

The Guide to **Special Interest Areas**



Special Interest Areas – Why?

Special Interest Areas (SIAs) encourage Scouts from all sections to try new things and pursue existing interests. Scouts set their own goals, enabling them to design a project that interests and challenges them personally.

The Six Areas

- Adventure & Sport
- Arts & Literature
- Creating a Better World
- Environment
- Growth & Development
- STEM & Innovation



They are broad, encouraging Scouts to pursue a diversity of interests and to ensure any activity a Scout could possibly think of can be included.

Outcomes are always measured against an individual's personal best.

Scouts use Plan>Do>Review> to set and achieve their goals.

When proposing an SIA project, Scouts take into account



- their existing level of knowledge
- skills
- experiences
- personal interests
- new challenges they want to explore

A completed project could be taken further with a new set of goals to achieve.

They must consider if they need a Subject Matter Expert (SME) to help them set goals and reflect on their achievements, as well as what steps they will need to take to achieve their goals.

- SIAs give young people ownership of their own development.
- Research tells us that this is important to learning success.
- SIAs build upon the skills outlined in the General Capabilities of the Australian Curriculum, skills such as creativity, independence, and problem-solving.
- SIAs teach Scouts to set, plan towards, and achieve goals.

We are setting young people up for success in life. We are supporting them to achieve the Purpose and Mission of Scouting!

Reflection

- At the conclusion of an SIA project, Scouts take the opportunity to review their progressions against the goals they set at the commencement of the task, and against SPICES.
- By taking a moment to reflect, Scouts can identify their personal development and celebrate their successes.
- Scouts may feel that they did not achieve their goals or reach their personal best. They may realise that their goals were not challenging enough, or too challenging for their current abilities. This is not a failure of the individual, rather it is an important lesson in how to set and reflect on their goals.

Time Requirements

Joey Scouts	2 hours
Cub Scouts	4 hours
Scouts	8 hours
Venturer Scouts	12 hours
Rover Scouts	18 hours

Experiential Learning

Scouting is about personal growth and development through experiential learning. That is why the Scout Method element learning-by-doing is crucial.

Except for the Outdoor Adventure Skills (which promote the development of very specific skills in order to be competent and safe in certain outdoor pursuits), being awarded a badge is no longer about ticking boxes and conforming to pre-determined standards set by someone else. SIA projects are deliberately open-ended and designed to meet the individual needs of each Scout.

The SIAs provide scope for adaptability and future proofing of the Achievement Pathways. For example, when new and emerging technologies are developed, they can easily be pursued by Scouts without having to create new SIAs.

Not achieving goals

- If a Scout fails to reach their SIA project goal, this doesn't mean they can't be recognised for their achievements. This is where the Review> phase is extra important.
- If a genuine learning experience has still occurred, there should be no qualms about recognising personal progression with the awarding of the SIA badge. The Unit Council should consider this carefully.

Special Interest Areas – How?

1. A Special Interest Area Planning Template is available for each section to support Scouts to develop their SIA project using the Plan>Do>Review> process.
2. An SIA project may be completed individually, in pairs, in Patrols, or as a whole Unit. No matter how the goals are being pursued, it should continue to be about each individual doing their best and measuring their success against their own starting point.

The six SIAs are available to all sections, but the goals become developmentally more challenging as a Scout progresses through the age Sections. Always consider what is developmentally right for the individual Scout.

1. How a Scout completes an SIA project, and when they might do it, will differ depending on how many, and who is involved.
2. As a unit starts learning about the SIAs, it may be easier to complete projects as a whole Unit, gradually progressing in confidence until individuals are self-setting goals and completing projects independently.
 - » Project Patrols could be set up, with Scouts with similar interests together
 - » An adult could assist Project Patrols to set their goals
 - » The SIA can still be completed as individuals (especially younger sections) or, collectively as long as each scout contributes the correct hours.
 - » Time can be given to get things started during a meeting and then the rest of it might be finished at home.

3. SIA projects could start on a camp. Or the majority of the project might be completed on camp and finished at the next meeting night of the Unit.
4. SIA projects might develop from brainstorming program ideas that did not get included in the main Unit program cycle. Just sharing an idea during times when the unit is developing a new program can lead to the beginnings of an idea for an SIA project.
5. Other community interests, like Sports clubs, language schools, dance academies, travel, and so on, might lead to new SIA projects.

In summary, SIA project ideas can be generated at any time and from anywhere.

Here's an example of how an SIA project might evolve:

1. Tom plays baseball for a local club;
2. Tom tries out for, and is subsequently accepted into the regional baseball development program;
3. Tom considers what he wants to achieve through the development program, and writes them down as goals in his SIA Planning Template;
4. Tom seeks the support of one of the coaches on the development program, as his subject matter expert. The coach helps him set realistic goals that relate to Tom's own personal progression;
5. Tom proposes his Adventure and Sport Special Interest Area to the Unit Council for approval;
6. Tom commences working on his goals, through his involvement in the regional development program;
7. After spending two months in the program, running two hours each week, Tom realises he can achieve two of his goals, but is unlikely to achieve his third goal, as this will take more time. He reflects on this, with his coach;
8. After three months, Tom presents his update to the Unit Council, along with comments from his coach;
9. If he was a Scout, Venturer Scout, or Rover Scout, The Unit Council may have asked Tom to keep a simple logbook of his hours of work towards his goals. However, they would have set this expectation at the commencement of the project.
10. The Unit Council decides that Tom has demonstrated an appropriate level of personal growth and progression in baseball. They award him an Adventure and Sport Special Interest Area badge.

The Role of the Unit Council

- Unit Council approval should occur at the commencement and at the conclusion of an SIA project.
- What this looks like will depend on the Unit.
 - » It might be a brief gathering of the Unit Council at the beginning or conclusion of a regular night.
 - » It might be that the Unit decides to have monthly Unit Council meetings dedicated to Achievement Pathways elements.
 - » A member of the Unit Council could take on the responsibility for the SIAs
- The Unit Council is there to support and encourage members in their SIA project endeavours.
- If the Scout is in Scouts, Venturer Scouts, or Rover Scouts, the Unit Council may request that the Scout keep a simple log book of their times towards meeting the minimum requirements of a project. An alternative approach is that the Scout reflects on the time taken for the project, in their project Review>. The Unit Council must set the expectation before commencement.
- Unit Councils might help find an appropriate subject matter expert.
- Unit Councils might support a Scout to adjust their goals when they find they are having difficulty with the original ones.
- If the Unit Council doesn't feel that a Scout has achieved to the best they can, they offer encouraging guidance
- The Unit Council should present the SIA badge to the successful Scout at the very next opportunity.

The Role of Unit Members, Adults, and Parents

Other Scouts in the Unit, youth and adult leaders, and parents all have a supporting role to play in Special Interest Area projects.

- The rest of the Unit, or at least a Scout's home patrol members, should be aware of who is working on an SIA, and what they are doing.
- Sometimes it might be helpful for a patrol to meet together for a Scout to give an update on their progress, and seek some support, assistance, or feedback.
- Adult and youth leaders have an important supporting role in all phases of an SIA. They must be available and approachable.
- Adults and youth leaders offer guidance with goal setting, finding a subject matter expert, and reviewing their project. When a Scout gets stuck, they are there to suggest ways forward, and generally be encouraging.

- Parents are welcome to help out with SIA projects; however, their role is once again about supporting their Scout – in the same way other adults support SIA projects.
- The Scout should still reach the minimum time requirement of their own effort.

In Summary:

Individual Scouts need to...

- be on the look-out for project ideas
- have a desire for personal progression
- be open to suggestions from others
- be prepared to set goals that push them a bit beyond their comfort zone

Patrols and Patrol Leaders need to...

- be proactive to support their members
- help their members with ideas, and finding subject matter experts
- be encouraging and positive
- ask good questions that help their Scout to set goals and review their project

Units need to...

- be a support network for their members
- be prompt at recognising SIA achievements

Unit Leaders need to...

- ensure that the Unit Council meets often enough
- ask good questions that help their Scout to set goals and review their project
- be proactive to support their members
- help their members with ideas, and finding subject matter experts
- be encouraging and positive
- help ensure goals are specific, achievable, and measurable

Unit Councils need to...

- meet often enough to ensure that they are able to review SIA projects
- build a database of project ideas and supporters that can be called upon
- be encouraging and supportive to all members

Adult Leaders need to...

- be approachable
- consider the different needs of different Scouts, and act accordingly
- ask good questions that help their Scout to set goals and review their project
- help ensure goals are specific, achievable, and measurable

Some Notes regarding School Projects

Can school projects be used as SIA projects?

The broad answer is Yes, however there are some considerations...

