Session Plan

Session Name – Adventurous, Fun, Challenging, Inclusive
Duration: 60 mins

The **AIM** of this session is to unpack the key concepts that underpin the Scouting program

LEARNING OUTCOMES
By the end of this session, learners will be able to:

- Identify the importance of adventurous, fun, challenging and inclusive in what we do
- Identify strategies to obtain a balance of any or all of adventurous, fun, challenging and inclusive against each other

PERFORMANCE CRITERIA and **CONDITIONS** that apply to this session:

- ☐ I can articulate "why" we do what we do, not just sharing the "what" and the "how"
- ☐ I can define the importance of why our youth program needs to be adventurous, fun, challenging and inclusive
- ☐ I can appreciate that each individual has their own experiences in shared scenarios, and that we should promote this difference
- ☐ I know how I would approach supporting others in balancing the need for adventurous, fun, challenging and inclusive in their programs and experiences

OVERVIEW of session content

Plan>

- Have confidence in one's personal knowledge and have currency on the topic
- Set-up as a whole Group, with Patrol breakout/discussions
- Cards for "Spot it"-style activity
- Conceptions Wall prepared and set up
- Corflute – Adventurous, Fun, Challenging, Inclusive

Do>

Time		Description	Additional notes
00:00	2 mins	Introduction / set the scene	
00:02	3:30 mins	Video – AFCI Part 1 (History of the program review, recap Scout Method)	Projector, speakers, video
00:06	3 mins	**Discussion: Why? What? How?** In pairs, discuss why we do what we do, how we do it and what we do to achieve the how and the why	Handout or projection of the Why? What? How? graphic

Time		Description	Additional notes
00:09	5 mins	**Reflective discussion: Why?** Consider the last series of activities, events and/or meetings you organised – when did you communicate the 'why' to others in attendance/participating? [Pause – reflection] How do you ensure youth members understand 'why' they are doing what they are doing? As this is key to 21st century learning (the WHY not the WHAT)	We talk about knowing and understanding not just what we are doing, and how we do it, but WHY we do it. One of the current societal and educational trends is the need to know WHY I am doing something – the purpose behind it.
00:14	5 mins	**Activity: Where are you and your team at?** Rate where you believe yourself and your team are at on Hart's Ladder (2 min). Discuss in pairs your answers and how you might change in the future (3 min)	Hart's Ladder handouts
00:19	5:30 mins	Second Part of Video – Adventurous, Fun, Challenging and Inclusive	Projector, speakers, video
00:25	2 mins	**Discussion** Reflect on the video and what you think the key messages are	Reflect on videos and instantaneous thoughts in pairs
00:27	15 mins	**Game – Spot It** In Patrols of 4-6 people, play spot it and discuss how	Spot It cards Instructions for game play
00:42	5 mins	**Discussion** Where is adventurous, fun, challenging and inclusive featured in all that I / you / we do? Reflect on your own practice	

Time		Description	Additional notes
00:50	10 mins	**Activity: When opposites attract** Pin the words Adventurous, Fun, Challenging and Inclusive against each other to balance activities or experiences within Scouting. 1. Pose the activity/scenario to the group – ask them to move to the sign (Adventurous, Fun, Challenging, Inclusive) where the activity/scenario best sits for them. 2. Ask participants to share why they have chosen that spot – especially if there are any outliers!	Activity ideas: • Abseiling • Aquatics night • Unit public speaking challenge • Outside activity in the rain • Loud and high activity games • "Masterchef" style challenge

Time		Description	Additional notes
		Short discussion How you can make/help your Unit make that activity/scenario balance more with the other areas. Scenario ideas - Your Unit wants to do an abseiling activity. The skill range in the Unit is variable with some members who have never done this activity before and some who are already at Stage 3 Vertical. Where does this activity fit personally for you and how do you support the Unit to balance all four areas to make this activity enjoyable for all? - A Patrol would like to undertake a project that will involve them learning about renewable energy, in particular solar energy. One of their goals is to investigate and create a camp that is completely solar powered. In what area does this activity fit for you? How do you support the Patrol to ensure that the project is adventurous, fun, challenging and inclusive for all? - A new youth member has joined your Unit who doesn't enjoy activities that are rough and loud. How do you support the Unit Leader, Patrol Leaders and activity Leaders to modify their activities so that they are more inclusive, whilst also balancing the need for the activity to be challenging and fun for all Unit members?	

Time		Description	Additional notes
01:00	10 mins	**Activity: Making connections** Introduce the concept of the yarn wall or similar where participants need to reflect on their learning through this session to draw connections with elements and key concepts of the program '' 1. Get participants to call out program elements (start with a few already yourself) 2. Ask participants to link these elements and justify why they are linked The activity may start off slow, and that's ok! It will gain momentum as participants begin to think deeper and realise how many program elements are linked together. Examples • Milestone Reflection – SPICES • Plan>Do>Review> - (almost any element!) • Scout Method – Educational Purpose	- This activity is all about making connections between program elements, and realising that if we don't use one or tweak something, everything else can suffer! - This can be done by using some string, pins and a pinboard: drawing on a whiteboard/ smartboard, in any creative way you can think of!
01:10	5 mins	**Reflection / Wrap Up** **Start, Stop, Keep** - Get participants to reflect on one thing they are going to start doing, one thing they are going to stop doing and one thing they are going to keep doing as a result of this session. - If there's time, invite people to share if they would like to.	Wrap up/reflection -
01:15		**Session end**	

Review>

- Check that Performance Criteria and Conditions have been met
- Reflect on the key questions and takeaways:
    - What lightbulb moments happened for me this session?
    - What am I challenged by?
    - What do I need to explore further?
    - What is my role in making sure that this works within my Branch/Team/Unit?
        - Who can I work with to make this happen?
        - Key points for my team are: