

**Joey
Scouts**



Scouts
QUEENSLAND

NYP for Qld Joey Scouts Information Pack

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New Youth Program

Queensland NYP rollout for Joey Scouts



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This document supplements, and does not replace, the New Youth Program materials.

Most of the content provided in this document has been sourced from the Queensland New Youth Program Website: <http://NYPQld.ScoutsQld.com.au>. Credit is given to the authors of those materials. If any discrepancies exist between this book and that website, the website is to be considered the correct information.

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Welcome to the New Youth Program

Welcome to your guide to the New Youth Program for Joey Scouts and the implementation plan for Queensland. We thank you for your interest as it is important that we take it one step at a time to ensure we give Joey Scouts now, and in the future the best opportunity to be involved in a fun, challenging, adventurous and inclusive program.

A little of what we are doing at Branch:

- Developing a Regional Branch team for Joey Scouts – we are in the process of having at least one representative from each Region to come together monthly or bi-monthly to discuss what is new, what concerns there are in the Regions and what resources can we provide you to better deliver the program for Joey Scouts
- Creating Resources – much like this handbook we are planning on developing addition resources such as a Joey Scout FAQ page on the Scouts QLD website and having regular articles in the Chief's Chat so you are in constant communication with me and my team.
- Events – We are working on our regular South East Queensland events such as Joey Jaunt. However our team is looking into providing a document to allow all Joey Scouts to participate in similar activities within your local area. This will mean whether you're in Chinchilla, Chermside, or Townsville you will have the same opportunities as a Joey Scout.

A few topics I wanted to point out before you delve into this document:

New Youth Program role out:

With each State taking a different approach to the New Youth Program implementation, we need to remember that we are all at different stages of the Journey. When keeping up to date with communication it is critical the information you are receiving is coming from our Branch, Region and Districts. It is always great to hear and see what other states are doing throughout their sections, however not all NYP content from other states are relevant to us at this time.

Language:

As the program changes so does our Language. You will notice within this handbook terms such as Mob have been replaced with Unit. With any change we can sometimes take a while to adapt. It is important to train ourselves and the youth into using this new language.

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Spirituality:

With the changes in the Promise and Law there has been discussion surrounding the Joey Promise Challenge criteria of Duty to God.

As the program is being developed in stages we need to allow for a comfortable transition period in the next 18 months for those working on the current award scheme, as the new Peak Award requirements for Joey Scouts won't be introduced until April 2020.

We are however asking leaders to tweak this requirement slightly and offering the Joey Scouts an option. With the introduction of the internal compass last year we would like to offer this to the Joey Scouts for the Duty to God component of the Promise Challenge.



This will allow them to choose their path, in many cases this will be guided by the parent. However, moving forward with the concept of each Journey being individual we must offer variety and options.

A link for the Internal Compass resource:

<https://scouts.com.au/wp-content/uploads/2018/03/Promise-and-Law-Internal-Compass-Scouts.pdf>

I am looking forward to 2019 for Joey Scouts and seeing all the fun, challenging, adventurous and inclusive activities they get up to throughout the year.

Yours in Scouting,

Taylor Gregory

Branch Commissioner (Joey Scouts)

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Queensland's NYP Transition Plan

(Source: Queensland NYP Implementation Website - Extracted 6th Feb 2019)

The New Youth Program has been developed to ensure that the activities, programs, challenges and outcomes of Scouting in Australia remain relevant to our Youth Members now and into the future.

The New Youth Program is made up of many exciting elements, all working together to form a Program that is developmental, and provides one exciting journey over the 5 Sections.

Queensland will be progressively implementing the different elements of the New Youth Program in layers, so that we can all focus on one element at a time, and help each other as we go. We know some will be keen to do more, however we have built this approach to best prepare our teams to support the New Program.

The elements build on one another, and will initially run alongside our current program and award scheme. In time, they will begin to replace parts of the current award scheme.

We have built this plan on the following basis:

- No Youth Member will be disadvantaged in their badge work by the transition.
- Current Youth Members will have a choice to transition to the New Youth Program or finish their current peak award.
- District and Region Training Meeting's and digital forums will be used to support the roll out.
- Teams have time to learn about each element as it is introduced, and prepare for the next element's rollout.

Achievement Pathways

The Achievement Pathways will replace what we know as the 'Award Scheme' in the current program. This is of course the system that recognises the achievements of our Youth Members efforts through awarding badges and awards.

The New Youth Program refers to an 'achievement pathway', instead of an 'Award Scheme', because Youth Members will have much greater flexibility in choosing a pathway through Scouting that empowers them to pursue and set personal goals around interests that they are most passionate about. Of course, a framework exists to guide the Youth

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Members. When the Youth Member achieves their goals, they are recognised with a badge. This is quite different to the current scheme, which for the most part sets pre-established tasks for prescribed awards.

A phased implementation approach

We're already on our way, with 'The Adventure Begins' launching in April of 2018. The next element to be introduced is the Outdoor Adventure Skills Areas now that the New Youth Program was officially launched at AJ2019. The Outdoor Adventure Skills will run in addition to the current award scheme in this time.

After this, we'll introduce the Special Interest Area's which will start to replace some of the badges in the current Award Scheme. We will introduce these in September of 2019 when the current award scheme badges are replaced with badges in the New Youth Program.

As a key transition principle is that "Youth members will not be disadvantaged", existing Joey Scouts will have a choice to transition to the New Program or finish their time as a Joey Scout under the current award scheme.

Finally, we'll introduce the Program Essentials which entail Milestones & Challenge Areas in April of 2020, which will replace the remainder of the current award scheme.

We expect to have all elements of the New Youth Program up and running throughout all Queensland Groups by the end of 2020.

No peak awards using the current award criteria will be issued after 2022.



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The Adventure Begins (April 2018)

In 2018 we launched “The Adventure Begins” – a section based challenge to rejuvenate the way we deliver Scouting, and ensure our regular programs are true to Scouting’s core values. This Scouting experience occurs through the Youth Program. The Youth Program is the totality of what young people do in Scouting (the activities), how it is done (the Scout Method), and why it is done (the Purpose). Activities are seen as the means, rather than a goal, that create opportunities for each young person to develop skills and attitudes, and acquire knowledge.

The Adventure Begins focuses on the essential elements of the Scout program (which apply to all Sections, youth and adults):

- The Principles, Purpose and Mission of Scouting
- The SPICES and their Educational Objectives
- The Scout Method (with emphasis on Youth Leading, Adults Supporting; Community Involvement; and Promise and Law)
- Section Councils
- Plan>Do>Review>

The challenge comprises a series of targets (shown on the following page) for every Section to achieve, for which the section can be awarded a special scarf ring. The full set of resources to support The Adventure Begins challenges are available on this link:

<https://scouts.com.au/what-we-do/youth-program/adventure-begins>



If you haven't started “The Adventure Begins” challenge in your Unit, now is a great time to include it your next program plan!

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Section Councils use this checklist to mark off the successful completion of each element of The Adventure Begins.

- All items must be completed during 2018!
- It is the youth members of the Section Council who decide if an element has been achieved.
- After an element has been achieved, every member of the Section receives the associated scarf ring.
- Check out all the resources to support you!

Plan > Do > Review >

- 1. Plan>Do>Review> is an active part of our Section life for a minimum of one term.
- 2. The Plan>Do>Review> cycle is consistently incorporated in all that we do.
- 3. Our Section completes quick and fun reviews after activities with the participants.
- 4. Our Section uses the Plan>Do>Review> cards to support the development of our program.
- 5. Each member of our Section has an age-appropriate understanding of what Plan>Do>Review> is and its importance.
- 6. Each member of the Section Council has used Plan>Do>Review> for an activity they have assisted or led.

Check out these resources to help the Section with Plan>Do>Review>

- Plan>Do>Review> factsheet
- Plan>Do>Review> Ball
- The Definitive Guide to Plan>Do>Review>
- Plan>Do>Review> Cards
- Plan>Do>Review> Video

SPICES

- 1. Each member of our Section has an age-appropriate understanding of the SPICES and their role in an individual's Scouting journey.
- 2. Each member of our Section has reflected as individuals on their development in the SPICES at least twice. The Section Council has used these reflections to guide our Section to ensure all members are developing across all the SPICES.
- 3. The Internal Compass has been used during at least two outdoor activities.

Check out these resources to help the Section with SPICES:

- SPICES Question Cards
- SPICES Matrix
- SPICES Info Sheet
- SPICES "I" Statements

The Scout Method

- 1. Each member of our Section has an age-appropriate understanding of the Scout Method and the role it plays in our Scouting program.
- 2. When we review our program, we understand and have discussed the elements of the Scout Method we have used.
- 3. As a Section Council, we have used the reflective Scout Method questions at least twice. We have used these reflections to ensure we are actively using the Scout Method.

Check out these resources to help the Section with the Scout Method

- Scout Method Matrix
- Scout Method Cards
- Reflective Scout Method Questions

Community Involvement

(From the Scout Method)

- 1. Our Section has completed at least two Community Involvement activities.
- 2. As a Section Council, we have programd different types of Community Involvement activities.
- 3. Our Section has had a night where we have explored the different communities around us and learnt ways in which we can make our communities better.

Promise & Law

(From the Scout Method)

- 1. Each member of our Section is regularly reminded to consider how the Promise and Law applies to their Scouting journey and life.
- 2. Our Section has completed two activities that help us understand the Promise and Law.
- 3. Each member of our Section has explored both versions of the Promise.

Check out these resources to help support your Section with Promise and Law

- Discussion guides
- Promise & Law FAQ sheet
- Programming Guide



January 2018 – Version 1.0

Youth Leading, Adults Supporting

(From the Scout Method)

- 1. Youth members in our Section participate, assist and lead activities in our program.
- 2. Adult Leaders and others support us in the development of our program when required.
- 3. Our Section has used the Youth Leading, Adults Supporting checklist to understand areas where we can improve.
- 4. Our Scout Group has participated in a fun activity together led by youth members.
- 5. Youth members lead our Section Council meetings with age appropriate support from Adult Leaders.
- 6. Youth members in our Section have been a part of the development of our program.
- 7. Our Section has led a night for another Section in our Group.

Check out these resources to help support your Section with Youth Leading, Adults Supporting

- Youth Leading, Adults Supporting Guide,
- Section Checklists on Youth Leading, Adults Supporting

Section Councils

- 1. Our Section has run between 4 and 6 Section Councils.
- 2. Our Section Council meets regularly to review the program using the Plan>Do>Review> Cycle.
- 3. Our Section Council is involved in the sign off of Peak Awards.
- 4. Our Section Council drives the planning and delivery of the program in an age appropriate way.
- 5. All members of our Section Council regularly attend Section Council meetings.
- 6. The World Scout Youth Programme Policy Matrix has been reviewed by our Section Council.
- 7. All members of our Section Council have been to a fun team-building activity outside of the normal program.

Check out these resources to help support your Section with Section Councils

- Section Council factsheet
- WOSM Youth Programme Policy Matrix
- Scouts Victoria TC6/PC4 websites

Resources are downloadable or available from the Scout Shop

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Outdoor Adventure Skills (January 2019)

The Outdoor Adventure Skills (OAS) are a new and exciting way of packaging the many Adventurous Activities that we build into our Youth Program. They encourage more of the outdoor experiences we already know and love, but they now extend down into the Joey Scout section, meaning more adventure, and fun right from the start of the Scouting experience.

Queensland is implementing the OAS during 2019 across all groups and sections.



The OAS are new for the Joey Scout section and your Unit may already be doing activities that are a part of the OAS. Key points to remember:

- There are many stages to each OAS.
- Joey Scouts can earn OAS stages which they then keep for the rest of their time in scouting (they do not need to repeat a stage in each section).
- Stage 1 in each OAS is designed to be attainable by Joey Scouts.

Outdoor Adventure Skills

There are three Core Area Skills

- Bushcraft**
Pioneering & Survival
- Bushwalking**
- Camping**

And six Speciality Skill Areas

- Alpine**
Cross country skiing
Downhill skiing
Snowshoeing & Snowcamping
Snowboarding
- Aquatics**
Snorkelling
Lifesaving
Surfing
Scuba
- Boating**
Sailing
Windurfing
- Cycling**
Cycle touring
Mountain biking
- Paddling**
Canoeing
Kayaking
Sea kayaking
Rafting
- Vertical**
Abseiling
Caving
Canyoning
Climbing

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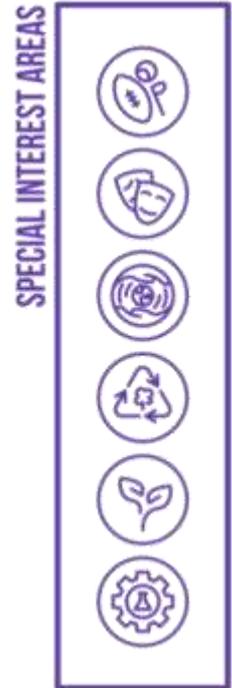
Special Interest Areas (Sept 2019)

Special Interest Areas (SIA) are six broad skill areas that you may choose to explore with your Joey Scouts. Special Interest Areas are intended to be tailored to an individual's own interests, and require the Joey Scout to set the goals for the area they are pursuing or looking to complete a project in. Project follow the Plan>Do>Review> framework within a set time frame.

At the Joey Scout level, Special Interest activities can be pursued individually outside of scout organised activity, or Units can work together as a section (but must follow the principles that the Joey Scouts set the goals to be achieved).

The Special Interest Areas are:

- Adventure & Sport
- Arts & Literature
- Creating a Better World
- Environment
- Growth & Development
- Innovation & STEM (Science, Technology, Engineering, Mathematics)



The Special Interest Areas will map across (in some cases) to the existing Joey Challenge Badges, and open up new areas for Joeys to explore and achieve in such as STEM. Activities performed as part of a special interest area may also contribute to other parts of the Youth Program (such as the Outdoor Adventure Skills). Special Interest Area badges are earned within a section and are effectively “reset” when a member moves between sections.

The NYP Pioneer Groups around Australia are currently trialling the Special Interest Areas and these may be refined during 2019. We will release more information on the Special Interest Areas in September of 2019 when we commence that part of the NYP rollout in Queensland.



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Milestones (April 2020)

This is a new concept to Joey Scouts, and will be refined during 2019, prior to rollout in 2020.

The Milestones represent three levels of achievement that a Youth Member will work through during their time in each Section. The Milestone achievements are earned through participating, assisting and leading in activities based on the four Challenge Areas (see below).

For example, to achieve Milestone 1, a Scout will have to have 'Participated' in a large number of activities, plus have 'Assisted' in leading some activities, and must have 'Lead' a small number of activities.

To achieve Milestone 2, the Scout will have to have continued to 'Participate' in the regular program, plus have Assisted in a higher number of activities than in Milestone 1, and have Lead more activities than in Milestone 1

The Milestones allow the Scout to choose to lead activities that they are passionate about - but we still need to make sure that our Youth Members are challenging themselves and trying new and different things. So, the 'Participates' 'Assists' and 'Lead' activities must be spread across the four Challenge Areas.

Activities can be any activity that the section participates in, and can included activities as part of weekly meetings and weekend / camp based activities. For example, Joey Scouts may perform their "Lead" activities during the Unit's normal weekly activities.

Milestones are a new concept for Joey Scouts, but exist in the older sections (consider Boomerangs and Pioneer / Explorer / Adventurer badges in Cubs & Scouts). The exact criteria for each milestone at Joey Scouts is being trialled at the NYP Pioneer groups around Australia and will be refined before we roll this part of the program out from April 2020.



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Challenge Areas (April 2020)

This is a new concept to Joey Scouts, and will be refined during 2019, prior to rollout in 2020.

The Challenge Areas are a programming tool, and help our Youth Members to plan an exciting and varied pathway through the Milestone Achievements.

The Challenge Areas are:

- Community Challenge
- Creative Challenge
- Outdoor Challenge
- Personal Challenge



Some challenge areas map to existing parts of the Joey Scout badge scheme, while other parts are new to the Joey Scout section. The important concept here is that challenges are not prescriptive. The Unit can set a goal to achieve, and then go about achieving that goal. Challenge activities may also count towards awards in other parts of the youth program (such as the OAS) and be used to count towards the Milestones. A key theme to start is:

“Plan the activity, not the badge”

We will release more information on the Milestone Achievements and Challenge Areas in April of 2020, when this element is introduced, following reviews of how the national NYP Pioneer Groups have adapted.



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Peak Awards (April 2020)

All of your existing Joey Scouts will be able to complete the Joey Promise Challenge using the current criteria. The current criteria for the Joey Promise Challenge can be used through until 2022. The information provided below may be refined prior to rollout planned for April 2020.



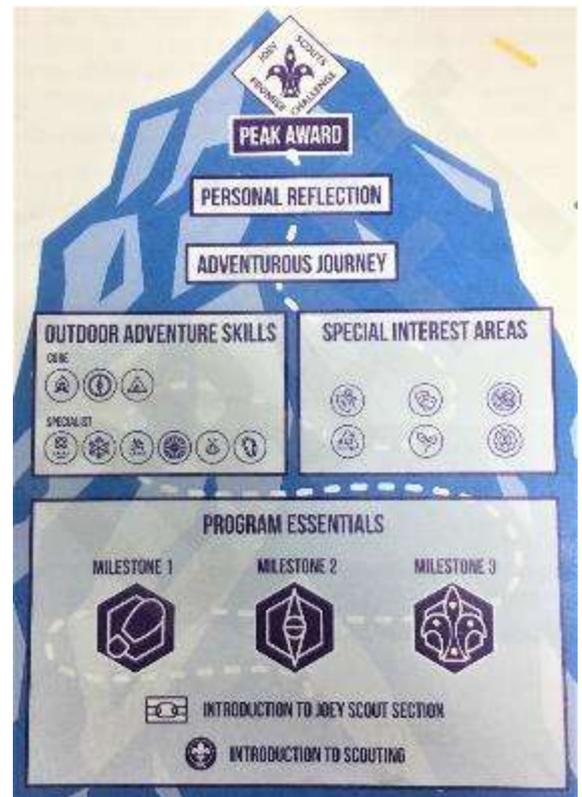
Implementation of the New Youth Program Peak Awards requires all other elements of the New Youth Program to have been implemented first. As a result, more detailed information on the Peak Awards is expected to be provided in April 2020.

Under the New Youth Program, for a Joey Scout to complete their Joey Promise Challenge, they will have achieved:

- Stage 1 of the Outdoor Adventure Skills Core Areas (Bushcraft, Bushwalking and Camping);
- Milestone 3 in Joey Scouts;
- Several Special Interest Area awards, spread across a number of different categories;
- An Adventurous Journey; and
- A Personal Reflection.

The Adventurous Journey requirements will include a Plan, Do and Review element, and will have a minimum duration (NYP Pioneer Groups are trialling a 3 hour activity).

Again, more information will be provided in April 2020 when this part of the New Youth Program is rolled out once any refinements identified by the NYP Pioneer Groups has been included.



Outdoor Adventure Skills

Get your Joey Scouts into Adventure!



Outdoor Adventure Skills

What are the Outdoor Adventure Skills?

Outdoor Adventure Skills (OAS) significantly increase the adventure in Scouting. These outdoor pursuits, offered to young people of all ages, provides members with the opportunity to experience and then pursue activities of interest in the great outdoors. Whether it is hiking, camping, diving, skiing or climbing, members may choose to gain basic skills across a broad range of activity areas, or they may pursue a small number of activity disciplines to a high skill level—the choice is yours, so what will you do with your Joey Scouts?



The Outdoor Adventure Skills are intended to be achieved by individual Scouts; although as part of a balanced program and the undertaking of Challenge Areas, a Patrol or entire Unit may undertake some activities. On any given adventure, there may be Scouts undertaking a variety of different stages in the same group, with each learning and displaying the skills at their own pace.

What can Joey Scouts do?

Joey Scouts should be able achieve Stage 1 in any of the Outdoor Adventure Skills as this Stage is designed for members to try out the activity and establish foundational skills. Some Joey Scouts may even progress to Stage 2 (or beyond) if they can demonstrate the particular skill or have the interest to learn it. There are no age restrictions on the achievement of these stages except where required by Australian law, such as to be in charge of an activity, which generally impacts the higher stages of each OAS.

Achieving Stage 1 in the Core OAS of Bushwalking, Bushcraft and Camping will be a requirement of the new Joey Promise Challenge Award from 2020.

Due to the time and skill levels required in the mid and upper stages, it is unlikely that Joey Scouts will be able to achieve too many stages beyond their peers and thus 'run out' of

Outdoor Adventure Skills

Get your Joey Scouts into Adventure!



challenges to pursue in later Sections. The later stages are geared towards the Scout who wishes to explore these pursuits in more depth than what is provided for in the core program. At these higher stages, most OAS areas split into specialist streams to allow further development (for example: Aquatics branches into Snorkelling, SCUBA, Surfing and Lifesaving).

Core Areas

The core areas **Bushcraft, Bushwalking and Camping**, are the key Scouting skills that it is expected most, if not all, Scouts will have the opportunity to complete during their time in the Movement, at least to Stage 5. Most of the tasks in the core areas are the same skills that any Scout going on a normal Scout camp or hike would be learning.

Non-Core (Specialist) Areas

Alpine, Aquatics, Boating, Cycling, Paddling and Vertical are the six specialist Outdoor Adventure Skills. These broad areas each have multiple streams, separating at Stage 4 and / or Stage 7, which youth members may choose to pursue. Not all of these skill areas are accessible by all members, with locality impacting on the achievability of one or many of these skills.

How do we track skill development?

Every Scout, irrespective of which section they start in, will start at Stage 1 of the OAS and progress from there. Every Scout will participate in different activities throughout their Scouting journey and will therefore progress through the OAS Stage at different times. A log of activities will be required to show personal development and progression through the New Youth Program.

Why Keep a Log?

A log book shows a person's individual journey and will help prove experience, knowledge and current competency in all of the activity areas. As the logbook record's that person's experience in a skill area, activities completed outside of Scouting should also be included in the log book and included when assessing skill levels.

Outdoor Adventure Skills

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Logging any activity related to an area is important and helps build the learning journey. After any activity, remember to note the level of involvement - participant, assistant or leader. Depending on the activity, slightly different information may need to be recorded.

For example:

- Bushwalking should include the number of kilometres, days or hours hiked, hike difficulty (grade), attendees, and if applicable name of the hike
- Rock climbing records might include the name of the climb, height, grade, major features and attendees

A personal log book app is in development and will be available soon.

How the OAS are assessed

The Outdoor Adventure Skills streams are formatted using "I" statements in the Plan>Do>Review> model. Youth members should progressively work through the "I" statements in each stage, ideally completing one stage at a time.

Only skills that are relevant for achieving goals are included, such as needing to tie knots for specific purposes (rigging boats, building structures etc.) rather than for their own sake. Later stages rely on the mastering of previous skills, so whilst a Scout may be signed off for a stage when they have first managed to show it and not needed explicitly to show those skills again, they are likely to need to practise in order to learn the next stage's skills and help younger youth members through their stages.

It is acknowledged that the stages are developmental, therefore Joey Scouts are most likely to work on one stage at a time. However, learning will be fluid and skills should be recognised when they are developed, even if it is across multiple stages within a stream.

Who assesses OAS competency?

Consistent with the "Youth Leading, Adult Supporting" principle, assessing a Joey Scout for OAS Stage 1 occurs with a youth peer assessor and an adult leader mentor.

- The Peer Assessor can be a Cub, Scout or Venturer who has achieved Stage 3 or above. Assisting Scouts at earlier stages is a requirement of every Stage from Stage 3.
- The Adult Leader Mentor ensures that an appropriate standard has been applied by the Youth Peer. The Adult Leader Mentor should be someone who has the



Outdoor Adventure Skills

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appropriate skill level to ensure that the Peer Assessor is correctly assessing the Joey Scout.