- Scouts must still present their goals to the Unit Council before they commence the project.
- Will the activity/project/goals ensure personal development of the Scout?
- The Unit Council could suggest that the project be extended beyond the scope of the school project, to ensure personal growth.
- School experiences or projects that are extra-curricular in nature might be more suitable as SIA projects rather than pure curriculum-based assessment tasks.
- Nevertheless, Unit Councils should look at each proposal on its merits, and consider the individual Scout themselves.

Getting started with the SIAs

There are many different ways to implement Special Interest Areas in your Unit.

A Unit may initially decide to start doing SIA projects by designing a project as a whole Unit. Once they have built up some experience, they might be ready to encourage each other to try out individual projects. Each person still needs to list their goals and action plan (even if they might neatly be identical)

A Unit Project

This is a great way to introduce the concept of SIAs. For example, a Cub Scout Unit might be investigating the UN Sustainable Development Goals (SDGs). They do some activities, such as those found here: www.un.org/sustainabledevelopment/student-resources/

- As part of a Review> of the night's activities, the Unit agrees they would like to do an SIA project based on the SDGs.
- They vote on one that they found most interesting.
- They have learnt that some children across the globe do not have food to eat or clothes to wear, when they themselves have so much food and clothing to choose from. They feel this inequality is unfair.

- At the next meeting of the Unit, they come up with three goals to work towards over the next program cycle, with a desire to achieve the Creating a Better World Special Interest Area. Their Goals are
 - » Help cook at a local homeless shelter
 - » Run a collection point for children's clothing at the Scout Hall
 - » Collect non-perishable food items for families in need
- However, you realise that even though the Cub Scouts have come up with some amazing goals, they are probably too large for everyone to do as a Special interest Area. They would take much more than the 4 hours of work required for this SIA.
- You suggest that the Unit split into three Project Patrols for this SIA and each Patrol can focus on a different SIA goal.
- Each Patrol is supported by a different adult. They could be an adult leader, a parent, a leader from another section, or even a community member.
- With their adult supporter, each patrol makes a list of the tasks that need to happen to achieve their goal. give each person a job. At this age, the adult supporter may need to communicate with parents and provide extra support to achieve success.
- As each patrol is working independently of the rest, they can perform their Review>, as a patrol, as soon as they have completed their goal. The project patrol leader would report the successes of their patrol to the Unit Council at the next opportunity, and the Unit Council is proud to award the Creating A Better World SIA badge to each active participant (with 4 hours of contribution) of the project patrol.



An Individual Project

As Scouts begin to see the possibilities that SIAs offer, they should be encouraged to consider possibilities for their own projects and goals.

- The Unit might theme some meeting nights around the Areas – an Arts & Literature night and an Environment night, for instance.
- Scouts could meet in patrols near the end of these nights to look through the Matrix of Project Suggestions (see below)
- Using these suggestions, or ideas of their own, Scouts could start formulating goals. They might take the planning template home to work on, or pick it up again the following meeting.
- Having many Scouts beginning at one time will be onerous on the Unit Council. A fair way of sorting through the commencement goals might be needed. The Unit Council may need to take 15 minutes during a normal meeting, over a few weeks, to review each application.
- It will be important for youth and adult leaders to support and encourage Scouts to give SIAs a go independently, and ensure that the Unit Council is quick to review the commencement goals, and the completion review, and have the badges awarded to the Scout promptly, to build momentum around the Special Interest Areas.

Special Interest Areas for Joey Scouts and Cub Scouts

SIAs are all about finding an area of interest in which a Scout can develop themselves, set realistic goals to do so, give it a go, and reflect on learning for next time. Goal setting with Joey Scout and Cub Scouts supports them to:

- Learn how to plan
- get what they want out of life
- be focused to ensure success
- take responsibility for their learning
- develop powerful life-long habits.

An adult supporter's job is to assist them to learn how to identify challenges they would like to achieve, write clear, measurable goals, and then create a clear plan to achieve success.

It is important that they:

- Choose their own goals
- Have goals with a personal purpose
- Ensure the steps to achieve goals can be broken down into smaller steps
- Unpack the potential obstacles

The Goal-Ladder strategy:

1. On the very top rung is the big goal that you want to achieve. What will I do?
2. How will I do it? These steps could be written on cards, sticky notes, or a whiteboard so that the steps can be moved around to determine a correct order.
 - » The rungs leading to the top are the steps to get there in a logical order. (For Joey Scouts and Cub Scouts, it is probably a small ladder!)
3. Transfer this to the planning template
4. The final template questions are then answered:
 - » Who will be the supporting person?
 - » Who else will be involved?
 - » What will I learn?

