

Scouting in Schools

Summary:

Schools including students age 14+ could benefit enormously from a **Scouting** peer education programme of extracurricular activities based on the **Leadership Development Model's** progressive levels of responsibility, leading to personal empowerment through developing social skills with motivation and recognition achieved through accreditation using the **Scout Challenge** and **Scout Leadership Awards**. This does not develop by chance, but results from the appropriate adult training to develop the mentoring support necessary to encourage the intended progression up the LDM Stages 1-7 and operate the **Scout Leadership Awards** through the peer education methods intended. This training is fully explained in the supplementary training materials available for this approach, based on my training handbooks, especially the one intended for use with 'challenging' adolescents in schools: **'Priority steps to inclusion'**. These materials can readily be adapted for use for the training of Scout leaders in how to use non-formal education to develop leadership skills with adolescents.

1. Non-formal education - the Scouting Way

Of the 38 million young people who are members of the World Scout and Guide organisations, the vast majority are in primary and secondary schools in most of the 160 countries whose National Scout and Guide organisations are members of WOSM (World Organisation of the Scout Movement) and of WAGGGS (World Association of Girl Guides and Girls Scouts). Together they represent the world's largest non-formal education programme.

Each country's National Scout Organisation (NSO) is responsible for ensuring that its membership has the best possible opportunities to achieve their full physical, intellectual, emotional, social and spiritual potentials as individuals, as responsible citizens, and as members of their local, national and international communities.

This includes the four pillars of education:

- learning to know
- learning to do
- learning to live together, and
- learning to be.

the last two requiring a particular emphasis.

Scouting's educational approach is characterised by:

- adopting a holistic approach to a young person's education
- seeking to achieve its educational purposes on the basis of an educational proposal
- playing a complementary role to that of other educational agents.

This contribution can, however, be of great importance to the development of young people. This is acknowledged and appreciated by an ever growing numbers of Ministries of Education worldwide. In 2011, WOSM completed the first phase of a study into 'Scouting in Schools', based on the Africa Region, which shows that in most countries where Scouting is school based, the leadership and management of the Scouting programme, developed by the NSO, is done by the teachers of the school. They will have been asked to accept leadership responsibilities for a group or unit of children of that school in addition to their teaching duties. For these they will have been well trained in teacher training colleges or universities. Education and training to carry out the Scouting programme is the responsibility of the NSO, and may not have been as timely and comprehensive as a teacher may find helpful when becoming a scout leader. This is because the facilitative role of the non-formal educator differs significantly from the traditional teaching role.

These papers are intended to help teachers in training and those already looking after Scouts and Guides to become more aware of the different roles that they will be expected to play. The main differences are:

- non-formal rather than formal education, using a wide range of practical indoor and outdoor activities,
- the all round development of children and young people in terms of their personal and social development rather than helping them acquire knowledge and skills
- developing 'teamwork' and leadership through the 'patrol system',
- the empowerment of young people, through encouraging them to progressively take on increasing responsibility for their activities, their learning, themselves and each other, and
- leadership skills, to be applied within Scouting and in their community.

2. Non-formal learning

Non-formal learning occurs in a planned but highly adaptable way. It shares with formal education the characteristic of being mediated, but the motivation for learning may be wholly intrinsic to the learner. The learner's reasons may be to increase skills and knowledge, as well as to experience the emotional rewards associated with increased love for a subject or increased passion for learning. Although the learning environment is not formal, the learning is carefully planned with learning objectives, learning time and learning support. It is intentional from the learner's perspective.

3. Teacher education and training

Teacher training normally focuses on child psychology and how to deliver educational subjects and is provided both as initial training, before appointment as a teacher, and as in-service training after appointment. Personal, social and health education are also important and require less formal approaches, including group work. The non-formal education promoted through Scouting does not normally feature in teacher training. It therefore needs to be provided for teachers intending to develop Scouting in their schools. '**Scouting in Schools**' will concentrate on how to deliver this non-formal education and assume a competence in teaching the age group being dealt with.

4. Scouting activities

Each NSO will have developed its own wide range of appropriate Scouting activities. When Scouts are asked what they enjoy most the list normally includes:

- having fun
- making friends
- camping and hiking
- other outdoor activities
- playing team games & sports
- experiencing new things
- community service
- creative activities
- improving the environment
- first aid
- technology/IT
- learning about work and jobs.