The final awarding of an OAS Stage is by the Joey Unit Council, based on the recommendation of the Peer Assessor and Adult Leader Mentor.

The Youth Assessor and / or Adult Leader Mentor does not have to be present at every activity the Joey Scout has participated in to demonstrate OAS proficiency. This could be due to the activity being performed independently from Scouts or due to logistical complexity. In this situation, the Joey Scout should meet with their Peer Assessor in advance of their activity, and agree what evidence is required. For example:

- A Joey Scout is going to a snow field as part of a family holiday and wishes to earn Alpine Stage 1 OAS.
- The Joey discusses their plans with their Peer Assessor and Adult Leader Mentor, and they agree that photographs or video filmed by parents can be used to demonstrate the various “DO” elements. Other elements can be covered by conversation after the trip is completed.
- After the holiday, the Joey shows the photos and videos of them building things and tobogganing in the snow, and they successfully explain the other items required during the review meeting.
- The Peer Assessor signs-off Alpine Stage 1 OAS.
- The Joey Unit Council awards Alpine Stage 1 OAS to the Joey Scout.

The Role of Adults

The success of Outdoor Adventure Skills is heavily reliant on adults. At a minimum, adults will be mentoring youth members throughout their progressive skill development. While at the higher OAS stages adults may need perform both the assessor and mentor roles concurrently, this is not anticipated for Joey Scouts achieving OAS Stage 1 or 2.

QBSI requirements for who can be “in charge” of an activity continue to apply in all circumstances, and all child safety requirements must be adhered to.

For Joey Scouts, Leaders will continue to develop activity programs, perform risk assessments and be in-charge of activities, while Joey Scouts may plan and lead a specific task under appropriate supervision.

Example: The Joey Scouts want to go for a bushwalk at a local reserve:

Outdoor Adventure Skills

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- The Leader may propose a few alternative locations and / or routes based on their knowledge of the area, the capabilities of their Joey Scouts and other factors.
- The Joey Scouts would choose the location and select the route (youth “Leading”)
- The Leader is “in-charge” of the activity and will prepare the usual documentation and obtain necessary approvals as per QBSI (no change from current practice).
- During the bushwalk, Joey Scouts may lead their unit along the route, with the Leader correcting any navigation errors.
- If a Peer Assessor is participating in the activity, they may assess the Joey Scouts during the activity.

Queensland transitional assessment arrangements (until September 2019)

(Source: Interim OAS Transition Guidance - Version D – 8th Jan 2019)

While it is recognised that this OAS element of the new achievement pathway requires each youth member person to be assessed by another youth member who has been awarded the stage at least two levels above, it is recognised this may present difficulties in the initial stages – until a critical mass of youth members have obtained a range of Stages.

The following process has been approved for use to assess Scouts in Queensland up to Stage 3 until the end of September 2019:

- An initial peer assessment should occur, assisted by a Youth Member who is more experienced in this area.
- If a more experienced Youth Member is not available, a leader who is qualified or an adult with these skills may perform this duty as a transition arrangement.
- This process involves the young person, usually as part of a group sitting with others and identifying those aspects of the Skills that they have previously demonstrated.
- They should then practice and complete the remaining uncompleted areas, have these items agreed by a more experienced scout or if this is not possible, a badge examiner approved by the leader and Unit Council.

Every Scout who attended AJ2019 in January 2019 was awarded their “Stage 4 Camping” OAS and can therefore act as the Peer Assessor for all Joey Scouts going for their “Stage 1 Camping”.

Outdoor Adventure Skills

Get your Joey Scouts into Adventure!



How do we implement this?

Many Groups already have Scouts, Venturers and Rovers providing support for their Joey leaders on a regular basis, and the New Youth Program encourages this further. It is important for all Joey Scout Units to build strong relationships with the older sections in their groups to facilitate the “Youth Leading, Adult Supporting” especially in the Outdoor Adventure Skills. This may be for specific activities (such as camps) but also at regular weekly meetings.

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OAS Training for Joey Scout Leaders

Joey Scout leaders can become Adventurous Activity Leaders in any area you are interested in! Activity leaders exist across sections, so you can then run activities for any section in your group, district or region.

Like all Leaders you will need to be assessed as competent and then appointed to adventurous activity level. QBSI then provides direction as to what role you can have for that activity. As you demonstrate further skills and competence, you may be appointed to higher levels (up to guide level) in your chosen outdoor skill.

All training starts with Basic Joey Scout Leader Training. You can then complete Basic Outdoor Skills in parallel to Advanced Joey Scout Leader Training. Completing your Woodbadge opens up a variety of possibilities in Scouting. Once Basic Outdoor Skills is complete, you can then move on to the specialist Outdoor Skills areas through either course attendance or Recognition of Prior Learning (RPL).

Maintaining a personal logbook of your outdoor adventures demonstrates currency and competency and both must be demonstrated when seeking appointment as an Adventurous Activity Leader.

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Core Areas

The Core Outdoor Adventure Skills are the skills that Scouts are expected to gain throughout their Journey. As a result, every Scout is expected to have capability and proficiency in Bushcraft, Bushwalking and Camping. In order to achieve each section's Peak Award (such as the Joey Promise Challenge), a Scout will have needed to achieve a minimum level in the Core OAS areas.

This guide focuses on Stage 1 of each OAS area as this is where most Joey Scouts will be targeting. Joey Scouts can (and should) target achieving OAS Stage 2 and beyond if they demonstrate the skill and interest to do so. Remember that activities performed outside of Scouting can contribute to a Joey Scout's activity log to demonstrate competency against the "I statements".

Core: Bushcraft

Bushcraft includes survival skills, first aid navigation and pioneering. Having a structured development goal in Bushcraft is new to the Joey Scout Section, however many groups may already be running activities in this area already.



Achieving Stage 1 will be required as part of the criteria for the Joey Promise Challenge commencing April 2020.

The criteria for each Stage starts on page 14 of the Outdoor Adventure Skills Progression Booklet (Feb 2018 Pioneers Edition). Stage 1 and 2 (the most likely stages for Joey Scouts) are shown on the following page.

To assist with assessing skill of Joey Scouts, a Guidance Statement for Stage 1 with guidelines on how to interpret the Stage 1 requirements is also provided on the following pages.

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Bushcraft OAS Stage 1 & 2 Achievement Criteria

(Source: Page 14, OAS Progression Booklet, Feb 2018 Pioneers Edition)

STAGE 1// INTRODUCTORY SKILLS

Plan>

- I know why it is important to stick to trails when outdoors.
- I know about the "Buddy" system
- I know to stop when I get lost on activities
- I know my address and location in an emergency.
- I know three reasons for having a shelter when sleeping outdoors.

Do>

- I can strike a match
- I can collect sticks for preparing a campfire
- I can be safe around a campfire
- I have participated in a game that required basic navigational skills
- I can hang a clothesline at camp with a clove hitch or other knot.
- I know how to correctly pack ropes away
- I know what is in a dilly bag and can keep it clean at camp.

Review>

- I can talk about what I enjoyed, learnt, or improved upon, by playing a navigational game

STAGE 2// BUSHCRAFT

Plan>

- I have explained what impact I can have on local vegetation while participating in activities
- I have discussed the appropriate action I should take in the case of an accident.
 - » Consider DRSABCD
 - » Consider emergency services
 - » Consider other small accidents that may happen while hiking
- I can discuss what safety precautions I should take before going out in the bush
 - » Consider contacting authorities and informing others
 - » Consider other small accidents that may happen
- I know how to contact the emergency services
- I can state how many degrees there are on a compass and at what degrees the cardinal points are
- I know the rules for hygiene at camp
 - » Consider cleaning equipment/ preparing food
 - » Consider toileting

Do>

- I can protect myself when exposed to the sun while outdoors
- I can cook a snack in a fire.
- I know how much water I should carry when on a hike or when taking part in an outdoor activity
- I can demonstrate a correct way to build a safe fireplace in the bush
- I can establish and find the four cardinal directions (north, south, east, west) without a magnetic compass or any electronic means.
- I can demonstrate three knots and apply them in an activity

Review>

- I have talked about what I enjoyed, learnt, or improved upon from at least two bushcraft activities
- I can suggest what I would do differently for a future bushcraft activity

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Bushcraft OAS Stage 1 Guidance Statement

The Bushcraft statements are still in the process of being developed nationally and will be released during 2019. For those leaders who attended Hopalong in March 2019, your contribution has been provided to the National Program review team.

