



Program Made Easy

First Term



Contents

| | |
|------------------------------|-----------|
| Welcome | 3 |
| Symbol Key | 4 |
| Term Structure | 5 |
| Night Structure | 6 |
| Activity Structure | 8 |
| Term Planning Meeting | 9 |
| Week 1 | 10 |
| Week 2 | 13 |
| Week 3 | 16 |
| Week 4 | 19 |
| Week 5 | 22 |
| Week 6 | 25 |
| Week 7 | 28 |
| Week 8 | 31 |
| Week 9 | 34 |
| Week 10 | 37 |

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 volunteers who need extra support in planning a program for their Unit, adult volunteers 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.

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.

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.



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

Term Planning Meetings

Before the start of the term, make some time to get together with your fellow adults 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 you feel more comfortable.

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 Discover Adventure 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

It is important to support youth leading, adults supporting in age-appropriate ways. Throughout the term, youth members should be given opportunities to choose games, suggest ideas during openings and reviews, help demonstrate activities, or assist with set-up and pack-up.

These check-ins should be informal, brief, and happen regularly. Give youth members simple and meaningful choices, and limit each check-in to one or two topics. This helps them feel listened to and builds their confidence as young leaders. Roughly two Unit Councils should be held during the term.

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 early lead moments toward Milestone achievements
- Outdoor Adventure Skills - Stage 1 Core, 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 basic outdoor safety and skills through fun and hands-on activities. Adults supporting should help youth members recognise when they've learned something new or shown progress.

Ensuring Safety Outdoors

Because this term introduces foundational Outdoor Adventure Skills, several activities encourage youth members to explore the outdoors in simple, age-appropriate ways. When taking part in any outdoor activity in Scouting, it is vital that relevant safety measures are followed, including:

- Maintaining appropriate adult 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 begins introducing youth members to the idea of Plan>Do>Review> through simple choices, hands-on experiences, and end-of-night reviews. Adults supporting should model reflective thinking and encourage youth members to talk about what they enjoyed, what was challenging, and what they'd like to do next time. These early habits lay the foundation for deeper review skills in later terms.

Inclusivity and Individual Needs

Before the term begins, the adult team 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 of is for adults or 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 for youth members to run around and burn off some of their energy with their peers. Support them to choose a game to run for the Unit. Encourage them to choose a new game each night of the term.

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. Encourage youth members to 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: Discover Adventure

Before You Start:

- Set up the feelings chart on the wall.
- Prepare hand-tracing materials.
- Have simple craft supplies ready for adventure tokens.
- Prepare local welcome resources for potential new families.

1

2

3

4

Opening: **Leading:** **Assisting:**

5-10 Youth-led opening.
Welcome everyone back and introduce new Joey Scouts.
One-word check-in: everyone shares how they're feeling.
Explain tonight is about deciding what adventures we want this term.

Game 1: **Leading:** **Assisting:**

5-10 Support youth members to choose and run an opening game.

How Are You Feeling? **Leading:** **Assisting:**

Activity Instructions

15 Support Joey Scouts to trace their hand on paper, decorate it, and cut it out.
Once they have finished, introduce the feelings chart with three areas: I had a hard day, I feel okay, and I feel great.
Each Joey Scout places their hand where they feel today.
Explain to the Unit that this will be part of opening each week.

Potential Adaptations/Extensions

Add more feeling words to the chart

Lead Option:

Explain the feelings chart and help place hands

Scissors safety

Paper, pencils, markers, scissors, blu-tack

Assist Option:


Help younger Joey Scouts with cutting

4 Activities

These make up the majority of the night. You can follow the suggestions, or work with young people 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:

Leading:

Assisting:

Support youth members to choose and run a closing game.

6


Review:

Leading:


Assisting:

Encourage Joey Scouts to reflect by asking:

- What did you enjoy tonight?
- What adventure do you hope we can do this year?

Invite a few Joey Scouts to share with the Unit.

7


Closing:

Leading:

Assisting:

Youth-led closing.

Invite Joey Scouts place their hands on their feelings chart.

Remind the Unit that Week 3 is Bring a Friend week.

Any announcements.

8

Adults Supporting Review:

- Did Joey Scouts engage with the Unit Code activity?
- What adventure ideas emerged?
- Which Joey Scouts might need extra support next week?

9

Notes:

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 youth members to go through the review process for the evening using the review questions provided, or your own ones.

You may also wish to use this time to support youth members 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. Encourage youth members to 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.

④ Potential Adaptations / Extensions



Ways to adapt or extend the activity.

