	Group Support Facilitator(s)	Group Support Facilitator (*)	Group Support Facilitator (*)
<b>Who should attend:</b>	<b>Who should attend:</b>	<b>Who should attend:</b>	<b>Who should attend:</b>
Provincial Commissioner	County Commissioner	Group Leader	Group Leader
Provincial Officers	County Officers	Group Officers	Group Officers
Provincial Training Co-ordinator	County Training co-ordinator	Group Changeover Co-ordinator	Group Changeover Co-ordinator
Provincial Programme Co-ordinator	County Programme Co-ordinator	Programme Scouters	Programme Scouters
Provincial Youth Reps	County Youth Reps	Youth Leaders	Youth Leaders
County Commissioners	Group Leaders		
County Programme Coordinators	Group Changeover Co-ordinators		
County Mentors			
Provincial Support Officer			
port Facilitator(s)		(*) = as required	



## Suggested Approach to forming new Age Sections

### Section Age Ranges

Beaver Scouts	6, 7, 8
Cub Scouts	9, 10, 11
Scouts	12, 13, 14, 15
Venture Scouts	15, 16, 17
Rover Scouts	18, 19, 20

Following National Council 2009, the above age ranges were approved, in preparation for the changeover to One Programme, your Group will have to think about how you might reorganise the ages of your Section and how the link between Sections works in your Group. Groups should inform their youth members and possibly their parents about the changes in age ranges well in advance so youth members are not disappointed on waiting another year to move up.

The moving of young people into the new Section age ranges should be based on the young person's development and not solely on their date of birth. We suggest that no young person would be moved 'back' into their old Section; for example, if an 8.5 year old is in Cub Scouts they should not be moved back to Beaver Scouts.

Please note that there is an option for each Group to decide whether the norm will be for 15 year olds to be part of the Scout Troop or of the Venture Scout Unit.

The new age ranges should be discussed at Group Council and an approach to the change of ages should be agreed there. It might be appropriate to have a Scouter from each Section to form a sub-committee of the Group Council to complete this task. Having a list of youth members in your Group divided into Sections and showing their date of birth will help you during this discussion. When you have decided what Section each young person will be in you should inform Scouting Ireland Head Office so that the membership database can be updated.

The following is a method that Groups could use to change over to the new age ranges on a longer term basis rather than moving young people in a single move.

### Beaver Scouts

Old Programme	age 6, 7	Beaver Scouts reaching age 8 moved up to Cub Scouts
Start of One Programme	age 6, 7, 8	No Beaver Scouts move up to Cub Scouts this year
Year 2 of One Programme	age 6, 7, 8	Beaver Scouts reaching age 9 move up to Cub Scouts

### Cub Scouts

Old Programme	age 8, 9, 10	Cub Scouts reaching age 11 moved up to Scouts
Start of One Programme	age 9, 10, 11	No Cub Scouts move up to Scouts this year
Year 2 of One Programme	age 9, 10, 11	Cub Scouts reaching age 12 move up to Scouts

**Overview:** The first year that you will be using One Programme, you will have no young people moving up to the next Section, and in year two of One Programme, you will begin to use the link to move the young people onto the new Section.



## Scouts

Old Programme	age 11, ... 16	Scouts reaching age 17 moved up to Venture Scouts
Start of One Programme	age 12, 13, 14, 15	Scouts reaching age 15 or 16 move up to Venture Scouts

**Overview:** The first year of the new programme you might have no Cub Scouts coming up to Scouts but after year two, they will start coming up again. Scouts would go up to Venture Scouts at 15 or 16, Groups can pick a general rule for which of these ages Scouts move to Venture Scouts to suit the young people in their own Groups. However, each Scout should have a large say when they want to move Section.

## Venture Scouts

Old Programme	age 16, ... 20	
Start of One Programme	age 15, 16, 17	Venture Scouts that are over 18 move to Rover Scouts

## Rover Scouts

One Programme	age 18, 19, 20	Rover Scout Section starts
Year 2 of One Programme	age 18, 19, 20	Venture Scouts reaching age 18 move up to Rover Scouts

**Overview:** When you start the new programme, Groups could set up a Rover Section separate from their Venture Scout Section. If Groups have small numbers, they could run their Venture Scouts and Rover Scout Sections on the same night. However if Groups are doing this they need to provide both the Venture Scout programme for Venture Scouts and the Rover Scout programme for Rover Scouts.

