

MODULE 5

Fundamentals of Scouting
(Trainers' notes)



Contents

Fundamentals of Scouting	3
Session 1: Fundamentals in Action (60 minutes).....	5
Session 2: The Religious Policy (55 minutes).....	8
Appendix 1: Lifelines	12
Handout A: Case Study 1	13
Handout B: Case Study 2	14
Handout C: Case Study 3	15
Handout D: Case Study 4	16
Handout E: Case Study 5.....	17
Handout F: Case Study 6	18

Fundamentals of Scouting

Who is Fundamentals of Scouting for?

Module 5 is for all adults in Scouting working towards the award of their Wood Badge. The module explores the underlying principles of Scouting; the core values which The Scout Association stands for and believes in.

How is this module validated?

The validation of this module is based on the individual's ability to meet the validation criteria, as set out in the Training Adviser's Guide and the Adult's Personal File.

This means the adult will be required to demonstrate his or her understanding of the Purpose, Values and Method of Scouting and how that relates to the balanced programme and working with young people. Adults will also need to demonstrate their commitment to the Fundamentals of Scouting, as well as an understanding of The Scout Association's Religious Policy.

What does this module contain?

This module includes approximately two hours of learning to support all adult volunteers understand and incorporate the Fundamentals of Scouting within their roles.

Aim

To consider the Fundamentals of Scouting and the Religious Policy and their relationship with the programme delivered to young people.

Objectives

By the end of the training participants will be able to:

- Explain how a balanced programme incorporates the Values of Scouting.
- Give practical examples of how to use the Scout Method with young people.
- Recognise occasions for spiritual reflection and describe how to enable young people to take part in it.
- Outline The Scout Association's Religious Policy and their role in implementing that policy.
- Give practical examples of how spiritual development can be incorporated into a balanced programme.

Session details

1. Fundamentals in Action (1 hour)
2. Religious Policy (55 minutes)

Methods

- **Course** - This module may be delivered as a course during an evening or as part of a longer course.
- **One to one** - This module may be delivered on a one to one basis by a Trainer, or someone with sufficient experience to coach a participant through the subject area.
- **E-Learning**

Planning considerations

Prior knowledge and/ or research of the subject matter by the trainer may be required before delivering the training.

Trainers should be aware that the learners for this module will have varying roles and differing levels of experience within Scouting. Therefore some minor alterations may need to be made.

Resources

To deliver this training module in its entirety, you will need the following resources:

- Flipchart paper and pens

- Trainer's pre-prepared 'lifeline'
- Sheets of paper (for lifelines)
- Pens/pencils
- Post-it notes
- Blu-tack
- PowerPoint and a projector
- Copies of relevant handouts
- Resources are summarised at the start of each set of trainer's notes for each session.

Associated Reading

- **Fundamentals Explained – Purpose, Values and Method**
- **Key Polices of the Scout Association**
- **Policy, Organisation and Rules**
- **Rise To The Challenge: Exploring Spiritual Development in Scouting**

Session 1: Fundamentals in Action (60 minutes)

Key Objectives

- Explain how a balanced programme incorporates the Values of Scouting.
- Give practical examples of how to use the Scout Method with young people.

Resources

- Flipchart paper
- Post-it notes
- Blu-tack
- Pens and/or pencils
- PowerPoint slides 1a, 1b, 1c, 1d
- Projector

The Purpose, Values and Method



Trainer Input - Introduction

Explain that the purpose of the session is to link the Fundamentals of Scouting (as stated in Policy, Organisation and Rules) into our everyday Scouting with young people. Briefly remind participants of the Fundamentals of Scouting and, in particular, the Purpose of Scouting (which was covered in Module 1). Use PowerPoint slide 1a.

The Fundamentals of Scouting comprise:

- The Purpose of Scouting
- The Values of Scouting
- The Method of Scouting

The Purpose of Scouting

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

Cover the items in the values of Scouting- PowerPoint slide 1b.

The Values of Scouting

As Scouts we are guided by these values;

- **Integrity:** we act with integrity; we are honest, trustworthy and loyal
- **Respect:** we have self-respect and respect for others
- **Care:** we support others and take care of the world in which we live
- **Belief:** we explore our faiths, beliefs and attitudes
- **Cooperation:** we make a positive difference; we cooperate with others and make friends



Task- 15 minutes

It is important that all participants are confident in how the Values of Scouting link to the programme which is developed for young people.