A good Scouting activity has four **characteristics**, it is:

- **challenging**: the activity should present some difficulties, stimulate creativity and inventiveness and encourage the Scout to do his or her best, within their capabilities.
- **attractive**, arousing interest and desire to participate,
- **rewarding**, providing a feeling of pleasure from taking part, be of benefit, providing a sense of achievement, and perhaps being recognised by others for their contribution
- **useful**, the sense of discovery, leading to progress.

A well planned activity should then achieve **S M A R T** objectives, which are:

- **Specific:** clear, easily understood
- **Measurable:** the outcome is clear and demonstrable
- **Achievable:** can it be done? is it possible?
- **Realistic:** within capabilities and
- **Times limited:** clear and feasible.

5. Scouting

Baden-Powell's ideas for 'Scouting for Boys', developing exciting programmes for young people based on peer leadership, were far ahead of his time. He always understood that the effectiveness of this approach depended on the adult leader being prepared and sufficiently skilled to support, train and trust the Patrol Leader, hence his early emphasis on adult leader training.

Each Scout Association has developed its own pattern of relevant and practical activities for their environment, and training for adult leaders on how to promote the values of the Scout Promise and Law. These papers are not prescriptive about which activities should be used, but how activities which capture the imagination and enthusiasm of the young, boys and girls, can be used to successfully promote their personal and social development, within the values of the Promise and Law.

While the Scout programme was designed to promote citizenship, this was a by-product of an adventurous mainly outdoor programme using the Patrol System of organisation through which all the members of the group developed social skills and progressively developed leadership skills useful within their community. However, while Scouting is very effective in these terms, as originally promoted it lacked a rigorous educational rationale to explain why it was so successful.

Scouting was initially developed for the adolescent age range. This approach is primarily intended for the older age range, assuming that young people age 14+ are involved in the leadership roles. If the Scouts are all under 14, then the methods should be adapted appropriately, though the principles still apply. Over 16 young people are able to take considerable responsibility for their activities, while under 18 the adult leader will retain responsibility for health and safety.

Scouting was intended to be a voluntary activity for young people, and in most countries this still applies. However, in some countries, Scouting in schools is being provided for a wider range of young people, some of whom may not originally have 'volunteered', but who nevertheless, once they develop the priority social skills necessary to work harmoniously in groups, go on to enjoy and understand the potential value of Scouting and wish to stay voluntarily. What follows was originally developed to apply to all young people, including those often deemed 'challenging' or disaffected, but can readily be applied to situations where all the young people are motivated 'volunteers' in a traditional sense.

Scouting and the Patrol System are one important approach to empowering young people to progressively take increasing responsibility for their activities, their learning, themselves and each other and this together with developing social skills enables them to successfully implement the decisions they take for their lives. Especially through adolescence, this helps them to avoid risk behaviours, such as school failure, risky sexual behaviour, drugs misuse, emotional problems leading to suicide attempts, and crime.

The following approach has been developed with Patrol Leaders age 14 - 18 years to promote their personal and social adolescent development. While it works well for all young people, it is particularly effective for those who need this personal and social development most, those who may be denied development opportunities at home or in their communities, and may appear to be disaffected and 'challenging' in their behaviour.

6. Group work, the Patrol System, peer education,

Though group work may be increasingly used within main stream education, group work as developed by Baden-Powell through the Patrol System recognised the value of peer education which proved the main reason for the early success of Scouting. It provides the ideal method of developing the personal, social and leadership skills intended through Scouting. However, although, in theory, the Patrol System was the key element of the Scout Method developed by Baden-Powell, it has not always been used as intended, to give young Patrol Leaders full responsibility to organise and run their Patrols as autonomous units, with adult support (eg: retaining responsibility for health and safety) but not interference. For example, activities should be chosen by the young people and not imposed by the leader. The leader should encourage the young people to express their interests, identify what they would like to do, and then help them to translate this into learning opportunities which the activity can offer. This is different from the leader proposing the activity and asking the young people to agree to it. They must start and continue with a sense of ownership of their activities. This promotion of the importance of peer education with its potential for developing leadership skills to be applied as adults to transform communities is very powerful and has rarely been properly recognised.

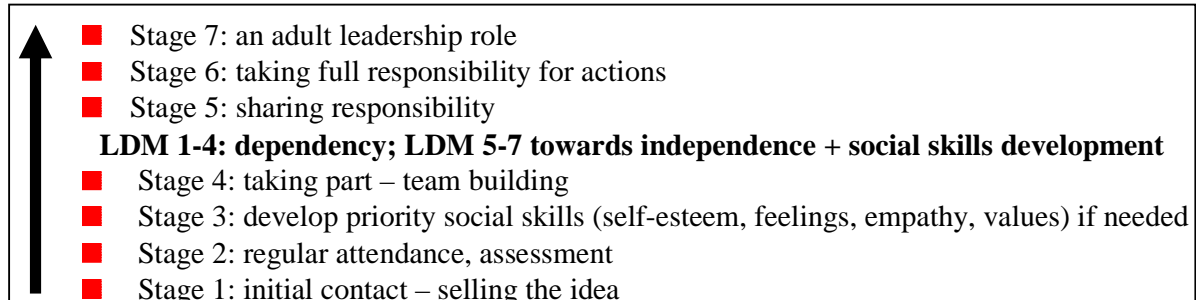
There are many theories of leadership development, but what follows is one approach which has been used successfully by John Huskins over the past 20 years throughout the United Kingdom, and which encompasses the principles of Scouting as promoted by Baden-Powell, illustrated by the Leadership Development Model.



This was developed to work with a wide cross-section of young people, from the highly motivated to the disaffected or 'challenging', in other words, not necessarily motivated volunteers. The traditional Patrol System, with a young Patrol Leader, is represented by Leadership Development Model (LDM) Stages 4-6, with the Patrol Leader at LDM Stage 6, motivated Scouts entering immediately into a Patrol at LDM Stage 4. LDM Stages 1-3 are the Induction or the assessment and development stages, where, if necessary, less motivated young people can be helped to develop the Priority Social Skills necessary to operate successfully in a group, be it a Patrol, a classroom, or employment before progressing to LDM Stage 4. This is necessary to enable the young Patrol Leader to succeed in the leadership role. In some countries Scouting is entirely voluntary, in others all the young people are 'Scouts'. In this case the LDM Stages 1-3 are very important if the Patrol System is to have a chance to work. Either way, the **Leadership Development Model** illustrates the intended progression up the seven LDM Stages.

7. Progression up the Leadership Development Model Stages

Starting at Stage 1, the initial contact is usually with the Scout Leader acting as mentor, who explains what Scouting is all about, provides enjoyable 'assessment activities' at LDM Stage 2 to decide whether an individual young person is 'ready' to move straight to membership of a Patrol at LDM Stage 4 or if 'Priority Social Skills' need to be developed at LDM Stage 3 first, through mentor 1:1 and group work enjoyable activities.



This progression is managed through sensitive adult mentor support, developing trust and identifying individual needs, and preparing in partnership with the Patrol Leader, a personal development plan, for each individual Scout, which can be very general (eg: long term goals) or very detailed depending on individual needs and resources.

8. Mentor's personal development role at LDM Stage 3:

Mentors are responsible for ensuring this progression through identifying individual needs, and then preparing, progressing and assessing Personal Development Plans with each young person.

All mentors need support and training in their role, so that they can:

- **Identify needs, prepare personal development plan**
- **Provide a safe environment**
- **Engender a sense of belonging**
- **Listen to their perception of reality**
- **Provide space for risk taking & discovery**
- **Engender trust & acceptance of young people as they are**
- **Build confidence and self-worth (self-esteem)**
- **Encourage to explore feelings & hopes for future**
- **Help to empathise with experiences of others**
- **Recognise & explore the values they are living by.**

This support and training for the Scout Leaders' mentor role is described in more detail in papers developed from the training handbook: '**Priority Steps to Inclusion**' referred to later. This is, perhaps, the main difference between the teacher's and Scout Leader's role, in that the Scout Leader's main role is pastoral, primarily concerned with each Scout's personal development rather than cognitive learning, carried out in close partnership with the Patrol Leaders.

The main initial task is to assess the need for Priority Social Skills, and then provide the support and training activities necessary to develop them where necessary, working in partnership with the Patrol Leaders. LDM Stage 3 is very important, with the focus on ensuring that each young person has the necessary level of **priority social skills** before moving on to team building at LDM Stage 4. From LDM Stage 4 they move on to progressively take increasing responsibilities for their activities, in the process developing the further social skills necessary to successfully implement the decisions they take for their lives.

