



Preparing a Scouts' Own



Spiritual Development in Scouting

The **Purpose of the Scout Movement** is to contribute to the development of young people in achieving their full physical, intellectual, emotional, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities.

In Scouting, there are three Principles. They are: Duty to self, Duty to others, and Duty to god. We see these three Principles and they are summarised in the following way:

- the relationship to the spiritual life and spiritual reality (Duty to god);
- the relationship to others, to the world, and to nature (Duty to others); and
- the relationship to oneself (Duty to self).

Spiritual development is a key aspect of human growth and flourishing. These three Principles are inseparable aspects of our being human, and spiritual development has a relationship with each of them. A healthy spiritual life calls one to serve others, the world, and nature.¹

Spiritual development is different from religious observance. In Australian Scouting, Spiritual Development is one of the six areas of personal growth, which are tied to the Purpose of Scouting.

Spiritual development refers to the development of a person's beliefs regarding their purpose in life, connection to others, place in the world around them, while respecting the spiritual choices of others.²

Scouts Australia defines spirituality in the following way:

*Spirituality refers to the feelings or beliefs of a person regarding their purpose in life, connection to others and place in the world around them. These spiritual feelings or beliefs may change as a person develops and guide their actions throughout their life.*³

Youth and adult Scouting members commit to "being true to" their spiritual beliefs through the Scout Promise.

Spiritual development occurs in Scouting through:

- Exploring a connection with nature and the world around us
- Searching for meaning in life's experiences
- Learning about different religions and non-religious belief systems
- Learning and respecting others' spiritual beliefs
- Participating in Scout's Owns, reflections or other activities.

This allows young people to develop, question and refine their spirituality. In fact, the Internal Compass provides a way for Scouts to plan spiritual development activities. A Scouts' Own is one example. Like a real compass, the Internal Compass has four cardinal points:

- Exploring beliefs
- Respect for others
- Stopping for reflection
- Being thankful

You can read more about Spiritual Development in the Australian youth program, in the Scouts Australia Program Handbook (April 2020 edition, page 49-50).

¹ Guidelines on Spiritual Development in the Youth Programme, WOSM, 2020

² Scouts Australia SPICES "I Statements", Dec. 2020

³ Scouts Australia Program Handbook, April 2020

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So, what is a Scouts' Own?

A Scouts' Own is a **gathering of Scouts**. This can be in small or large groups. In smaller groups, Scouts are able to get involved, share their experiences, and see that spirituality is something that affects them and gives meaning and direction to their lives. In large groups Scouts can enjoy a collective experience, perhaps celebrating the shared values of Scouting and the impact this has on their lives.⁴

A Scouts' Own is an activity that helps us reflect on our connection with nature and the world around us. We reflect on our place in the world and with our community. Scouts' Owns are not the only way in which we develop spirituality, and they are not religious services or observances.

Each Scouts' Own has a theme. Often, a theme is related to some aspect of the Australian Scout Law. And, indeed, Scouts' Owns should always make a connection back to the Scout Law in some way. Examples of themes include friendship, nature, striving to be better people, learning, and so on.

However, you could find other ways of theming your Scouts' Own. The six SPICES areas and their corresponding "I statements..." would be one place to look for inspiration. Another place to look might be the three Principles of Scouting: Duty to God (spirituality and spiritual beliefs), Duty to others, Duty to self. Perhaps you could theme it around Scouting experiences, such as international events or doing something you have never done before. Or you might use one of the points of the Internal Compass. What else can you think of?

A Scouts' Own can consist of one or more of the following elements:

Stories **Poetry**
Dance **Readings**
Reflections
Songs **Art** **Prayers**

These are not mutually exclusive. For example, a prayer might also be a poem or a song. A shared reflection might also be a reading, or a story. These are just to get you thinking of the possibilities.

Some poems, prayers, readings, reflections, songs, art, dance, and stories have strong cultural meaning, and others not so much. The main criteria are that they must be appropriate and suitable for the group of participants. For example, when planning a Scouts' Own for younger age sections, it would be better to choose items with simpler words. It is also important to never assume everyone has the same beliefs, religious or otherwise.

Items and languages that may divide or exclude some participants should not be used: for example, items that mention "non-believers", "muggles", and similar words that create an us-versus-them division, are likely to cause offence and should be avoided. Furthermore, language like this perpetuates the problems of division of people with different beliefs and experiences.

It is the role of adults in Scouting to advise and guide the choices of youth members in preparing a Scouts' Own. Remember that respect for others and their beliefs is part of the Australian Scout Law.

A key resource to tap into for the planning of a Scouts' Own, is the Internal Compass. You can find a version outlined for each age section at: pr.scouts.com.au/fundamentals/#spices

Access and Inclusion

It is important that everything we do in Scouting is adventurous, fun, challenging, and inclusive. Consider how you can adapt Scouts' Owns to be these things. Especially consider the inclusiveness of your Scouts' Own. Page 94 and 95 of the Program Handbook (April, 2020) gives hints about ensuring programs of any kind are accessible and inclusive.

⁴ Guidelines on Spiritual Development In The Youth Programme, WOSM, 2020

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Poetry

Poems are generally characterised by having rhythm, and often rhyme. There are also non-rhyming poems that would fit well into a Scouts' Own. Examples of poems that can be used include:

- *In Flanders fields*, by John McCrae
- *If*, by Rudyard Kipling.

Some traditional poems, such as *If*, are written in what might now be considered sexist language and might need paraphrasing to be gender inclusive.

Prayer

The word “prayer” often carries religious associations, and hence the word “prayer” should be de-emphasised in keeping with modern Australian values.

A more modern interpretation of prayer is that prayer, like poetry, acknowledges mystery; both can contain expressions of reverence, gratitude, possibility, and doubt.⁵

Like a Scout's personal spirituality, prayer is a way of saying that there is some more to life than just us, and that we are only a part of nature, the world around us, and our community.

Different elements of prayer are contained in reflections, poems, readings and songs. The use of the word “prayer” could easily be replaced by use of reflection, poem, reading and song, depending on the context.

Prayers from other spiritual traditions can be used with great effect in a Scouts' Own. You might consider prayers and readings from Baha'i, Buddhism, Christianity, Confucianism, Hinduism, Islam, Jainism, Judaism, Shinto, Sikhism, Taoism, and Zoroastrianism. Prayers and readings from Aboriginal and Torres Strait Islander cultures, and First Nations cultures from overseas are also good.

Traditional prayers can be customised or adapted for Scouting.

5 The Wheeler Centre (2016). <<https://www.wheelercentre.com/events/like-a-prayer>>.

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Reading

A reading can be from any source that fits the theme of the Scouts' Own. A reading can be a short passage from a favourite story, or magazine, or newspaper article. There is a much in common between a reading, a poem, and a story. Generally, a poem or a story might be self-contained or complete in itself, while a reading is just one part of a bigger piece of writing.

There are no rules about the length of a reading, but it should be sufficiently short that it maintains interest. It is recommended that most readings should be a minute or less, but there is considerable variation depending on the age and involvement of the participants. For example, if everyone had a copy of the reading and took turns reading, a longer passage could be used. If in doubt, it is better to choose a shorter reading rather than a longer one.

Religious and faith texts can be used as a source of reading that would have connection to your theme – these are certainly appropriate when considering your audience.

We can think of a reading as the thoughts and reflections of a person who is not present in the Scouts' Own. The next section discusses the use of the thoughts and reflections of participants in a Scouts' Own.

Reflections

Reflection can be one element of a Scouts' Own. Reflection is a form of thinking about our experiences. Reflection allows us to analyse our experiences, make changes based on our mistakes, keep doing what is successful, and build upon or modify past knowledge based on new knowledge. Reflection also allows us to make connections between different parts of our lives. By doing this, we begin to see how all parts of our lives are connected and to understand that we are a part of the web of life.⁶

Whatever you are reflecting on, the following points are important:⁷

- Reflection is an exploration and explanation of events –not just a description.
- Reflection often involves revealing anxieties, errors and weaknesses, as well as strengths and successes.
- It is usually necessary to select just the most significant parts of the event or idea on which you're reflecting. Don't try to tell the whole story, or you will end up only describing rather than reflecting.
- It is often useful to reflect forward to the future – when you might do something differently as a result of reflecting – as well as reflecting back on the past.

There are four main types of content in a reflection:

- Expressing praise or wonder of nature and the world around us
- Being thankful for some aspect of our world or our lives
- Thinking about our actions, for example expressing sorrow for something that we did wrong or should have done better
- Asking for help to do things better in the future.

There are different ways of carrying out a reflection:

- Silent self-reflection
- Shared (or spoken-aloud) personal reflections
- Reflections or thoughts that have been prepared beforehand and brought to the Scouts' Own
- Reflections or thoughts that are off-the-cuff, done at the Scouts' Own.

These different ways are not a complete listing and can be combined. For example, a Scout might share a personal reflection that is done off-the-cuff, or perhaps silently think about thoughts that have been prepared beforehand.

6 GateWay Community College, What is a Reflection?, Phoenix, AZ <www.gwc.maricopa.edu/class/e-portfolio/reflecwhat.html>.

7 Queen Margaret University, Reflection, Edinburgh <www.qmu.ac.uk/els/docs/Reflection%202014.pdf>.

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Silent self-reflections

Silent self-reflections occur when we take time to pause and think about our experiences. Reflection allows us to analyse our experiences, make changes based on our mistakes, keep doing what is successful, and build upon or modify past knowledge based on new knowledge. Reflection also allows us to make connections between different parts of our lives. By doing this, we begin to see how all parts of our lives are connected and to understand that we are a part of the web of life.⁵

The organiser/facilitator/leader might say:

Let us now take a minute to think silently about _____.

A minute and a half or even a minute can be a long time for a silent self-reflection. As soon as participants start to become restless or fidgety, the organiser/facilitator/leader should bring the self-reflection to a conclusion.

Shared (or spoken-aloud) personal reflections

Sometimes, participants might want to keep their self-reflections private, but it may be good for the organiser/facilitator/leader to invite participants to share their reflections with the group. The organiser/facilitator/leader might say:

Would anyone like to share your reflection with the group?

Respect for others is part of the Australian Scout Law, and that includes respect for their privacy. Not everyone is comfortable with sharing their thoughts and reflections. There can be an invitation for participants to share, but there should never be pressure to do so.

Songs

A song is one that fits the theme of the Scouts' Own. It does not need to be a hymn, African-American spiritual or gospel music, but such music can be included.

Examples of religious songs include

- *Morning has Broken*, by Eleanor Farjeon
- African-American spirituals and gospel music, for example:
 - » *Amazing Grace*
 - » *Kum Ba Yah (Come By Here)*

Examples of non-religious (or less religious) songs include

- *Bridge over Troubled Water*, by Paul Simon
- *I'd Like to Teach the World to Sing (in Perfect Harmony)*, by Roger Cook, Roger Greenaway, Bill Backer and Billy Davis
- *Imagine*, by John Lennon
- *Circle of Life*, by Elton John and Tim Rice (from *The Lion King*)
- *Stand by Me*, by Ben E. King, Jerry Leiber and Mike Stoller
- *Who will buy this wonderful morning*, by Lionel Bart (from *Oliver*)
- *You've got a friend in me*, by Randy Newman.

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Stories and Parables

Traditionally these were Yarns by Lord Baden-Powell. Modern stories can be just an account of what happened to person on a particular day. The main idea here is that the story makes a point that is related to the theme of the Scouts' Own.

For the younger sections, fables can be used. For example, a Scouts' Own with the theme of "kindness", might include Aesop's fable about the lion and the mouse www.read.gov/oesop/007.html

- Aesop's Fables, www.read.gov/oesop/

Like any other element of a Scouts' Own, a story should be sufficiently short that it maintains interest. When in doubt, it is better to choose a shorter story rather than a longer one. Perhaps the story could be shortened by omitting some parts.

Starfish

There was a man who lived along the ocean. Early one morning he decided to take a walk along the beach. It was a foggy morning, and the first rays of the sun were slipping above the horizon. The man enjoyed the walk; it was as if the beach belonged to him. He glanced down on the beach and saw a figure that seemed to be dancing. He wondered why anyone would be on the beach so early; his curiosity caused him to quicken his pace. As he drew nearer, he realised that the figure was that of a young man, and he wasn't dancing — he was throwing something into the water. As he drew very close, he realised that the young man was picking starfish off the beach and was tossing them back into the water.

He was puzzled. "Why are you throwing starfish into the water?" he asked.

"The tide is going out, the sun is rising, and the starfish that are left on the beach will surely die," said the young man, continuing on his task.

"But that's such a waste of time and energy!" exclaimed the onlooker. "There are so many starfish, and there are miles and miles of beach. What difference does it make?"

The young man thought for a moment. He reached down to pick up a starfish and said, "It makes a difference ... to this one."

Adapted from a story by Loren Eiseley (1907–1977)
"The Star Thrower" (1969)

This version reprinted in Oana (Hoadley Region newsletter, 2000)

When telling a story, fable, or parable, you don't need to explain its meaning. A parable hides the truth from those who are listening until they are ready to understand it. The Scouts may be turned off by moralizing instead of leaving them thinking about the story, later to find meaning in it.