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Core: Bushwalking

Bushwalking and navigation is a core expectation of every scout. Again, having a formal structured goal is new Joey Scouts, however many units will already be doing activities in this area such as night walks, excursions and games like “North, East, South, West”.



Activities at the Joey Scout / Stage 1 level remain short duration and do not include over-night hikes.

Achieving Stage 1 will be required as part of the criteria for the Joey Promise Challenge commencing April 2020.

The criteria for each Stage starts on page 22 of the Outdoor Adventure Skills Progression Booklet (Feb 2018 Pioneers Edition). Stage 1 and 2 (the most likely stages for Joey Scouts) are shown on the following page.

To assist with assessing skill of Joey Scouts, a Guidance Statement for Stage 1 with guidelines on how to interpret the Stage 1 requirements is also provided on the following pages.

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Bushwalking OAS Stage 1 & 2 achievement criteria

(Source: Page 22, OAS Progression Booklet, Feb 2018 Pioneers Edition)

STAGE 1// INTRODUCTORY SKILLS

Plan>

- I can help pack a backpack for a day walk.
 - » Consider what is needed
 - » Consider the best way of packing it
- I can dress myself for a day walk
 - » Consider the best types of clothes for bushwalking
 - » Consider if I will be comfortable in different weather conditions
- I can list what food to bring on a day bushwalk.
 - » Consider what would be good for me and give me energy
 - » Consider what is nutritious and can be lightweight
- I know why it is important to stick to trails when outdoors.
 - » Consider why the trail is there
- I know why to stop when I get lost in the bush.
- I can put together a small personal First Aid kit for our bushwalk
 - » Consider blisters, dehydration and small wounds that may be encountered along the way
- I can explain the buddy system

Do>

- I can identify the four main cardinal points of the compass
- I can identify the main parts of the compass
- I have attended at least one bushwalk of at least one hour's duration at this stage.
- I can behave safely while bushwalking.
 - » Consider the environment, people, and equipment

Review>

- I can talk about what I enjoyed or learnt from going on a bushwalk

STAGE 2// BASIC WALKING SKILLS

Plan>

- I can explain what clothing I should wear whilst bushwalking.
 - » Consider different types of fabric
 - » Consider different types of environments
- I have explained what impact I can have on local vegetation when bushwalking.
- I have discussed the appropriate action I should take in the case of an accident or emergency.
 - » Consider DRSABCD
 - » Consider emergency services
 - » Consider other small accidents that may happen while bushwalking
- I can discuss what safety precautions I should take before going out for a bushwalk.
 - » Consider contacting authorities and informing others
 - » Consider packing the equipment you should carry to keep the group safe
- I know when and how to contact the emergency services in an emergency.
- I can draw or list all of the essential equipment to bring on a bushwalk.

Do>

- I can use a compass to find basic directions.
 - » Try a simple navigational task around your local hall or park
 - » Try taking a bearing and consider magnetic variation
- I can protect myself when exposed to the sun while outdoors.
- I have attended at least two short bushwalks at this stage.
- Before I start bushwalking, I can show where and when I am allowed to go.
 - » Consider the map and rest of the group
- I have bushwalked a total distance of at least 10 kilometres

Review>

- I have talked about what I enjoyed, learnt, or improved upon from at least two bushwalks.
- I can suggest what I would do differently on a future bushwalk to enjoy it more, to be safer, to learn new things, or to be more challenging.
- I have reviewed my list or picture of essential equipment with my Patrol and Leaders

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Bushwalking OAS Stage 1 Guidance Statement

Plan> Criteria	Plan> Guidance Statement
<p>I can help pack a backpack for a day walk.</p>	<p>Youth member should be able to pack a day pack (<30 litres) with personal items required for the day. This will vary according to weather and terrain, but should include:</p> <ul style="list-style-type: none"> • Food or snacks • Water • Wet weather gear • Warm clothing • Sun protection <p>The list does not need to include group equipment such as map and compass</p>
<p>I can dress myself for a day walk.</p>	<p>The youth member should select appropriate clothing and footwear for the walk, given the season, weather, and terrain. This should include minor garments and accessories such as rainwear, hat, gloves, or neckwear if required. Give guidance to the youth member to avoid cotton where possible, especially jeans. Camouflage is inappropriate because it makes you difficult to find if you get lost.</p> <p>Things the youth member should wear include</p> <ul style="list-style-type: none"> • Boots • Appropriate shoes • Pants • Hat • Appropriate top
<p>I can list what food to bring on a day bushwalk.</p>	<p>List should include lunch, provision for water, and some snacks. In the context of a difficult or lengthy day walk (for the age group), a balanced diet is not an important consideration. It is OK for the youth member to select appropriate energy-dense foods and foods with a prolonged release of energy if they can explain why this is necessary</p>

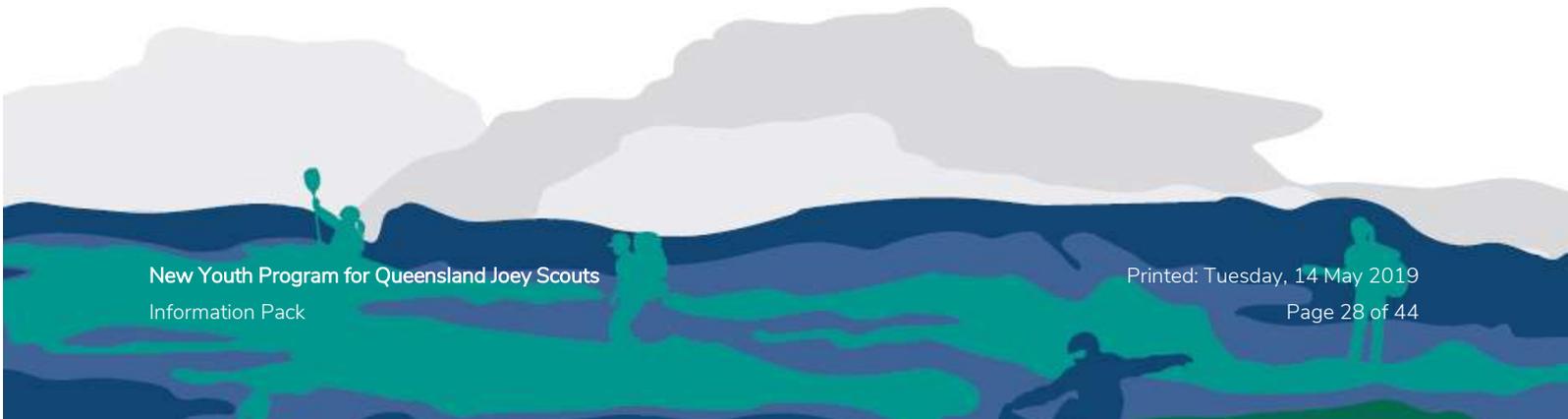
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Plan> Criteria	Plan> Guidance Statement
I know why it is important to stick to trails when outdoors.	<p>The youth member should be able to talk about why the trail is there. This is important in relation to minimising environmental impact and reducing the likelihood of getting lost and any other reasonable reasons the youth member comes up with. I know why to stop when I get lost in the bush. The youth member should be able to talk about why they would stop if they are lost, such as:</p> <ul style="list-style-type: none"> • To not get further lost • To not stray too far from the designated track • So others have a better chance of finding me etc.
I can explain the buddy system.	<p>The 'Buddy System' is where party members are paired to ensure that nobody is able to wander off alone, as well as making sure one of the pair is within sight of the rest of the group at all times.</p>

Do> Criteria	Do> Guidance Statement
I can put together a small personal first aid kit for our bushwalk.	<p>The kit should include items such as:</p> <ul style="list-style-type: none"> • At least one roller bandage • A triangular bandage • Band aids • Antiseptic swabs <p>It may also include items such as:</p> <ul style="list-style-type: none"> • Hydrolyte / gastrolyte • tweezers • scissors • saline
I can identify the four main cardinal points of the compass.	<p>Youth Members need to be able to identify north, south, east, and west on an activity and during a small navigational activity.</p>



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Do> Criteria	Do> Guidance Statement
I can identify the main parts of the compass.	At this stage the youth member should be able to identify: <ul style="list-style-type: none"> • baseplate and its features • bezel or capsule • needle (through conversation and during an activity)
I have attended at least one bushwalk of at least one hour's duration at this stage.	May be an urban bushwalk through parkland. Note: this should not be entirely along suburban streets or rural roads.
I can behave safely while bushwalking.	The youth member should display safe and responsible behaviour: <ul style="list-style-type: none"> • staying with the group • minimising environmental impact • watch out for risks to self and others • cooperate as a member of the Team

Review> Criteria	Review> Guidance Statement
I can talk about what I enjoyed or learnt from going on a bushwalk	Youth member's answers must be relevant to bushwalking.