9. Priority Social Skills

The **Priority social skills** necessary here are the minimum levels of these socialising skills required to successfully participate in group work, classroom learning & employment, and benefit from and contribute positively to the activity, ie: a necessary level of:

- **self-esteem** (eg: a positive life view, a commitment to control and change their life)
- **recognising and managing feelings** (eg: impulse and anger control, defer gratification, develop alternative strategies for addressing conflict)
- **understand and identify with others (empathy)** (eg: to recognise the feelings, needs and points of view of other young people and adults),
- **values development** (to identify, understand and explore alternatives to current values, beliefs and behaviour, and their consequences, particularly in relation to the school ethos).

This is the main initial mentor task, to organise 1:1, group work, ice-breakers etc., enjoyable activities designed to encourage the development of these skills. For some young people this will happen quickly, for others it may take longer! But they need to complete this before moving on to LDM Stage 4 and later LDM Stages 5-7 if the Patrol Leader's task is going to be manageable. Guidance on developing these Priority Social Skills is provided in additional papers.

10. Patrol Activities to develop further social and leadership skills

When they are ready, young people move on to LDM Stage 4, group work and team building activities, within the Patrol, and then through LDM Stages 5-7 take on increasing responsibility for their activities, through which the other important **social skills** are developed, with mentor encouragement. The Patrol Leader's main task is to manage the Patrol, encouraging the members to 'gel' as a team, express their views and priorities about what activities they wish to develop, and support them in carrying them out successfully. Developing a sense of 'ownership' of the Patrol activities is vital to the Patrol 'spirit', and the learning that results from the Patrol activities. This learning is mainly in terms of social skills, developing further the 'Priority Social Skills' and in particular these further six social skills, ie:

- **communication skills**, including listening & assertiveness, non-verbal, literacy
- **interpersonal** and relationship skills, friendships & support networks
- **problem solving**, including decision making, particularly in terms of interpersonal issues, the ability to set attainable goals, linked to self-control and delaying gratification
- **negotiation**, how to reach compromise
- **planning**, thinking ahead
- **reviewing** skills, learning from experience.

Guidance on developing these social skills is also available. These social skills contribute to the overall leadership skills developed by the Patrol Leader, and others, as they progress up the LDM.

Leadership skills are developed progressively within the members of the Patrol as they increasingly share in decision making and develop their social skills, with mentor support. For example, using the John Adair model of '**Action Centred Leadership**', the leader balances:

- **achieving the TASK**, ensuring the vision and plan are understood and accepted by all, (Planning, Reviewing, and Problem Solving skills)
- **managing the GROUP**, maximising the use of all individuals and their strengths, (Interpersonal and Negotiation skills) and
- **supporting the INDIVIDUALS** in the Group, so they all contribute and benefit. (Communication skills, Empathy, Values, Feelings).

Thus Leadership skills are developed through this empowerment process, with mentor support.

11. Accrediting progression to Leadership

All this range of learning is achieved through Scouting's adventurous outdoor and other activities. Traditionally, Scouting has recognised achievements through badges for these activities, but, based on the **Leadership Development Model**, an alternative accreditation of progressive levels of responsibility is possible: the **Scout Challenges** for those Scouts under 14, and the **Scout Leadership Awards (SLA)** for over 14s. Only a possible outline is given here, assuming that each NSO will develop its own forms of accreditation appropriate to the particular situation, while retaining the important elements of progressive levels of responsibility and peer assessment by the Scouts themselves.

The Scout Challenge and Scout Challenge Extra (for under 14s) accredit a number of activities at **LDM Stages 4 and 5**, eg: 5 activities of 6 hours each, which can then count towards Bronze and Silver Leadership Challenges later.

The **Scout Leadership Awards** recognise and accredit Challenges at LDM Stages 4 to 7,

- The **Bronze Award**: recognise and accredit **Taking part** at **LDM Stage 4** (eg: 4x15 hours)
- The **Silver Award** recognises and accredits further Challenges for **Sharing responsibility**, at **LDM Stage 5** (eg: 4-6 x 15 hour Challenges)
- The **Gold Award** recognises and accredits further Challenges taking **Full responsibility**, at **LDM Stage 6**, (eg: 6 x 15 hour Challenges) and
- The **Platinum Award** recognises and accredits an **Adult Leadership** role at **LDM Stage 7**. (eg: Personal Development Plan, adult leadership training, adult leadership in practice.

In addition, the Awards are assessed by the young people themselves, a peer education approach. Ideally the Awards should be moderated externally to ensure the necessary standards are being maintained.

The two important features of these Awards are:

- 1) that they recognise and accredit progressive levels of responsibility which have validity universally, irrespective of the particular activities undertaken, and
- 2) they are assessed by the young people themselves, peer education in practice rather than be controlled by adults.