A young person who reaches age 18 may decide to take a leadership role in the Group as well as / instead of becoming a Rover Scout.

## Scouters

As a result of the movement of young people into other Sections and the changes in the age ranges, Scouters might feel the need to move to another Section within the Group to make best use of their skills.

This process can be helped by completing the skills assessment for Scouters but consideration should also be given to the 'soft skills', such as empathising, listening, facilitation, that will be required to implement the Scout Method and Plan-Do-Review fully in all Sections. It might be useful to have an open discussion on the needs of the young people in each Section and how the Scouter team in the Group might facilitate these needs, with the Group Leader or Group Changeover Coordinator helping Scouters to make the move.

There is likely to be a much increased demand for people with practical Scouting skills (called the Adventure Skills in the new Programme) and so some Scouters may feel they have most to contribute by providing skill instruction across multiple Sections. Another option to consider here is the use of youth members who are already proficient in one or more of the Adventure Skills areas as skills instructors for those less knowledgeable than themselves.

Parents, ex-Scouts and ex-Scouters as well as other skills experts or specialists in the community could also be used as skills instructors, or indeed as Special Interest Badge coaches.

The Association's Child Protection guidelines should, of course, be adhered to when involving adults in this way in the youth programme. Care should also be taken to ensure that skills instructors are adequately qualified to perform this role, the Association is in the process of issuing specific guidelines on this matter.



# Why Youth Leadership?

*Children have a right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account.*

*Article 12 – The United Nations Convention on the rights of the child.*

Within Scouting, we bring this a step further. We see Youth Leadership as being of paramount importance to achieving the Aim of Scouting. It sets in place the skills, attitudes and knowledge as well as the personal confidence which each young person will need to become responsible adults and to change the world.

*Voluntary membership of a group which, guided by adults, is increasingly self-governing in its successive age groups*

*Extract from the Scout Method – Scouting Ireland.*

According to the Scout Method adults in all Sections must facilitate decision making as an alliance between young people and adults and as a progressive process where young people are supported and encouraged to express their views and to make their own decisions about more and more of what they do in Scouting.

Throughout the Scout programme, in all Sections, opportunities for young people to take on the responsibility of leadership are provided and encouraged by Scouters.

## Beaver Scouts

Beaver scouts should be given a say in what is happening in the programme. This is done through review games and at Lodge gatherings (called Log Chews). Log Chew's should be led by the Scouter but they exist so as to get the opinions of the Beaver Scouts and to take account of these opinions when making decisions for the future. A Beaver Scout Lodge does not have a permanent leader. Every member should be given the chance of leading the Lodge at some time. Individual Beaver Scouts should be given responsibility for minor jobs, such as setting up for activities and tidying up afterwards, so as to build on their ability to take on such jobs. Every Beaver Scout should have a job within the Lodge, for example minding equipment, putting notices on the board, etc. Scouters should ensure that each Beaver Scout is given the chance to take on additional responsibility as they develop.

## Cub Scouts

Cub Scouts should be given more responsibility and more say in the running of the programme. They should spend more time working in small groups and making decisions as a team. Each Six will have a long term leader (Sixer) and assistant leader (Secunder). Every Cub Scout should have a job to do in the Six and they should be given more responsible jobs as they progress. The Sixer's Council should meet periodically to chat about bigger issues or topics and to guide the direction of programme. Scouters should ensure that each Cub Scout is given the chance to take on additional responsibility as they develop and the chance to act as the leader of a small group on a regular basis.

## Scouts

In the Scout Troop, the Patrol should be the grouping for most activities, meetings and events. More and more should be done in Patrols and Patrols should be encouraged to organize separate activities, meetings and events on a regular basis. Each Scout will share their needs, their requirements and their suggestions with the Patrol, and the Patrol Leader will represent the views of his/her Patrol members at the Patrol Leaders Council. The Patrol Leaders Council will direct the Scout Troop and will help maintain a high standard of programme and good order in the Troop. Most activity is done in Patrols and each Patrol will make decisions for itself, review its own progress, and decide on its own future plans. The Patrol





## How Youth Leadership?

Section	Individual	Team	Group	Programme
<b>Beaver Scouts</b>	The focus is working with others and doing jobs with someone else.	Lodge corner discussions led by Scouter and using games. Job of Lodge Leader rotated on a regular basis.	Large group activities.	Given choices on activities and used to brainstorm ideas for adults to plan the programme.
<b>Cub Scouts</b>	Take on responsibilities and small jobs. Individuals picked to be Sixers.	Most programmes done in Sixes with a Sixer to help manage the group. Sixer Council meetings quarterly.	Group activities but subdivided into their Sixes which are used as much as possible.	Sixes give feedback and make choices with adult supervision. Sixer council used to brainstorm ideas.
<b>Scouts</b>	Scouts take on bigger roles and jobs. Every Scout should have a job which challenges them and lets them show their level of responsibility.	Patrols are the main focus of the Troop with Patrols doing their own programmes with some adult supervision.	Only in large group when Patrols come together to do activities. Patrol Leader Council is the conduit for troop communication.	Patrols run the programme they want. Patrol Leaders Council is there to keep the standard of the programme high, as well as to ensure fairness and good order.
<b>Venture Scouts</b>	An individual's interests brought to the fore and shared with others.	Teams formed to follow a special interest with all the main decisions being made by the team.	General standards set in the Venture Group, teams must follow those standards.	All decisions on programme are made by the teams. The programme is facilitated by adults. The programme should be getting more external.
<b>Rover Scouts</b>	All members have the same level of responsibility.	Small groups decide all matters with major decisions approved by Group Council.	Very little if any large groups.	The programme is geared at the interests of individuals while encouraging working with others. There should be increased community focus in the programme.



Leader, with the Assistant Patrol Leader, has overall responsibility for the Patrol and should encourage each Scout to take on more responsibility as they progress over time. Each Scout should be given the opportunity to take on a leadership role on a regular basis; different activities, events or topics should be used to provide such opportunities.

## Venture Scouts

The Venture Scout Crew should decide its own programme and should run itself. The Venture Scouts should have full say in the running of the programme. The Scouters role is to support and encourage the Venture Scouts to implement the Youth Programme as designed; generally speaking they should only interfere with decision making when there is an issue concerning welfare, safety legality or Scouting principles. Venture Crews will form smaller groups to plan and complete specific activities. Venture Scouts should be Encouraged to take on more responsibility as they progress over time. Each Venture Scout should be given the opportunity to take on a leadership role on a regular basis.

## Rover Scouts

Each Rover Scout is an equal member in their Rover Scout Crew, the Crew will generally make collective decisions. All decisions relating to the Rover Scouts should be made by the Rover Scouts themselves except where it contradicts Group or Association policies or principles.

## Youth Fora

Youth Fora should be run in every Section within the Group. County and National Youth Fora should be run for every section except Beaver Scouts. Group and County Youth Fora should be run at regular intervals. All Youth Fora should be properly facilitated in an environment of trust and respect so that all members feel free to express their opinions freely and openly.

## Group Council

The Scout Group Council is the body which plans and co-ordinates all activities of the Scout Group. The workings of the Group Council and its

membership are described In the Rules of Scouting Ireland - Rule 42 through Rule 71.

The Rules are accessible on the Association's website ([www.scouts.ie](http://www.scouts.ie)).

You can find them by selecting "National Secretary Resources" and then "Official Documents"; the document is entitled "Rules of Association", you will see it short way down the list.

In particular, it should be noted that membership of the Scout Group Council includes:

- Up to three Programme Scouters from the Beaver Scouts, Cub Scouts, Scouts, Venture Scouts.
- Three members elected by the Rover Scout Section(s)
- A representative from each Patrol Leaders Council from the Scout Section(s)
- A representative of the Executive Committee from the Venture Scout Section(s).

So Scouters and youth leaders are expected to be fully involved in planning and making decisions at Group level. The changeover to the new youth programme presents each Group with an ideal opportunity to evaluate how decision making works for them and to fully implement the idea of Group Council as an inclusive and central decision-making body in the Group.

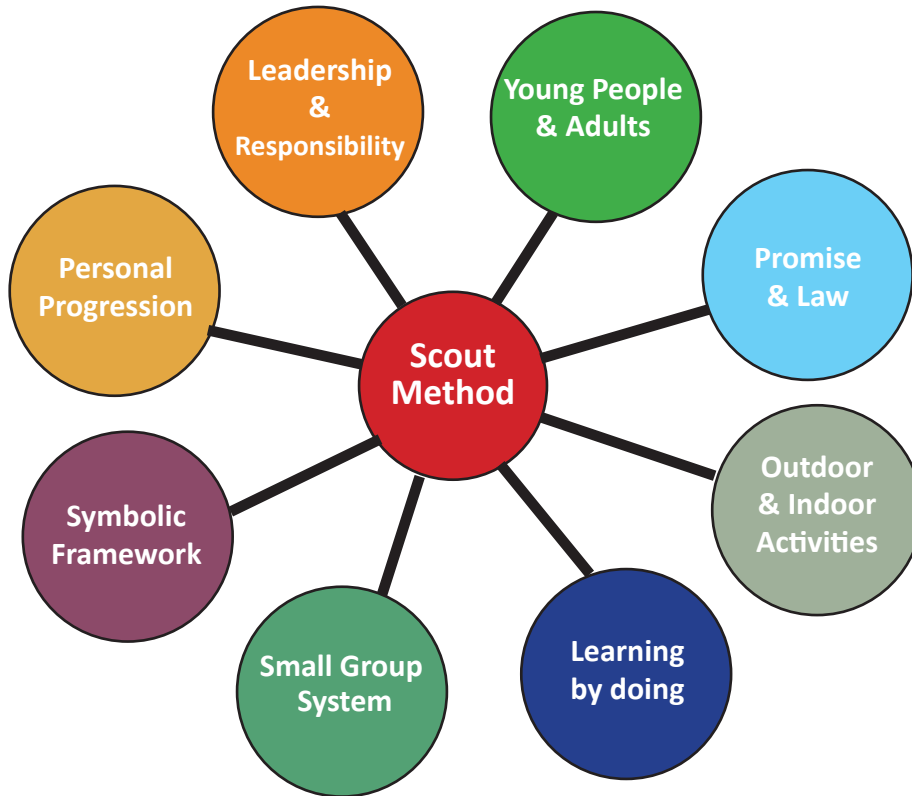






# Implementing the Scout Method in All Sections

The Scout Method is a system based on the concept of self-education and it is also progressive. The Scout Method was designed by the Founder, Robert Baden-Powell and forms the basis of how we achieve our Aim. The elements of the Scout Method can be illustrated as follows.



## Young People & Adults working together

Voluntary membership of a group which, guided by adults, is increasingly self-governing in its successive age groups

## Promise & Law

Commitment to a code of living as expressed in the Promise and Law, the meaning of which is expanded as the member grows towards maturity

## Outdoor & Indoor Activities

The provision of a wide range of attractive, constructive and challenging activities, including opportunities for adventure and exploration, both indoors and outdoors

## Learning by doing

Having hands-on and interactive activities allowing young people to take ownership of their activities.

## Small Group System

Encouragement of activities in small groups

## Personal Progression

An award scheme, which encourages participation in its full range of activities and provides recognition and group achievements

## Symbolic Framework

The use of words, names, stories, props, etc. on a specific theme which stimulate the imagination and provide a purpose for activities

## Leadership & Responsibility

The provision of opportunities for leadership and responsibility



## Young People and adults

Voluntary membership of a group which, guided by Scouters, is increasingly self-governing in its successive age groups.

At all times membership of Scouting should be voluntary, by being a voluntary organisation we create energy for learning that is not possible in formal education.

Adults and Young People in Scouting operate in harmony with each other. The young people and the adults share the same ideal and commitment; they are united by the same Promise and observe the same Law. They are therefore partners, committed to the same goal: the full development of the individual young person.

For this partnership to work there must be mutual listening and respect. The adult helps the young person to learn by listening to the young person, being prepared to talk with them, valuing their contributions, instilling confidence, reassuring them, and creating a safe environment in which the young person can experiment and discover. The adult supports the young person to help them achieve what they undertake, develop their confidence in themselves, discover their limits, and face moving on to another stage in life.

Young people need reference points, including adults they can talk to. The adult should ensure that incidents and events are evaluated and put into perspective, so that knowledge is derived and

skills are absorbed. The role of the adult in the organisation and presentation of the programme in Scouting Ireland is an ever decreasing one as the young person develops through the sections. Equally the role of the adult as a 'coach' and 'mentor' rather than a leader comes more and more to the fore as we move through the Sections. The adult is always responsible for ensuring there is a non formal educational content to the programme, and for the safety and well-being of the Scouts.

*"Success in training the boy depends largely on the Scoutmaster's own personal example."*

*... Robert Baden Powell*

## Promise and Law

Commitment to a code of living as expressed in the Promise & Law, the meaning of which is expanded as the member grows towards maturity. The Scout Law is a code of living for each individual scout and for the members of the group collectively - based on Scouting's principles. Through the practical experience of a code of living applied to daily life, the Scout Law provides a concrete (i.e. not abstract) and practical way for young people to understand the values which Scouting proposes as a basis for one's life. The Scout Promise is a personal pledge to do one's best to live according to that code which every

Promise	Alternative Scout Promise	The Scout Law
On my honour, I promise to do my best, do my duty to God, to serve my community, to help other people and live by the scout law	On my honour, I promise to do my best, to further my understanding and acceptance of a Spiritual Reality, to serve my community, to help other people and live by the Scout Law	A scout is to be trusted A scout is loyal A scout is helpful and considerate to all A scout has courage in all difficulties A scout makes good use of time and is careful of possessions and property A scout has respect for self and others A scout respects nature and the environment



young person makes before a group of peers when he or she chooses to join the Scout Movement. By making the Scout Promise, the young person makes a conscious and voluntary decision to accept the Scout Law and to assume the responsibility of that decision through personal effort ("Doing one's best"). The fact of making the Promise in front of peers not only makes the personal commitment public, it also symbolises a social commitment to the others in the group. Making the Promise is thus the first symbolic step in the process of self-education.

***"The Scout Law is the foundation on which the whole of scout training rests." "It invites the young person to make a commitment concerning his/her own personal development."***

***... Robert Baden Powell***

## Outdoor and indoor activities

The provision of a wide range of attractive, constructive and challenging activities, including opportunities for adventure and exploration both indoors and outdoors

This is an integral part of the Scouting programme, however at all times the Scouts themselves should be involved in the provision of the programme, in both planning and reviewing, and where at all possible the programme should take part in the outdoors.

Life in nature is a special and vital part of the Scout Method for the Group. Nature is a special environment in which we carry out the many Activities of all the Sections in the Scout Group. The entire Scout Programme should be structured around the outdoors. If this is not happening, we are losing an essential part of Scouting. Interaction with nature encourages young people to respect and appreciate the world around them. Nature provides the perfect setting and materials for most of our activities and it often provides unforeseen challenges that we have to overcome.

***"God has given us a world to live in that is full of beauties and wonders and He has given us not only eyes to see them, but minds to understand them, if we only have the sense to look at them in that light."***

***... Robert Baden Powell***

## Learning by doing

Learning by Doing is attractive to young people. It facilitates their integration into the group. It helps them to discover their abilities and it encourages an interest in exploring, adventure and discovery. Learning by Doing means that Scouts learn as part of the Activity, They learn with and from each other, as a result of first hand experiences. This part of the Scout Method allows each Scout to experience the knowledge, skill or activity for themselves, and to progress to more challenging activities as they learn.

It is not only limited to 'Doing' in the sense of learning practical or manual skills. It also applies to other areas of development, such as responsibility, leadership skills, inter- personal skills and planning. In this way 'Games' play an important part in our Programme, because in Scouting all of the games we play have a purpose and they usually promote some form of learning.

***"When you want a thing done, 'Don't do it yourself' is a good motto for Scoutmasters."***

***... Robert Baden-Powell***

## Small Group Scheme

The small group system (or Patrol System, as it is often called) is the basic organisational structure of each Section, which is composed of small groups of youth members and the adult leadership, in the Beaver Scout section we have Lodges, in Cub Scouts we have Sixes, in Scouts we have Patrols, and in Venture Scouts and Rover Scouts we have Crews.

Each small group, normally comprising 6-8 youth members, operates as a team with one member acting as team leader. Within each team and in ways appropriate to their capacities, the youth members organise their life as a group, sharing responsibilities, and decide upon, organize, carry out and evaluate their activities. This is done with the support of the adult leadership. A representational system ensures that the youth members also participate in the decision-making processes of the Section as a whole with the adult leaders.



The team system, based on young people's natural tendency to form small groups, channels the substantial influence that peers have on each other in a constructive direction. It enables young people to develop their personal and collective capacities through pooling and building on their individuals' skills, talents and experience and through the development of mutually supportive team spirit. It also enables them to develop constructive relationships with other young people and adults and to learn to live according to a democratic form of self-government.

***The object of the Patrol System is mainly to give real responsibilities to as many of the boys as possible, with a view to develop their character"***  
**...Robert Baden Powell**

## Personal Progression

A Scouts Personal Progression is based on an award scheme, which encourages participation in its full range of activities and provides recognition of individual and group.

There is no better motivation for a young person than acknowledgement by their peers for what they have achieved. The progression of all Scouts along their Personal Journey brings variety and challenge to the Patrol as the individuals are pursuing different Learning Objectives or at least different Personal Challenges for the same Learning

Objective. Using the small group system Scouts can play an important part in helping each other recognise some things about themselves, as well as deciding on the best way forward for them.

***"The more responsibility the Scoutmaster gives his patrol leaders, the more they will respond."***  
**.... Robert Baden-Powell**

## Symbolic Framework

A symbol can be described as something familiar which represents something more vast or abstract (e.g. in advertising) to help people to understand and identify with concepts through an appeal to the imagination. In Scouting, a symbolic framework

is a set of symbols (words, names, stories, props, etc.) which represent Scouting's educational proposal for a particular age range.

The purpose of the symbolic framework is to build on young people's capacity for imagination, adventure, creativity and inventiveness in a way which stimulates their development, helps them to identify with the directions of development and the values underlying Scouting and stimulates cohesiveness and solidarity within the group.

The very name of the Movement, 'Scouting', is an element of a symbolic framework adopted by Baden-Powell when he wrote Scouting for Boys, intended to inspire the youth of his day. "By the term 'Scouting' is meant the work and attributes of backwoodsmen, explorers, hunters, seamen, airmen, pioneers and frontiersmen". Scouting represented adventure, close-knit groups, developed powers of observation, resourcefulness and a simple healthy life in the great outdoors- all qualities which Baden-Powell sought to promote.

As Scouting now addresses a wider range of ages than when first invented, each age Section has a distinct identity which correspond to the level of maturity of the age Section and focuses on a specific educational need which is characteristic of the young people in that age Section.

## Leadership and responsibility

The provision of opportunities for leadership and responsibility

Scouting provides an ideal opportunity for its youth members to take on responsibilities, wheatear it is in a designated role such as a Patrol Leader or Sixer, or responsibility as the cook on camp, or running a game.

As Scouts progress though the Programme and from Section to Section their level of responsibility and leadership should grow. When the Scout Method is fully utilised every youth member will have some form of responsibility, and the opportunity for leadership will be infinite.

**Lifelong Learning**  
**'By Young People for Young People'**





## Assessing skills and equipment

This form is designed to help you consider some of the things you will need to have in order to implement the new youth programme. It could be used in a variety of ways, as a tool for individual reflection, to plan for a specific Section, to plan for the Group as a whole. The choice is yours, however you choose to use it we hope you find it useful.

<b>The Scout Method</b>				
<i>Scouting Ireland achieves its aim through a system of progressive self-education, known as the Scout Method, the principal elements of which are as follows</i>				
<i>Consider each of the following and how well you are able to put it across to the young people in your new age Section and how well you feel you can support them with it</i>	<i>Very well</i>	<i>Quite good</i>	<i>I need help</i>	<i>Consider the skills of the others on the Scouter team for your new Section and how you will all work together to make it work. Consider how you might go about getting help if you need it or sharing your skills if you are able to do that, note down a few actions you will take.</i>
Code of Conduct, Promise & Law				
Learning by Doing				
Adventure in the outdoors and indoors				
Small group working system supported by adults				
Opportunities for leadership & teamwork				
Progressive development				
Service & commitment				
Symbolic Framework				

## The Programme Cycle

*In all Sections youth members are encouraged to take responsibility for their own choices, and should be actively involved in Planning what they will do, in organising it, and in reviewing it afterwards to see what they have learned from it and how could they improve for the next time*

Consider each of the following and how well you are to be able to put it across to the young people in your new age Section and how well you feel you can support them with it	Very well	Quite good	I need help	Consider the skills of the others on the Scouter team for your new Section and how you will all work together to make it work. Consider how you might go about getting help if you need it or sharing your skills if you are able to do that, not down a few actions you will take.
Plan - supporting young people to do this				
Do - ensuring everyone has a role to play				
Review - helping them discuss and decide				

## Adventure Skills

*In the new programme we will now offer 9 Adventure Skills which progress from basic level through to very advanced*

Consider each of the following and how well you are to be able to put it across to the young people in your new age Section and how well you feel you can support them with it	Very well	Quite good	I need help	Consider the skills of the others on the Scouter team for your new Section and how you will all work together to make it work. Consider how you might go about getting help if you need it or sharing your skills if you are able to do that, note down a few actions you will take.
Camping - basic through advanced				
Hillwalking - basic through advanced				
Pioneering - basic through advanced				
Emergencies - basic through advanced				
Backwoods - basic through advanced				
Sailing - basic through advanced				



Rowing - basic through advanced					
Paddling - basic through advanced					
Air Activities - basic through advanced					
Consider how you might use other groups in your community, neighbouring Scouts Groups, and specialised centres to help you.					
<b>Equipment</b> <i>In the new programme all Sections are encouraged to pursue Adventure Skills, this in particular may present challenges with availability of equipment</i>					
Consider each of the following and how well equipped your Group is to provide each Adventure Skill, is there enough gear, properly shared around?	Very well	Quite good	We need some more	Consider all of the equipment available in your Group at present and any which can reliably be borrowed or rented from other Scout Groups or other organisations near you. Consider how you might use specialised centres to help you. Note down a few actions you will take.	
Camping - from basic through advanced					
Hillwalking - from basic through advanced					
Pioneering - from basic through advanced					
Emergencies - from basic through advanced					
Backwoods - from basic through advanced					
Sailing - from basic through advanced					
Rowing - from basic through advanced					
Paddling - from basic through advanced					
Air Activities - from basic through advanced					
Do you know what grant aid is available for equipment?					





## Sample letter to Parents

You should probably write to the parents of each youth member to help them to understand the changes that will happen when your Group starts the changeover. Here is a sample text with some options. You should tailor it to suit the specific situation in your Group.

**Group Changeover Coordinator Name**

**GCC Address line 1**

**GCC address line 2**

**GCC address line 3**

Email: [GCC@isp.ie](mailto:GCC@isp.ie)

Phone: Xxx - yyy yyy

**MMM DD YYYY**

Dear Parents,

Scouting Ireland has introduced a new youth programme for all young people aged between 6 and 21 years of age. The local Scout Group is introducing this programme over the coming weeks and it will mean some changes and so I am writing to let you know about them.

When Scouting Ireland formed in January 2004, work started on creating a new youth programme which would replace the different variations that were in use at the time from previous Scout Associations. A team has been working on the new programme since then, has tried out the ideas and has most recently prepared a full set of handbooks to support the new programme for young people and for adults in Scouting.

The new programme seeks to bring a few things to the fore in all age Sections:

- The Scout Method: the way the young people work together when involved in Scouting activities and events. It comprises of 8 parts: code of conduct (Promise & Law), learning by doing, adventure in the outdoors & indoors, small group working system supported by adults, opportunities for leadership & teamwork, progressive development, service & commitment, symbolic framework
- At the core of the Scout Method in the new programme is a single system for personal progression from start to finish: referred to as the scouts Personal Journey
- A revised set of Adventure Skills which builds skills and knowledge from a basic level up to an advanced level in 9 skills areas: Camping, Hillwalking, Pioneering, Emergencies, Backwoods, Sailing, Rowing, Paddling, Air activities
- There are also Special Interest Badges to allow scouts to be recognised for their pastimes, and a Chief Scouts Award in each Section which is aligned to the Presidents Award and The Duke of Edinburgh Award for the older Sections (15 plus)

For this programme to work best It should be undertaken in groupings where there is not too great or too small a spread of ages. The age ranges for our sections will change to the following: Beaver Scouts 6-8, Cub Scouts 9-11, Scouts 12-15, Venture Scouts 15-17, Rover Scouts 18-21. You will notice that 15 year olds may be in either the Scout section or the Venture Scout section, we will need to decide about this locally. You will also notice that there is now a fifth section (Rover Scouts) to cater



for older scouts. Very shortly we will be reorganising the members of our Group into these age ranges, we will do this by.... *See separate paper on this, decide on your approach and explain it here...*

**PICK ONE OF THE FOLLOWING TWO OPTIONS AS APPROPRIATE.**

We have reorganised our current team of adult leaders to allow us to operate all Sections but we could use more help in.... *add in specifics for your Group....* You might consider volunteering to help us so that we can have even better programme in all Sections.

We have reorganised our current team of adult leaders to allow us to operate the following Sections... *add local specifics here...* but we are not in a position to operate the following Sections at this time... *add local specifics here....* You might consider volunteering to help us so that we can have even better programme and extend ourselves to operate all Sections.

We are confident that this new programme will mean a more varied and active programme for all members of our Group and we are looking forward to seeing it working in full in the coming weeks and months.

We thank you for your understanding as we go through this change and we look forward to your continuing support as we have in the past.

If you have any specific questions please ask the leaders in your son or daughter's Section as a first option, if you still need help then please call or email me, my contact details are at the top of this letter.

Yours sincerely,

Group Changeover Coordinator  
*OR Group Leader*  
*OR BOTH*



## Assessing Progress towards Implementing the Programme

Young People	Not Started	In progress	Complete
Has a list of youth members in each of the new age Sections been compiled?			
Has the database been updated to match changes agreed in age Sections?			
Have all youth members in each Section been briefed on why these changes are happening?			
Section Scouters	Not Started	In progress	Complete
Has a list of Scouters in each of the new age Sections been compiled?			
Has the database been updated to match any changes in the Scouter team?			
Have all Scouters been briefed on why these changes are happening and on the implementation steps?			
Has a skills survey been done with all Scouters to ascertain what skills levels they have in the various Adventure Skills?			
Young people as Leaders	Not Started	In progress	Complete
Have all Sections started working in small groups, Lodges, Sixes, Patrols, etc.?			
Are there Lodge Leaders, Sixers, Patrol Leaders, Venture Executive & Rover Crew leaders elected in all Sections?			
Are Log Chews taking place frequently?			
Is the Sixers Council meeting frequently?			
Is the Patrol Leaders Council meeting frequently?			
Is the Venture Executive meeting frequently?			
Have the Rovers appointed a Rover Leader and Crew Treasurer			
Group Life	Not Started	In progress	Complete
Are youth representatives participating regularly in Group Council? Are their viewpoints being used to make decisions?			
Are youth members and Section Scouters working as a team to plan the programme?			
Are all Section Scouters taking part in programme planning?			
Has a plan been put in place for any new Section not already in the Group to take account of all age Sections?			

Skills and Equipment	Not Started	In progress	Complete
Have you completed an assessment of the equipment needs for the Group in regards to the changes made in each Section?			
Has a plan been started to address the need for any additional equipment?			
As a result of the skills survey (see Section Scouters above) has a plan been put in place to start to address skills gaps?			



Training & Planning Day	Not Started	In progress	Complete
Has a date been agreed with all Scouters and youth leaders in the Group that would best suit for Group Training & Planning Day?			
Has the Group Leader or Group Changeover Coordinator been in contact with the County Mentor to share progress and to agree the date?			
Has a suitable venue and catering been agreed for the Group Training & Planning Day?			
Communication	Not Started	In progress	Complete
Have all youth members been briefed on timeline and the changeover process for the new programme?			
Have all youth leaders and Scouters seen the Resource Pack? Are they all working together to progress it?			
Has a meeting been held with all parents of the Group to brief them on the changes taking place with the new programme implementation and the transition steps been undertaking by the Group?			
Has a communication been sent to a local newspaper briefing the general public on the changes taking place on the One Programme? Note: A sample media statement is included in the Changeover Resource Pack to help with this.			
<p><b>Note: The Group Council should start by appointing a Group Changeover Coordinator. The Council should ensure that an appropriate plan is put in place for all of these items. When the Council is satisfied that progress is satisfactory and they can see the end point for the items above, then they should decide on a suitable date for their Planning &amp; Training Day. It may be wise to hold off on the last two items under Communication until you have attended your Group Training &amp; Planning Day. The Mentor appointed by the County Team for your Group should be involved with you right from the start, s/he has oversight of a number of other Groups who are also doing the Changeover and s/he can help you a lot.</b></p>			
Date Proposed for Group Planning & Training Day			
Signed - Group Changeover Coordinator			
Signed - County Mentor			
Date Group Planning & Training Day Completed			
Signed - Transition Trainer			

