

Joey Scout Section

| | Milestone 1 | Milestone 2 | Milestone 3 |
|-------------|--|--|--|
| Participate | Attendance and involvement in the activities of the Unit | Attendance and involvement in the activities of the Unit | Attendance and involvement in the activities of the Unit |
| Assist | Assist with a game | Assist with a game or small activity | Assist in a game or small activity, including assisting with the planning or reviewing |
| Lead | Take a leading role in a game or small activity | Lead a game or small activity | Lead a game or small activity, including helping plan and review |

Note that all of these can be completed with adult assistance, as required by the individual Joey Scout

Below are some story examples of how an individual Joey Scout could fulfil these requirements. These stories are also presented in a table format showing Plan > Do > Review > on the following page.

Milestone 1 – Cain

Cain joins Joey Scouts as a 5-year-old. He is not confident with assisting and leading, or with speaking to the whole group of Joeys. For his **Milestone 1 assist**, Cain works with his Joey Scout Leader and the Joey Scouts leading the game to work out what his role will be. It is decided that Cain will help fetch the equipment before the game. The leading Joey Scouts brainstorm what is needed for the game and an adult writes down what they suggest (Cain does not need to be present for this part). Before the game, Cain fetches what is needed from their list, with the assistance of an adult. Once Cain's agreed role is over, he returns to the rest of the Unit, and the Joey Scouts who are leading continue with their roles.

For his **Milestone 1 lead**, Cain decides to take a leading role in a nature hunt the Joey Scout Unit will be going on. He does not wish to explain the activity to the other Joey Scouts, which is not required to take a leading role. He talks with his Joey Scout Leader and agrees that his leading role will be to brainstorm with the adult what items could go on the to-find list for the hunt. The Joey Scout Leader challenges Cain to think about what items will be easy to find, and what items could be more challenging, based on his knowledge of the local area from other outside activities. When it comes time for the activity, Cain also hands out the activity sheets.

Milestone 2 – Simon

Simon is a 6-year-old Joey Scout that is growing in confidence and exuberance, and he wants to help out with an activity his friend Sarah is leading for the other Joey Scouts. Simon helping out at this activity will be his **Milestone 2 assist**. The activity that his friend Sarah is leading is one that will teach the Joey Scouts some sign language letters and, hopefully, words! Simon is passionate about sign language because he has an older brother that is hearing-impaired. Simon talks with Sarah and one of his Leaders about what the activity will look like. Sarah would like Simon to talk with his brother and write down the method for how to say different letters of the alphabet with their hands, and print out some copies on paper so that the other Joey Scouts can all learn together how to do it. During the activity, Sarah takes the lead, and Simon helps her break the Joey Scouts into Patrols and goes around teaching the other Joey Scouts what different hand symbols can be used.

Now that Simon has assisted with quite a large number of activities, he is wanting to lead an activity related to one of his favourite topics, Lego, for his **Milestone 2 lead**. For this activity he would like the Joey Scouts to test their memory skills, through having them examine a Lego structure on one side of a hidden curtain, one person at a time, and having to replicate it in their small teams using their memory alone, being only able to place or change one Lego brick at a time. Simon has discussed with a Leader how his Lead should go, and the role that he should play, and he will be placing the Lego shapes on the hidden side of the curtain in structures/patterns he thinks is appropriately testing, and Simon will also explain what the Joey Scouts will need to do for the activity to be successful.

Simon helps a Leader set up the curtain that divides the Lego structures, and hides them from being seen, and places the Lego structures in place. He has also built some spare structures to replace the ones in use, for when a team of Joey Scouts figures out the pattern correctly. Once Simon has split the Joey Scouts into appropriate teams, he will tell them what to do during the activity. As the activity progresses, he will check the completed structures made by the Joey Scouts and tell them if they have made any mistakes. It is important that a Leader supports him throughout this process. Simon does not have to lead the review of the activity, because he is only doing a Milestone 2 lead.

Milestone 3 – Hayley

Hayley is a confident 7-year-old who has assisted and led some activities before in Joey Scouts. For her **Milestone 3 assist**, she decides to be involved with doing and reviewing a game of poison ball. The leading Joey Scouts ask Hayley to be at one end, fetching balls and throwing them back into the circle of Joeys. When the game is over, Hayley and the Joey Scouts who were leading meet with an adult for a quick review. They discuss what went well, and what they could do better next time.

For her **Milestone 3 lead**, Hayley leads a paper aeroplane making competition. She meets with a Joey Scout Leader the week before and plans what she will need for the activity. She asks a Joey Scout who will be assisting to be in charge of gathering the paper and handing it out to all the Joey Scouts, and Hayley will fetch the guides to how to make an aeroplane. Hayley plans with an adult what she will say when she explains the activity and how to review it. When it comes time to do the activity, Hayley explains the task to the Joey Scouts, with the help of an adult if she forgets something or the other Joey Scouts are still confused. Hayley ensures that everyone has a turn to throw their plane. To review the activity, Hayley asks the Joey Scouts to run to either side of a space about whether they enjoyed it and a couple of other yes/no questions, and they briefly share what they learnt.

Below are the examples stepped out and summarized into how the Joey Scout was involved in the Plan>Do>Review> steps of the activity or game they assisted or led.

| Milestone | Scenario | Plan | Do | Review |
|--------------|------------------------------------|---|---|---|
| M 1 – assist | Game | Joey Scout is involved in a short discussion about what their role will be | Joey Scout fetches the equipment from a list (compiled by leading JS or adults), with assistance of adult | |
| M 1 – lead | Nature hunt | Joey Scout is involved in a short discussion about what their role will be. Joey Scout brainstorms with adult what items to have the Unit look for. | Joey Scout hands out the nature hunt activity sheets | |
| M 2 – assist | | Joey Scout is involved in a short discussion about what their role will be. | | |
| M 2 – lead | | Joey Scout is involved in a short discussion about what their role will be. | | |
| M 3 – assist | Game of poison ball | Joey Scout is involved in a short discussion about what their role will be. <i>This Joey Scout has decided to be involved in Do and Review. They could also have chosen Plan and Do instead.</i> | Takes a role that assists in the running of the game. In this example, stands at one end fetching the balls and throwing them back into the circle | Meets with the Joey Scouts who were leading and an adult to discuss what went well and what they could do better next time. |
| M 3 – lead | Paper aeroplane making competition | Meets with an adult to plan the activity. Plans what the rules will be and how to review. | Explains the activity. Watches to ensure everyone follows the rules and has a turn at throwing their aeroplane. (All of these with the assistance of an adult) | Asks a small selection of pre-planned yes/no questions (eg “was the activity fun?”) that Joey Scouts run to either end to answer. |

These examples show a variety of different options for what Plan > Do > Review > and what assisting and leading could look like. Planning and reviewing can be different for different activities, or to provide variety and see new or different ways of doing things. Assisting and leading should be tailored to the individual Joey Scout; what one is ready for at a milestone may not be what another Joey Scout is ready for.