Special Interest Area Matrix of Project Suggestions

Adventure & Sport

Joeys (2hr)	Cubs (4hr)	Scouts (8hr)	Venturers (12hr)	Rovers (18hr)
Start learning to ride a bike	Learn to ride a bike	Learn some new bike skills e.g. standing up, tricks, mountain biking)	Learn how to mountain bike	Go on a mountain bike adventure
Do a challenge course	Do a challenge course	Build and ride a flying fox	Build and use a challenge course	Build and use a challenge course
Enhance your skills in a sport you already play	Enhance your skills in a sport you already play	Enhance your skills in a sport you already play	Enhance your skills in a sport you already play	Enhance your skills in a sport you already play
Try karate for 2 weeks	Try karate for 2 weeks	Learn new karate skills	Achieve a higher skill level target in karate	Achieve a higher skill level target in karate
Try swimming lessons	Try swimming lessons	Try out some new swimming skills	Try out some new swimming skills	Compete in a swimming competition
Try a new sport	Try a new sport	Try a new sport	Try a new sport	Try a new sport
Explore a local nature reserve	Explore a local nature reserve	Go on an adventure through a native reserve, state park or national park.	Go on an adventure through a native reserve, state park or national park.	Learn skills and go on a 4WD adventure
Try fishing	Learn how to fish	Learn how to go flying or gliding	Learn how to go flying or gliding	Go flying or gliding adventure
Learn archery	Learn archery	Learn target shooting	Learn target shooting	Learn target shooting and develop your skills to an advanced level
Learn slack lining skills	Learn slack lining skills	Learn slack lining skills	Learn slack lining skills	Learn slack lining skills and push your skill levels
Go on an adventure using only public transport	Plan and go on an adventure using only public transport	Plan and go on an adventure using only public transport	Plan and go on an adventure using only public transport	Plan and go on an adventure using only public transport
Try circus skills	Learn circus skills	Learn circus skills	Learn circus skills and perform them	Learn circus skills and perform them

Joeys (2hr)	Cubs (4hr)	Scouts (8hr)	Venturers (12hr)	Rovers (18hr)
Make a piece of art using a technique you haven't tried before (eg photography, painting, animation, digital, video, handcraft, modelling, sculpture, drawing)	Make a piece of art using a technique you haven't tried before (eg photography, painting, animation, digital, video, handcraft, modelling, sculpture, drawing)	Make a piece of art using a technique you haven't tried before (eg photography, painting, animation, digital, video, handcraft, modelling, sculpture, drawing)	Make a piece of art using a technique you haven't tried before (eg photography, painting, animation, digital, video, handcraft, modelling, sculpture, drawing)	Make a piece of art using a technique you haven't tried before (eg photography, painting, animation, digital, video, handcraft, modelling, sculpture, drawing)
Write a poem, play or short story	Write a poem, play or short story	Write a poem, play or short story	Write a poem, play or short story	Write a poem, play or short story
Learn performance skills through participation in a show (eg Gang Show, school production)	Learn performance skills through participation in a show (eg Gang Show, school production)	Learn performance skills through participation in a show (eg Gang Show, school production)	Learn performance skills through participation in a show (eg Gang Show, school production)	Learn performance skills through participation in a show (eg Gang Show, school production)
Explore new types of books and writing that you haven't experienced before (eg poems, chapter books)	Read books from new authors or genres and talk about what you find	Read books from new authors or genres and present what you find	Investigate different forms of writing and apply these skills to a piece you write	Investigate different forms of writing and apply these skills to a piece you write
Learn an art form from a culture other than your own	Learn an art form from a culture other than your own	Investigate different cultural influences on an art form	Investigate different cultural influences on an art form	Investigate different cultural influences on an art form
Learn to use a camera	Learn how to use simple photo editing or digital design software	Learn how to use photo editing or digital design software	Learn how to use photo editing or digital design software	Learn how to use photo editing or digital design software
Try a musical instrument or dance style	Learn or enhance your skills on a musical instrument or dance style	Learn or enhance your skills on a musical instrument or dance style	Investigate different genres and themes within literature and discuss or present	Investigate different genres and themes within literature and discuss or present
	Learn or enhance your skills on a musical instrument or dance style	Learn or enhance your skills on a musical instrument or dance style	Learn or enhance your skills on a musical instrument and perform or dance style	Learn or enhance your skills on a musical instrument or dance style and perform

Creating a Better World

Joey's	Cubs	Scouts	Venturers	Rovers
Participate in a project at your school to reduce plastic waste	Be involved in a project at your school to reduce plastic waste	Run a project at your school to reduce plastic waste	Run a project at your school to reduce plastic waste	Run a project in your community to reduce plastic waste
Investigate social or environmental issues in your local community	Investigate social or environmental issues in your local community	Investigate social or environmental issues in your local community and how you can help	Be involved in a project in your community that addresses a social or environmental issue	Lead a project in your community that addresses a social or environmental issue
Create a care package and visit a group in your community (eg nursing home, war veterans)	Learn about and raise money to help address a social or environmental issue	Learn about and raise money to help address a social or environmental issue	Create a social justice committee at your school and undertake activities to help others	Volunteer to tutor recently arrived migrants and refugees in English
Participate in a community event that raises money for a cause (eg 40hour famine, MS Readathon, Relay for Life, Jump Rope for Heart)	Participate in a community event that raises money for a cause (eg 40hour famine, MS Readathon, Relay for Life, Jump Rope for Heart)	Be involved in organising a Patrol to participate in a community event that raises money for a cause (eg Relay for Life, 40 hour famine, the Long Walk)	Lead the participation of a Patrol in a community event that raises money for a cause (Oxfam trailwalker, 40hour famine, Relay for Life, sleepouts, Live Below the Line, the Long Walk)	Lead the participation of a Patrol in a community event that raises money for a cause (Oxfam trailwalker, 40hour famine, Relay for Life, sleepouts, Live Below the Line, the Long Walk)
Engage with and better understand your local Indigenous community	Engage with and better understand your local Indigenous community	Engage with and better understand your local Indigenous community	Engage with and better understand your local Indigenous community	Engage with and better understand your local Indigenous community
Learn Auslan	Learn Auslan	Learn Auslan	Learn Auslan	Learn Auslan
Learn another language that's well-used in your local community	Learn another language that's well-used in your local community	Learn another language that's well-used in your local community	Learn another language that's well-used in your local community	Learn another language that's well-used in your local community
Learn about and assess the accessibility of your Scout hall or other building, and work on improvements	Learn about and assess the accessibility of your Scout hall or other building, and work on improvements	Learn about and assess the accessibility of your Scout hall or other building, and work on improvements	Learn about and assess the accessibility of your Scout hall or other building, and work on improvements	Learn about and assess the accessibility of your Scout hall or other building, and work on improvements
Investigate ways to make your Scout Group and program more accessible to those who may be currently excluded (eg because of financial, linguistic, disability, cultural or other reasons)	Investigate and work on implementing ways to make your Scout Group and program more accessible to those who may be currently excluded (eg because of financial, linguistic, disability, cultural or other reasons)	Investigate and work on implementing ways to make your Scout Group and program more accessible to those who may be currently excluded (eg because of financial, linguistic, disability, cultural or other reasons)	Investigate and work on implementing ways to make your Scout Group and program more accessible to those who may be currently excluded (eg because of financial, linguistic, disability, cultural or other reasons)	Investigate and work on implementing ways to make your Scout Group and program more accessible to those who may be currently excluded (eg because of financial, linguistic, disability, cultural or other reasons)
Design and implement a project around a SDG	Design and implement a project around a SDG	Design and implement a project around a SDG	Design and implement a project around a SDG	Design and implement a project around a SDG
Learn about issues effecting a community in another country	Learn about issues effecting a community in another country and what you could do to have a positive impact	Learn about issues effecting a community in another country and what you could do to have a positive impact	Learn about issues effecting a community in another country. Plan and implement a project to have a positive impact	Learn about issues effecting a community in another country. Plan and implement a project to have a positive impact
Learn how to most effectively support a disadvantaged group and how well-intentioned actions can sometimes have a negative impact	Learn how to most effectively support a disadvantaged group and how well-intentioned actions can sometimes have a negative impact	Learn how to most effectively support a disadvantaged group and how well-intentioned actions can sometimes have a negative impact	Learn how to most effectively support a disadvantaged group and how well-intentioned actions can sometimes have a negative impact	Learn how to most effectively support a disadvantaged group and how well-intentioned actions can sometimes have a negative impact
Consider how this might be a Messengers of Peace project	Consider how this might be a Messengers of Peace project	Consider how this might be a Messengers of Peace project	Consider how this might be a Messengers of Peace project	Consider how this might be a Messengers of Peace project

