



# Program Made Easy

Second Term



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# Welcome

## Welcome to Program Made Easy!

This is a program that you can pick up and run with your Unit. It is a resource for any youth members or volunteers who need extra support in planning a program for their Unit, who are new to developing a program, or don't have the time to create one themselves.

In this booklet you will find a full term plan that you can use with your youth members, including activity suggestions, review questions, games, helpful hints, and options for supporting youth leadership. The suggested program has been developed to provide you with a balanced program of activities, opportunities to progress in the Achievement Pathways, and examples for how to adapt the program to your Unit at an age-appropriate level. Program Made Easy assumes your Program is run over the course of a standard school term. Adapt this to your Unit's individual needs as required.

In the first few pages of this resource, you can find information on the structure of a term, night, and activity. These will help you to use the resource to run a fun and adventurous program for the term. This is a resource that you can follow closely throughout the term, or pick and choose the activities that work best for your Unit. It is designed to be easily adapted to the needs of your Unit, while providing guidance on how to plan a balanced, inclusive, and adventurous program.

Throughout the following pages you will find a number of spaces for you to write your own notes about important things you want to remember, or the adaptations you want to make to an activity.

Program Made Easy will be most successful when you adapt it's context to fit your group and its youth members.

# Symbol Key

The symbols in this resource are designed to help you quickly understand how each activity connects to different parts of the Youth Program. Use this key as a guide when preparing each week's session, ensuring your program remains balanced, engaging, adventurous, and aligned with the Scout Method.

## Challenge Areas

The four Challenge Areas help ensure a balanced program. Participating, assisting and leading across these areas leads to Milestone achievement.



Outdoor



Creative



Community



Personal Growth

## Outdoor Adventure Skills

Outdoor Adventure Skills recognise a young person's developing abilities in the outdoors. There are nine skill areas, each with progressive stages that support safe, confident, and responsible outdoor experiences across Scouting.

## Core Skills



Bushcraft



Bushwalking



Camping

## Land Specialist Skills



Alpine



Cycling



Vertical

## Water Specialist Skills



Aquatics



Boating



Paddling

## SPICES

SPICES represent the six areas of personal growth in the Scout program. These areas describe how young people develop through their experiences in Scouting and help guide reflection and personal progression.



Social



Physical



Intellectual



Character



Emotional



Spiritual

## Program Made Easy

The following symbols are specific to Program Made Easy.



Time Required



Considerations



Materials

# Term Structure

## Planning Meetings

Before the start of the term, make some time to get together with your Unit to plan for the upcoming term, identify any goals and areas for growth in the Unit, and consider the developmental journey of your youth members. These meetings can take place at your regular meeting place, or somewhere different.

Use this time to discuss how you will introduce new youth members to the Unit, support returning youth members to settle back in, and ensure everyone understands what Beyond the Horizon means for this term. You may also want to talk about how you will support simple youth members leading moments throughout the term.

Keep these meetings short and focused, with clear action points and shared responsibility across the team. This helps ensure a smooth, fun, and safe start to the year.

## Youth Leading, Adults Supporting

Rover Scouts should lead the majority, if not all of their Program. Adults should support in a mentorship capacity where required to ensure compliance.

## Achievement Pathways Progression

Over the course of the term, the program provides opportunities for youth members to make progress in the Achievement Pathways. This includes:

- Participates, assists, and lead opportunities toward Milestone achievements
- Outdoor Adventure Skills, introduced naturally through activities
- Experiences across multiple SPICES areas

This term focuses primarily on settling the Unit into the year, building Unit culture, and introducing Outdoor Adventure Skills. Adults supporting should help youth members recognise when they've learned something new or shown progress where appropriate.

## Ensuring Safety Outdoors

Because this term delivers Outdoor Adventure Skills, several activities encourage youth members to engage with the outdoors. When taking part in any outdoor activity in Scouting, it is vital that relevant safety measures are followed, including:

- Maintaining appropriate supervision
- Checking equipment before use
- Understanding boundaries and safe areas
- Considering weather, environment, and age-appropriateness

Complete risk assessments where required and ensure all activities follow your Branch's policies. Outdoor experiences this term should build confidence and excitement while reinforcing safe adventure habits.

## Plan>Do>Review>

This term embeds the idea of Plan>Do>Review> through the program. As Rover Scouts is the oldest age section, they should have significant responsibility in delivering their term program alongside their unit's supporting functions.

## Inclusivity and Individual Needs

Before the term begins, the Unit should consider the individual needs, strengths, and interests of each youth member. Adjustments may be needed to support accessibility, behaviour, communication, or sensory needs.

# Night Structure

## 1 Before you Start

This time is leading youth members to prepare for the activities of the night. Getting out all of the equipment that is needed for each activity or game ensures that you are prepared for the night, and do not need to spend time doing this during the evening.

## 2 Game 1

The first game of the night is a chance to run around and burn off some of energy. Choose your own opening game for your Unit, choosing a new game each night of the term where possible.

## 3 Openings

Openings are a great opportunity to provide a formal start to the night. They provide structure, and give you a chance to check in and set expectations for the night. Different Groups and Units will have different traditions for their openings. This could include songs, flag break, or other traditions, including an Acknowledgement of Country. Youth members should lead the opening/welcoming of the night, and make these their own.

Use this time to explain the theme of the night, and what the activities will be. Give youth members time to ask questions or discuss ways they would like to adapt the activities to their wants and needs. Provide safety instructions or important reminders before beginning the activities of the night.

For more information on openings, see the Guide to Ceremonies in Australian Scouting.

### Week 1: Welcome Back

**Before You Start:**  
Prepare whiteboard and markers with printed term theme overview.  
Have development mapping materials and achievement pathway resources available.  
Set up comfortable social space with board games, trivia, card games, and refreshments.

**1**

**2**

**3**

**4**

	Opening:	Leading:	Assisting:
5-10	Youth-led opening. Welcome Rover Scouts back to the new term. Explain the approach: setting intentional direction across Scouting, personal, and professional development, then reconnecting socially. Quick check-in: "What's one thing you want to be different about this term compared to last?"		
5-10	<b>Game 1:</b> Support youth members to choose and run an opening game.		
	<b>Term Two Reset</b>		

**Activity Instructions**

30

Open check-in: what everyone has been up to and their headspace coming into term.

Review weekly themes and discuss how the Unit wants to approach each, who has relevant skills or connections, and external opportunities to integrate.