⑤ Leading and Assisting

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

⑥ Challenge Area

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

| | | | | | |
|---|---|---|--|--|--|
| ① | How Are You Feeling? | ⑤ | Leading: | Assisting: | |
| ② |  15 | ③ | Activity Instructions Support Joey Scouts to trace their hand on paper, decorate it, and cut it out. Once they have finished, introduce the feelings chart with three areas: I had a hard day, I feel okay, and I feel great. Each Joey Scout places their hand where they feel today. Explain to the Unit that this will be part of opening each week. | | ⑦ |
| | | | Potential Adaptations/Extensions ④ Add more feeling words to the chart | | ⑧ |
| | | | Lead Option: Explain the feelings chart and help place hands | Assist Option: Help younger Joey Scouts with cutting | ⑨ |
| ⑥ |  | | | | ⑦ Scissors safety ⑧ Paper, pencils, markers, scissors, blu-tack |

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: Discover Adventure



Before You Start:

Set up the feelings chart on the wall.

Prepare hand-tracing materials.

Have simple craft supplies ready for adventure tokens.

Prepare local welcome resources for potential new families.



5-10

Opening:

Leading:

Assisting:

Youth-led opening.

Welcome everyone back and introduce new Joey Scouts.

One-word check-in: everyone shares how they're feeling.

Explain tonight is about deciding what adventures we want this term.



5-10

Game 1:

Leading:

Assisting:

Support youth members to choose and run an opening game.

How Are You Feeling?

Leading:

Assisting:



15

Activity Instructions

Support Joey Scouts to trace their hand on paper, decorate it, and cut it out.

Once they have finished, introduce the feelings chart with three areas: I had a hard day, I feel okay, and I feel great.

Each Joey Scout places their hand where they feel today.

Explain to the Unit that this will be part of opening each week.



Scissors safety

Potential Adaptations/Extensions

Add more feeling words to the chart



Paper, pencils, markers, scissors, blu-tack

Lead Option:

Assist Option:

Explain the feelings chart and help place hands

Help younger Joey Scouts with cutting





20

Activity Instructions

Divide the Unit into small groups.

Support each group to talk about how they want Joey Scouts to feel and encourage them to draw or write behaviours that they think will help everyone feel safe and happy.

Encourage the group to share ideas and combine them into one Unit Code that everyone agrees to.

Display the Unit Code where where Joey Scouts can see it each week.

Potential Adaptations/Extensions

Decorate the Unit Code poster

Lead Option:

Share back group ideas to everyone

Assist Option:

Hand out markers and help display the list



**Group
disagreements**



**Paper, pencils,
markers, blu-
tack**



15

Activity Instructions

Explain to the Unit that Joey Scouts help decide what they do, and the adventures they'll go on.

Support each Joey Scout to think of one adventure they'd like encourage them to draw or write it.

Gather ideas and group them into Challenge Areas (Outdoor Challenge, Creative Challenge, Community Challenge, Personal Growth Challenge).

Create and display a poster called 'Our Adventures for the Year' to help shape future term programs.

Potential Adaptations/Extensions

Vote on favourite suggestions

Lead Option:

Help gather and sort adventure ideas

Assist Option:

Hand out materials and help younger Joey Scouts



None



**Paper, pencils,
markers**





5-10

Game 2:

Leading:

Assisting:

Support youth members to choose and run a closing game.



5

Review:

Leading:

Assisting:

Encourage Joey Scouts to reflect by asking:

- What did you enjoy tonight?
- What adventure do you hope we can do this year?

Invite a few Joey Scouts to share with the Unit.



5

Closing:

Leading:

Assisting:

Youth-led closing.

Invite Joey Scouts place their hands on their feelings chart.

Remind the Unit that Week 3 is Bring a Friend week.

Any announcements.

Adults Supporting Review:

- Did Joey Scouts engage with the Unit Code activity?
- What adventure ideas emerged?
- Which Joey Scouts might need extra support next week?

Notes:

Week 2: Navigating New Ideas



Before You Start:

Set up indoor/outdoor space with clear boundaries marked by cones.

Prepare directional arrow cards.

Have small treasure items or markers hidden in safe spots.



5-10

Opening:

Leading:

Assisting:

Youth-led opening.

Invite Joey Scouts to place their hands on their feelings chart.

Explain that tonight is about learning to find our way.

Ask: How do you know which way to go when exploring?



5-10

Game 1:

Leading:

Assisting:

Support youth members to choose and run an opening game.

Direction Dance

Leading:

Assisting:



15

Activity Instructions

Show Joey Scouts four direction cards: forward, back, left, right.

Play simple direction songs or call out directions while Joey Scouts move together to a different area of the space.