	Joey's	Cubs	Scouts	Venturers	Rovers
	Observe your local communities native fauna and flora	Observe and understand your local communities native fauna and flora	Explore the impact your local community has had on its native fauna and flora	Explore the impact your local community has had on its native fauna and flora and what you can do to support native species	Explore the impact your local community has had on its native fauna and flora and what you can do to support native species
	Participate in a project at your school to reduce plastic waste	Be involved in a project at your school to reduce plastic waste	Run a project at your school to reduce plastic waste	Run a project at your school to reduce plastic waste	Run a project in your community to reduce plastic waste
	Be involved in a citizen science project (eg Birds in Backyards, Streets2Bay, Wildlife Spotter, Galaxy Explorer)	Be involved in a citizen science project (eg Birds in Backyards, Streets2Bay, Wildlife Spotter, Galaxy Explorer)	Be involved in a citizen science project (eg Birds in Backyards, Streets2Bay, Wildlife Spotter, Galaxy Explorer)	Be involved in a citizen science project (eg Birds in Backyards, Streets2Bay, Wildlife Spotter, Galaxy Explorer)	Be involved in a citizen science project (eg Birds in Backyards, Streets2Bay, Wildlife Spotter, Galaxy Explorer)
	Plant trees as part of a Landcare or other project	Plant trees or clean up a local natural area	Lead a project to restore a local natural area	Lead a project to restore a natural area (this could be local, national or internationally)	Lead a project to restore a natural area (this could be local, national or internationally)
	Investigate what your house, school or Scout Hall could do reduce their negative environmental impact	Investigate what your house, school or Scout Hall could do reduce their negative environmental impact	Investigate what your house, school or Scout Hall could do reduce their negative environmental impact	Be involved in the planning and implementation of a project to reduce your house, school or Scout Hall's negative environmental impact eg reducing and managing waste, installing solar panels, utilising grey water	Lead a project to reduce your house, school or Scout Hall's negative environmental impact eg reducing and managing waste, installing solar panels, utilising grey water
	Complete the World Scout Environment Badge	Complete the World Scout Environment Badge	Complete the World Scout Environment Badge	Complete the World Scout Environment Badge	Complete the World Scout Environment Badge
	Investigate and talk with a key member of your local community (eg politician, Principal, Councillor) about what could be done regarding an environmental issue	Investigate and talk with a key member of your local community (eg politician, Principal, Councillor) about what could be done regarding an environmental issue	Investigate and talk with a key member of your local community (eg politician, Principal, Councillor) about what could be done regarding an environmental issue	Investigate and talk with a key member of your local community (eg politician, Principal, Councillor) about what could be done regarding an environmental issue	Investigate and raise with a key member of your local community (eg politician, University administrator, Councillor) about what could be done regarding an environmental issue
	Learn about a natural disaster	Learn about a natural disaster and how you should prepare	Learn about a natural disaster and work on improving your family's or Scout Hall's preparation	Learn about a natural disaster and contribute to a preparedness plan for your family, school or Scout Hall	Learn about a natural disaster and devise a preparedness plan for your household, Scout Group or community group
	Build nesting boxes	Build nesting boxes	Participate in a conservation project for a threatened species	Assist a community that has experienced an environmental disaster	Assist a community that has experienced an environmental disaster
	Go spotlighting for wild animals	Go spotlighting for wild animals	Investigate what wild animals live in your area (eg through surveys, cameras)	Investigate what wild animals live in your area (eg through surveys, cameras)	Investigate what wild animals live in your area (eg through surveys, cameras)

Joey's	Cubs	Scouts	Venturers	Rovers
Learn about your own and others' feelings and how to express them	Learn about your own and others' feelings and how the way you express these can impact on others	Learn about your own and others' feelings and how the way you express these can impact on others	Learn about emotional intelligence and strategies you can implement for yourself and in interacting with others	Learn about emotional intelligence and strategies you can implement for yourself and in interacting with others
	Learn about how to support others' mental health eg by learn about different mental health issues that commonly affect your peers	Learn about how to support others' mental health eg by learn about different mental health issues that commonly affect your peers	Learn about how to support others' mental health eg by undertaking a mental health first aid course	Learn about how to support others' mental health eg by undertaking a mental health first aid course
		Learn about the effects of drugs and alcohol on your body	Learn about the effects of drugs and alcohol on your body	Learn about the effects of drugs and alcohol on your body
Learn about positive friendships	Learn about positive friendships	Learn about positive relationships and consent	Learn about sexual health, consent and positive relationships	Learn about sexual health, consent and positive relationships
Learn about what it means to be a leader and the skills you might need to be successful as a leader.	Learn about what it means to be a leader and the skills you might need to be successful as a leader.	Learn about different leadership styles and how this can help you at school and Scouts	Learn about leadership and management styles and how you can use these in your Scouting, educational and professional life	Learn about leadership and management styles and how you can use these in your Scouting, educational and professional life
Try out meditation	Explore different meditation and/or mindfulness methods	Explore different meditation and/or mindfulness methods	Explore different meditation and/or mindfulness methods	Explore different meditation and/or mindfulness methods
		Undertake a professional development course	Undertake a professional development course	Undertake a professional development course
	Participate and develop skills in debating	Participate and develop skills in debating	Participate and develop skills in debating	Participate and develop skills in debating
		Learn about a local professional skill or networking group	Participate with a local professional skill or networking group	Participate with a local professional skill or networking group
Learn about how to keep your body healthy	Learn about how to keep your body healthy	Demonstrate healthy meal planning and cooking	Demonstrate healthy meal planning and cooking	Demonstrate healthy meal planning and cooking
Volunteer for a cause	Volunteer for a cause	Volunteer for a cause	Volunteer for a cause	Volunteer for a cause
Learn new activities or skills to keep your body fit	Learn new activities or skills to keep your body fit	Undertake a fitness program	Undertake a fitness program	Undertake a fitness program

Joey's	Cubs	Scouts	Venturers	Rovers
Build a billy cart	Build a billy cart	Design and build a billy cart	Design and build a canoe	Design and build a canoe
Build a marble run	Build a marble run	Build a robot	Build a robot	Build a robot
Create using a 3D printer	Design and create using a 3D printer	Design and create using a 3D printer	Design and create using a 3D printer	Design and create using a 3D printer
Create a simple program using coding	Create a simple program using coding	Create a simple program using coding	Create a simple program using coding	Create a simple program using coding
Create a Rube Goldberg Machine	Create a Rube Goldberg Machine	Create a Rube Goldberg Machine	Create a Rube Goldberg Machine	Create a Rube Goldberg Machine
Make mousetrap cars	Make mousetrap cars	Make paper lanterns		
	Participate in a Tournament of the Minds team	Participate in a Tournament of the Minds team	Participate in a Tournament of the Minds team	
	Design and build a bridge that can support yourself	Design and build a bridge that can support your Patrol	Design and build a bridge that can support your Patrol	Design and build a bridge that can support your Unit
Design and build a creation out of Lego	Design and build a creation out of Lego	Design and build a creation out of Lego	Design and build a creation out of Lego that can move or support a weight	Design and build a creation out of Lego that can move or support a weight
Learn about flight and make paper planes	Learn about flight and design and build paper planes	Learn about flight and make a model plane or other aircraft	Learn about flight and design and build a model plane or other aircraft	Learn about flight and design and build a model plane or other aircraft
Invent a creative solution to a problem in your Scout Hall	Invent a creative solution to a problem in your Scout Hall	Invent a creative solution to a problem in your Scout Hall	Invent and implement a creative solution to a problem in your Scout Hall	Invent and implement a creative solution to a problem in your Scout Hall
Explore different technology-based communication tools	Explore different technology-based communication tools	Develop a technology-based communication tool for your Unit	Develop a technology-based communication tool for your Unit	Develop a technology-based communication tool for your Unit
Learn about apps and the technology behind them	Create an app	Create an app	Create an app	Create an app
Undertake science experiments	Undertake science experiments	Devise a hypothesis and experiment(s) to test this hypothesis	Devise a hypothesis and experiment(s) to test this hypothesis and understand the science behind this	Devise a hypothesis and experiment(s) to test this hypothesis and understand the science behind this
Conduct a scientific concept using hands-on activities	Teach a scientific concept using hands-on activities to a group of Scouts	Teach a scientific concept using hands-on activities to a group of Scouts	Teach a scientific concept using hands-on activities to a group of Scouts	Teach a scientific concept using hands-on activities to a group of Scouts