Establish or confirm Unit roles for the term: logistics, communications, project coordination. Sets an intentional, self-directed tone.

**Lead Option:**  
Facilitate check-in and term planning discussion

**Assist Option:**  
Identify connections between themes and interests

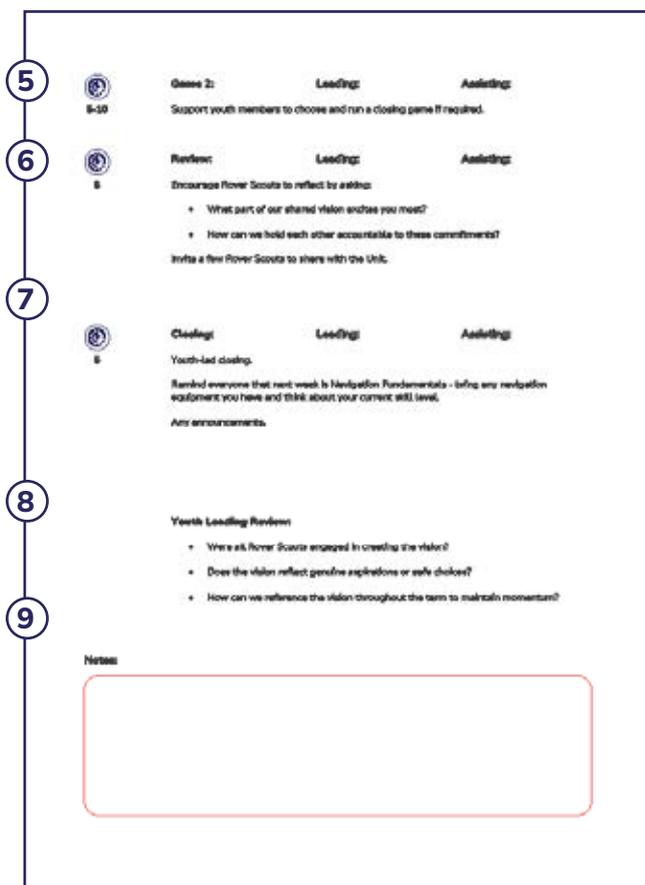
**Scheduling constraints, re-engagement, inclusive atmosphere**

**Whiteboard, markers, term overview, refreshments**

## 4 Activities

These make up the majority of the night. You can follow the suggestions, or work with your Unit to create your own. Where possible, run the activities in the outdoors.

Sometimes one of the activities may take more or less time than anticipated. This is okay! As a general rule, it is better to spend more time doing one activity well and embedding the learning and development, than to try and rush through more activities but do them in less depth. Each activity has instructions for how to run the activity, as well as other important information.



## 5 Game 2

The second game of the night is a good time for the youth members to wind down before they leave. It is also a good opportunity to fill any spare time, or keep some of the group busy while others pack up from activities.

This is also an easy activity to cut out of the program if your plans take longer than expected. Support the youth members to choose from three games that will be provided, or your own selection from your Group.

Encourage them to choose a new game each night of the term.

## 6 Review >

End of night reviews should take no more than five minutes, and give an opportunity for young people to review how they found the night, and embed any learnings.

Support your Unit to go through the review process for the evening using the review questions provided, or your own review process.

You may also wish to use this time to support your Unit

to mark off any progress they have made in the Achievement Pathways over the course of the night.

## 7 Closing

Closings provide the formal end to the night. They provide structure, and provide a space to debrief from the night's activities, discuss any important reminders while parents are in the room, and close the meeting. As with openings, different Groups and Units will have different traditions for their closings. This could include songs, flag break, or other traditions. Youth members should lead the closing of the night, and make these their own. If young people have earned badges, this might be the time to present them in front of the Unit.

## 8 Adult Supporting Review

At the end of each night, take five minutes as a volunteer team to reflect on how the night went. Consider what went well, any challenges you had, and any young people that might need extra support or follow up. You can use the questions provided, or ask your own.

## 9 Notes

A space for you to make your own notes to support the running of the night.

# Activity Structure

## 1 Activity Title

The title of the activity.

## 2 Time

A rough estimate of how long the activity will take to complete.

## 3 Activity Instructions

The instructions for how to carry out each activity.

## Potential Adaptations / Extensions

Previous section programs provide options for delivering activities at a lower level.

## 4 Leading and Assisting

Space to put in the names of the people (youth members or adults) who are leading and assisting for each activity.

## 5 Challenge Area

The applicable Challenge Area if running the activity card as a standalone activity.

1	Personal Horizons	5	Leading:	Assisting:	
2	30	3	<b>Activity Instructions</b> Rover Scouts individually reflect on their personal goals for the year across different life areas: Scouting adventures and skill development, personal growth and wellbeing, career or study aspirations, community contribution, and relationships.  Using vision board materials, each Rover Scout creates a visual representation of their "horizon" - where they want to be by year's end.  This can be a collage, mind map, or creative representation.  After creation time, Rover Scouts pair up to share their visions and discuss how their Unit experience might support these goals.		7
					8
			<b>Lead Option:</b>  Facilitate the activity and model vulnerability	<b>Assist Option:</b>  Support individual Rover Scouts who need help articulating goals	9
					Create safe space for honest reflection; respect privacy  Large paper, magazines, printed images, markers, glue, scissors, devices

## 7 Considerations and Risks

Important risks to consider while doing the activity. Make sure to complete a comprehensive risk assessment for any high risk activities.

## 8 Materials/Equipment

The materials / equipment needed for the activity

## 9 Achievement Pathways Alignment

Any progressions within the Achievement Pathways covered by the activity. This includes the Outdoor Adventure Skills, but not Participates, Assists, or Leads for Milestones. In general, it is safe to assume that participating in the activity will cover a Participate in the indicated Challenge Area.

Outdoor Adventure Skills alignment are noted by stage. I-Statements attained by youth members should be made on a discretionary basis based on skills learned in an activity.

# Term Planning Meeting

## Before the Meeting

Set up the space to be comfortable for everyone. Consider tea and coffee, and snacks as appropriate.

Send out an agenda a few days before. It's a good idea for everyone to bring their calendars, so that you can align plans and identify any nights where you'll need to arrange extra support.

Print out a few term and night planning templates, and/or a copy of this program.

