



The Scout Method

The Scout Method is the way we do scouting. It is a system made up of eight parts which work together to make scouting unique. These parts are:

- Scout Promise and Law
- Learning by Doing
- Patrol or Small Team System
- Symbolic Framework
- Personal Progression
- Service and Commitment
- Nature and Outdoors,
- Young people and adults working together.

In different ways each of these should be present in all your scouting experiences. This resource has a selection of activities to help explore the Scout Method and how it can work in your Patrol and Troop.





Promise and Law

The Promise and Law make scouting unique. To be a Scout, each of you must voluntarily make a commitment in the form of the Scout Promise. The Promise and Law are about:

- A 'code' for living
- Understanding the ideas behind the words.
- Practically following the ideas of the Promise and Law
- Being committed to being a better person

New Rules:

1. Each patrol must devise a set of rules for a 'new' game; they can devise a simple new game or modify on old one.
2. The rules should cover basics, such as how to score points and how the team should operate, and it should also include some silly parts such as the each patrol can only walk in a certain way or you have to pair up and stay with that person throughout the activity.
3. With another patrol, they should run their game trying to follow these rules. Then, they should play the other patrols' game.
4. If possible, a person separate to the group should monitor the group some of the time to see if the rules are being followed.
5. Discuss the importance of the rules for playing the game; why is it important that everyone understands the rules?

Patrol Collage:

1. Each patrol should have a large piece of paper, a stack of newspapers and magazines, and some glue.
2. Assign each patrol one or two themes from the Scout Promise and Law, such as 'Helping your Community', or 'Respecting Others'.
3. Give them 20 minutes to design a collage based on these themes.
4. Afterwards have each patrol briefly present their collage.





Nature & Outdoors

Scouting is about being outdoors. Through an active outdoor programme, you can explore, learn from, and respect nature. This is about:

- A primarily outdoor programme
- Exploring the natural world
- Connecting with the natural world and universe
- Personal responsibility for actions and effects on the environment

River Hike

An exploration of how a river or stream can change as it moves through the landscape.

1. Identify a suitable stretch of a river or stream accessible in the local environment that can be followed for a length downstream and observe the changes. If conducting activities on the water, ensure suitable safety procedures and experience of participants.
2. Follow the river downstream and record how it changes. What does the environment look like? How are people interacting with the river? Is the water clean? Take samples of the water in glass jars as you travel along the river and record where each sample was taken.
3. If possible, include a section of the river where it passes through a built environment, such as a town or city. What happens to the water here and after it has passed by the built environment?
4. Discuss the activity. Use the following questions to help the discussion:
 - Did the environment change as you moved through the catchment?
 - How were people interacting with the river?
 - Did the water quality change in the built environment?
 - Did the activity affect who you see water?
 - Could you improve your use of water?





Personal Progression

Personal progression involves the development of knowledge, skills, and attitudes through an active scout programme. This is about:

- Making progress in the Crean Awards and towards the SPICES
- Setting and reaching goals
- Challenging yourself
- Increasing responsibility for progress

Activities:

Obstacle Course

1. Set up a simple obstacle course, which can be completed in about a minute.
2. Each scout is timed completing the course, by the activity leader or a Scouter, who shares the time with only that scout.
3. Give each scout several attempts to beat their own time (times of different scouts should not be compared, it is a personal challenge).

Adventure Upskilling

1. Each Scout carries out an inventory of their progress in an Adventure Skill. PLs and APLs help their patrols with the inventory, and the Scouters work with their PLs and APLs on their own.
2. Each scout picks a part they want to work on to advance in that skill.
3. Each patrol should plan the necessary activities to ensure that everyone can achieve their goal.
4. Afterwards, look at how you did this. Consider the progress made and the role of each individual and the Patrol in making this possible.





Young People & Adults working together

With the Scouters you run your programme and patrols. The Scouters are there to help and advise you, but they leave a lot of the organising and responsibility to you. Part of what makes Scouting so successful is this partnership between young people and adults. It is about:

- Scouts cooperating with Scouters
- Adults providing support and guidance
- Partnership and respect

Activity:

In your patrol, make a list of the qualities that young people bring to scouting, such as enthusiasm and new ideas, and the qualities that adults bring, such as experience and practical advice. How do these two lists of qualities help your troop run better?

Qualities of Young People	Qualities of Adults
1	
2	
3	
4	
5	
6	
7	
8	





Patrol (Small Team) System

The Patrol System (or the Small Group System) is the basic organisational structure in Scouting. Young people experience adventure and challenge in small teams, usually of 6-8. It is about:

- Everyone being involved in a Patrol
- Programme centring on Patrols
- Developing skills and talents through experience
- Learning from and with others
- Opportunities for Youth Leadership
- Patrol Leaders' Councils
- Patrol identity

Bamboo Pioneering

Summary: An activity to explore teamwork and what it means to be a member of a team.

Type: Indoor/Outdoor

Time: 30-40 mins

1. Have the patrol make bamboo pioneering structure, such as a scale model of a Hourglass Signal Tower or a Brynbach Tower. Give them a simple diagram or a set of instructions.
2. Get them to repeat the activity, to see if they can improve.
3. Ask them to build it one more time, but before they do, talk to them about how they approached it and make a plan to do it better. Ask them to make a new plan.
4. Afterwards discuss the activity. Some suggested discussion topics:
 - Did you approach all tasks as an organised team?
 - Did all members have a part to contribute?
 - Was responsibility shared for making the patrol a success?





Symbolic Framework

The Symbolic Framework is made up of all the traditions ceremonies, stories, and games which create an atmosphere of adventure and discovery in scouting. It is about:

- Exploring wider boundaries
- Being a 'Scout', an explorer
- Exploring new territories with a team of friends
- Team identity
- Symbols, themes, stories, notions
- Creating adventure and excitement

Activities (10-15mins each):

New Name:

Each Patrol should come up with a new name, a symbol, and a chant. They should design a patrol sign with their name and symbol. They should show their new sign to the other patrols, and then demonstrate their chant to the other patrols.

Super Scout:

On a large piece of paper trace out the outline of one of the scouts, then use this to draw 'Super Scout'. Give them all the skills and attributes you think they should have to be a super scout. For example, they can be wearing hiking boots to show they are always ready to leave on an adventure.





Learning by Doing

Learning by Doing is about running a practical and skills-focused programme.

With Learning by Doing you:

- Learning through practical activities and first-hand experience
- Take on responsibility
- Passing on skills (teamwork, leadership, service, and Adventure Skills)
- Learn from both successes and failures

An activity to learn a new skill.

1. Pick a specific skill which most of the group are unfamiliar with and run an activity whereby they can learn it. Consider some tangible scouting skills, such as whittling, map making, or compass bearings (see below).
2. Run a practical session in which you learn about the skill, by actually doing it.
3. Afterwards, discuss about learning by doing. Is it a good or a bad method of learning? And, why? What sort of preparation is involved? Should you have follow up activities?

Example: Bearings

Equipment: Maps & compasses

1. Pick a good demonstration spot, ideally a height from which you can see several features in the distance that are on the map. From this point you should be able to take bearing off a map and verify in reality.
2. Explain what a bearing is and why it is important for navigation.
3. Demonstrate several times how to take a bearing on a map, and then relate what's on the map to the real world. Remember simple things like being in small groups and being beside the participants.
4. All the scouts should have a go at taking several bearings on a map and re-taking them in reality.
5. Once the all scouts are happy with how to take, have them follow a simple compass trail.





Service & Commitment

Service and Commitment is about helping other people when you can. As a scout, you should:

- Try to help and improve the lives of others
- Respect the world around you
- Be an active citizen
- Support others
- Demonstrate commitment to Patrol and Troop
- Do Community Service Projects

Activities:

Water Relay:

Run a relay game with two teams moving water from one bucket to another, using a cup/container which has holes in it. Two people from each team need to be involved in holding the cups. Explain that the transportation of water represents the moving of water to an area hit by a natural disaster, while their efforts to work together and stop the water leaking is their commitment to the project.

Patrol Discussion:

Discuss the one of the following scenarios for a few minutes. How should you react? Where does service and commitment work in?

Scenario 1

It is a wet winter night and it is already dark when you reach your Scout Hall for a patrol meeting. However, there is a problem, there is someone sheltering in the doorway. They appear to be a homeless person trying to stay dry. What should you and your patrol do?

Scenario 2

One of the Scouts who was made an APL this year is also a member of the local rugby team. She has made it onto the "A Team" in her club this year and has missed several activities because of matches and training. She comes to every meeting and is still very interested in scouting, but by not attending the main activities the patrol is losing out. What should you and the other PLs do?