Split the learners into five small groups; allocate each group one of the Values.

Ask participants to explore how the value can be incorporated into the balanced programme. Encourage groups to consider how the value can be adapted for each of the sections.

It may be useful for groups to use the Programme Objective topics as a starting point. Refer to PowerPoint slide 1c.

Programme Objectives:

- **Physical:** physical health and fitness, including the impact of diet, illness and exercise.
- **Intellectual:** development of knowledge, skills, talents and use of creative expression.
- **Emotional:** identity, emotional awareness and emotional expression.
- **Social:** living and working with others, relationships, community, culture and diversity.
- **Spiritual:** faiths, beliefs and attitudes.



Feedback – 10 minutes

Receive contributions from the groups on how the balanced programme incorporates the Values of Scouting. The trainer should choose one or more items from each group.

Look for practical examples which might be the activities themselves, and also the way in which the leaders run Scouting and set an example to others.



Task - 20 minutes

This can be carried out individually or in pairs. Place seven pieces of flip-chart paper around the room with one of the Scout methods written at the top of each one.

Give each participant some post-it notes. Ask the participants to walk around the room and add one or two ideas about how the Scout Method is practically used with young people.

For example, a wide game is an activity which allows young people to:

- enjoy what they are doing and have fun
- undertake new and challenging activities
- take part in activities outdoors
- undertake a physical or teamwork challenge
- learn by doing



Trainer Note - The Scout Method

Scouting takes place when young people, in partnership with adults, work together based on the values of Scouting and;

- enjoy what they are doing and have fun;
- take part in activities indoors and outdoors;
- learn by doing;
- share in spiritual reflection;
- take responsibility and make choices;
- undertake new and challenging activities; and
- make and live by their Promise.



Feedback - 10 minutes

With participants, look at the ideas on the flip charts and discuss the importance of the Scout Method in use with young people.

Finish by reminding participants that the Fundamentals of Scouting must underpin and guide our work with young people.

Session 2: The Religious Policy (55 minutes)

Key Objectives

- Recognise occasions for spiritual reflection and describe how to enable young people to take part in it.
- Outline The Scout Association's Religious Policy and participants' roles in implementing that policy.
- Give practical examples of how spiritual development can be incorporated into a balanced programme.

Resources

For this session you require the following resources:

- Trainer's prepared 'lifeline'
- Sheets of paper (for lifelines)
- Pens/ pencils
- PowerPoint and projector
- PowerPoint slides 2a,2b
- Handouts A to F - case studies



Trainer Note- Lifelines

This activity uses the previous session as a starting point to deal with the importance of spiritual development. It highlights the importance of understanding where and how beliefs, attitudes and values are formed.

You may find it useful to explain the task by using your own experiences as an example. Doing this may help the task feel more real and encourage participants to draw on their own experiences openly.

This task is about formative moments in life. Participants should be aware that there will be no report back for this task. However, in some groups, learners may wish to share their lifelines and have a brief group discussion.



Task- 5 minutes

Ask participants to draw two lines on a sheet of paper as shown in Appendix 1.

The slanting line with the arrow represents your life. The bottom line reflects the passing of time.

1. The start of the lifeline is your first or earliest recollection; the arrow is the present day.
2. Ask learners to reflect on a few events or people who have influenced their life and plot the key points that have had a lasting impact.
3. Participants may wish to place the experiences above or below the lifeline according to whether they believe they were positive or negative experiences.



Optional- Report back

Participants should be aware that there will be no report back for this task. However, in some groups, learners may wish to share their lifelines and have a brief group discussion.



Trainer Input- Supporting Spiritual Development

An Introduction- 5 minutes

Outline the five principles of spiritual development- PowerPoint slide 2a.

The five principles of spiritual development are;

- Develop an inner discipline and training.
- Be involved in corporate (group) activities.
- Understand the natural world around you.
- Help to create a more tolerant and caring society.
- To discover the need for spiritual reflection.



Task- 5 minutes

For leaders working with young people:

In small groups, share activities which leaders could use in the programme to help young people work towards the five principles of spiritual development.

For those in a management role in Scouting:

In small groups, share ways in which managers can help other adults work towards the five principles of spiritual development.



Report back- 5 minutes

Receive contributions from the group on achieving the five principles of spiritual development. It is important to note that they may be at different stages of understanding, as will the young people and leaders with whom they work.

For many, even the simplest of activities may be an important starting point.