Start slowly, then add combinations like forward, forward, left.

Make it playful - they're learning directions through movement.



Collisions, clear space needed



Direction arrow cards, cones for boundaries

Potential Adaptations/Extensions

Joey Scouts take turns being the direction caller

Lead Option:

Assist Option:

Call out directions clearly for the group

Help Joey Scouts who mix up left and right



Stage 1



20

Activity Instructions

Set up a simple trail using coloured markers, arrows, or shapes around your meeting space. Take a moment to explain the buddy system, and how this helps keep us safe when adventuring together.

Along the trail, place simple challenges like hop three times or find something red.

Support Joey Scouts to work in pairs to follow the trail from start to finish.

Explain to the Unit that markers and signs help us know where to go.

Potential Adaptations/Extensions

Joey Scouts create their own short trail for others

Lead Option:

Demonstrate following the first few markers

Assist Option:

Help pairs who get confused stay on track



Slips, trips,
staying within
boundaries



Coloured
markers, cones,
arrow cards,
small challenge
cards



Stage 1



15

Activity Instructions

Hide simple treasures (soft toys, coloured balls) in obvious spots for Joey Scouts to find.

Give Joey Scouts verbal directions one step at a time: Walk forward five steps... now turn left... look near the blue cone.

Support pairs to work together to find items. Celebrate when Joey Scouts find treasures and invite discussion about how directions helped them locate the item.

Potential Adaptations/Extensions

Joey Scouts give directions to adults or each other

Lead Option:

Give clear directions to the whole group

Assist Option:

Guide pairs who need extra help



Running,
excitement
levels



Soft toys or
balls, cones



Stage 1



5-10

Game 2:

Leading:

Assisting:

Support youth members to choose and run a closing game.



5

Review:

Leading:

Assisting:

Encourage Joey Scouts to reflect by asking:

- Which direction was hardest to remember?
- How did working with a partner help you?

Invite a few Joey Scouts to share with the Unit.



5

Closing:

Leading:

Assisting:

Youth-led closing.

Invite Joey Scouts to place their hands on their feelings chart.

Remind the Unit that next week is Bring a Friend night.

Any announcements.

Adults Supporting Review:

- Did Joey Scouts understand basic directions?
- Which pairs worked well together?
- Are any adjustments needed for next week's activities?
- Do we know how many Joey Scouts are bringing friends?

Notes:

Week 3: Minute to Win It



Before You Start:

Set up 4-5 minute-to-win-it game stations.

Prepare name tags for visitors.

Have local welcome materials ready for prospective families.

Ensure stations are safe and age-appropriate.



5-10

Opening:

Leading:

Assisting:

Youth-led opening.

Invite Joey Scouts and visitors to place their hands on their feelings charts.

Welcome all visitors warmly.

Explain tonight is about fun challenges and making friends.



5-10

Game 1:

Leading:

Assisting:

Support youth members to choose and run an opening game.

Partner Challenge Stations

Leading:

Assisting:



35

Activity Instructions

Set up stations with 1-minute challenges that pairs complete together:

Stack cups into a pyramid and then unstack. Move cotton balls across a space with a spoon. Balance bean bags while walking. Build a tower with blocks. Pass a ball without using hands.

Support Joey Scouts to pair up with their visitor friend. Rotate through stations every 5-6 minutes.

Celebrate all attempts, encourage problem solving and support where required.

Potential Adaptations/Extensions

Joey Scouts invent a new challenge

Lead Option:

Assist Option:

Demonstrate one station and manage timing

Help pairs at stations and reset materials



Excitement levels, taking turns, space between stations



Cups, cotton balls, spoons, bean bags, blocks, balls, timers



10

Activity Instructions

Encourage the Unit to sit in a circle.

Joey Scouts and visitors take turns completing silly sentences:

My name is ____ and if I were an animal I'd be a ____ or My favourite game is _____. Keep it light and fun.

Once the Unit has gone around the circle once, try telling a progressive story where Joey Scouts add the next sentence.

This helps everyone learn about each other.

Potential Adaptations/Extensions

Add more fun sentence prompts

Lead Option:

Start with your own example

Assist Option:

Encourage quieter children to share



Shyness,
ensuring
everyone gets a
turn



None



10

Activity Instructions

Support Joey Scouts and visitors to each make a simple badge (paper circle on string) that shows something they enjoyed tonight.

Encourage Joey Scouts to draw the challenge they liked best or their new friend's name.

Support everyone to comfortably share what's on their badge with another Joey Scout or the Unit.

Potential Adaptations/Extensions

Trade badges as friendship tokens

Lead Option:

Show your own example badge

Assist Option:

Help with hole punching and tying string



Scissors/hole
punch safety



Card circles,
string, markers,
hole punch



5-10

Game 2:

Leading:

Assisting:

Support youth members to choose and run a closing game.



5

Review:

Leading:

Assisting:

Encourage Joey Scouts and visitors to reflect by asking:

- What was your favourite challenge?
- What made tonight fun?

Invite a few Joey Scouts to share with the Unit.



5

Closing:

Leading:

Assisting:

Youth-led closing.

Invite Joey Scouts and visitors to place their hands on their feelings chart.

Thank visitors for coming.

Remind the Unit that next week is Clean Up Australia.

Any announcements.

Adults Supporting Review:

- Did visitors feel welcomed?
- Which challenges were most engaging?
- How many visitors might return?

Notes:

Week 4: Community Clean Up



Before You Start:

Arrange a safe outdoor location for litter collection.

Prepare gloves, tongs, and bags for each small Unit.

Check the area beforehand for hazards.

Have reminders and permission slips sent to families.

Out of Hall Activity

This week includes out-of-hall activities. Plan and deliver them according to your local requirements.



5-10

Opening:

Leading:

Assisting:

Youth-led opening.

Youth-led opening at location.

Explain Clean Up Australia and why keeping places clean helps animals and people.

Show boundaries clearly. Demonstrate safe use of tongs and gloves.



5-10

Game 1:

Leading:

Assisting:

Support youth members to choose and run an opening game.

What Belongs Here?

Leading:

Assisting:



10

Activity Instructions

Before collecting rubbish, play a quick game.

Hold up different items (leaf, stick, plastic bottle, paper) and encourage Joey Scouts to call out 'belongs' or 'doesn't belong' for each item.

Explain briefly about how rubbish hurts animals and makes places unsafe.

Support Joey Scouts in building understanding before the clean-up.



None

Potential Adaptations/Extensions

Joey Scouts find examples of rubbish types in the area



Sample items
(natural and
artificial)

Lead Option:

Assist Option:

Show items and explain why some don't belong

Help Joey Scouts understand the differences in rubbish types





30

Activity Instructions

Divide Joey Scouts into small groups with close adult supervision.

Provide each group with gloves, tongs, and a bag. Support Joey Scouts to search their assigned area for litter and collect it safely.

Remind the Unit not to touch anything sharp or unknown.

After 20 minutes, ask groups to come together to see and discuss what was collected.

Ask Joey Scouts and adults to count items and talk about what they found.

Potential Adaptations/Extensions

Sort collected rubbish into recyclable/non-recyclable

Lead Option:

Supervise one group and model safe collection

Assist Option:

Monitor the whole area and help groups who need support



**Sharps,
dangerous
items, hygiene,
sun safety,
staying with
groups**



**Gloves, tongs,
rubbish bags,
hand sanitiser**



10

Activity Instructions

Gather Joey Scouts together and admire the now-clean area.

Encourage Joey Scouts to talk about how their work made the place safer and nicer for others to enjoy.

Support each Joey Scout to share one thing they'll remember to do: I'll put my rubbish in the bin or I'll pick up litter when I see it.

Celebrate being community helpers together.

Potential Adaptations/Extensions

Make a poster about keeping places clean

Lead Option:

Share what you'll remember to do

Assist Option:

Encourage everyone to share an idea



None



None



5-10

Game 2:

Leading:

Assisting:

Support youth members to choose and run a closing game.



5

Review:

Leading:

Assisting:

Encourage Joey Scouts to reflect by asking:

- How does the area look different than when we started?
- How did you help our community today?

Invite a few Joey Scouts to share with the Unit.



5

Closing:

Leading:

Assisting:

Youth-led closing.

Joey Scouts place their hands on their feelings chart (if back at hall) or verbalise their feelings where appropriate.

Any announcements.

Adults Supporting Review:

- Was the location safe and appropriate?
- Did all Joey Scouts participate actively?
- Which Joey Scouts showed strong environmental awareness?

Notes:

Week 5: Leave it Better



Before You Start:

Prepare examples for Activity 1.

Set up outdoor space or hall with nature items.

Have rubbish sorting materials ready.

Collect examples of both good and bad outdoor practices.



5-10

Opening:

Leading:

Assisting:

Youth-led opening.

Joey Scouts place hands on their feelings chart.

Explain tonight is about being respectful explorers outdoors.

Ask: What happens when we leave rubbish in nature?



5-10

Game 1:

Leading:

Assisting:

Support youth members to choose and run an opening game.

Trace or No Trace?

Leading:

Assisting:



15

Activity Instructions

Show Joey Scouts pairs of pictures: one showing good outdoor behaviour (rubbish in bin, staying on path) and one showing poor behaviour (litter left behind, picking flowers).

For each pair, encourage Joey Scouts call out 'Leave No Trace!' for the good picture or 'Oh No!' for the bad one.

Support the Unit to discuss why each one matters.



None

Potential Adaptations/Extensions

Joey Scouts create their own good/bad picture pairs



Picture cards
or printed
examples

Lead Option:

Assist Option:

Show pictures and explain each scenario

Help Joey Scouts understand why behaviours matter



Stage 1



20

Activity Instructions

Take Joey Scouts on a short walk around your meeting place or nearby area.

Encourage Joey Scouts to look for traces - things left behind by people or animals.

Support Joey Scouts to find natural traces (animal footprints, fallen leaves) and human traces (litter, marks on trees).

Encourage discussion amongst the Unit which traces are okay and which harm nature. Collect any litter found safely.

Potential Adaptations/Extensions

Make a display of good traces vs bad traces

Lead Option:

Point out different types of traces

Assist Option:

Help supervise and collect litter safely



**Sharps,
dangerous
items, staying
together**



**Gloves, small
collection bags,
hand sanitiser**



Stage 1



15

Activity Instructions

Set up a pretend picnic scenario with lunch boxes, wrappers, and rubbish.

Encourage Joey Scouts to practice the rule: everything you bring, you take home.

Support Joey Scouts to pack up the picnic properly, sort rubbish into bins, and check the area is clean.

Encourage Joey Scouts to role-play different scenarios like bushwalks and beach trips to reinforce the concept.

Potential Adaptations/Extensions

Create a Leave No Trace pledge poster

Lead Option:

Demonstrate packing up and checking thoroughly

Assist Option:

Help Joey Scouts understand sorting different rubbish



None



**Lunch boxes,
clean rubbish
examples, small
bags, bins**



Stage 1



5-10

Game 2:

Leading:

Assisting:

Support youth members to choose and run a closing game.



5

Review:

Leading:

Assisting:

Encourage Joey Scouts to reflect by asking:

- What does Leave No Trace mean?
- How can you help nature when you're outdoors?

Invite a few Joey Scouts to share with the Unit.



5

Closing:

Leading:

Assisting:

Youth-led closing.

Invite Joey Scouts to place their hands on their feelings chart.

Remind the Unit that next week we're going to the pool - bring bathers, towel, water bottle.

Invite any parents that wish to attend next week's activities to contact the adult Patrol.

Any announcements.

Adults Supporting Review:

- Did Joey Scouts understand Leave No Trace concepts?
- Which principles resonated most with the Unit?
- Is any follow-up teaching needed?

Notes:

Week 6: Make a Splash!



Before You Start:

- Book and confirm pool facility with qualified supervision.
- Collect swimming permission forms and medical information.
- Arrange parent helpers if needed.
- Bring first aid kit and emergency contacts.

Out of Hall Activity

This week includes out-of-hall activities. Plan and deliver them according to your branch requirements.



5-10

Opening:

Leading:

Assisting:

Adult-led opening at pool.

Welcome and pool safety talk. Explain pool rules and boundaries.

Buddy check - pair Joey Scouts as water buddies.

Review signals: whistle means stop and look.



5-10

Game 1:

Leading:

Assisting:

Support youth members to choose and run an opening game.

Water Confidence Skills

Leading:

Assisting:



20

Activity Instructions

In shallow water, Support Joey Scouts to practice water confidence skills: blowing bubbles, getting faces wet, floating with support, moving through water.

Pair Joey Scouts with buddies for support.

Celebrate all attempts - every Joey Scout works at their own level.

Lifeguards and adults provide close supervision.

Potential Adaptations/Extensions

Try floating on backs with support

Lead Option:

Assist Option:

Demonstrate bubble blowing and floating

Support nervous Joey Scouts individually



Water safety, non-swimmers, fear of water, constant supervision required



Pool noodles, kickboards (if available)



Stage 1

Underwater Treasure Hunt

Leading:

Assisting:



15

Activity Instructions

In shallow water only, drop weighted objects or sinking toys.

Encourage Joey Scouts to work with buddies to retrieve items by reaching down or ducking under (only if comfortable).

This builds comfort with water and breath control.

Never force anyone - watching and cheering is okay too if Joey Scouts do not feel comfortable engaging with the activity.

Potential Adaptations/Extensions

Retrieve objects while holding breath

Lead Option:

Place objects and encourage attempts

Assist Option:

Stay with less confident Joey Scouts



Water safety, depth appropriate for age, submersion fears



Diving sticks, rings, or weighted toys



Stage 1

Water Safety Games

Leading:

Assisting:



15

Activity Instructions

Explain and play safety-focused pool games with the Unit:

Red Light, Green Light in water (teaches stopping on command), buddy check practice (buddies must stay together), reaching rescue practice (use pool noodles to save floating objects without entering deep water).

Keep it fun while teaching important water safety concepts.

Potential Adaptations/Extensions

This activity may need to be adapted based on individual abilities in the Unit.

Lead Option:

Explain and demonstrate each safety game

Assist Option:

Monitor Joey Scouts during games



Maintaining safety while playing, supervision



Pool noodles, floating objects



Stage 1



5-10

Game 2:

Leading:

Assisting:

Support youth members to choose and run a closing game.



5

Review:

Leading:

Assisting:

Encourage Joey Scouts to reflect by asking:

- What did you enjoy in the water?
- What was challenging today?
- What was your favourite water game?

Invite a few Joey Scouts to share with the Unit.



5

Closing:

Leading:

Assisting:

Adult-led closing poolside before changing.

Remind the Unit that next week is back at the hall.

Any announcements.

Adults Supporting Review:

- Were all Joey Scouts safe and supervised?
- Which Joey Scouts need extra swimming support?
- Are there incidents or concerns to document?
- Were OAS Aquatics Stage 1 skills being introduced appropriately?

Notes:

Week 7: Speak Differently



Before You Start:

Prepare simple signal cards.

Set up stations for signal activities.

Have craft materials ready for signal flags.



5-10

Opening:

Leading:

Assisting:

Youth-led opening.

Invite Joey Scouts to place their hands on their feelings chart.

Explain tonight is about communicating without words.

Show a simple signal and ask what it means.



5-10

Game 1:

Leading:

Assisting:

Support youth members to choose and run an opening game.

Signal Simon Says

Leading:

Assisting:



15

Activity Instructions

Explain and play Simon Says using signals instead of words.

Encourage Joey Scouts to start with simple hand signals: stop (hand up), go (point forward), come here (beckon), sit down (point down).

Support Joey Scouts to copy the signals, gradually adding more as the game progresses.

Make it playful - this teaches non-verbal communication naturally.

Potential Adaptations/Extensions

Joey Scouts lead with their own signals

Lead Option:

Assist Option:

Demonstrate signals clearly

Help Joey Scouts who need reminders



**Clear sightlines
for all Joey
Scouts**



**Signal cards as
visual reminders**



20

Activity Instructions

Tell a simple adventure story but instead of some words, use signals.

For example: The Joey Scouts went for a walk [walking motion].

They saw a bird [flapping arms].

They needed to STOP [stop signal] because...

Encourage Joey Scouts to join in with the signals. Then separate the Unit into Patrols of 3-4 and support them to create their own short signal story to show others.

Potential Adaptations/Extensions

Add sound effects to signal stories

Lead Option:

Tell the first signal story as a model

Assist Option:

Help groups create their stories



Group size,
taking turns



Story prompts



15

Activity Instructions

Support Joey Scouts to make simple signal flags using paper, textas, and sticks.

Encourage Joey Scouts to design their own signal that means something: adventure, friend, help, or hello.

Ask each Joey Scout to explain their flag signal to the Unit if they are comfortable to do so.

These could be used in future games.

Potential Adaptations/Extensions

Create a Unit signal flag together

Lead Option:

Show your own example flag

Assist Option:

Help with taping sticks to paper



Craft material
safety



Paper, textas,
paddle pop
sticks, tape



5-10

Game 2:

Leading:

Assisting:

Support youth members to choose and run a closing game.



5

Review:

Leading:

Assisting:

Encourage Joey Scouts to reflect by asking:

- What was your favourite signal?
- When might signals be useful?

Invite a few Joey Scouts to share with the Unit.



5

Closing:

Leading:

Assisting:

Youth-led closing.

Joey Scouts place their hands on their feelings chart using a signal (thumbs up/down, etc.).

Remind the Unit that next week is a bushwalk - bring hats, water bottles, closed shoes.

Any announcements.

Adults Supporting Review:

- Did Joey Scouts understand signal concepts?
- Which activities were most engaging?
- Are any modifications needed for next week's bushwalk?

Notes:

Week 8: Out and About



Before You Start:

Plan a safe, short walking route on maintained paths.

Check weather forecast and prepare for conditions.

Send reminders and collect permission slips.

Bring a first aid kit and emergency contacts list.

Out of Hall Activity

This week includes out-of-hall activities. Plan and deliver them according to your branch requirements.