## Meeting Agenda

Use the meeting to discuss the following:

- Welcome and check in.
- Big challenges for the term. Are there any major upcoming events? What achievements are you working towards?
- Nights that need prior preparation. Weeks 4, 6, and week 8 this term require visiting a location outside your regular meeting place. Assign people to be responsible for owning relationships with any external providers and organising the relevant details
- Youth members development. How is each young person doing? What areas are you hoping to support young people to grow in this term? Are there any issues or challenges you need to be aware of?
- How are youth members' achievements being recorded? How is Scouts | Terrain being utilised?
- Safeguarding. Does anyone have any safeguarding issues that need to be addressed?
- Other things. Anything else you need to discuss?

Take note of any action points and decisions.

## Volunteer Reflection

The start of each term is also a great opportunity for you to reflect on your own space in Scouting. Here are some questions to help you reflect on this as you start the year:

- What are some of my goals for the Unit over the coming year?
- How will I set my Unit up for success as we begin the year?

You might want to create space to do this as a team and discuss your answers together.

## After the Meeting

Send out an email to the team confirming responsibilities and action points discussed.

# Week 1: Welcome Back



## Before You Start:

Prepare whiteboard and markers with printed term theme overview.

Have development mapping materials and achievement pathway resources available.

Set up comfortable social space with board games, trivia, card games, and refreshments.



5-10

### Opening:

Youth-led opening.

### Leading:

Welcome Rover Scouts back to the new term.

Explain the approach: setting intentional direction across Scouting, personal, and professional development, then reconnecting socially.

Quick check-in: "What's one thing you want to be different about this term compared to last?"

### Assisting:



5-10

### Game 1:

Support youth members to choose and run an opening game.

### Leading:

### Assisting:

## Term Two Reset

### Leading:

### Assisting:



30

### Activity Instructions

Open check-in: what everyone has been up to and their headspace coming into term.

Review weekly themes and discuss how the Unit wants to approach each, who has relevant skills or connections, and external opportunities to integrate.

Establish or confirm Unit roles for the term: logistics, communications, project coordination. Sets an intentional, self-directed tone.



**Scheduling constraints, re-engagement, inclusive atmosphere**



**Whiteboard, markers, term overview, refreshments**

### Lead Option:

Facilitate check-in and term planning discussion

### Assist Option:

Identify connections between themes and interests





40

**Activity Instructions**

Each Rover Scout discusses goals across three areas in a structured conversation with a partner.

Area one: Scouting progression including Outdoor Adventure Skills, Special Interest Areas, and Rover Scout Award requirements.

Area two: personal development covering skills, health, relationships, and wellbeing.

Area three: professional or study goals including career direction and qualifications. Partners take turns interviewing each other, asking probing questions to sharpen vague goals into specific actions.

This is designed to acknowledge that Rover Scouts are navigating complex adult lives while providing a framework for intentional growth.

**Lead Option:**

Guide the mapping and connect Scouting to life goals

**Assist Option:**

Support those needing help identifying priorities



**Varying life stages, respect for diverse paths**



**Card, markers, achievement pathway resources, planning tools**



20

**Activity Instructions**

Informal social reconnection.

Set up options: trivia with general knowledge, Scouting history, and current events rounds; card or board games; and conversation areas.

Deliberately social rather than structured.

Rover Scouts choose how to engage and move between activities. Close with each person naming one thing they value about the Unit.

This recognises that community and belonging are fundamental to the Rover experience.

**Lead Option:**

Set up options and facilitate the closing circle

**Assist Option:**

Engage across groups and ensure no one is left out



**Inclusive activities, varying social energy**



**Board games, card games, trivia, refreshments**



5-10

**Game 2:**

**Leading:**

**Assisting:**

Support youth members to choose and run a closing game if required.



5

**Review:**

**Leading:**

**Assisting:**

Encourage Rover Scouts to reflect by asking:

- What part of our shared vision excites you most?
- How can we hold each other accountable to these commitments?

Invite a few Rover Scouts to share with the Unit.



5

**Closing:**

**Leading:**

**Assisting:**

Youth-led closing.

Remind everyone that next week is Navigation Fundamentals - bring any navigation equipment you have and think about your current skill level.

Any announcements.

**Youth Leading Review:**

- Were all Rover Scouts engaged in creating the vision?
- Does the vision reflect genuine aspirations or safe choices?
- How can we reference the vision throughout the term to maintain momentum?

**Notes:**

# Week 2: Cycling Fundamentals



## Before You Start:

Confirm bikes and helmets, prepare bike tool kits with chain whips, cassette tools, and a bike stand.

Set up skills practice area.

Have maps, route tools, and expedition planning templates ready.



5-10

### Opening:

### Leading:

### Assisting:

Youth-led opening.

Welcome Rover Scouts and check all bikes and gear are present.

Explain tonight covers bike servicing, advanced group riding dynamics, and designing a multi-day cycling expedition.

Ask: "What is the biggest mechanical failure you have ever had on a ride and how did you deal with it?"



5-10

### Game 1:

### Leading:

### Assisting:

Support youth members to choose and run an opening game.

## Comprehensive Bike Servicing

### Leading:

### Assisting:



30

### Activity Instructions

Expedition-level servicing on own bikes: drivetrain assessment with chain wear measurement and derailleur alignment; wheel service with spoke tension and trueness; brake overhaul with pad replacement; headset and bottom bracket check; full bolt torque.

Demonstrate specialised techniques like chain wear measurement tools and when to replace versus service.

Builds mechanical self-sufficiency for multi-day expeditions without bike shop access.

### Potential Adaptations/Extensions

If the group is not well suited to advanced cycling skills, review this activity in Program Made Easy for younger sections

### Lead Option:

### Assist Option:

Demonstrate specialised techniques and verify quality

Work alongside those needing mechanical support



**Mechanical complexity, tool safety, chemical handling**



**Bikes, professional tools, spare parts, chain whip, cassette tool, stand**



**Stage 3**



35

**Activity Instructions**

Expedition group riding: drafting at safe distances, rotation patterns for wind sharing, communication calls for hazards, hand signal standardisation, and pace-setting for mixed fitness.

Practice in controlled area before quiet roads if suitable. Discuss expedition considerations: fatigue over multi-hour rides, nutrition on the bike, mechanical breakdown protocols, and adverse conditions.

Debrief on what translates to expedition context and what needs more practice.

**Potential Adaptations/Extensions**

If the group is not well suited to advanced cycling skills, review this activity in Program Made Easy for younger sections

**Lead Option:**

Teach group protocols and manage road safety

**Assist Option:**

Ride within the group modelling calls and technique



**Road interaction, fitness, injury prevention, visibility**



**Bikes, helmets, first aid kit, communication devices**



Stage 3



25

**Activity Instructions**

Design a multi-day cycling expedition: daily route profiles with distance, elevation, and surface; accommodation or camping logistics; food and water resourcing per day; detailed risk assessment for mechanical, medical, weather, and traffic; budget with contingency; communications and emergency plan; Leave No Trace strategy.

Assign responsibilities and set deadlines for a submission-ready plan executable within three months.

This models real expedition planning with accountability.

**Lead Option:**

Guide planning to expedition approval standards

**Assist Option:**

Help with risk assessment or budget development



**Realistic scope, safety, permissions, budget, availability**



**Maps, route tools, devices, planning templates, budget tools**



Stage 3



5-10

**Game 2:**

**Leading:**

**Assisting:**

Support youth members to choose and run a closing game.



5

**Review:**

**Leading:**

**Assisting:**

Encourage Rover Scouts to reflect by asking:

- Could you service your bike confidently before a multi-day expedition?
- What group riding dynamic needs the most practice?
- Is the expedition plan genuinely executable within three months?

Invite a few Rover Scouts to share with the group.



5

**Closing:**

**Leading:**

**Assisting:**

Youth-led closing.

Remind everyone that next week is Reconciliation Week.

Come prepared for a substantive discussion about truth, justice, and treaty.

Bring an open mind and willingness to engage honestly.

Any announcements.

**Youth Leading Review:**

- Can all Rover Scouts now perform comprehensive bike maintenance?
- Were group riding protocols practiced effectively?
- Is the expedition plan realistic in scope, budget, and timeline?
- Who should be accountable for progressing the plan?

**Notes:**

# Week 3: Reconciliation Week



## Before You Start:

Prepare research materials and key document excerpts covering Frontier Wars through Uluru Statement.

Gather mixed media creative supplies including writing materials and recording equipment.

Have action planning templates and commitment display board ready.



5-10

### Opening:

### Leading:

### Assisting:

Youth-led opening.

Welcome Rover Scouts and set the tone for a substantive evening.

Explain tonight engages with reconciliation through three lenses: truth, justice, and treaty.

Ask: "What aspect of Australian history do you think is most undertaught?"



5-10

### Game 1:

### Leading:

### Assisting:

Support youth members to choose and run an opening game.

## History, Truth, and Treaty

### Leading:

### Assisting:



40

### Activity Instructions

Research and discuss through three lenses: truth, justice, and treaty.

Overview of key events: Frontier Wars, Stolen Generations, 1967 referendum, Mabo, the Apology, and the Uluru Statement from the Heart.

In small groups, discuss what truth-telling looks like, what justice means in the context of ongoing disadvantage, and what treaty could mean for Australia.

Share insights and discuss agreement and disagreement.

This Models the informed, respectful civic engagement Rover Scouts are positioned to undertake as young adults.

### Lead Option:

Facilitate with depth, sensitivity, and accurate context

### Assist Option:

Support small group discussions respectfully



Emotional weight, cultural sensitivity, accurate framing



Research materials, key document excerpts, discussion prompts,





30

**Activity Instructions**

Develop a personal or collaborative creative response to the reconciliation discussion.

Any form: art, essay, spoken word, documentary concept, podcast script, photo essay, or community event proposal.

The work should reflect genuine engagement: what reconciliation means personally, what they have learned, and what action is needed.

Share completed or in-progress works and discuss themes and commitments that emerged.

This moves from understanding to personal expression.



**Creative freedom with cultural respect, avoid appropriation**



**Mixed media supplies, writing materials, devices, recording equipment**

**Lead Option:**

Set the creative brief and facilitate sharing

**Assist Option:**

Support creative direction and pair collaborators



20

**Activity Instructions**

Develop Unit and personal reconciliation commitments with accountability.

Identify three to five concrete actions: partnering with a local organisation, supporting a reconciliation initiative, incorporating cultural learning, or advocating within Scouting structures.

Assign a champion, set milestones, and establish review schedules. Personal commitments shared.

This encourages that reconciliation work is sustained and accountable, not a one-week exercise.



**Meaningful commitments, long-term accountability**



**Action planning templates, commitment cards, display board**

**Lead Option:**

Facilitate planning with specific, measurable commitments

**Assist Option:**

Help develop implementation details and milestones





5-10

**Game 2:**

**Leading:**

**Assisting:**

Support youth members to choose and run a closing game.



5

**Review:**

**Leading:**

**Assisting:**

Encourage Rover Scouts to reflect by asking:

- Which part of tonight's discussion was hardest to sit with?
- Does your creative response reflect genuine personal engagement?
- Are the Unit's commitments ambitious enough to make a real difference?

Invite a few Rover Scouts to share with the group.



5

**Closing:**

**Leading:**

**Assisting:**

Youth-led closing.

Next week we will be revisiting Leave No Trace through an ethical and scientific lens.

Any announcements.

**Youth Leading Review:**

- Did the discussion maintain intellectual depth and emotional sensitivity?
- Were diverse perspectives genuinely heard?
- Are the commitments specific enough to hold the Unit accountable?
- Who is championing each action and are review dates calendared?

**Notes:**

# Week 4: Leave No Trace



## Before You Start:

Prepare detailed ethical framework materials and case studies.

Gather scientific assessment equipment including GPS, soil testing kits, water quality strips, and cameras.

Have strategic proposal templates and stakeholder mapping tools ready.



5-10

### Opening:

Youth-led opening.

### Leading:

Welcome Rover Scouts and explain tonight approaches Leave No Trace through environmental ethics and professional-standard assessment.

We move from principles to philosophy to scientific practice.

Ask: "Is leaving no trace actually possible, or is it an ideal we approximate?"

### Assisting:



5-10

### Game 1:

Support youth members to choose and run an opening game.

### Leading:

### Assisting:

## Ethics and Application

### Leading:

### Assisting:



30

### Activity Instructions

Explore Leave No Trace through ethics: anthropocentric versus ecocentric worldviews, ecological stewardship, wilderness preservation versus sustainable use, and how Aboriginal and Torres Strait Islander land management philosophy approaches human-nature relationships.

Work through scenarios where principles conflict: group safety versus environmental impact, cultural practices versus preservation, popular access versus protection, and development versus conservation.

Develop a written or multi-modal Unit position statement on environmental ethics.



**Philosophical complexity, respect diverse ethics**



**Detailed principles, case studies, ethical framework tools**

### Lead Option:

Facilitate with depth

### Assist Option:

Bridge theory with practical outdoor experience





35

**Activity Instructions**

Engage in a professional-standard assessment of the Scout property or significant local site.

Use scientific methodologies: GPS waypoints for spatial mapping, soil compaction testing, water quality strips, vegetation transect surveys, indicator species counts, and standardised photography.

Each Rover Scout focuses on one area and produces a written analysis. Compile into a comprehensive site report with spatial data, measurements, and observations of sufficient quality for a land manager or council.



**Scientific accuracy, permissions, equipment, weather**



**Assessment templates, GPS, measuring tools, soil testing, water quality strips, cameras**

**Lead Option:**

Coordinate methodology and ensure scientific rigour

**Assist Option:**

Focus on one area and model thorough documentation



25

**Activity Instructions**

From assessment data, develop a strategic restoration proposal: executive summary, site description with findings, stakeholder analysis, three to five prioritised actions with scientific rationale, twelve-month timeline, budget with potential funding sources, monitoring framework, and risk assessment.

Format professionally. If the site has genuine potential, submit to the relevant authority.

Creates real-world impact and demonstrates community contribution central to Scouting.



**Genuine impact, realistic scope, permissions needed**



**Assessment data, proposal templates, cost analysis, stakeholder maps**

**Lead Option:**

Guide quality, scientific accuracy, and realistic scope

**Assist Option:**

Help with budget, stakeholders, or monitoring sections





5-10

**Game 2:**

**Leading:**

**Assisting:**

Support youth members to choose and run a closing game.



5

**Review:**

**Leading:**

**Assisting:**

Encourage Rover Scouts to reflect by asking:

- Where did your environmental ethics land on the anthropocentric-ecocentric spectrum?
- Was the assessment rigorous enough to share with a land manager?
- Is the restoration proposal genuinely submittable?

Invite a few Rover Scouts to share with the group.



5

**Closing:**

**Leading:**

**Assisting:**

Youth-led closing.

Remind everyone that next week examines personal and systemic environmental impact through systems thinking and circular economy principles.

Bring an item that needs repairing.

Any announcements.

**Youth Leading Review:**

- Did the ethical discussion achieve genuine philosophical depth?
- Was the environmental assessment scientifically rigorous?
- Is the restoration proposal of professional quality?
- Could any of this work contribute to a Special Interest Area?

**Notes:**

# Week 5: What's My Impact?



## Before You Start:

Prepare ecological footprint and systems mapping materials.

Gather lifecycle analysis tools and repair station supplies including sewing kits, tools, and adhesives.

Have project scoping templates and impact measurement frameworks available.



5-10

### Opening:

Youth-led opening.

### Leading:

Welcome Rover Scouts and explain tonight moves from individual footprint to systems-level analysis to leadership-scale project scoping.

### Assisting:

Ask: "What systemic change would have more impact than every individual action combined?"



5-10

### Game 1:

Support youth members to choose and run an opening game.

### Leading:

### Assisting:

## Systems Thinking and Impact

### Leading:

### Assisting:



35

### Activity Instructions

Move beyond individual footprints to systems-level analysis.

Complete detailed footprint assessments, then map systems driving impact: energy, food, transport, consumption, waste. Identify where individual action intersects systemic change: voting, consumer choices, professional influence, community organising, policy advocacy.

Discuss Scouts' role in building environmental consciousness at scale.

Each Rover Scout identifies one systemic lever they can influence through their position and develops a concrete action plan.



**Complexity without overwhelm, empowerment focus**



**Footprint tools, systems mapping materials, research data, large paper**

### Lead Option:

Facilitate systems mapping and impact analysis

### Assist Option:

Help identify realistic levers and develop plans



**Stage 3**



30

**Activity Instructions**

Lifecycle analysis of a common outdoor product from extraction through disposal.

Compare linear and circular models using Scouting equipment: can a tent be repaired? What happens to old uniforms? How is camp food waste managed?

Set up a repair station: Rover Scouts bring items needing fixing and learn repair skills for torn gear, broken zippers, frayed ropes. Combines environmental theory with practical skills applicable immediately.



**Practical focus, avoid doom framing, celebrate positives**



**Waste audit materials, lifecycle tools, repair supplies, research materials**

**Lead Option:**

Introduce circular economy and facilitate repair stations

**Assist Option:**

Help with repair techniques and practical examples



Stage 3



25

**Activity Instructions**

Scope a Unit-led environmental impact project for six to twelve months. Not a one-off clean-up but sustained: a community repair café, environmental education for younger sections, a native nursery, a waste reduction challenge, or partnering with an environmental organisation.

Develop scope: purpose, stakeholders, deliverables, timeline, budget, roles, and success metrics. Assign a lead and establish governance.

This models community-impacting project work central to the Rover Scout experience, and could form the basis of a Special Interest Area project.



**Ambitious but achievable, genuine benefit, team capacity**



**Project scoping templates, stakeholder maps, impact frameworks**

**Lead Option:**

Guide scoping balancing ambition with capacity

**Assist Option:**

Help develop stakeholder mapping or success metrics





5-10

**Game 2:**

**Leading:**

**Assisting:**

Support youth members to choose and run a closing game.



5

**Review:**

**Leading:**

**Assisting:**

Encourage Rover Scouts to reflect by asking:

- What systemic lever can you genuinely influence from your position?
- Did the repair station change how you think about consumption?
- Is the impact project ambitious enough to matter but realistic enough to deliver?

Invite a few Rover Scouts to share with the group.



5

**Closing:**

**Leading:**

**Assisting:**

Youth-led closing.

Remind everyone that next week is a community visit.

Research the organisation thoroughly in advance and prepare questions.

Confirm transport and logistics.

Any announcements.

**Youth Leading Review:**

- Did the systems thinking discussion move beyond individual guilt to genuine empowerment?
- Were repairs practical and skill-building?
- Is the impact project scoped realistically for the Unit's capacity?

**Notes:**

# Week 6: Community Visit



## Before You Start:

Confirm visit location, host, and logistics, collect all documentation.

Prepare information about the visiting organisation.



5-10

### Opening:

### Leading:

### Assisting:

Youth-led opening.

Welcome Rover Scouts and brief the organisation visit.

Explain tonight models the professional community engagement that Rover Scouts will use throughout their careers and civic lives.

Ask: "What makes a community partnership genuinely mutual rather than one-sided?"



5-10

### Game 1:

### Leading:

### Assisting:

Support youth members to choose and run an opening game.

## Engagement Preparation

### Leading:

### Assisting:



25

### Activity Instructions

Research the organisation thoroughly: history, mission, model, funding, impact metrics, and challenges. Develop strategic questions demonstrating genuine understanding: How has the model adapted?

What does success look like? What systemic barriers exist? How do you engage young people? Map intersections with Scouting values.

Assign roles: introductions, documentation, and substantive engagement from everyone.

This models professional community engagement for life.



**Professional preparation, genuine interest**



**Research materials, stakeholder frameworks, question tools, devices**

### Lead Option:

### Assist Option:

Guide research and questions to professional standard

Help with research and substantive question development



Community Visit

Leading:

Assisting:



45

Activity Instructions

Visit a community organisation: social enterprise, environmental group, emergency management, mental health service, or innovation hub.

Engage with substantive questions, active participation, detailed notes, and collaboration exploration.

Focus on how it operates: governance, strategy, partnerships, and impact measurement. Exchange contacts and discuss follow-up.

Thank the host with professionalism reflecting well on Scouting.



Professional behaviour, genuine engagement, accessibility



Transport, documentation, notebooks, professional presentation

Lead Option:

Coordinate logistics and ensure meaningful engagement

Assist Option:

Engage substantively and model professional communication



Partnership Development

Leading:

Assisting:



20

Activity Instructions

Debrief and discuss what genuinely impressed them, what gaps the Unit could address, and what they could learn.

Draft a partnership proposal with mutual benefits, commitments, timeline, and review points: volunteer placements, a joint project, skills exchange, or collaboration.

Send a follow-up email within 24 hours and explore the partnership if there is mutual interest.



Genuine mutual benefit, realistic capacity, follow-through



Visit notes, partnership frameworks, action tools

Lead Option:

Facilitate strategy and ensure the proposal is mutual

Assist Option:

Help develop the proposal and ensure follow-up is assigned





5-10

**Game 2:**

**Leading:**

**Assisting:**

Support youth members to choose and run a closing game.



5

**Review:**

**Leading:**

**Assisting:**

Encourage Rover Scouts to reflect by asking:

- What about the organisation’s model could we learn from?
- Who is sending the follow-up email and what are the specific next steps?

Invite a few Rover Scouts to share with the group.



5

**Closing:**

**Leading:**

**Assisting:**

Youth-led closing.

Remind everyone that next week is Bushcraft Basics with technical rope skills, advanced bushcraft stations, and an expedition skills.

Wear appropriate outdoor clothing.

Any announcements.

**Youth Leading Review:**

- Was the visit conducted with professional standards?
- Did Rover Scouts engage well with the host?
- Is the partnership proposal realistic and mutually beneficial?
- Is someone accountable for the 24-hour follow-up and the one-month review?

**Notes:**

# Week 7: Bushcraft Basics



## Before You Start:

Prepare ropes of various diameters and poles for technical construction.

Set up four advanced bushcraft stations with fire steels, knives, saws, water purification, and shelter material.



5-10

### Opening:

Youth-led opening.

Welcome Rover Scouts and explain tonight pushes bushcraft skills beyond comfortable competence through technical rope work, advanced skill stations, and an skills audit.

Ask: "What is the difference between knowing a bushcraft skill and being able to rely on it under pressure?"

### Leading:

### Assisting:



5-10

### Game 1:

Support youth members to choose and run an opening game.

### Leading:

### Assisting:

## Technical Rope and Construction

### Leading:

### Assisting:



35

### Activity Instructions

Research and present rope skills with engineering concepts.

In teams, design and build a significant camp structure: gateway, tower, or bridge using poles, rope, and lashings.

Load-test before use.

Debrief on engineering: triangulation, anchoring, and load distribution.

This combines pioneering with genuine engineering understanding.

### Potential Adaptations/Extensions

If the group is not well suited to advanced construction skills, review this activity in Program Made Easy for younger sections

### Lead Option:

Teach mechanical advantage and supervise construction

### Assist Option:

Help with lashing technique and design problem-solving



Heavy loads,  
collapse risk,  
finger injuries,  
rope burns



Ropes, pulleys,  
carabiners,  
poles, tarps,  
construction  
materials



Stage 3



35

**Activity Instructions**

Set up advanced stations, of ten minutes each.

Fire by friction with bow drill from demonstration to individual attempts.

Tool craft: safe knife techniques for feather sticks and notching, plus bow saw for larger timber. Advanced water sourcing: finding, collecting, filtering, and purifying with field methods.

Emergency navigation: celestial methods, terrain association, and dead reckoning without instruments. Debrief genuine self-reliance: what is realistic, what requires practice, and the limits of bushcraft in real situations.

**Potential Adaptations/Extensions**

If the group is not well suited to advanced bushcraft skills, review this activity in Program Made Easy for younger sections

**Lead Option:**

Supervise fire and tools, teach bow drill, lead debrief

**Assist Option:**

Run one station with technical coaching



**Tool safety, fire bans, burns, weather, adult supervision**



**Fire steels, tinder, knives, saw, first aid, water purification, shelter, survival**



Stage 3



20

**Activity Instructions**

Audit skills against expedition requirements.

Each Rover Scout rates competence across: fire, shelter, navigation, water, food, tools, rope, first aid, and weather. Compare assessments and identify collective strengths and gaps.

Develop a plan addressing gaps if required, assigning experienced members as mentors.

Discuss theoretical knowledge versus reliable competence under pressure.

Honest assessment drives genuine development rather than comfortable repetition.

**Lead Option:**

Facilitate the audit with honest, constructive standards

**Assist Option:**

Contribute assessment and volunteer as mentor



**Honest self-assessment, constructive feedback**



**Skills audit sheets, training plan templates**



Stage 3



5-10

**Game 2:**

**Leading:**

**Assisting:**

Support youth members to choose and run a closing game.



5

**Review:**

**Leading:**

**Assisting:**

Encourage Rover Scouts to reflect by asking:

- Which station exposed the biggest gap in your competence?
- Was your skills audit honest?
- What does the training plan prioritise and who is mentoring whom?

Invite a few Rover Scouts to share with the group.



5

**Closing:**

**Leading:**

**Assisting:**

Youth-led closing.

Remind everyone that next week is a challenging cycling ride.

Bring bikes, helmets, and water.

Review group riding protocols and check bike condition before the night.

Any announcements.

**Youth Leading Review:**

- Were fire and tool safety protocols maintained during advanced stations?
- Did the construction challenge demonstrate genuine engineering understanding?
- Were skills audit self-assessments honest?
- Is the training plan realistic and are mentor-mentee pairings appropriate?

**Notes:**

# Week 8: Time to Ride



## Before You Start:

Pre-ride the cycling route checking for hazards and checkpoint locations.

Prepare route cards and topographic maps, arrange high-visibility vests, first aid kit, bike repair tools, and communication devices.

Confirm all bikes and helmets and prepare checkpoint challenge materials.



5-10

### Opening:

Youth-led opening.

Welcome Rover Scouts and check all bikes and gear are expedition-ready.

Brief the route including emergency protocols and bail-out triggers.

Ask: "What standard of planning and execution are we holding ourselves to tonight?"

### Leading:

### Assisting:



5-10

### Game 1:

Support youth members to choose and run an opening game.

### Leading:

### Assisting:

## Ride Preparation

### Leading:

### Assisting:



25

### Activity Instructions

Prepare for tonight's ride to expedition standard. Analyse the route considering terrain, traffic density, surface quality, available light, and group fitness variation. Each Rover Scout plans one leg in detail: navigation waypoints, distance, estimated time, potential hazards, and decision points where the route could be modified. Compile into a complete route card with contingency options for shortening or extending.

Run a comprehensive mechanical check on all bikes to expedition departure standard. Brief the full plan including group riding protocols, communication procedures, mechanical breakdown response, and regrouping triggers.

### Potential Adaptations/Extensions

If the group is not well suited to advanced skills, review this activity in Program Made Easy for younger sections

### Lead Option:

Oversee planning, verify accuracy, and ensure protocols

### Assist Option:

Plan assigned legs and help verify others' calculations



**Route complexity, fitness variation, mechanical readiness, traffic**



**Bicycles, helmets, bike tools, maps, GPS, route cards, weather data, emergency kit**



Stage 3



45

**Activity Instructions**

Execute the planned route with each Rover Scout navigating their assigned leg. The lead navigator manages pace, calls all turns and hazards in advance, and confirms position at each checkpoint before handing over to the next navigator.

Practise group riding: drafting rotation with smooth transitions, pace management for the least fit rider, real-time communication using standardised calls, and dynamic decision-making when conditions change. At checkpoints, complete tasks: navigate to a specific point using map only, perform a roadside mechanical repair within three minutes, and re-estimate timing for the remaining route.

**Potential Adaptations/Extensions**

If the group is not well suited to advanced skills, review this activity in Program Made Easy for younger sections

**Lead Option:**

Monitor safety, verify positions, and assess decision quality

**Assist Option:**

Navigate assigned legs and support others constructively



Traffic, road conditions, darkness, fatigue, mechanical issues



Bicycles, helmets, maps, GPS as backup only, route cards, first aid kit, bike tools



Stage 3



20

**Activity Instructions**

After-action review using the same framework as any expedition debrief: what was planned, what actually happened, why the differences occurred, and what the unit will change next time. Evaluate group riding dynamics honestly: was drafting rotation smooth, were calls timely and clear, did the group adapt well to changing conditions, and where did the system break down. Compare planned versus actual times and discuss contributing factors.

Connect tonight's performance directly to the cycling expedition designed in Week 2 and assess honestly whether the unit is ready to execute that plan or what specific skills still need development. Celebrate achievement.

**Potential Adaptations/Extensions**

If the group is not well suited to advanced skills, review this activity in Program Made Easy for younger sections

**Lead Option:**

Facilitate the review with constructive honesty

**Assist Option:**

Provide honest self-assessment and constructive feedback



Honest but supportive feedback, celebrate achievement



Snacks, drinks, route cards, reflection framework



Stage 3



5-10

**Game 2:**

**Leading:**

**Assisting:**

Support youth members to choose and run a closing game.



5

**Review:**

**Leading:**

**Assisting:**

Encourage Rover Scouts to reflect by asking:

- How did your navigation leg go under pressure?
- Where did group riding dynamics break down and why?
- Are we genuinely ready to execute the Week 2 expedition plan in future or what still needs work?

Invite a few Rover Scouts to share with the group.



5

**Closing:**

**Leading:**

**Assisting:**

Youth-led closing.

Remind everyone that next week is Campfire Cooking and a Masterchef challenge.

Think about what you would cook on day four of a week-long trip.

Any announcements.

**Youth Leading Review:**

- Was the route executed safely with appropriate decision-making at road crossings?
- Did navigation rotation work under real conditions?
- How did group dynamics compare to Week 2?
- Is the Unit genuinely ready for a multi-day expedition? What specific skills still need

**Notes:**

# Week 9: Campfire Cooking



## Before You Start:

Set up multiple cooking systems with specialised ingredients for masterclass demonstration.

Prepare mystery box ingredient sets for each pair, have scoring sheets and presentation materials ready.

Check dietary requirements and allergies.

Arrange campfire social supplies.



5-10

### Opening:

Youth-led opening.

Welcome Rover Scouts and explain tonight develops cooking through technique, competition, and shared enjoyment around the fire.

Ask: "What is the worst camp meal you have ever had and what went wrong?"

### Leading:

### Assisting:



5-10

### Game 1:

Support youth members to choose and run an opening game.

### Leading:

### Assisting:

## Expedition Cooking Masterclass

### Leading:

### Assisting:



30

### Activity Instructions

Expedition-catering level: field bread baking with billy or camp oven, dehydrated meal enhancement to make trail food enjoyable, and multi-course campfire coordination.

Discuss expedition nutrition: macronutrient ratios for sustained energy, caloric density for weight, hydration and electrolyte management, and altitude effects on cooking.

In pairs, prepare a course using one technique. Focus on flavour and efficiency alongside nutrition. Builds catering confidence for multi-day expeditions.

### Potential Adaptations/Extensions

If the group is not well suited to advanced cooking skills, review this activity in Program Made Easy for younger sections

### Lead Option:

Demonstrate techniques, supervise heat, facilitate nutrition

### Assist Option:

Work on technique with a cooking pair



**Burns, food safety, allergies, multiple heat sources**



**Multiple cooking systems, specialised ingredients, field baking equipment**



Stage 3



40

**Activity Instructions**

Masterchef challenge for expedition conditions.

Each pair receives a mystery box: limited fresh items, pantry staples, dehydrated components, and one specialty ingredient representing day four of a week-long trip.

Thirty minutes to design, cook, and plate a two-course meal using camp equipment. Judging: taste, nutrition, weight efficiency, waste minimisation, and presentation. Present with rationale. Score and crown a winner. Best recipes join the Unit expedition cookbook. Competitive, fun, and genuinely useful.

**Potential Adaptations/Extensions**

If the group is not well suited to advanced cooking skills, review this activity in Program Made Easy for younger sections

**Lead Option:**

Coordinate the challenge, manage safety, and lead judging

**Assist Option:**

Help with timing, safety, and fair scoring



Burns, food safety, allergies, time pressure, adult at heat



Mystery box ingredients, camp cooking equipment, scoring sheets



Stage 3



20

**Activity Instructions**

Intentionally unstructured social time around the fire.

Conversations about life, work, study, and adventures. No agenda beyond a brief closing round where each Rover Scout shares one thing they appreciate about the Unit.

Recognise that for young adults navigating complex lives, a welcoming community with genuine connection is one of the most valuable things Scouting offers.

**Lead Option:**

Create the space and facilitate the closing round

**Assist Option:**

Engage authentically and ensure everyone is included



Genuine relaxation, weather, inclusive atmosphere



Campfire or outdoor setting, drinks, snacks, seating



5-10

**Game 2:**

**Leading:**

**Assisting:**

Support youth members to choose and run a closing game.



5

**Review:**

**Leading:**

**Assisting:**

Encourage Rover Scouts to reflect by asking:

- Which technique will change how you cook on expeditions?
- Did the mystery box challenge push your creativity?
- What would make it into the Unit expedition cookbook?

Invite a few Rover Scouts to share with the group.



5

**Closing:**

**Leading:**

**Assisting:**

Youth-led closing.

Remind everyone that next week is the final night of term with celestial navigation, a night operations challenge, and term reflection.

Dress warmly and arrange an evening start if possible.

Any announcements.

**Youth Leadingv Review:**

- Were all cooking stations safe and well-managed?
- Did the Masterchef challenge produce genuinely useful expedition recipes?
- Were dietary requirements handled?
- Which Rover Scouts showed catering confidence for multi-day expedition planning?

**Notes:**

# Week 10: Stargazing



## Before You Start:

Prepare star charts, clinometers, compasses, and astronomy apps.

Set up a night operations course with checkpoints, challenge materials, sealed GPS devices, and encrypted messages.

Prepare certificates and recognition, have refreshments and comfortable seating for reflection.



5-10

### Opening:

### Leading:

### Assisting:

Youth-led opening.

Welcome Rover Scouts to the final night of term.

Explain tonight combines celestial navigation, a night operations challenge, and an honest reflection on the term's growth.

Ask: "Looking back over these ten weeks, what surprised you most about yourself?"



5-10

### Game 1:

### Leading:

### Assisting:

Support youth members to choose and run an opening game.

## Advanced Celestial Navigation

### Leading:

### Assisting:



30

### Activity Instructions

Precision south-finding using the Southern Cross to within three degrees.

Progress to latitude determination using star altitude with a clinometer. Discuss astronomical basis: celestial poles, star movement, precession, and Aboriginal and Torres Strait Islander astronomical knowledge for navigation, seasons, and agriculture over tens of thousands of years.

Use multiple celestial references: Southern Cross, Sigma Octantis, and bright reference stars. Compare with GPS and discuss when each has advantages.

### Potential Adaptations/Extensions

If the group is not well suited to advanced skills, review this activity in Program Made Easy for younger sections

### Lead Option:

Teach advanced techniques and facilitate cultural discussion

### Assist Option:

Help with clinometer technique and star identification



Weather, light pollution, cold, technical complexity



Star charts, compasses, clinometer, latitude tables, devices, tripods





40

**Activity Instructions**

Comprehensive night challenge integrating navigation, bushcraft, and problem-solving.

Teams of three navigate a multi-checkpoint course. Tasks at checkpoints: first aid scenario in darkness, shelter construction within eight minutes, fire lighting with natural tinder and steel, celestial navigation fix, encrypted message decode, and a final star-only navigation leg.

GPS sealed for emergencies only. Best accuracy and time wins. Debrief on performance, decisions under pressure, and genuine competence versus familiarity.

**Potential Adaptations/Extensions**

If the group is not well suited to advanced skills, review this activity in Program Made Easy for younger sections

**Lead Option:**

Design the course, manage safety, and lead the debrief

**Assist Option:**

Staff a checkpoint and contribute to the debrief



Genuine darkness, trip hazards, defined area, emergency protocols



Compasses, GPS verification only, maps, red torches, challenge materials,



20

**Activity Instructions**

Review Week 1 development maps across all three areas. Share honestly what was achieved, what is in progress, and what shifted. Present certificates, awards, and milestone recognitions.

Discuss what worked this term, what to change, and what to prioritise next. Each Rover Scout names one insight from the term that will influence the next six months. Close with a Unit tradition.

This models the continuous improvement mindset Scouting cultivates.

**Lead Option:**

Facilitate reflection and guide forward planning

**Assist Option:**

Contribute genuine self-reflection and celebrate others



Honest reflection, celebrate achievements, warm environment



Development maps from Week 1, certificates, refreshments, planning docs



5-10

**Game 2:**

**Leading:**

**Assisting:**

Support youth members to choose and run a closing game.



5

**Review:**

**Leading:**

**Assisting:**

Encourage Rover Scouts to reflect by asking:

- How accurate was your celestial navigation?
- Which night operations task tested you most?
- What insight from this term will influence your next six months?

Invite a few Rover Scouts to share with the group.



5

**Closing:**

**Leading:**

**Assisting:**

Youth-led closing.

Celebrate achievements and individual growth.

Confirm any ongoing commitments that carry into next term.

Wish everyone a safe and adventurous break.

Any announcements.

**Adults Supporting Review:**

- Which Rover Scouts showed significant growth this term?
- Were development goals from Week 1 genuinely progressed?
- Are ongoing commitments (reconciliation, environment, partnerships) being sustained?

**Notes:**