Trainer Input – An introduction to The Religious Policy – 5 minutes

Outline The Scout Association's Religious Policy- PowerPoint slide 2b

All members of the Movement are encouraged to:

- Make every effort to progress in the understanding and observance of the Promise to do their best to do their duty to God or to uphold Scouting's values as appropriate;
- Explore their faiths, beliefs and attitudes;
- Consider belonging to some faith or religious body;
- Carry into daily practice what they profess.

Stress that The Scout Association is not part of any religious or faith community and that the Religious Policy has the approval of many of the UK's faith communities. Likewise, a Scout Group may be composed of a number of different denominations and faiths; and Members with no affirmed faith.

Members must not be compelled to attend services, but should be encouraged to attend acts of worship within their own faith where appropriate.



Trainer Note

The task requires groups to look at two of the six case studies included at the end of this module. Ensure that all the case studies are covered in sufficient detail by the group as a whole and enough time is allowed for detailed feedback.



Task- 15 minutes

Spiritual Reflection and the balanced programme

Split the learners into small groups and give each group two case studies.

Ask the participants to read the case studies and identify opportunities within the programme for spiritual reflection.

Each group should summarise the opportunities they have identified for each of their allocated case studies.



Report back- 10 minutes

Invite each group to summarise, and share with the group, the opportunities they have identified for each of their allocated case studies.



Trainer Input- Summary

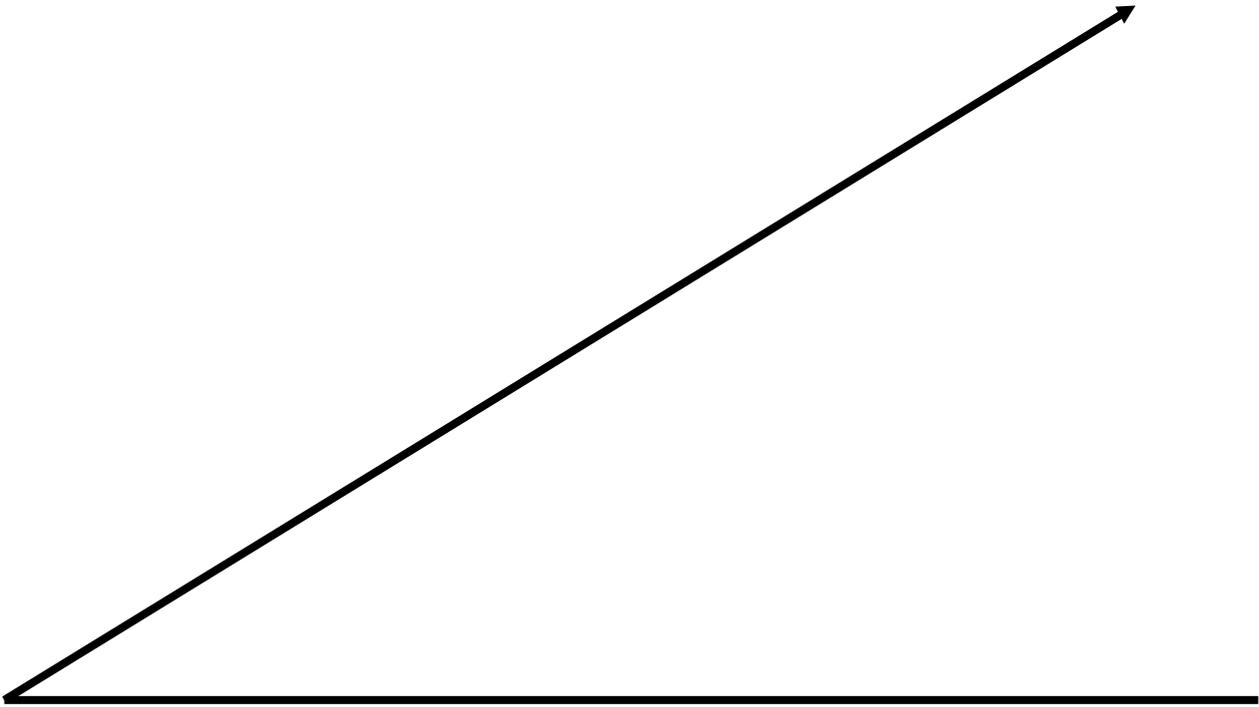
Briefly remind participants of the key points of the session and the important part they play in Scouting- a values-based Movement.

At the end of the course remind participants that more information and resources can be found on the website:

- **Fundamentals Explained – Purpose, Values and Method**
- **Key Polices of the Scout Association**
- **Policy, Organisation and Rules**
- **Rise To The Challenge: Exploring Spiritual Development in Scouting**

Appendix 1: Lifelines

The slanting line with the arrow represents your life. The bottom line reflects the passing of time.



Handout A: Case Study 1

An Explorer Scout Unit has planned a two day expedition. The programme is as follows:

Day one

09:00 Check kit

09:30 Start hiking

12:30 Lunch at the river

17:00 Arrive at campsite, pitch tents

18:00 Cook dinner, eat and clear away

20:30 Light camp fire, social time until bed

Day two

09:00 Resume hiking

11:00 reach the summit of the peak

12:30 Lunch

16:00 Arrive at meeting point, review hike, parents pick up

Identify opportunities within this programme for spiritual reflection. Be prepared to give a very short overview of the opportunities you have identified. Ensure that the ideas are realistic and will work with Explorer Scouts.

Handout B: Case Study 2

The leadership team in a Cub Scout Pack is planning a camp.

Day one

18:00 Parents drop off Cub Scouts at the local campsite
18:15 Pitch sleeping tents (other tents have been pitched earlier in the week)
19:30 Opening ceremony
19:45 Wide game
20:45 Puzzle games, quizzes
21:30 Hot chocolate
21:45 Bed

Day two

08:00 Up and wash
08:30 Breakfast and clear away
09:30 Scavenger hunt
10:15 Mini pioneering – including edible pioneering
11:00 Squash and biscuits – continue pioneering
12:30 Lunch and clear away
13:30 Activities offered by the campsite; archery and climbing
17:30 Dinner and clear away
18:30 Make instruments – to use later at the camp fire
19:30 Camp fire, toast marshmallows, sing songs and play instruments
21:30 Hot chocolate
21:45 Bed

Day three

08:00 Up and wash
08:30 Breakfast and clear away
09:30 Prepare Scouts' Own
10:00 Mini beasts
11:30 Cook sausages and bacon over an open fire for lunch and clear away
13:00 Strike tents
14:00 Parents pick up Cub Scouts

Identify opportunities within this programme for spiritual reflection. Be prepared to give a very short overview of the opportunities you have identified. Ensure that the ideas are realistic and will attract the attention of the Cub Scouts.

Handout C: Case Study 3

The Scout Troop has planned an evening using newspapers.

19:30 Flag break

19:40 Working in Patrols the Scouts tackle a series of challenges including:

- finding stories that relate to a topic
- building the tallest structure
- making a 'ransom' note using letters cut from headlines
- cutting a hole in a sheet of newspaper large enough to allow the whole Patrol to walk through
- making a costume
- writing alternative headlines
- imagining what happens next/what could they really be saying (from the pictures)
- making paper mache
- inventing a game using newspaper.

21:10 Flag down

Identify opportunities within that programme for spiritual reflection. Be prepared to give a very short overview of the opportunities you have identified. Ensure that the ideas are realistic and would engage the Scouts.

Handout D: Case Study 4

A Scout Group has planned a weekend Group Camp to celebrate its Golden Anniversary – 50 years since the Group was founded.

It is intended that parents, the Group Executive Committee, supporters and past members of the Group will be invited to a 'birthday bash' to include a BBQ and campfire on Saturday afternoon and evening.

Identify opportunities within the camp for spiritual reflection. Be prepared to give a very short overview of the opportunities you have identified. Ensure that your ideas are realistic and would be relevant to the wide range of young people attending.

Handout E: Case Study 5

The District Commissioner has expressed concern at the declining standards of Scouting values in the District. With this in mind, as a team you have been asked to organise the annual renewal of Promise service to remind everyone of this important aspect of Scouting.

Identify opportunities within the service for spiritual reflection. Be prepared to give a very short overview of the opportunities you have identified. Ensure that your ideas are realistic and will engage the Beaver Scouts, Cub Scouts, Scouts, Explorer Scouts and adults at the event.

Handout F: Case Study 6

The Group leadership team is organising an open evening for all the Sections together with parents and supporters. Each Section is putting on an activity for everyone to join in. There are a number of awards to present for each Section.

The evening will finish with drinks and cakes.

Identify opportunities within the evening for spiritual reflection. Be prepared to give a very short overview of the opportunities you have identified. Ensure that your ideas are realistic and will engage the young people and adults attending.