5-10

Opening:

Youth-led opening.

Leading:

Invite Joey Scouts to place their hands on their feelings chart before leaving.

Explain today's bushwalk adventure. Review buddy system and staying together rules.

Show the route on a simple map or with pictures.

Assisting:



5-10

Game 1:

Support youth members to choose and run an opening game.

Leading:

Assisting:

Bushwalk Preparation

Leading:

Assisting:



10

Activity Instructions

Check every Joey Scout has: hat, water, enclosed shoes.

Support Joey Scouts to practise the buddy system - buddies hold hands or stay close. Explain walking rules to the Unit: stay on the path, stop when adults stop, tell an adult if you need help.

Show the stop signal (hand up).

Support Joey Scouts to do a practice line walk around the hall before leaving.

Potential Adaptations/Extensions

Joey Scouts help each other with final checks

Lead Option:

Demonstrate buddy walking

Assist Option:

Check each Joey Scout is prepared



None



Hats, water bottles (Joey Scouts bring own)



Stage 1

The Bushwalk

Leading:

Assisting:



30

Activity Instructions

Walk the planned route with one adult at front, others spread through the group, and one at back.

Stop regularly for: water breaks, interesting observations, buddy checks.

Point out natural features: Look at that big tree. Can you hear birds?

Keep the pace slow and encourage Joey Scouts to notice their surroundings.

Make it feel like an adventure, not a march.

Potential Adaptations/Extensions

Simple scavenger hunt (spot 3 different leaves, find something rough, etc.)

Lead Option:

Lead the walk and set the pace

Assist Option:

Walk with less confident Joey Scouts and sweep rear



Heat/cold,
terrain,
getting lost,
injuries, toilets,
exhaustion,
staying together



First aid kit,
emergency
contacts, mobile
phone



Stage 1

Bushwalk Review Circle

Leading:

Assisting:



10

Activity Instructions

Back at a rest point or hall, ask Joey Scouts and adults to sit in a circle.

Encourage Joey Scouts to share one thing they saw, heard, or liked about the walk.

Celebrate the Unit's achievements - they went on a real bushwalk adventure.

Talk about how buddies helped each other and how everyone stayed safe together.

Potential Adaptations/Extensions

Draw favourite moments when back at hall

Lead Option:

Share what you noticed on the walk

Assist Option:

Encourage tired Joey Scouts to share briefly



Fatigue - keep
this short and
positive



None



Stage 1



5-10

Game 2:

Leading:

Assisting:

Support youth members to choose and run a closing game.



5

Review:

Leading:

Assisting:

Encourage Joey Scouts to reflect by asking:

- What was the best part of our bushwalk?
- How did your buddy help you?

Invite a few Joey Scouts to share with the Unit.



5

Closing:

Leading:

Assisting:

Youth-led closing.

Joey Scouts place their hands on their feelings chart.

Well done on completing a bushwalk.

Remind the Unit that next week we're helping our community.

Any announcements.

Adults Supporting Review:

- Was the walk length appropriate?
- Which Joey Scouts struggled and need support?
- Were safety procedures effective?
- Were any Outdoor Adventure Skills I-Statements achieved and have we recorded these?

Notes:

Week 9: Helping the Community



Before You Start:

Prepare simple task stations for helping activities.

Gather cleaning supplies and craft materials.

Identify a community helping focus (hall, local park, or cards for community members).



5-10

Opening:

Leading:

Assisting:

Youth-led opening.

Joey Scouts place their hands on their feelings chart.

Explain tonight is about helping others.

How do you help at home? Who helps you?



5-10

Game 1:

Leading:

Assisting:

Support youth members to choose and run an opening game.

Hall Helpers

Leading:

Assisting:



15

Activity Instructions

Divide Joey Scouts into Patrols.

Each Patrol gets a simple helping job: wiping tables, tidying the game cupboard, straightening chairs, organising the craft cupboard.

Encourage Joey Scouts to work together with enthusiasm. When everyone has finished, acknowledge and discuss how much better the hall looks.

Support Joey Scouts to talk about how helping makes spaces nicer for everyone.

Potential Adaptations/Extensions

Make Hall Helpers badges

Lead Option:

Assist Option:

Demonstrate one cleaning task

Supervise groups and maintain enthusiasm



Cleaning product safety, sharing equipment



Cloths, wipes, small brooms, sorting boxes





20

Activity Instructions

Support Joey Scouts to make thank you cards for people who help the community: parent helpers, the hall caretaker, local librarians, crossing supervisors, or fire fighters.

Provide Joey Scouts with simple card templates if appropriate.