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Core: Camping

Camping for Joey Scouts can be by Den Sleepover and / or camping in shelters or tents. This is not new for Joey Scouts, however having a specific target for achieving badge work is.



Achieving Stage 1 will be required as part of the criteria for the Joey Promise Challenge commencing April 2020.

The criteria for each Stage starts on page 30 of the Outdoor Adventure Skills Progression Booklet (Feb 2018 Pioneers Edition). Stage 1 and 2 (the most likely stages for Joey Scouts) are shown on the following page.

To assist with assessing skill of Joey Scouts, a Guidance Statement for Stage 1 with guidelines on how to interpret the Stage 1 requirements is also provided on the following pages.

Outdoor Adventure Skills

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Camping OAS Stage 1 & 2 Achievement Criteria

(Source: Page 30, OAS Progression Booklet, Feb 2018 Pioneers Edition)

STAGE 1// INTRODUCTORY SKILLS

Plan>

- I know about the "Buddy" system
- I know the boundaries of where I may go each time I go out camping.
- I know to stop when I get lost while camping
- I know the basic elements that you need to make a fire
- I know that I should follow directions from the leader of this activity

Do>

- I can help pack a bag for camp
- I can strike a match
- I can help prepare food for cooking at camp
- I have spent two nights at camps and/or Scout sleepovers
- I know why it is important to set up camp in an existing campsite
- I can set out my sleeping area at camp
- I can care for my basic personal gear on an overnight camp.

Review>

- I can talk about what I enjoyed, learnt, or improved upon by participating in the camp or sleepover

STAGE 2// BASIC CAMPING SKILLS

Plan>

- I can explain what clothing I should wear whilst camping
- I have explained what impact I can have on local vegetation when camping
- I have discussed the appropriate action I should take in the case of an accident.
- I can discuss what safety precautions you should take before going camping outdoors
- I know about proper hygiene practices at camp
- I know how to contact the emergency services
- I can draw and label a picture showing all of the essential equipment to bring on a camp
- I know the benefits and risks associated with fire

Do>

- I can demonstrate basic safe food handling and the importance of hygiene at camp.
- I can protect myself when exposed to the sun while outdoors
- I can behave safely in tents and around fires at camp.
- I can demonstrate and explain why sleeping bags need to be aired out
- I have spent two nights on camp in a tent at this Stage.
- I can help set up a tent and identify the main parts of a tent.

Review>

- I have talked about what I enjoyed, learnt, or improved upon from at least two camps
- I can suggest what I would do differently on a future camp to enjoy it more, to be safer, or to learn new things

INTERIM FOR PROOF TRIP

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Camping OAS Stage 1 Guidance Statement

Plan> Criteria	Plan> Guidance Statement
<p>I know about the "Buddy" system</p>	<p>The youth member should be able to describe what the Buddy System is and why using the buddy system assists in safety including:</p> <ul style="list-style-type: none"> • Staying in pairs or threes, • making sure we stay with Adult Leaders/supervisors, • understanding the boundaries at camp, and • how it is important for people to know where I am.
<p>I know the boundaries of where I may go each time I go out camping.</p>	<p>The youth member needs to know</p> <ul style="list-style-type: none"> • the boundaries at camp including the campsites boundaries, • the areas around camp that I am allowed to go, • the areas that I am not allowed to go, • other risks around camp, and • I know to stop when I get lost while camping. <p>The youth member understands the importance of stopping when they are unsure of where they are, the importance of having a buddy/adult supervision, can discuss the importance of why they need to stay where they are</p>
<p>I know the basic elements that you need to make a fire.</p>	<p>The youth member should understand the elements of the combustion triangle and should list/show their understanding through the use/explanation of:</p> <ul style="list-style-type: none"> • **Fuel** (kindling, wood), • **Heat** (matches, lighter, flint and steel) and • **Oxygen**
<p>I know that I should follow directions from the leader of this activity.</p>	<p>The youth member understands the importance of Leaders including their Patrol Leaders during activities and around camp and can demonstrate listening to instructions and being a member as a team during a camping activity.</p>

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Do> Criteria	Do> Guidance Statement
I can help pack a bag for camp.	The youth member should be able to think about what they need for camp and help pack all appropriate items including clothing, toiletries, bedding, activity gear, swimmers, rain jacket, a torch, etc., so they know what is in the bag and how it fits in their bag/bags.
I can strike a match.	The youth member demonstrates striking a match after a discussion/demonstration from a more experienced Scout or an Adult Leader in preparation for lighting a fire.
I can help prepare food for cooking at camp.	The youth member has helped prepare food at camp or a sleep over including basic safe food handling (washing hands, washing food, proper heating and cooling of food, safe knife handling). The youth member could demonstrate one or all of the above listed techniques
I have spent two nights at camps and/or Scout sleepovers.	The youth member has spent 2 nights either at camp or at Scout sleep overs (which do not need to be consecutive) in which they demonstrate basic camping skills. This could include setting up items that you would normally at a standing camp e.g.; a tent, a fire, the food in the kitchen, tables and chairs. This statement is about building experience, and if any or all of these are done well or poorly it is about the learning not as much the outcome
I know why it is important to set up camp in an existing campsite.	The youth members should learn about basic minimal impact regardless of wilderness site or caravan park and how to be responsible for their surroundings and equipment so as they left the camp in a better way then they found it.
I can set out my sleeping area at camp.	The youth member should be able to get out their sleeping bag, mattress/stretchers, and pillow and make sure their sleeping area and belongings are kept neat and tidy (this can be done at camp or a Scouting sleep over).

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Do> Criteria	Do> Guidance Statement
I can care for my basic personal gear on an overnight camp.	The youth member should demonstrate the ability to know where their equipment is and what pieces of gear are theirs (this can be done at camp or a Scouting sleep over).

Review> Criteria	Review> Guidance Statement
I can talk about what I enjoyed, learnt, or improved upon by participating in the camp or sleepover.	The youth member should be able to think about and discuss with others what they enjoyed about their camp or sleepover and why they enjoyed it.

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Non-Core areas - Land

Land based (also called “Terra Firma”) Outdoor Adventure Skills are new to Joey Scouts as part of our activity program, however some Groups may already be doing activities that would contribute towards them. Please



remember that QBSI requirements continue to apply, including specific protocols for Joey Scouts performing activities that would count towards the Vertical OAS area.

Joey Scouts should be encouraged to pursue activities that interest them as demonstrating competency can be achieved through activities performed outside of Scouting activities. As these are “non-core” outdoor adventure skills, Joey Scouts will not need to achieve any level to contribute to their Joey Promise Challenge from 2020.

Stage 1 Alpine and Stage 1 Cycling can be mentored by a leader holding a Certificate of Adult Leadership, while Stage 2 can be mentored by a leader who has completed their Basic Outdoor Skills course.

Stage 1 Vertical can be mentored by a leader who has completed their Basic Outdoor Skills course, while Stage 2 mentoring requires a leader who has been appointed as a Level 1 Vertical leader.

External experts in the specific OAS skill area can also be used to provide the mentoring and assessment functions.

As a result, there are no barriers to encouraging your Joey Scouts from having an interest in these skill areas.

The criteria for each Stage starts on page 38 (Alpine), 53 (Cycling) and 62 (Vertical) of the Outdoor Adventure Skills Progression Booklet (Feb 2018 Pioneers Edition). Stage 1 and 2 (the most likely stages for Joey Scouts) are shown on the following page.

Guidance Statements for Stage 1 are in development, so any questions on how to interpret the Achievement Criteria should be directed to a leader with an activity appointment in that skill area, or the Adventurous Activities team.

Outdoor Adventure Skills

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Alpine OAS Manual Stage 1 & 2 Achievement Criteria

(Source: Page 38, OAS Progression Booklet, Feb 2018 Pioneers Edition)



STAGE 1// INTRODUCTORY SKILLS

Plan>

- I can help pack a backpack for a snow trip
- I know how to dress when I go on a snow trip.
- I can explain the buddy system.
- I know the importance of staying on the trail whilst at the snow
- I know why to stop when I get lost in the snow
- I know how to contact the emergency services

Do>

- I have built something out of snow.
- I know how to stay dry or change to dry clothes when I am on a snow trip.
- I follow the instructions of the activity leader when at a snow trip
- I have been tobogganing.
- I can take care of my equipment for the duration of a day trip to the snow

Review>

- I can talk about what I enjoyed by participating in a snow trip.

STAGE 2// BASIC ALPINE SKILLS

Plan>

- I can explain what impact I can have on local vegetation when snow hiking or tobogganing over exposed shrubs
- I can discuss the appropriate action I should take in the case of an accident.
- I can discuss what safety precautions I should take before going out in the snow
- I can label a picture describing all of the essential equipment to bring to the snow.

Do>

- I have completed a 1 kilometre hike in the snow.
- I can protect myself when exposed to the elements associated with snow while outdoors
- Before I start my snow activity, I can show where and when I am allowed to go.
- I have tried two different snow activities at this stage.
- When I come inside, I can put away my outdoor clothing so it will dry quickly.

Review>

- I have talked about what I enjoyed, learnt, or improved upon from at least two snow activities
- I can suggest what could be done differently on a future snow hike or activity, to enjoy it more, to be safer, or to learn new things

Outdoor Adventure Skills

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Cycling OAS Manual Stage 1 & 2 Achievement Criteria

(Source: Page 53, OAS Progression Booklet, Feb 2018 Pioneers Edition)



STAGE 1// INTRODUCTORY SKILLS

Plan>

- I have discussed what the purpose of a helmet is in a cycling environment
- I know how to wear and adjust a helmet.
- I know the limits of where I may go each time I go out riding.
- I know why to stop when I get lost cycling
- I understand that I should follow directions from a leader
- I know why I should care for my bike and helmet after use.
- I know the basic road rules relating to riding a bike.

Do>

- I can show the main parts of a bike (ABC check)
- I know about the 'Buddy' system in relation to cycling.
- I have taken part in a short cycling trip

Review>

- I can talk about what I enjoyed by participating in bike ride

- My logbook is up to date at the end of this stage.
- Peers/Adults who have assisted me at this stage have put their information on the Activity Verification page.

PL/Unit Council Sign Off

Date Awarded

STAGE 2// BASIC CYCLING SKILLS

Plan>

- I can explain what clothing I should wear whilst riding.
- I can put on my own helmet properly.
- Before I start riding, I can show where and when I am allowed to go.
- I have explained what impact I can have on local vegetation when riding.

Do>

- I can pump up my tyres.
- I can protect myself when exposed to the weather while outdoors
- I have made a poster demonstrating the safety rules for riding.
- I have taken part in a skills activity on a safe enclosed area involving cones, stops, balance, control etc.
- I can ride my bike in a straight line.
- I have taken part in an at least two bike rides
- I have discussed the appropriate action I should take in the case of an accident.
- I know how to contact the emergency services.

Review>

- I have talked about what I enjoyed, learnt, or improved upon from at least two bike riding journeys
- I can suggest what could be done differently on a future bike riding journey, to enjoy it more, to be safer, or to learn new things

Outdoor Adventure Skills

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Vertical OAS Manual Stage 1 & 2 Achievement Criteria

(Source: Page 62, OAS Progression Booklet, Feb 2018 Pioneers Edition)



STAGE 1// INTRODUCTORY SKILLS

Plan>

- I can dress myself for a rock activity.
- I know not to break or damage trees when climbing them
- I know what to do if I get lost at an activity
- I can explain the buddy system
- I have discussed what the purpose of a helmet is.

Do>

- I know the safety rules for climbing on rocks, trees, fences and man-made structures.
- I have been to a rock playground and know how to play safely and cooperatively with others.
- I can take care of my personal equipment for the duration of a rock activity
- I know how to wear and adjust a helmet.
- I know how to contact the emergency services

Review>

- I can talk about what I enjoyed, learnt, or improved upon by participating in a rock-based activity.

STAGE 2// BASIC VERTICAL SKILLS

Plan>

- I can discuss what safety precautions you should take before going on a rock activity
- I can put on my own helmet and harness properly.
- I have explained what impact I can have on local vegetation when participating in rock sports
- I can explain why we do harness and carabiner checks before we begin our rock activity
- I can draw or label a diagram labelling all of the essential equipment required for rock activities.
- I know why knotting skills are important for vertical activities

Do>

- I have been climbing twice on an artificial wall or natural rock formation.
- I have abseiled once at this stage
- I can protect myself from sun exposure
- I have discussed the appropriate action I should take in the case of an accident.
- Before I start climbing, I can show where I am allowed to climb.
- I can tie two knots that will help me in vertical activities

Review>

- I have talked about what I enjoyed, learnt, or improved upon from at least two rock-based activities.
- I can suggest what I would do differently on a future rock-based activity to enjoy it more, to be safer, or to learn new things.

INTERIM FOR PIONEERS

Outdoor Adventure Skills

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Non-Core areas - Water

Water based Outdoor Adventure Skills are also new to Joey Scouts as part of our activity program, however some Groups may already be doing activities that would contribute towards them (water safety nights at the local swimming pool are an example of this). These activities do however present additional risks and the requirements of QBSI apply in all cases.



Joey Scouts should be encouraged to pursue activities that interest them as demonstrating competency can be achieved through activities performed outside of Scouting activities. As these are “non-core” outdoor adventure skills, Joey Scouts will not need to achieve any level to contribute to their Joey Promise Challenge from 2020.

Stage 1 Aquatics can be mentored by a leader holding a Certificate of Adult Leadership, while Stage 2 can be mentored by a leader who has completed their Basic Outdoor Skills course and holds a Basic Water Rescue or Bronze Medallion.

Boating and Paddling OAS areas require mentoring leaders to hold the appropriate activity appointment (Level 1 sailing / powerboating, and Level 2 paddling). Please consult your local activity leader or the Adventurous Activities team when seeking to mentor and support these skill areas of your Joey Scout.

The criteria for each Stage starts on page 84 (Acquatics), 96 (Boating) and 106 (Paddling) of the Outdoor Adventure Skills Progression Booklet (Feb 2018 Pioneers Edition). Stage 1 and 2 (the most likely stages for Joey Scouts) are shown on the following pages.

Guidance Statements for Stage 1 are in development, so any questions on how to interpret the Achievement Criteria should be directed to a leader with an activity appointment in that skill area, or the Adventurous Activities team.

Outdoor Adventure Skills

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Aquatics OAS Manual Stage 1 & 2 Achievement Criteria

(Source: Page 84, OAS Progression Booklet, Feb 2018 Pioneers Edition)



STAGE 1// INTRODUCTORY SKILLS

Plan>

- I can explain what a Personal Flotation Device (PFD) is for.
- I can explain the buddy system.
- I know how to stay safe while playing around water.
- I know how to maintain my position when lost on the water.
- I know the importance of adult supervision when swimming and being around water.

Do>

- I can float for 15 seconds and glide for five metres on my front and back without assistance.
- I can swim 10 metres (any stroke) without assistance
- I can put my face in the water and blow bubbles.
- I can get an object off the bottom of a pool in chest-deep water.
- I know three different animals that live in the ocean.
- I can practise signalling for help in the water
- I have tried two swimming strokes

Review>

- I can talk about what I enjoyed by participating in a swimming trip.

STAGE 2// BASIC WATER SAFETY

Plan>

- Before I go swimming, I can point out where I'm allowed to go.
- I can explain how to contact the emergency service, in the event of an emergency.
- I can discuss what safety precautions you should take before going swimming.
- I can pack a bag with all of the clothes and equipment I will need for a swimming trip.
- I can discuss different rescue techniques for someone that has fallen in water and cannot swim

Do>

- I can put on a PFD by myself.
- I can swim with my head in the water.
- I can protect myself when exposed to the sun and other elements while outdoors
- I can swim 25 metres (any stroke) without assistance.
- I can tread water for 30 seconds.
- I have taken part in a short snorkelling activity at this stage

Review>

- I have talked about what I enjoyed, learnt, or improved upon from at least two swimming trips.
- I can suggest what could be done differently on a future swimming activity, to enjoy it more, to be safer, or to learn new things.

Outdoor Adventure Skills

Get your Joey Scouts into Adventure!



Boating OAS Manual Stage 1 & 2 Achievement Criteria

(Source: Page 96, OAS Progression Booklet, Feb 2018 Pioneers Edition)



BOATING

STAGE 1// INTRODUCTORY SKILLS

Plan>

- I can dress myself for a boating trip
- I can explain the buddy system.
- I know what a PFD is and why I have to wear one when on a boat.
- I know how to stay with my buddy and the boat if it tips over
- I can take care of my equipment for the duration of a boating trip.
- I can tie a reef knot

Do>

- I can swim 10 metres with a PFD
- I can explain the risks of exposure to weather
- I can get in and out of my watercraft safely.
- I have taken part in a short boating adventure of at least one hour.
- I can show where the bow and stern are on a boat

Review>

- I can talk about what I enjoyed by participating in a boating trip.

STAGE 2// BASIC WATER SKILLS

Plan>

- I can select the correct PFD for me
- I can put on and adjust my PFD
- I can discuss what safety precautions we should take before going out on the water
- I can explain the importance of wearing the right clothing and safety gear while boating.
- I can describe four appropriate actions I should take if I capsize a sailboat or rowboat.
- I know how to signal for help
- I can label a diagram describing all of the essential equipment required for boating activities.
- I can tie a knot that will help me on a boating trip

Do>

- I can swim 25 metres wearing my PFD.
- I can protect myself when exposed to the sun and other elements
- I can rig my boat with help and then practise getting into and out of my boat safely.
- I have taken part in at least two boating trips at this stage.
- I can show where I should sit in my boat and I know my role when I'm in the boat
- I can demonstrate how to clean down my boat before storing it.

Review>

- I have talked about what I enjoyed, learnt, or improved upon from at least two boating trips.
- I can suggest what could be done differently on a future boating activity, to enjoy it more, to be safer, or to learn new things.

INTERIM FOR PIONEERS TRAINING

Outdoor Adventure Skills

Get your Joey Scouts into Adventure!



Paddling OAS Manual Stage 1 & 2 achievement criteria

(Source: Page 106, OAS Progression Booklet, Feb 2018 Pioneers Edition)



PADDLING

STAGE 1// INTRODUCTORY SKILLS

Plan>

- I can explain what a PFD is for.
- I can dress myself for a paddling trip
- I can explain the buddy system.

Do>

- I can swim 10 metres with a PFD
- I can float with my PFD for 2 minutes
- I can explain the basic risks of cold water.
- I know what a forward and backward stroke are
- I can demonstrate a forward and backward stroke
- I have taken part in a short paddling adventure of at least one hour.
- I can take care of my equipment for the duration of a paddling trip.
- I can show where the bow and stern are in a canoe or kayak.

Review>

- I can talk about what I enjoyed by participating in a paddling trip.

STAGE 2// PADDLING SKILLS

Plan>

- I can put on and adjust my PFD
- I have explained some of the ways that I could have an impact on the environment where I am paddling.
- I can list the appropriate action I should take if I capsize in a canoe or kayak.
- I can discuss what safety precautions you should take before going out on the water
- I know how to contact the emergency services
- I can draw and label a diagram describing all of the essential equipment required for paddling activities.
- I have learnt one knot that will help me in a paddling situation.
- I have learnt about two other strokes

Do>

- I can swim 25 metres wearing my PFD.
- I can protect myself when exposed to the sun while outdoors on a paddling trip
- I know what to do when lost on the water.
- I can demonstrate a forward and backward stroke and paddle in a straight line
- With help from my team, other Scouts, or my Leader, I can paddle my canoe or kayak for the duration of a paddling trip.
- I have taken part in at least two paddling activities at this stage.
- I can name the important parts of a canoe or kayak.
- Before I launch my watercraft, I can show where I am allowed to go paddling.
- I can demonstrate how to clean down my watercraft before storing it

Review>

- I have talked about what I enjoyed, learnt, or improved upon from at least two paddling trips.
- I can suggest what could be done differently on a future paddling activity, to enjoy it more, to be safer, or to learn new things.

NYP for Joey Scouts

Queensland NYP Joey Scout Implementation



Where to From Here?

The New Youth Program will provide a range of new activity possibilities for you and your Joey Scouts. You do not need to implement the program all at once, but can build on it as you put more outdoor activities into your program.

Get older sections involved in Joey Scouts

Building relationships between the older sections and the Joeys Scouts is critical. If you haven't already, invite your local Scouts and Venturers to come and run an activity with your Joey Scouts, and invite them to your sleepovers. They were Joey Scout age once, and they will provide a great role model for our youngest members.

During 2019 the older sections will be benchmarking their members to the new OAS stages and you will need to find Scouts and Venturers who are at Stage 3 or above to be the Peer Assessor for your Joey Scouts.

Start planning outdoor activities into your program.

Review the requirements of Stage 1 of the Core Outdoor Adventure Skills. Stage 1 is the target for Joey Scouts to be at when they finish Joeys. You most likely already have 80% of those requirements covered in activities you already have done in the lifecycle of a Joey Scout. For 2019 and 2020, both the existing and New Youth Programs are running in parallel, so you can award both existing and OAS stage badges for the same achievement. Existing Joey Scouts do NOT need to re-do any completed badge work or activities for the Joey Promise Challenge because of the New Youth Program. You should however start planning for the NYP criteria to be used for all Joey Promise Challenges from 2022.

Start benchmarking your Joey Scouts to the Core Outdoor Adventure Skills.

If you need to prioritise, start with those who are linking up Cubs first, and your youngest members last. This will give your Joey Scouts a feeling of achievement as they will keep that OAS level when they link to Cubs.

NYP for Joey Scouts

Queensland NYP Joey Scout Implementation



What happens now?

You have access to a lot of support and resources to help with your transition to the New Youth Program

Remember these phrases

“One Step at a time”

(focus on the OAS areas now, we’ll work on the next bit later on)

“Plan the Activity, then link to the badge work”

(if you are having adventures, you’ll complete the criteria for the badges)

Where do I get more information?

- Keep watch on <http://NYPQld.Scoutsqld.com.au>
- Join the “Joey Scout Leaders of Queensland” Facebook Group, and one of the many other activity group pages for details on developments, activities and events
- “Tassie’s Times” – a newsletter from our Branch Commissioner Joey Scouts will be released twice a term (once at start, the other about week 7 to help plan for the following term). Look for the link in the weekly “Chief’s Chat” email
- Look out for the challenges set each term – they are there to help build on each transition step towards the New Youth Program.
- Contact your local District & Regional Commissioners, Branch Commissioners and Advisors and local activity leaders for advice.

What other changes are happening in 2019 & 2020

From April 2019, Joeys Scouts in Queensland can be 5 – 7 years old, with the target to link to Cubs on their 8th birthday.