Visual Art and Dance

These can provide sources of inspiration for discussion, communication, or story telling. Different cultures feature their own visual arts and dance, and could provide the right atmosphere to suit your theme. Scouts could even create their own as part of their personal reflection of the theme, during your Scouts' Own.

Other Possibilities

- Could there be a guest speaker on the theme? Keep it brief. Make sure the speaker understands the nature of the event (it's not a religious ceremony) and the nature of his audience.
- Could there be an opportunity for a small group discussion or activity?
- Would it useful to have an icebreaker or a game to start? This might be helpful if the participants aren't well known to each other.
- The end of the Scouts' Own might feature a call to action.

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Planning a Scouts' Own

Work with your patrol to develop a Scouts' Own program together. First choose a theme for your Scouts' Own. Have on hand a copy of the wording of where you are drawing your theme from.

Generally, a Scouts' Own should be less than 20 minutes.

Select some art, dance, poems, prayers, readings, reflections, songs, or stories related to your chosen theme, or make up your own.

Decide who will lead or present or read each item, and in what order.

Take a moment to rehearse the timing of each element of your Scouts' Own program.

Select a suitable location, one that might emphasise or support your theme.

Make sure to include a pre-prepared **Acknowledgement of Country**. Refer to the *Guide To Ceremonies in Australian Scouting* for some good information on this. You can download a copy at pr.scouts.com.au/mdocs-posts/ceremguide/

Some Things to Keep in Mind

Remember that a Scouts' Own does not need to fit any prescribed framework. A useful way to think about a Scouts' Own is about having a beginning (which draws people in), a middle (which engages with the main theme and content), and an end (which sends people out again).

Sometimes Scouts can be a bit shy standing up in front of their peers. Preparing a photomontage or shooting a video can be a way of them taking on a leadership role in a Scouts' Own.

If you are going to include a prayer, ensure that it is appropriate for those present. Prayers composed for the occasion might be worded "We are thankful for..." instead of "We thank God for..." to get around the problem that many religions have no conception of God, or that some participants' world views might not be religious.

Less formal is often better. Over-planning a Scouts' Own can turn a time of thoughtful reflection into a staged ceremony.

The Scout Method

Be sure to refresh your knowledge of the Scout Method. There are eight elements to the Scout Method and as it is part of the Fundamentals of Scouting, most activities in Scouting should feature most elements of the Scout Method.

For a Scouts' Own:

- **Promise and Law** – A Scouts' Own should make a connection with the Australian Scout Law. It could be inspiration for the theme, or it could be some other kind of connection.
- **Nature and the Outdoors** – The most stimulating and atmospheric Scouts' Owns happen outdoors and in nature, listening to the sounds and noticing the world around us.
- **Youth Leading, Adults Supporting** – The Scouts' Own program should be organised, run, and reviewed by Scouts themselves. Younger sections might contribute theme ideas, and take part in leading aspects of the activity. There's more about this element further on.
- **Learning By Doing** – When Scouts are involved as participants, as leaders, and as assistants in a Scouts' Own, they are learning in the moment.
- **The Patrol System** – One or two people could organise a Scouts' Own for their Patrol, or a Patrol of Scouts could organise a Scouts' Own for their Unit. A Project Patrol could organise a Scouts' Own for their Group or a larger formation of Scouts.
- **Community Involvement** – Community involvement is more than doing an activity in public. It is about engaging with the community in all different ways. Using this element of the Scout Method in a Scouts' Own is probably less obvious, but there might be an opportunity to hold the event in a location that helps Scouts connect with community projects or facilities. Equally, it might be about embracing or referencing a range of cultures or community groups in the elements that comprise your Scouts' Own. Perhaps this is where a guest may be appropriate, or a helper whose background may differ from the majority of those in attendance?
- **Personal Progression** – A Scouts' Own is an opportunity for individual Scouts to practice new skills – public speaking, organisation, research, creativity, etc.
- **Symbolic Framework** – You could use the symbolism of your section in many ways in a Scouts' Own. It could even influence your theme! What other symbolism could connect each part of your Scouts' Own together?

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A Closer Look at Youth Leading, Adults Supporting

In the younger sections, adults may need to do most of the preparation and organising of a Scouts' Own. Look for ways to engage these younger Scouts in the planning, doing, and reviewing though! Scouts, Venturer Scouts, and Rover Scouts could be expected to do most of the preparation and organising of a Scouts' Own, themselves.

Scouts Australia is an inclusive organisation. Joey Scouts, Cub Scouts, and less experience Scouts might have a presumption that everyone else is just like themselves. They might choose items for a Scouts' Own that exclude those who have slightly different spiritual beliefs. It is the role of adults to support youth members by guiding them to be inclusive and respectful of others. This is another way in which the Internal Compass might be useful.

Arranging Participants and Location

There is no one way that participants of a Scouts' Own must be physically arranged. Consider your theme and decide on a way to arrange participants so that their participation is just the way you want it. This will be impacted by the number of participants attending, of course.

The venue is also important. Your venue might impact the number of participants or the arrangement of the participants for your Scouts' Own. Or, you might select the venue based on the number of participants and your preferred arrangement.

It can be a good idea to hold it in a special spot not usually used for other activities. Choosing a spot some distance from the campsite is beneficial in another way. At the end of the Scouts' Own, the group can file back to the camp in silence and walk with several paces between each person, allowing a time for silent contemplation of the topic of the Scouts' Own.

In the end, it's up to you and your organising patrol. Here's some example ideas:

- Sit a large number of participants in rows at an outdoor chapel.
- Have a small number of participants standing in a circle in a clearing in the bush.
- A Unit of Scouts might sit along bench seats under the camp dining shelter.
- A Patrol of Scouts could be sitting on their hiking packs, in no particular order, wherever the hiking party stops for a morning tea break.

It doesn't matter when you hold your Scouts' Own. If you are looking for a certain kind of atmosphere, you might choose night-time, or dawn, or dusk, or midday. Otherwise, it can be simply a time that suits your overall outdoor adventure program. Scouts should gain the understanding that spiritual development is a part of their own personal growth, and therefore doesn't have to be restricted to a certain time or day, or even venue.

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The Achievement Pathways Program Essentials

A Scouts' Own offers an opportunity for Scouts to participate in, to assist organising, or to lead the organising of a Challenge Area related activity.

The Challenge Area that the activity might belong to could depend on the focus or theme of the Scouts' Own. For example, if your theme is about the Scout Law "Care for others and the environment", then you might be utilising the Scout Method element of *nature and the outdoors* and the Outdoors Challenge area.

Alternatively, you might focus your theme on *exploring beliefs* from the Internal Compass. This could belong to the Personal Growth Challenge area.

However, it is important to make sure you take into account the expectations of Milestone achievements based on the age section, and on Milestone 1, 2, and 3. You should refer to the Program Handbook, Scouts | Terrain, or the Youth Member Guide to ensure you apply this correctly.

Another useful resource to use, to determine the appropriate use of a Scouts' Own for Milestone achievements, is the *Examples of Assisting and Leading* resources found at pr.scouts.com.au/achievement-pathways/#pe. There is one for each age section.

Opportunities, such as Milestone Reviews, will see Scouts reflecting on their individual learnings, including development through the SPICES. These opportunities could be expanded into a Scouts' Own, especially if a small group of Scouts are reflecting on their Milestones at similar timings.

Resources, such as the Review > Balls and SPICES Playing Cards, may also 'trigger' a Scouts' Own. The questions that these resources ask may be the basis for an insightful Scouts' Own that has Scouts thinking differently about what they have been doing.

Outdoor Adventure Skills

At the conclusion of each Stage in each Outdoor Adventure Skill, the youth member is asked to reflect on their learnings. Sometimes this reflection might also require a presentation or broader discussion with a Patrol or the Unit. Either way, Scouts might like to use these reflection opportunities as the basis for a Scouts' Own, or they may choose to reflect on their Outdoor Adventure Skills experiences during a Scouts' Own. Remember, it is just as important to reflect on the impact that the natural world and others had on the Outdoor Adventure Skills as it is to reflect on an individual's learning and skill advancement.

Special Interest Area Projects

It is possible that a Scouts' Own could be used as part of a Scout's Special Interest Area project. For a Growth & Development project, a Scout might have set goals about developing their public speaking skills. They could choose to plan and deliver a Scouts' Own to practice their public speaking in an authentic way.

Another example might be a Scout who is working on a Creating a Better World challenge project. As part of sharing a message about "use resources wisely" from the Australian Scout Law, a Scout might engage his peers in an interactive Scouts' Own to encourage participants to reflect on their contribution to creating a better world and this element of the Law.

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A Case Study: Simple Scouts' Own on a program night

A Unit had a regular practice of having a Scout lead a reflection during the closing. In most weeks, the default reflection seemed to be "we are thankful that no one got hurt tonight". It is human nature that often we do what we see others do, which requires a good role model. In this situation, the Unit Council took steps to support Scouts to think deeper about their reflections.

They implemented the following 10 minute activity:

1. There was a brief discussion about the idea of a Scouts' Own.
2. The Scouts suggested various possible themes, such as nature, friendship, Scouting.
3. A quick vote chose "friendship" as the theme.
4. Scouts were asked to write one sentence about friendship, either individually or in small groups of two or three.
5. The adult and Unit Leaders had quick one-on-one chats with individuals to help those Scouts who were having difficulties.
6. The contributions were combined into a group reflection on friendship, which was read at the next closing.

Friendship Reflection

Friendship is about making strong bonds and connection with other people

Friendship is putting their needs before my own

Friendship in my life is turning a new corner every day

Friendship is about being kind to others

Friendship is standing side by side, now and forever

Friendship is about always being nice

Friendship is mainly about trust. If we can't trust each other then it's not friendship

Friendship is like the stars we cannot always see, but we know that they are there

Friendship means that we stick with our friends like we stick with our family.

Friends are fun;

Friends are food;

Friends are life.

1st/2nd Greensborough Scout Troop (2014)

Plan>Do>Review>

Developing Scouts' Owns take practice. Don't be discouraged if your first few Scouts' Owns are not quite right. Getting feedback will help you improve how you prepare for and organise a Scouts' Own.

We've provided a template at the end to help you Plan> and Review> your Scouts' Own.

All the best with Spiritual Development and Scouts Owns in your Unit and Patrol! Go ahead and give it a go, but do remember, Scouts' Owns are not the only way that we can develop spirituality.

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Scouts' Own Resources

Guidelines on Spiritual Development in The Youth Programme (2020),
World Organization of the Scout Movement
<https://www.scout.org/node/614310>

The Internal Compass, Scouts Australia
This can be found in the Program Handbook, or downloaded from
<https://pr.scouts.com.au/fundamentals/#spices>

Scouts Own Resources by R. Gary Hendra (CM Pack 92 & CC Troop 92, Milpitas, California, USA).
<http://clipart.usscouts.org/ScoutDoc/Reverent/sctsown.pdf>

Ideas for Scouts' Owns, compiled by Helen Chick (2002).
<http://mail.hchick.net/scouts/resources/ScoutsOwnCollection.pdf>

Akela's Scouts Own Bible, written/collated by Lisa Nicholls
<https://www.greaterwestscouts.com.au/cubs/resources/scouts-own/482-akela-s-scouts-own-bible>

Holding a Scout's Own, Scouting Ireland (2017)
<https://www.scouts.ie/Scout/Ideas-Games/Polar-Scouts-Own.pdf>

Resources for a Scouts' Own, collated by Kieran Lim
<https://www.dropbox.com/sh/bb9br8jtrn34xk2/AABCmOiexsWmi--c2ILLcdiPa?dl=0>

Aesop For Children by Library of Congress.
<http://www.read.gov/aesop/>

Gudie to Ceremonies Guide in Australian Scouting, Scouts Australia
<https://pr.scouts.com.au/mdocs-posts/ceremguide/>

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Plan >

You can use this template to plan your Scouts' Own. You don't need to use all the rows, or you might need more. Be flexible in your thinking. Take the time to visit the venue for your Scouts' Own to get a sense of the atmosphere and how you might arrange the participants. Do a quick rehearsal to check that everyone is clear of their role and the timings are about right.

Date & Time:

Theme:

Item	Presenter(s)	Notes / Source of Reading, Poem, etc.
Welcome & Introduction		Acknowledgement of Country
Thank you & Closing		

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Review>

Here's some question starters to review your Scouts' Own. Don't use them all. Just pick a few to get the conversation going. You might have your own open-ended reflection questions, too.

- What went well for the participants?
- What should we do differently next time we organise a Scouts' Own?
- What did you notice about how the participants responded?
- What did each of us learn or improve about ourselves, by planning and doing a Scouts' Own?
- Did our theme work? What part of the Scouts Own' had the most impact on our theme? How do you know? Why was it successful?
- Did we develop our own spirituality by planning and doing a Scouts' Own?
- What about the other participants?
- What points of the Internal Compass were touched on?
- Did participants develop in any of the other SPICES areas?
- How would we rate ourselves on the use of the Scout Method? What could we do better?