Support Joey Scouts to draw pictures and adults help write thank you for helping us or similar messages.

Explain to Joey Scouts that these cards will be delivered to recipients.

Potential Adaptations/Extensions

Deliver cards during the session if possible

Lead Option:

Show an example card

Assist Option:

Help with writing and spelling



None



Card stock,
textas, stickers,
example
messages



15

Activity Instructions

Play a cooperative game where Joey Scouts work together to complete tasks: pass a ball around a circle without dropping it, build a tower together, move objects as a team, or create a group artwork.

Encourage Joey Scouts to focus on teamwork and helping each other succeed.

Celebrate every achievement with the Unit.

Potential Adaptations/Extensions

Joey Scouts create their own helping challenge

Lead Option:

Explain each cooperative challenge

Assist Option:

Encourage Joey Scouts who get frustrated



Cooperation,
turn-taking



Balls, blocks,
craft supplies,
whatever suits
chosen activities



5-10

Game 2:

Leading:

Assisting:

Support youth members to choose and run a closing game.



Review:

Leading:

Assisting:

Encourage Joey Scouts to reflect by asking:

- How did you help tonight?
- How does helping others feel?

Invite a few Joey Scouts to share with the Unit.



5

Closing:

Leading:

Assisting:

Youth-led closing.

Joey Scouts place their hands on the feelings chart.

Remind the Unit that next week is our final week of the term.

Any announcements.

Adults Supporting Review:

- Did Joey Scouts understand the helping concept?
- Which helping activities were most meaningful?
- Do any cards still need delivery and how will we do this?

Notes:

Week 10: Celebrating Success



Before You Start:

Set up multiple fun activity stations.

Prepare end-of-term certificates or recognitions.

Have music and celebration materials ready.

Gather photos from the term if available.



5-10

Opening:

Leading:

Assisting:

Youth-led opening.

Invite Joey Scouts to place their hands on their feelings chart.

Explain that tonight is celebrating all the adventures this term.

Quick share: What was your favourite adventure this term?



5-10

Game 1:

Leading:

Assisting:

Support youth members to choose and run an opening game.

Adventure Memory Stations

Leading:

Assisting:



25

Activity Instructions

Set up quick activity stations reminding Joey Scouts of term activities:

Direction dance corner (repeat Week 2's movements).

Signal practice (use flags from Week 6). Nature art table (like Week 5 but with craft supplies).

Helping station (tidy a small area together).

Support Joey Scouts to rotate through stations every 5-6 minutes. Keep it fun and nostalgic - Remember when we...?

Potential Adaptations/Extensions

Joey Scouts vote on a favourite station

Lead Option:

Assist Option:

Manage timing and introduce each station

Support Joey Scouts at stations



Managing rotations, excitement levels



Varied supplies from previous weeks



15

Activity Instructions

Support each Joey Scout to create an Adventure Badge showing what they learned or loved this term.

Provide card circles, string, textas, and stickers.

Explain that Joey Scouts can draw bushwalking, signals, helping hands, or their buddy.

Support everyone to share their badge meaning briefly if they're comfortable.

Potential Adaptations/Extensions

Create a Unit display of everyone's badges

Lead Option:

Show your own example badge about the term

Assist Option:

Help with hole punching and tying



Craft materials safety



Card circles, string, textas, stickers, hole punch



15

Activity Instructions

Ask Joey Scouts to sit in a large circle.

Go around and encourage Joey Scouts to complete the sentence: This term I discovered... or This term I learned...

Play celebration games like pass-the-smile or group high-fives.

Present any end-of-term recognitions to the Unit warmly.

Keep it positive and fun - celebrating growth and participation, not competition.

Potential Adaptations/Extensions

Joey Scouts give each other appreciation shout-outs

Lead Option:

Guide the sharing circle

Assist Option:

Help quieter Joey Scouts contribute



Ensuring everyone feels included



Certificates or recognitions (if used)





5-10

Game 2:

Leading:

Assisting:

Support youth members to choose and run a closing game.



5

Review:

Leading:

Assisting:

Encourage Joey Scouts to reflect by asking:

- What will you remember about this term?
- What adventure do you want to try next term?

Invite a few Joey Scouts to share with the Unit.



5

Closing:

Leading:

Assisting:

Youth-led closing.

Joey Scouts place their hands on their feelings chart one final time.

Thank everyone for a great term.

Remind the Unit that about holidays and return date.

Any announcements.

Adults Supporting Review:

- Which Joey Scouts showed significant growth?
- What worked well this term to continue?
- What improvements for next term?
- Are there any Joey Scouts transitioning to Cub Scouts?

Notes:

