



# Session Plan

**Session Name – It's not about the badges**

Duration: 45 mins

The **AIM** of this session is to

- To explore the fundamental purpose of the Achievement Pathways

## LEARNING OUTCOMES

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

- Recognise and value the role of the Achievement Pathways in the program context
- Recognise and value the role of the Achievement Pathways in personal progression and development
- Understand what standards look like in the Achievement Pathways

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

- ☐ I can identify with the wrong focus is being made with acknowledging achievement
- ☐ I understand the link between personal reflection, the SPICE and Educational Objectives
- ☐ I understand that Program Essentials are the core of the Unit program and that all youth members' journeys must see them progress through these
- ☐ I know that "personal best" is the standard applied to most aspects of the Achievement Pathways
- ☐ I know where adaptations can be made for accessibility
- ☐ I know that the Outdoor Adventure Skills are competency based due to the nature of the activities and because they fit into a legal framework at the higher Stages

**OVERVIEW** of session content

**Plan>**

- Have confidence in one's personal knowledge and have currency on the topic<sup>1</sup>
- Ensure resources and activities are available
- Have Milestone Reflection Guides available
- Consider room set-up, including requirements for video

**Do>**

Time		Description	Additional Notes
00:00	2 mins	Introduction	Acknowledge that the video will potentially challenge thinking. Encourage participants to keep an open mind and focus on the meaning and the why behind the video.

			Consider handing out post-it notes or encouraging participants to write down thoughts had during the session and video to “park” them if required.
00:02	7 mins	Video	
00:09	5 mins	<p>Video Reflections</p> <p><b>Prompting Questions for the group</b></p> <p>What did you notice in the video?</p> <p>What are the key takeaways for you from the video?</p> <p><b>Unpacking some Concepts</b></p> <p>Pose the quote to the group, then ask the question after a brief time for reflection.</p> <p><i>“Sure, there are badges. But if that’s what you’re focused on, you’re missing the point”</i></p> <p>Question: What is the point?</p> <p><i>“Standards have a place, but my personal best is different to the person next to me”</i></p> <p>Question: How do you measure personal best?</p>	<p>This video is driving home some truths about the program which may be challenging for some individuals to digest. It is important to be prepared to respond to these challenges in a positive way if someone disagrees with a statement and without perpetuating a misconception.</p> <p>This session is structured to try and dispel some of the myths, so if necessary, encourage individuals to park those thoughts and engage with the content and activities.</p>
00:14	10min	<p><b>Activity – Achievement Focus or Badge Focus?</b></p> <p>In Patrols, each Patrol is to sort a set of statements into “achievement focus” or “badge focus”</p> <p>If time allows – ask participants to share some of their own examples and get</p>	<p>Hand out activity cards to the participants and get them to sort into “achievement focus or badge focus” first.</p> <p>Then discuss the answers as a whole group</p>



		the group to place them in the correct list	
00:24	15min	<p><b>Activity – Meaningful Review</b></p> <p>Reflection through Review&gt; is critical as the bookend to an achievement. While a badge is presented to celebrate the end of that achievement, when done without meaningful reflection, we risk ignoring their personal progression and growth.</p> <p>Let's explore some ways that we can facilitate this reflection.</p> <p>Reflection needs to include things like:</p> <ul style="list-style-type: none"> <li>• The youth member exploring their personal development through SPICES</li> <li>• How the experience was Adventurous, Fun, Challenging, Inclusive</li> <li>• Main experiences that led to learning</li> <li>• What's next for the youth member.</li> </ul> <p>Role play activity – script for the person leading the reflection. Could do one example with the facilitator running the reflection, volunteer from the group. Or split into pairs.</p>	<p>Questions to ask participants throughout:</p> <ul style="list-style-type: none"> <li>- Who leads a Review&gt;?</li> <li>- How do we mentor youth members to lead a Review&gt;?</li> <li>- What is the role of the adult in reflections?</li> <li>- How do you prepare and schedule for a reflection?</li> <li>- How do you support a youth member to prepare to undertake a reflection or Review&gt;?</li> </ul>



00:39	3 mins	<b>Start, Stop, Keep</b>  Participants to reflect on one thing they will start doing, one thing they will stop doing and one thing they will keep doing to ensure that Scouting is “not all about the badges”	Encourage participants to share once they have had time to reflect and write down their reflections
00:42	3 mins	<b>Summary and Review&gt;</b>	

#### Review>

- Check that Performance Criteria and Conditions have been met