

CONSTITUTION OF THE GUIDES AND SCOUTS OF FINLAND

The value system determined by the Scouting world organizations is the same throughout the world. Scouting activities have a global objective that is recorded in the rules of the world organizations and each national Scouting organization.

The constitution of Suomen Partiolaiset – Finlands Scouter ry determines and outlines all Scouting activities in Finland. It is based on the constitutions of the World Organization of the Scout Movement (WOSM) and the World Association of Girl Guides and Girl Scouts (WAGGGS) and has been ratified by both world organizations.

The constitution and the value system of Scouting specified therein are not intended to be fully unalterable. The world and the society continue to change, and thus Scouting must also be able to change where necessary. It is especially important that children and youths, who are the target audience of Scouting, understand the values of Scouting and are comfortable with them. This does not mean that the grounds and policies behind the value system are constantly changing, as they are inherently inalienable. However, we must be able to review terms, the up-to-dateness of expressions, and ambiguity in a critical manner and revise them to better match the spirit of the times where necessary. At the time of publication of this book in 2020, we are currently revising our constitution.

If you need an official definition for one of the Scouting principles, you can verify them from the constitution. The constitution of Suomen Partiolaiset – Finlands Scouter ry includes the following sections:

- Goal of Scouting
- Value system of Scouting
- Scouting ideals
- Scout promises for each age group
- Scout motto
- Educational objectives
- Scout method
- The purpose, tasks, and role of Suomen Partiolaiset – Finlands Scouter ry
- National Swedish language activities
- Cooperation with religious organizations

GOAL OF SCOUTING

A goal explains the reason for the existence of an organization. Exact specification of goals is particularly important for ideological movements. The primary goal of a commercial enterprise is typically to generate profits to its owners. In turn, the activities of public organizations are guided by laws and guidelines produced on the basis of those laws. Because organizations specify their own objectives, it is essential that they clarify their goal within their activities.

In addition to the word goal, we may also use the word mission in the Scouting context.

When defining your goal, it is essential to ask questions. When Scouts seek to grow and increase the number of members,

is that an end in itself, a way to ensure sufficient resources, or a method for having as much impact on the world as possible? It may also be useful to think about the reasons behind the activities in your Local Scout Group or district. When you have defined your goal, you can begin to further specify the types of activities that can best support it. A personal understanding of the goal is important, as it provides the direction and purpose for all Scouting activities.

The goal of Scouting is to become a responsible and active member of the local, national, and international community with a balanced personality and lifestyle and the ability to think independently.



CONSIDERATIONS

How would you sum up Scouting in your own words? How does your task or group realize this goal?



VALUES

The goal tells us where we are going. Values tell us what methods we can use to achieve our goal. The values both supplement the goals we are working toward and explain the things we do not want to relinquish in any situation. In turn, all other factors relating to our activities can be changed if that is necessary in order to reach our goal. One of the things arising from the value system of Scouting is the fact that cooperation is always part of the Scouting activities. Even if you can reach your goal through other means,

cooperation is an inalienable element of Scouting.

Scouting ideals sum up the value system. They provide a comprehensible answer to the question of how you should act as a Scout. However, the ideals are intended to be objectives that we continue to work toward, without ever fully achieving them.

The Scouting ideals are staggered such that each age group provides the Scouts with a new ideal to strive toward. This new ideal often illustrates the challenges that are typical to the age group in question.



1. To respect others

- Why is this the first ideal of Scouting?
- Do you have to respect the opinion of another person if it goes against the value system of Scouting?

2. To love nature and to protect the environment (Cub Scouts)

- Does this ideal also apply to the urban environment?

3. To be reliable (Adventurers)

- Why is reliability important when working with other people?
- What does a reliable person do when it becomes impossible to do something they have promised?

4. To build friendship across boundaries (Trackers)

- What boundaries are there between us? Why?

5. To feel one's responsibility and to take action (Explorers)

- How can youths be supported in the realization of this ideal?
- What can prevent a person from taking action?

6. To develop oneself as a human being (Rovers)

- Why isn't the development of oneself introduced as an ideal before Rovers?

7. To search for the truth in life (Rovers, adults)

- How can you find the truth in life?

True to its name, the **Scout promise** is a promise to carry out the values of Scouting and to make a commitment to those values. The promise is a personal commitment to the goal of Scouting, i.e. personal development. The Scout promise is repeated at the beginning of each age group. The understanding of children and youths of the promise and its meaning differs from one development stage to another. The Scout promise can also be made again as an adult. The recital of the Scout promise

should be organized in a memorable manner, as part of the traditions of the troop.

The **Scout motto** is *Be prepared*.

While the actual words may differ, the meaning of the Scout motto is the same in all languages. The motto can, for example, be used as a yell before group meetings.

In 2017–18, the values committee of the Guides and Scouts of Finland investigated whether it was necessary to change the constitution. The investigation was carried out through national surveys and workshops organized throughout the country. For their work, the values committee surveyed various values that are important to Scouts. These included:

- Helping and respecting others
- Environmental protection and respecting nature
- Self-development and acceptance
- Acting in an ethical manner
- Positive attitude toward religion and spiritual pursuit
- Sense of responsibility, reliability, and the ability to take action
- Social activity
- Loyalty to your country
- Promotion of peace and cooperation in the world
- Non-discrimination and equality
- Inclusion of youths in decision-making
- Party-political neutrality



Examine the values that are important to Scouts
And see if they can be found under

- goal
- ideals
- promise
- motto
- or somewhere else.



SCOUTING EDUCATION

Scouting education is at the core of our activities. Its basic tools include:

- The **educational objectives of Scouting** that further clarify the goal of Scouting.
- The **Scout method** that explains how the goal of Scouting can be achieved.
- The **Scouting program** that is a set of practical guidelines based on the educational objectives and the Scout method.

The Program Leader is responsible for the Scouting education of a troop, which in practical terms means the Scouting program. You can read more about the Program Leader task on page 96.

of organizations and communities, and how they can influence public affairs and

EDUCATIONAL OBJECTIVES

The educational objectives of Scouting are divided into smaller areas to facilitate achieving the goal of Scouting. The educational objectives of Scouting are divided into the following four areas:

- Relationship to oneself, which refers to the manner in which a Scout looks after and develops themselves.
- Relationship to other people, which refers to the attitude a Scout has toward other people and how they act as a part of social groups.
- Relationship to the society, which refers to the manner in which a Scout acts as a part

Their management both locally and globally.

- Relationship to the environment, which refers to how a Scout lives and affects their living environment in a responsible and sustainable manner.

The **general educational objectives** are included in the constitution and they are the same for each age group.

Generally speaking, Scouts aim to teach the members to work actively and responsibly toward themselves, other people, the society, and the environment. Scouting provides skills, attitudes, and values that help Scouts live full and balanced lives.

The **age group specific educational objectives** correspond to the growth challenges of each group to ensure that the goal level is always suitably challenging. The same activities cannot be arranged identically for 7-year-old Cub Scouts and 15-year-old Trackers, even if the educational objective of the activity is the same in both cases.

The age group specific educational objectives are based on the average development speed of children and youths. It should be noted that there can be significant differences in individual physical and mental development. Each of us also has our own unique characteristics.



SCOUTING METHOD

The Scout method explains *how* the Scouting activities are organized, in other words what is it about Scouting that supports children and youths in their growth. When each part of the Scout method is reflected in the activities, it should result in the experiences that we all recognize as Scouting. The activities consist of working together, learning, and experiences of nature in a form that looks and feels like Scouting.

The application of the Scout method differs slightly around the world to ensure that it best matches the individual needs of each Scouting organization. Both world organizations also have their own specifications for the Scout method, which provide the basis for the interpretations of the national Scouting organizations. The current Scout method of the Guides and Scouts of Finland was

Redesigned in 2008 with the program reform to ensure better representation of the needs for the Scouting program as a whole.

The Scouting program puts the Scout method into specific terms suitable for each age group, which means that the Scout method is realized if each troop offers activities that are compliant with the Scouting program. The Scout method does not have to be fully realized in each individual meeting, but it should be visible in a balanced manner during an event or a period of operation.

Those who have been a member of the Scouts for at least a year or two know what Scouting is and what it feels like, even if they do not know the Scouting theory by heart. Each Scout has experienced the Scout method in practice. It can be realized in numerous different ways, as each troop and group is different.



THE REALIZATION OF THE SCOUT METHOD COULD ALSO BE VISUALIZED AS A TENT USED FOR CAMPING OR HIKING.

- The first part is **commitment to Scouting values**. This is the stove that keeps the tent warm and is thus connected to all other aspects.
- The next part is **trending upward**. This can be easily illustrated as a line of shoes including each age group. As age and experience increase, you are ready to step into larger shoes.
- **Symbolism** is seen inside the tent as the Scout neckerchiefs that have been set aside at night.
- The neckerchiefs are accompanied by a Patrol sleeping peacefully after jointly completing their tasks for the day in accordance with the **Patrol system**.
- **Adult support** is always prepared to help and support the younger Scouts.
- **Working in nature** is also seen inside the tent. No matter how hard you search for the perfect place to set up your tent, you will always have to live with tree roots, stumps, branches, pinecones, and other plants.
- **Doing by learning** is an essential element of the Scout method. A knife is used to whittle feather sticks and other kindling to allow you to light a fire inside the stove to warm up the tent. You cannot learn to make kindling by just reading instructions or observing.
- The Scout who stays up to watch the fire does their **daily good turn**. Under their watchful eye the other Scouts can sleep peacefully.

ORIGINAL IDEA FOR THE ILLUSTRATION:
 Leo Jäppinen

SCOUT METHOD FOR ADULTS AS WELL?

The Scout method is an essential tool for Scouting education, which means that it is aimed at the 7–22-year-old Scouts. However, Scouting also includes thousands of adult volunteers. Many of the volunteers use most of their time for background activities, such as paperwork and meetings. Are they still engaged in Scouting activities even if their work does not meet the definitions of the Scout method?

The Scout method only applies to educational activities. It is still advisable to consider whether an adult Scout is able to realize the Scout method in their life at least in the longer term. The aim of Scouting is to teach each Scout to become a person who considers spending time in nature and doing a daily good turn a natural part of their life.

Volunteer leaders should also think whether they could utilize the Scout method to motivate people. Robust team spirit and upward trending challenges maintain the wellbeing of the participants. When the Scout method is made a natural part of the mutual activities of the adults, it is not necessary to introduce it to the leaders of the age groups separately. Particularly in Scouting training, the strong position of the Scout method provides the leaders in training with concrete examples of realizing the method in practice.

COMMITMENT TO SCOUTING VALUES

This is the core of the Scout method. Even if a group's activities include all other areas of the Scout method, they cannot be called Scouting if they are not based on the Scouting values. Read more about the Scouting values on pages 22–23.

Sometimes values can lead us in different directions. The premise of Scouting is respecting others and allowing everyone an opportunity to take part in Scouting activities regardless of their financial situation, for example. On the other hand, showing respect to nature and protecting the environment, which are similarly considered important in Scouting, require favoring local and organic food, which is more expensive. In situations

such as this, it is important to discuss the values openly within your group or troop to allow you to make a joint decision that everyone feels comfortable about.

If your troop or group does not openly discuss the values that guide your decision-making, the members will ultimately be unable to commit to the decisions that are made. This can in turn lead to some participants acting in accordance with their own interests or feeling excluded to such extent that they no longer wish to participate in the Scouting activities.

Discussion of values may seem unimportant and an unnecessary use of time that could be better spent elsewhere. However, the values discussions will support the operation of the Local Scout Group in the longer term and motivate people to take part.



CONSIDERATIONS

WHEN DID YOU LAST DISCUSS VALUES IN THE SCOUTS?

Did the discussion have an effect on a certain activity or decision?

Did you feel that you were able to commit to the decision that was made, or the activity based on the decision?

Why/why not?

What type of personal values do you have? How is the Scout method visible in the Scouting activities you organize?

Does something concern you about Scouting? Which values is your concern related to?

What would need to happen to remove your concern?

Who is responsible for these matters, and how could you share your concerns with them?



TRENDING UPWARD

Scouting is a movement whose goal is to change the world for the better. It cannot remain unchanged in a changing world. Thus, Scouting always aims toward both organizational and personal development.

The age group program is built on trending upward. The age group specific educational objectives set specific goals for each age group, which are supported by the activities. Cub Scouts are still learning practical skills, such as sleeping in a tent or doing the dishes, while Trackers are already learning to lead games.

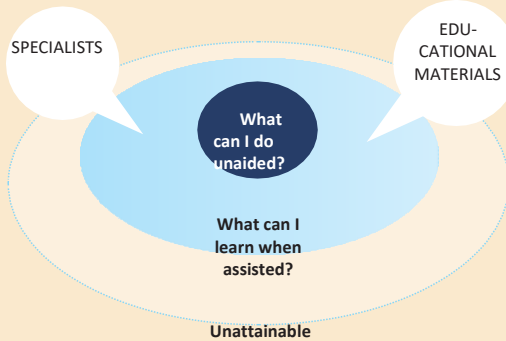
As the leadership skills increase, the amount of responsibility also grows gradually: Cub Scouts practice managing their own equipment and behavior, Adventurers take responsibility for their Team, Trackers look after younger Scouts, Explorers take charge of the Team they lead, and Rovers attend to the entire troop.

The upward trend is supported by allowing the individual Scouts see where they are going. Thus, mutual events that include the entire troop,

such as troop hikes and summer camps, are important. During these occasions, Cub Scouts can see Adventurers who can already navigate by themselves in small groups, and Trackers see Explorers organizing activities they themselves have planned. You have to know what you can do in the future to be able to want it. Rovers and adults also benefit from having Scouting role models, whether within or outside of their own troop.

To ensure that upward trending is realized for each individual, the activities must be modified to take into account the skills of each Scout. For example, an Explorer who has just joined the Scouts may not have the wilderness skills that could be expected from someone who joined as a Cub Scout. On the other hand, an Adventurer who is an active orienteerer may find navigating over a distance of a few kilometers too easy. People of all ages must have the opportunity to join the Scouts and to be challenged in a personally appropriate manner. The Program and Task Leaders are primarily responsible for ensuring upward trending within the troop.

VYGOTSKY CIRCLE



Vygotsky was a Russian scientist who studied learning. He developed the model for the zone of proximal development, which is the area where all learning takes place. The center circle is your comfort zone, i.e. all the things you already know how to do. This is the area where you are able to do things by yourself and even enjoy doing them, as being able to do something makes us feel good. The outer circle is the zone of discomfort, i.e. all the things you still cannot do by yourself. In between the two circles lies the zone of proximal development that consists of the things you can do with another person. The new things you learn gradually move from the zone of discomfort through the zone of proximal development toward your comfort zone – from the deep

to the shallow end. Vygotsky believed that we learn when we work through a sufficiently difficult challenge aided by another person. In the Scouts we often refer to jumping into boots that are too big for you. We should remember that those boots should not be more than a size or two too big. Boots that are massively oversized lead to experiences of failure that increase insecurity, which can in turn lead to leaving the Scouts. It is not always necessary to take on a new, bigger challenge, and instead you can also improve your skills by continuing with a previous task and updating your goals.



CONSIDERATIONS

When did you first begin Scouting?
 What can you do now that you were unable to do then?
 Who did you look up to?
 Are you now able to do the things they were able to do?
 Are you now or have you been in the position they were at the time?
 Who do you look up to now? Why?
 What would you like to do next? What skill could help you forward? What would have to happen for you to be more satisfied with your life?
 How are you at giving responsibility? How can you ensure upward trending in the Scouting activities you organize?



EXERCISE

Think about your leadership.
 What can you do now that you were unable to do before?

Draw yourself a staircase that presents your development, writing a skill on each step that you have learned along your journey.

PATROL SYSTEM

The Scouts believe that the individual grows and develops as they work together with others. This is why all Scouting activities are organized within different groups, which in practice consist of the Packs, Teams, and Patrols within the Local Scout Groups. As an organization, the Scouts are like a body that consists of various little cells or groups that belong to Local Scout Group, districts, and national organizations. The Scouts could not exist without the groups working at the grassroots level.

In order to grow and develop in the Scouts, a child or youth must have their own group whose activities they gladly participate in. The group is intended to function as the home of the Scout, the group of people they are always welcome to join. A dynamic and safe group must have the following:

- A leader that views the group's actions as a whole and drives their activities forward.
- Solid grouping, which allows each member to know and trust each other.
- Dedicated activities designed specifically for the members of the group.
- Shared symbolism, such as a group yell or special way to start their meetings (more information on symbolism can be found on the following pages).
- Shared values (see pages 22–23).

The section titled Group leadership (from page 148) focuses more closely on groups and their management. You should always pay particular attention to negative group phenomena, such as bullying and loss of motivation, that may threaten the Patrol system.

The Patrol system is intended for its part to ensure that no one is

In order to grow and develop in the Scouts, a child or youth must have their own group whose activities they gladly participate in.

left alone in the Scouts. When Scouts are asked what their favorite thing about the Scouts is, the answer is typically *friends*. If you do not have your own crew, it is much easier to drop out. This is why it always pays to invest in the realization of the Patrol system.

It is important to note that the higher levels also include action groups within the district, the Guides and Scouts of Finland, and the world organizations. Typically, the purpose of these groups is to support Scouting activities instead of realizing the Scout method, but solid grouping and shared values are often necessary for the activities of these groups. Thus, leadership and grouping are needed outside of the Local Scout Groups and the activities intended for children and youths as well. Healthy groups and volunteers are able to achieve more.



CONSIDERATIONS

Think about the groups you have felt safe in.

What do they have in common? What type of groups are you part of currently?

What is your role in these groups?

Does the Patrol system work in your troop? How are the Patrol leaders taken into account in the management of the troop?

P

SYMBOLISM

Symbolism comprises the shared cultural heritage of Scouting. It is a language that consists of visual elements and customs, similarly to traffic regulations and signs, for example. The different symbols are ways to concretize abstract ideas, which makes them easier to remember and take with you.

A symbol is created when a thing is given a meaning that it does not have originally. For example, the Scout neckerchief is in reality just a piece of cloth that people wear around their necks. However, it carries messages that other Scouts are able to interpret. Scouting symbols often communicate who we are, where we come from, where we are, and what we have done. Scouting symbols are easier to identify when you think about things a Scout who has just joined cannot understand. What does something mean or why are certain things done in a specific manner?

Symbols are also a highly effective way to promote grouping and creating an atmosphere. They also create a sense of safety and continuity. It may take some time to get comfortable with the use of symbols, as new symbols in particular may seem strange and foreign to you. The attitudes of influential people around you can have a particularly strong impact on your attitude toward symbols. Teenagers are especially prone to opposing symbols presented by outsiders as the development of your personal identity on your own terms is an important part of that stage of development.

The most effective symbols are the ones you get to create and refine yourself, such as the name of your Team, your own yell, and your own pennant. But as long as we are part of the wider Scouting community, we cannot abandon the shared symbols. Thus, it is important that the educators

clearly explain the reasons behind the common guidelines pertaining to the use of the Scout shirt and other

Symbols and ensure that those guidelines are strictly complied with. The most effective way to communicate the significance of symbols is to provide a good example and use the symbols as part of the everyday Scouting activities in a determined manner.

At its best, symbolism can evoke a sense of pride and community within the Scouts. Remembering familiar Scouting songs encourages you to go camping or hiking and a merit badge received as a commendation verifies that you are going the right way and should keep going. A friendship circle that closes a meeting leaves us with a memory of touching another person's hand – a reminder that we are not alone and are a part of something bigger.

EXERCISE

- Set a timer for two minutes. Look around you and write down each Scouting-related item you see. Record each individual item separately, for example your district scarf and troop scarf.
- As the timer has finished, circle each item that does not have a specific and useful purpose (such as pins, camp scarves, nametags from previous tasks).
- Next to each circled item, write down what the item means to you. What does it tell other Scouts? Would someone who is not a Scout understand its significance?



Go through the items you did not circle. In your opinion, are they equal in value to any other similar items in the world? Every item can also hold symbolic value. What emotions or meanings do you attach to the other items?

SOME COMMON SCOUTING SYMBOLS AND THEIR MEANINGS

The **Scout neckerchief** declares which Scouting organization the wearer belongs to. A Scout who owns many scarves uses their choice of scarf to communicate their role in that instance. When wearing a district scarf, they represent the district, when wearing a troop scarf, they often represent their troop, and when wearing a Gilwell scarf they speak for themselves.

The **badges on the Scouting uniform** present the things the Scout has accomplished and is proud of. To a Cub Scout, an activity badge is a reminder to feel proud of the things they have accomplished and learned together. The leather woggle announces that the wearer is a Scout leader, which means that they have been trained to act in various positions of responsibility.

The **group, troop, and district yells** are a reminder to ourselves and let others know who we are. According to brain research, the production of sound with other people increases solidarity.

Dinner chants and cheers help pace the day and communicate our gratitude to those who have worked for the common good.

A **friendship circle** provides a clear conclusion to a meeting and marks the “transition to the rest of the world”. Clear-cut beginnings and endings can especially help the younger children to understand the situation and the code of conduct in force.



CONSIDERATIONS

Does your troop have its own symbols?

Do you do things that no other troop does? How do those things make you feel?

Is your troop missing one of the symbols listed above? Why? Could use of that symbol bring something new to your troop?

SCOUTING SYMBOLISM

SCOUT SHIRT

THE INDIVIDUAL SLEEVE (RIGHT):

Badges on the right sleeve are symbols of the wearer's Scouting journey and things that have personal significance, whether events, camps, courses, or areas of specialization that the wearer is engaged in at the Scouts. The age group specific activity badges and skills badges also describe the wearer. Event badges are symbols of the wearer's activity and also create a bond between the people who have participated in the same event. Explorers, Rovers, and adult are relatively free to choose which event badges they carry and for how long.

THE GROUPING SLEEVE (LEFT):

The left sleeve presents the groups the wearer belongs to. It could, for example, include badges ranging from those of your group or troop up to the world organizations' badges. Common badges describe your background and link you with others. We recommend wearing the badges of both WOSM and WAGGGS as the Guides and Scouts of Finland are members of both organizations and the badges are a reminder that we are a member of the entire global Scouting movement.

SCOUT SHIRT BADGES



SCOUTING BADGES

The Scouting badges can be divided into five categories. Some badges may belong to more than one category. Badges are used to unite and to describe our groups, achievements, skills, and the commendations we have received. They represent our Scouting journey, our training, the fun moments we have had, and our commitment. Badges are used to commend, to give recognition, and to engage.

1

Grouping badges

- Badges ranging from your group badge to the badges of the world organizations.
- The badges unite the wearers with each other. They describe the wearer and let others know where they are from.

2

Age group, program, and conclusion badges

- Represent our development on the Scouting path.
- They are also a recognition of our skills and encourage us to keep moving forward.
- The age group badge on the right sleeve of the Scout shirt is used by both the first and second groups. Even though the badge is not specific to any one group, it unites the Scouts in the same age range.

3

Course and training badges

- These badges are a representation of the wearer's Scouting training, and thus they are largely worn by adults.

4

Event and activity badges

- Represent the wearer's activity and areas of interest.
- At the same time, they facilitate grouping by uniting people who have participated in the same event.

5

Various merit badges and commendations

- These badges are presented to the wearer as thanks and recognition of their good work in the Scouts.
- Merit badges are a sign of appreciation toward the wearer.
- Next time you receive – or present – a badge, also think what it means to you and the recipient or presenter.



NATURE ACTIVITIES

The Finnish Scouting activities are characterized by our proximity to nature. The woods, bodies of water, and other natural environments are accessible throughout the country in both rural and urban areas. Nature provides an opportune setting for educational work, and locally accessible nature areas are also a marketing asset in urban areas. When the environment already creates an atmosphere, it is easy to provide experiences.

Even though it may take weekends and weeks to organize nature activities, it still pays to invest them. As you cannot rely on the same services and social structures while camping or hiking in the nature as you can in the city, you have to do things for yourself. These conditions force children and youths to assume more responsibility and put more effort and thought into their activities. No one is going to do everything for you, which means that you are going to have to take action yourself. When you build your own camp and look after its everyday operation by yourself, you are in fact practicing important societal skills, such as resource management decision-making, even though many may not realize it.

Detachment from the everyday routine also allows you to see things in yourself that you might not be able to recognize while within the sphere of influence of your family or other daily relationships. Pulling through in a tight spot creates confidence in your group, which is one of the best methods for building tight-knit groups.

It is important to remember that even though Scouts are not specifically a wilderness or camping organization, nature activities are a significant educational method used by the Guides and Scouts of Finland.

NATURE AND WELLBEING

In Japan, the practice is referred to as forest bathing. Studies show that spending time in a forest protects us against the detrimental impact of stress, lowers the blood pressure, and is an effective method of recovery. Nature facilitates the experience of being present and stirring landscapes can remind us of the greatness of nature. Thus, nature is like church to many people and it evokes spiritual experiences even in those who cannot particularly identify with



CONSIDERATIONS

Does your troop organize a lot of activities in nature? Do the children and youths feel comfortable in nature?

Who teaches wilderness, camping, and sailing skills in your troop? When was the last time you spent time in nature as a group of adults?

Could some meetings or parts of meetings be held outdoors? See the meeting tips on page 103 for more information on organizing walking meetings.

“For those who have eyes to see and ears to hear, the forest is at once a laboratory, a club, and a temple.”

B-P in *Rovering to Success*.



Reserve a day on your calendar that you spend in nature by yourself or with a friend. Do not make a specific plan or follow a route, and instead just go spend time in a forest or on the sea, a fell, an island, a lake, etc. When you are surrounded by nature, focus on what you hear, see, smell, and feel. Also listen to yourself. Does this evoke any emotions or thoughts in you? What kind? Do you feel different once you are surrounded by nature?



LEARNING BY DOING

Baden-Powell firmly believed that youths would learn more by doing and experiencing things themselves instead of just sitting in a classroom. Lecturing is a convenient teaching method when you need to relay information quickly to large groups of people. It is however an inefficient method for developing individual leadership and everyday skills. In the Scouts, we offer youths the opportunity to try different things and work by themselves as often as possible.

Learning by doing is relevant and thus effective. It is important that the child our youth understands why something is done and what benefit it provides. Focusing on the activity does not mean that there is no support or that you stop talking, but instead pacing the activity evenly with talk.

Inevitably, learning by doing also leads to mistakes or poor solutions. Failures and mistakes let us see how something does not work. Learning happens when we combine the information we have gathered from our failures and successes and are able to try again. With feedback, it is important to focus on the manner in which you provide the feedback.

It is essential that the feedback encourages the recipient to try again and helps them toward their goal.

The adult should protect the learner from failures that are too serious. If the instructor sees that the person they are instructing is headed for a disaster, an intervention is completely justified. And when a failure occurs, it is important to process the feelings that follow the failure in a safe manner and as a group where necessary. These emotions are too often left to be unpacked with outsiders, which weakens the sense of unity.

Some Scouting education themes may be too abstract to allow them to be understood through an activity alone. The Tracker, Explorer, and Rover age groups include activities that can be better processed through discussions as well. In this case, you should keep in mind that interaction is also a form of activity – perhaps the most important one in Scouting.

RELEVANCE =

Personally chosen



Concrete benefit to yourself
or your community



Suitable challenge in
terms of personal skills



THE NEXT TIME YOU ARE TEACHING SOMETHING NEW, THINK ABOUT HOW AND WHEN YOU PROVIDE SUPPORT FOR LEARNING:

1

Before the exercise:

First explain what the lesson to be learned is and what the reason is for learning it. How does the skill benefit the individual? When you are learning to pack a rucksack, explain to the Cub Scouts and Adventurers how much easier camping is when you know where everything is. These same organizational skills can also be used with the school backpack or a shopping bag.

2

During the exercise:

Think how the skill could be practiced in such a manner that the participants are provided experiences of success. How much support do they need? How can you explain to the participants that the purpose is not to complete the task perfectly on the first go, but instead to practice the skill in question? How could you direct the participants' attention to the lessons to be learned by, for example, encouraging and asking questions?

3

After the exercise:

How would you verbalize what you did and how you did it? If the activity fails in some way, how can you ensure that no one is too upset and that everyone wants to try again? Children are naturally eager to talk about the things they do. Talking about their activities reinforces the child's memory imprint of the things they have learned.



CONSIDERATIONS

Think about the most recent thing you did in the Scouts.

What skills did you practice with that activity?
How do you know you have learned something?

When did you last make a mistake in the Scouts? What did it feel like?
How did others react to it?

How did those reactions make you feel?
Can you remember a mistake someone else has made recently? How did you react to it?

How did the other person react to their mistake?

Could you have helped that person learn something from their mistake in some way?

GOOD TURN EVERY DAY

Helpfulness and willingness to serve are characteristics that have always been part of the objectives of Scouting education. The world will not be improved by you making sure that things are good for you and yours alone.

We have to be prepared to respond to a need for help, regardless of its origin.

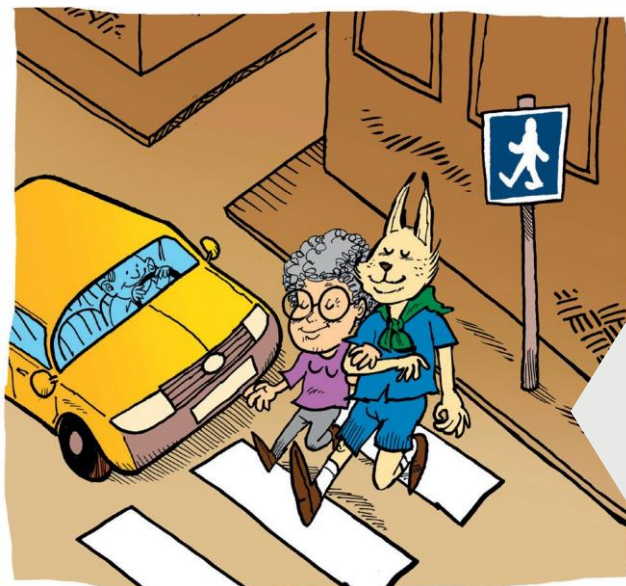
By definition, the daily good turn is an action that helps someone else than yourself that you perform independently without being asked and without expecting praise or reward.

This concept is difficult to understand by nature, and Cub Scouts are not yet able to see the things that should be done around them. Thus, children must be instructed in a hands-on manner to take action. The best results come from doing the good turn of the day together. You should also remember to thank the child or youth,

as learning should always be rewarded. Gradually the good feeling produced by the thanks will be automated inside the person's mind.

This does not mean that you should not thank others in the Scouts! Thanking someone else is often in itself a good turn that we may not remember to do often enough.

The goal here is unselfishness and ensuring that the daily good turn becomes an automatic function of the daily lives of adult Scouts. A Scout performs their daily good turn for the joy of giving something to someone else. In the words of Baden-Powell: *Happiness is knowing that you have left this world a little better than you found it.*



CONSIDERATIONS

How do you impact the world? How are you making the world a better place?

How does your action group (such as your troop) impact the world? What is the good that you do?

Is each member of your group provided experiences of doing good turns?



The Gilwell Wood Badge beads are one of the insignia of the Three-leaf clover Gilwell course and they symbolize service. They are always placed around the neckerchief, as they are a sign of your commitment to serving and helping others.



The good turn of the day can be made more concrete and kept in mind through symbolism. By yourself or with your group, try what it feels like to do things the way they used to be done.

- Tie a knot at each end of your Scout neckerchief. You can open one of the knots when you have performed your good turn for the day.
- Tie your Scout neckerchief only after you have performed your daily good turn.

ADULT SUPPORT

Adults act as facilitators in the Scouts. They are tasked with establishing the structures that allow the younger Scouts to grow into active citizens. The most important guideline for adults is to always remember that a youth can only learn to become more active by doing things themselves. Thus, the adult should be present and accessible in a manner that is appropriate to each age group. Sometimes it is enough to be reachable by phone, while sometimes you may need to be present to be able to monitor and instruct. Learning and trying new things takes a significant amount of time, and the results may not always be impressive. Scouting education requires an enormous amount of patience from the adult, but in the end, you are rewarded by the discovery of a self-sufficient youth who can get by without

help.

The purpose of this area

of the Scout method is to ensure that in the Scouts no one is left alone with problems that are too difficult to handle. Experienced Scouts also bring with them significant resources and ideas that can be used to develop the quality of the activities.

The adult is not the focal point of the Scouting activities and the activities are not primarily organized for adults. Scouting activities do however aim to ensure that people are taught to give of themselves unselfishly, and thus, volunteering is also an element of the Scouting philosophy. In return, Scouting offers the volunteers experiences and skills they might find hard to acquire elsewhere. The goal here is to ensure that Scouting activities are also rewarding for the volunteering adults. Read more in the self-management section beginning from page 224.



Create an “Adult support promise” for the adults in your troop.

You can use the below example as a template. The promise can also be printed as a poster to be placed on the wall that is signed by each adult. The promise will be easier to remember if it is visible to everyone.

“I promise that I will do my best to act as an adult who provides support and is present when needed, to help each child, youth, and adult in the troop to learn by doing, and safeguard the others.”



CONSIDERATIONS

Is there someone in your life who makes you feel safe?
What are the things that they do?

Think about the first time someone did something for you. What emotions did you feel in that situation? Now think about a situation where someone did a thing for you even though you were only asking for advice. Did that evoke different emotions?



SCOUTING PROGRAM

The Finnish Scouting program is a system of educational methods created on the basis of the values and goal of Scouting by educational professionals. It thoroughly considers the different age groups and their special characteristics as well as the culture and environment of Scouting in Finland. The Scouting program provides a template for the realization of the Scout method and the educational objectives.

The Scouting program is also constantly developed further. Everyone can provide feedback on the program to the central organization or share their ideas or implementations to be used by other on the website of the Scouting program. In your troop, we recommend compiling the action plans of each group for the period of activity into a single file that all leaders can access. By working together, it is easier for the leaders to ensure that the quality of the Scouting activities is as high as possible and to work toward the educational objectives of Scouting.

The transition between age groups is a significant change to a young Scout. One of the most common reasons for leaving the Scouts is a new meetings schedule. New leaders and activities that are different than those the Scout is used to may influence the decision to choose another activity over Scouting. It is advisable to invest effort into these junctions in your troop. There are various methods you could use:

- Explain the upcoming transition to the children at the beginning of the age group's last year and reserve time for their questions throughout the year. You should also explain the situation to the parents of the children by, for example, writing a letter that emphasizes the highlights of the next age group.
- New leaders are included in the last meetings of the Pack or Team. The previous leaders can also take part in the first meetings of the new age group to make the transition easier.
- Review your schedules with the other leaders to see if it would be possible to retain the previous meeting day or even keep the same meeting time. This is also something you should discuss with the parents.
- Trips and camps that include the entire troop allows the Scouts to see the great things that await them in the next age group. Youths might also be attracted by the various liberties they are afforded to balance the greater responsibility.

The transition should be celebrated in a positive manner during a trip or camp with an Adventurer initiation ceremony, for example.

AGE GROUP AND AGE	IMPORTANT IN THE SCOUTS	ROLE OF THE ADULT
Cub Scouts 7–9	Sense of security, having your own group, learning new things, games. Practicing social skills, becoming familiar with nature activities, training to look after yourself.	Guidance, assistance, and attention. Creating and maintaining safe group spirit and resolving conflict situations.
Adventurer 10–12	Challenging and versatile activities, emerging independence. Learning and practicing how to operate in nature and other Scouting skills. Trying out minor tasks with responsibility.	Trusting the child while providing sufficient support and protection. Organizing activities that are sufficiently challenging and teaching new skills. Organizing experiences and adventures.
Tracker 12–15	Significant individual differences at the beginning of adolescence and over the period. The need to feel acceptance the practicing of social relationships mean that their own group is important to the Scout. However, new acquaintances are also significant. A peer leader, such as a Tracker, as a role model. Training leadership situations.	Securing the quality of the activities by supporting the Patrol leader. Taking individual needs into account in a discreet manner, a genuine interest toward the youth. Balancing between being present and staying in the background.
Explorer 15–17	Forming one's personal identity and practicing to take responsibility. Challenges are posed by the practicing of scheduling and changing situations in life. Leading a Tracker Patrol or some other suitable task with responsibility that allows for flexibility in terms of both the schedule and the amount of responsibility. Friends and appealing Explorer activities are the main reasons for continuing as a Scout.	Supporting and guiding both the Explorer program and the first tasks. Facilitating success. Providing encouraging feedback. Ensuring the safety of the activities. Approachability.
Rover 18–22	Personal responsibility for one's life and development. Clarifying one's world view. A hectic period in life: studies, work, moving out, and finding direction in life. Practicing leadership in an independent and long-term manner, many Scouts have both the willingness and the ability to assume even significant responsibilities. Balancing the activities with personal pursuits is important.	Guidance, mentoring, and training. Quality feedback and introduction to new viewpoints. Respecting the requirements of one's situation in life and facilitating the Rover program where necessary. Demonstrating confidence and facilitating the leadership experience by allowing to be lead.



Family Scouting is a fun activity for the whole family, where pre-school-aged children and parents get the opportunity to engage in Scouting-like activities and become more familiar with Scouting. The family Scouting program includes learning and practicing various skills and becoming familiar with the activities of a troop. The family Scouting activities do not have regular educational objectives, but the activities are fully based on the values of Scouting and the common educational objectives.



INDIVIDUALIZATION OF THE SCOUTING PROGRAM

According to our constitution, the educational Scouting activities take the individual characteristics of children and youths into account. On the troop level, the individualization of the program is particularly the responsibility of the Program Leader. If the activities based on the Scouting program are not a good fit for your group, you should contact the Program Leader.

It is not always necessary to follow the Scouting program to the letter, and it can instead be adapted to better suit the local conditions or the target group where necessary. The most important thing is to ensure that the Scout method and educational objectives are realized. For example, in extension Scouting, which is known as *Sisupartio* in Finland, it is often appropriate to adapt the Scouting program such that it serves the requirements of Scouts with special needs in the as much as possible. Read more about *Sisupartio* on page 203.

There are no universal rules for how the program should be applied, and instead the application always varies depending on the situation, to ensure that the best interests of the Scouts are taken into account. Use of common sense is allowed, but you should always aim to consider the educational aspects of the program, and to utilize the tools provided by the Scout method in as versatile a manner as possible.

Similarly, the group limits included in the age group program are not intended to be absolute, and they also allow for flexibility where necessary, such as ensuring that the group structure can be maintained when it is time to transition to the next age group. The groups are especially important to the children and youths, and flexibility can often be used to extend the Scouting journey of a child or

EXAMPLES OF THE APPLICATION OF THE SCOUTING PROGRAM

- A Tracker, Explorer, or Rover who has just recently joined the Scouts may need wilderness skill practice that would typically be included in the program for Adventurers. For example, the Rover program encourages the Scouts to go hiking in the winter or by themselves, whereas a less experienced Rover would be better served by a hike on an easier route with experienced partners over the course of a few days.
- Working with a Tracker Patrol that has not become a sufficiently tight-knit group requires you to invest in the creation of group spirit, which may make it necessary to organize some activities in a more casual manner or with different goals.
- An Adventurer whose hobbies include orienteering may already have skills that are comparable to or even exceed the Team leader's skills. It is important to provide an extra challenge to such an Adventurer. On a troop camp, the Adventurer could take part in the orienteering program intended for Trackers or they could help in organizing orienteering activities for Cub Scouts or for their own Team.
- A child or youth who is interested in cooking could occasionally be invited to help in the kitchen, as long as that would provide them a pleasant experience and

would still allow them to take part in their intended programming.

- A Tracker who is highly interested in group leadership could, for example, be enrolled once or twice per month as an assistant leader of a Cub Scout Pack or Adventurer Team. In this case it would be important to provide the Tracker with opportunities and feedback that would allow them to develop their leadership skills.

GLOBAL IMPACT OF SCOUTING

The Scouting movement forms a unique global community with 60 million members. Internationality is an element of the Scouting activities, as the educational objectives of Scouting also include cultural education. The aim is to provide youths international experiences, further develop the Scouting activities in Finland, and offer a vital method for standing out as a youth organization.

International activities provide Finnish children and youths access to experiences that increase their understanding and skills pertaining to global society at an early stage.

International experiences and encounters as well as an interest toward the surrounding world create a sense global responsibility. Global responsibility means both understanding the wider impact of your own actions and choices and perceiving your opportunities for exercising influence. It is important to acknowledge that local actions can often have a global impact.

The global responsibility of Scouting is realized in a concrete manner through partnership and development cooperation activities. The Guides and Scouts of Finland are a significant operator in development cooperation, who cooperates with other civic organizations and the Ministry of Foreign Affairs.

Development cooperation is primarily carried out with various Scouting

organizations, while simultaneously supporting the reinforcement of the Scouting movement around the world. Development cooperation is based on equal partnerships. The aim is to create successful activities based on local needs that produce sustainable effects. Cooperation between Scouting organizations can provide them concrete information to use in their Scouting program and communications. It also offers an opportunity to share information about the unique global Scouting network.

School attendance among girls in developing countries is negatively affected by the fact that girls regularly stay home during the menstrual period. The Guides and Scouts of Finland, the Uganda Scouts Association, and the Uganda Girls Guides Association are working on a project that promotes a more encouraging approach to school attendance and aims to make menstrual hygiene management and gender-sensitivity ingrained elements of the organizations' Scouting

GOING GLOBAL

CAMPS AND EVENTS

Camp trips

Offer the participants an opportunity to experience the international aspect of Scouting, become familiarized with new cultures, and make new friends around the world. The World Scout Jamboree is an international jamboree organized every four years that is attended by tens of thousands of Scouts from nearly every Scouting country.

Roverway

Roverway is a Scouting even organized in Europe for Explorers and Rovers. It consists of a joined camp and various trails that include activities related to specific topics.

World Scout Moot

The World Scout Moot is an international event for Scouts aged 18–25 that includes trails and a camp.

Explorer Belt

During the Explorer Belt adventure organized by the Guides and Scouts of Finland, participants ranging from 18–26 years of age explore the culture of the country of destination that varies each year, by completing a challenging hike and a tour of the country.

Development cooperation partnership

The development cooperation partnerships concluded by the Guides and Scouts of Finland typically include camping trips and visits.

Jamboree on the Air &

Jamboree on the Internet JOTA-JOTI® is the largest Digital Scouting event in the world organized using the Internet and amateur radio. Each year, the event brings together more than 2.5 million Scouts to build friendships across boundaries.

Rovers' international project

The Scouting program includes activities that pertain to the international aspect of Scouting. The Scouting program culminates with the Rovers' international project that provides all Rovers the opportunity to experience a Scouting trip to another country.

World Centres of the world organizations

The World Centres offer international activities throughout the year: courses, meetings, familiarization with local culture, and service projects. Local Scout Groups can arrange their own camps on the grounds of the World Centres. Working in a World Centre opens doors to the world. The World Centres of WAGGGS are Our Cabaña in Mexico, Pax Lodge in Great Britain, Our Chalet in Switzerland, Kusafiri in Africa, and Sangam in India. The Kandersteg International Scout Centre is the World Centre of the World Organization of the Scout Movement

ACTIVE CITIZEN

Scouting aims to raise active citizens who work in the interest of the common good. Active citizenship means assuming responsibility for common issues and tending to them. A Cub Scout learns to recycle. A Tracker writes letters to municipal authorities to suggest new places for trash can. A Rover considers the environmental impact of an event they are in charge of and aims to minimize them.

Civic participation requires diverse knowledge of the society and its dependencies and acquainting oneself with the issues. It teaches social skills, teamwork, and consideration toward others and respecting their characteristics and opinions.

All forms of active participation may not be that visible. For example, making choices in the context of a purchase decision is a form of influence. Volunteering for a common cause at school, in the workplace, or in an organization is participation and social advocacy.

Active participation and influencing

by youths within spare-time activities encourages them toward social advocacy in the future.

LOCAL ADVOCACY

As a local Scouting organization, the troop is at its best an enterprising and active operator whose local impact may be significant. Advocacy largely consists of interaction with other people and participation in local activities and decision-making. This could include keeping actively in contact with local councilors or taking part in volunteer work opportunities arranged by the local organization. The more familiar the leadership of the Local Scout Group and local players are with each other, the more influence the Local Scout Group will have. Read more about the interest groups that a Local Scout Group can influence on pages 117–119.

Finding the right people provides a challenge for advocacy. It is important to try to find the people and organization who are able to solve the issue you are trying to influence through their work or enabled by their position. Many

well-known influential people have participated in Scouting activities. Saara Hyrkkö, who has worked as a member of parliament, local politician, and, among other roles, as the general secretary of the Union of Upper Secondary School Students in Finland, talks about her experiences: “For me, Scouting is a way of life and an important spiritual home that has taught me habits and values, such as environmental protection, learning by doing, respecting other people, internationality, and curiosity toward new things, that I will always carry with me.”

SOURCE:
www.saarahyrkko.fi



When we are working with larger, for example municipal organizations, this may be more difficult, but ultimately rewarding. We recommend discussing issues and objectives openly among the leadership and with friend, as well as utilizing any emerging acquaintances and personal relationships.

The local advocacy of a Local Scout Group could, for example, consist of

- Contacting local or municipal authorities in order to renovate a campfire site or hut.
- Organizing a joint event with a local sports club to increase awareness of your activities and to recruit new members.

Sometimes we may see local other Local Scout Groups, sports clubs, and associations as competitors, even though we could all benefit significantly from working together. By cooperating with others, we can utilize the specific skills, resources, and different viewpoints of each operator to achieve a mutual goal, such as increasing the visibility of our activities.



Consider the below questions when planning an advocacy project:

- What is the desired goal of the advocacy, i.e. who benefits and how?
- What is the target group? (Read more about targeting your communications on page 139).
- How much time do you have for promoting the issue?
- When is the right time to act?
- What are the methods that will allow you to reach your objective?

**NUMMEN
ERÄNKÄVIJÄT
BARRIER-FREE CAMPSITE
PROJECT**

Nummen Eränkävijät launched a project in Hämeenlinna, which is intended to develop the local campsite of the group further to make it as accessible as possible and to allow for barrier-free use by both the group and other operators in the region.

The Local Scout Group wanted to ensure that the campsite was also accessible to physically challenged Scouts and other Scouts and interest groups with special needs. Accessibility allows even more people to engage in Scouting activities and improves equality.

During the project, the group kept actively in contact with the city, local disability organizations, and sponsors. The Local Scout Group shared information on the progress of the project carried out through volunteer work actively on social media, which further increased interest toward the group and Scouting activities and created a positive impression of the Local Scout Group as an active local

SCOUTING MOVEMENT SOCIAL INFLUENCER

Scouts form the largest youth movement in the world and a diverse and significant social influencer. The larger an organization is, the better it can ensure that its voice is heard. An organization can influence social debate through public statements, media stunts, and cooperative partnerships, and by issuing statements on legislative proposals.

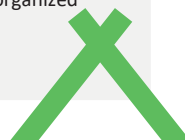
The Guides and Scouts of Finland is a member of Finnish National Youth Council Allianssi, the Finnish umbrella organization in the field of youth work, which also enables it to influence various laws concerning youths and youth work and political decisions, even internationally.

By ensuring that its members grow into responsible and active citizens, Scouting creates the conditions for influencing socially important issues on a global scale. In developing countries, we have been able to improve the position of girls. In Western countries we have promoted equality and non-discrimination and improved the position of minorities. As a movement, Scouting is committed to furthering action that tackles climate change.

PARTY-POLITICAL NEUTRALITY

According to the Scouting constitution, Scouting activities are party-politically neutral. It is often thought that social advocacy and the adoption of positions on issues are in conflict with the principle of party-political neutrality. There are differences between the social advocacy carried out by organizations and that of political parties. The values and objectives of individual political parties cannot be introduced into Scouting activities.

As an active and independent member of the community, a Scout can belong to a political party, as political parties are an important tool for organized social advocacy.



ORGANIZATION

SCOUTING ORGANIZATION STRUCTURE

The Finnish Scouting organization is divided into Local Scout Groups, Scouting districts, and the national central organization. The Local Scout Groups are divided on the basis of their regional location into ten different Scouting districts which are tasked with supporting the Local Scout Groups. In turn, the central organization provides support to the district and the Local Scout Groups and is in charge of the Scouting program.

1. The children and youths who carry out the Scouting program operate within their own group, which is known as a Pack (Cub Scouts), Team (Adventurers), or Patrol (older age groups).

providing training, directions, and guidance, by organizing joint events for the district, and by providing

2. The age groups, their leaders, the age group mentors, the leadership trio, and the rest of the leadership comprise the Local Scout Group. Therefore, the Local Scout Group is the heart of the Scouting activities and provides the setting for the weekly activities. There is a wide range of Local Scout Groups and the Scouting program is realized within the groups taking into account their special characteristics (boy Scout/girl Scout/mixed groups, Sea Scouting and land-based activities, whether the Local Scout Group is located in an urban or rural area). The Local Scout Groups range in size from groups with few dozen members to groups with more than two hundred members. There are approximately 750 Local Scout Groups in Finland.

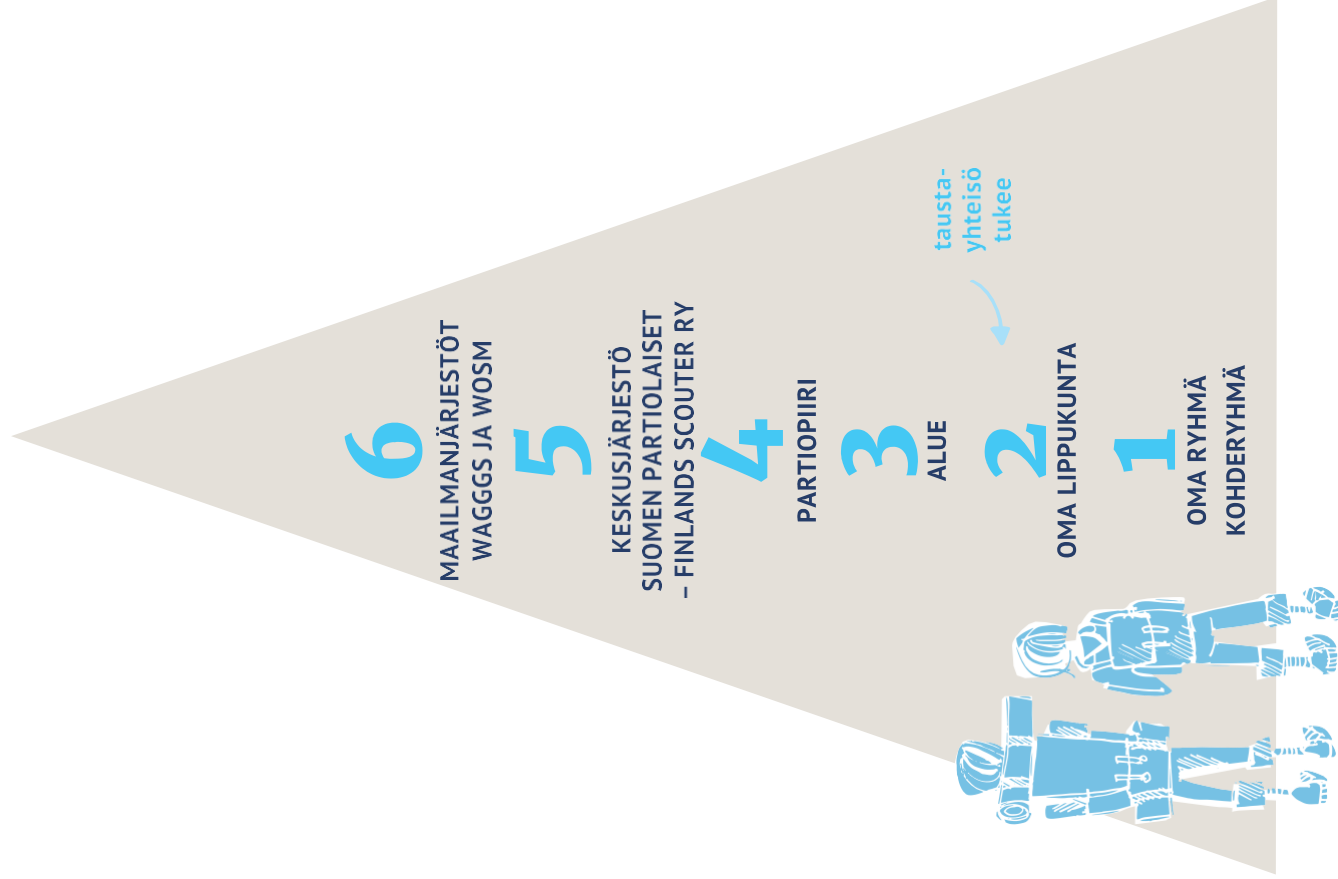
3. The Local Scout Groups operating within the same region comprise a regional body that supports the operation the groups locally. The regional activities and the leadership trios of the Local Scout Groups are supported by coaches.

4. The regional bodies form a district, which is tasked with supporting the Local Scout Groups in their activities by

information. Each Local Scout Group belongs to a Scout district. Swedish-speaking Local Scout Groups have their own district Finlands Svenska Scouter rf (FiSSc). FiSSc operates similarly to other Scout districts by providing training, directions, and guidance for its member Local Scout Groups and by organizing events and handling communications. FiSSc is also in charge of the national services for local Swedish-language Scouting activities.

5. The central organization Suomen Partiolaiset – Finlands Scouter ry supports the Scout districts and Local Scout Groups by producing program materials and providing training and information and organizing events to support the Scouting activities. The central organization is responsible for the Scouting program and its development. The activities of the organization are managed by the Board, which executes the decisions of the Scouting council. A member assembly of Suomen Partiolaiset – Finlands Scouter ry is organized every other year.

6. The central Scouting organizations in different countries are supported by the two world organizations WOSM (World Organization of Scout Movement) and WAGGGS (World Association of Girl Guides and Girl Scouts). The Finnish central organization is a member of both world organizations and is committed to furthering their objectives.



The Scouting organization can be illustrated from two different directions. The first point of view is based on the objective of Scouting, i.e. the education of active citizens. The second point of view emphasizes the unity of Scouting and the need to stand out from other operators.

Scouts belong to Scout groups that operate locally. In the Local Scout Groups, each child or youth belongs to their own group known as a Pack, Team, or Patrol, which is led by a familiar and safe youth or adult. Many Local Scout Groups also include volunteers who are not directly involved in the Scouting education of the children or youths. They work in supportive roles that enable the operation of the Local Scout Group and act as support for young leaders. Group leaders are supported within the Local Scout Groups by, for example, ensuring well-functioning internal communication, managing the Local Scout Group's finances, and tending to the coping and wellbeing of the volunteers. You can read more about the division of labor within a Local Scout Group on pages 93–94.

The Local Scout Groups are organized into Scout districts that are tasked with supporting the Local Scout Groups and providing them with various services, such as training. The daily work of a Local Scout Group includes a significant number of things outside of the actual educational duty, and these can be addressed more effectively by combining forces with other Local Scout Groups. The districts offer, among other things, training and support materials to Local Scout Groups. The districts are also divided into regional bodies that provide targeted and custom services to Local Scout Groups. Each region has dedicated coaches who are particularly familiar with the Local Scout Groups in the region and are able to provide the district's support where it is most needed.

The Swedish-language Local Scout Groups are grouped under their own

Finlands Svenska Scouter (FiSSc), which is similar to a district, but operates nationally. FiSSc largely offers the Swedish-language Local Scout Groups the same services as other Scout districts, but its efficiency is based on special language competence instead of regionality.

The Scout districts and FiSSc form the central organization Suomen Partiolaiset –

– Finlands Scouter ry. The central organization provides support to Local Scout Groups throughout the country by, for example, producing versatile program materials, representing Scouting in national media, and organizing various projects, such as the jamborees. The operation of the organization is led by the Board, which executes the decisions made by the Scouting council. A member assembly of Suomen Partiolaiset – Finlands Scouter ry is organized every other year.

Suomen Partiolaiset – Finlands Scouter ry is a member of both world organizations with other national Scouting organizations. The World Association of Girl Guides and Girl Scouts (WAGGGS) specializes on protecting the position of girls across the world and the production of program materials for the Remembrance Day.

In turn, The World Organization of the Scout Movement (WOSM) is responsible for the organization of the largest Scouting events in the world, such as the World Jamboree, for example.

The world organizations are tasked with ensuring that Scouting is the same throughout the world. This means that the right to be part of the international Scouting movement is

always conferred by the higher level. Thus, only national organizations recognized by WAGGGS or WOSM, and their possible member organizations, such as the Scouting organizations recognized by Scout districts,



are a genuine part of the Scouting movement. This is also why the constitution of the Guides and Scouts in Finland specifies the nature of Scouting in Finland, for example. It also produces tools that can be used by Local Scout Groups to develop their Scouting activities further. One of these tools is the Levels of quality you can read about on pages 112–113.

such as the election of the Chair.
Voting rights may be afforded to regular

DECISION- MAKING IN THE SCOUTS

Decisions are made in the Scouts all the time. What is the Scouting member fee? Which events will be organized in the coming year? What is the theme for the Tracker hike of the Local Scout Group? In practice, this means that we need to make a decision every time there is more than one way to handle a situation.

THERE ARE TWO TYPICAL WAYS FOR MAKING DECISIONS IN THE SCOUTS:

- **“THE ONE IN CHARGE MAKES THE DECISION”**
means that the person who is responsible for a task decides the measures needed to achieve the desired objective. This is often an effective way to accomplish things and is particularly suited for operating within areas of responsibility that have been agreed upon in advance.
- **DEMOCRATIC DECISION-MAKING**
requires more time and effort to ensure that all affected parties are able to take part. Examples of such situations include:
Official meetings of an organization, whether within a Local Scout Group, Scout district, or Suomen Partiolaiset – Finlands Scouter ry. These meetings include votes on key issues,

members or the representatives sent by member organizations, such as a district. Read more about the operation of an organization on page 99.

Group meeting, such as the leadership council of a Local Scout Group, where issues are discussed to reach a unanimous decision.

Submitting a proposal. Each Scout can prepare a Scouting proposal and collect at least one hundred signatures for it. The Scouting proposal can concern the development of Suomen Partiolaiset – Finlands Scouter ry or the Scout district.

During decision-making situations, it is important to keep in mind the educational duty of Scouting. The inclusion of youths in decision-making promotes the education of active and independent citizens. The adults are tasked with encouraging the youths to take up leadership positions on different levels of the Scouting organization and listening to youths during decision-making. It is advisable to begin practicing such activities early on by, for example, allowing Cub Scouts to vote on the next activity badge they will pursue.

Transparency and openness are integral elements of democratic decision-making. Transparency is not an either-or issue, and instead transparency can be increased or decreased. Decisions should, in principle, be public, but some matters, such as employment contracts, are often treated confidentially. When

communicating about a decision, we should aim toward comprehensibility and avoid language that is only accessible to insiders or people familiar with legal texts.

SAFE EVENT

Security plan is a compact set of instructions that covers all risks related to an event or organization, ranging from fractures to cancellation of a planned activity due to poor weather conditions.

Rescue plan covers all accident and incident risks that may require the help of a rescue authority. The rescue plans for events that will be attended by more than 200 people will be sent to the local rescue department.



How can you practice safe operation with different age groups

- while orienteering
- while camping
- in social situations
- in an emergency?

READ MORE ABOUT ENSURING SAFETY IN SCOUTING ACTIVITIES:

- The safety instructions prepared for the Guides and Scouts of Finland include, among other things, information on how many leaders are required for different numbers of children, and what skills and competence are required from the leaders of various events. Compliance with the safety instructions is a prerequisite for the validity of your Scouting insurance.
- Safety instructions for water-based activities for the Guides and Scouts of Finland.
- Crisis communication instructions.
- The Safely Together instructions and training increase awareness of the wellbeing of children and youths and provide instructions on what to do in the Scouts if a child or youth experiences harassment or violence.
- The Comfortably Together instructions complement the above instructions and explain how to prevent bullying in the Scouts and what to do in case of bullying.
- Strategy and instructions on substance use for the Guides and Scouts of Finland and the Scout districts

IDENTIFICATION OF JOBS

The most important resource of a volunteer organization are the hours of volunteer work. There is never enough time to do everything, so it is important to identify and prioritize jobs. The identification and specification of jobs can be useful for recruitment (pages 88–89) and the task discussions (pages 166–168). Identification of jobs is important to each assigner of tasks and leader, but in the Local Scout Group this work should be supported and coordinated by the Task Leader.

The identification of jobs begins with the objective and strategy, which you can read more about on page 21 and 54–55. What measures are required to achieve the objective? The operation of an organization can often be divided into general activities and development. The general activities consist of the daily work that furthers the realization of the objective and maintains the operational capacity of the organization. The general activities of a Local Scout Group include, among other things, the meetings and hikes of age groups and the meetings of the leaders. In turn, development consists of the implementation of various changes, which you can read more about in

the chapter on change management that begins on page 52.

The jobs should not be categorized according to tasks during the identification phase. If you immediately begin to identify the jobs that need doing according to the tasks, you may be unable to identify creative and efficient solutions. For example, in many Local Scout Groups it will be more efficient to purchase the activity badges for the whole year in one go instead of having each group leader purchase them separately.

The prioritization of jobs is the key to success when there is a lot of work to be done. Thinking optimistically that you will do as much as you have time and energy for will lead to disappointment and lack of motivation, as it will simply be impossible to achieve all targets.

However, prioritization does not mean that you tackle things in order of importance. It is also important to consider the degree of difficulty of the jobs and your personal motivation. At times, it may be best to start with the jobs that are the most difficult for you, as this will mean that you will not have to tackle them when you have already spent your energy on the easier and more enjoyable tasks.

PAIR LEADERSHIP

Pair leadership refers to a leadership task that is divided between two people. The jobs, responsibility, obligations, and decision-making belonging to the task are shared. The pair agrees how to divide the different jobs. Pair leadership works well for various tasks. It is possible to share the leadership of a camp, a Patrol project, or a group between two leaders. Sharing the leadership responsibility improves safety, particularly with tasks where reacting quickly is necessary.

A pair of leaders may occasionally sign up for a task by themselves, but from time to time you may find it useful to specifically aim to recruit a pair. With recruitment, you can seek different combinations:

- An existing pair with previous experience of learning together
- A more experienced leader and an enthusiastic learner
- Two leaders with strengths and interests that complement each other.

It is advisable to hold joint task discussions with the leader pair, but otherwise you should follow the task model (see pages 166–167). During the task discussion, you should discuss how the task is handled mutually in terms of time, place, and process. If a leader pair is not that familiar from before, the task discussion will also provide an opportunity for them to get to know each other.

Pair leadership is successful when

- the leader pair is committed to handling the task together
- the leader pair has mutual goals
- the leader pair communicates openly and constructively with each other
- both members keep their partners up to date particularly in relation to things they have discussed with others
- both members are prepared to be flexible and to find a solution that both of them are satisfied with, even if it takes some time
- each member leaves enough room for the other without meddling with each detail
- the pair receives enough support from the person who assigned the task and/or their mentor. You can read more about mentoring on page 179.



LOCAL SCOUT GROUP

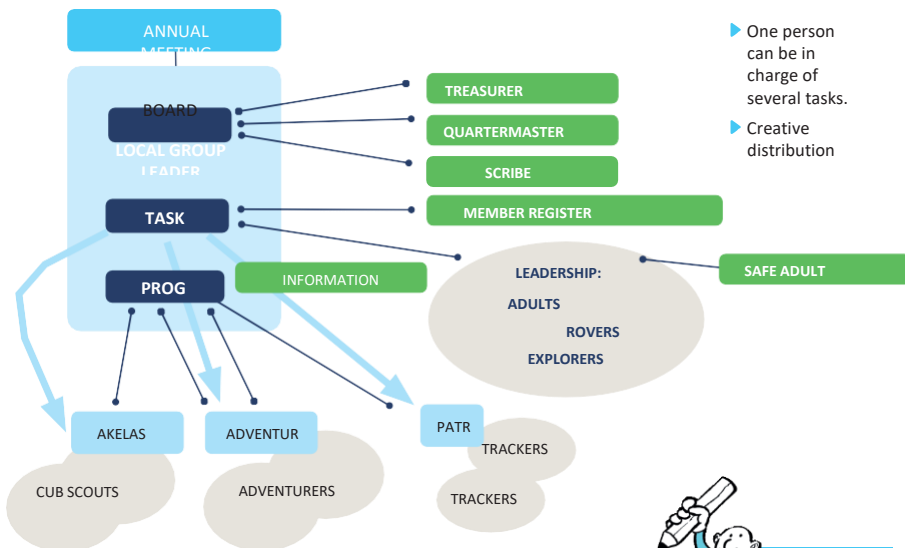
LOCAL SCOUT GROUP AS AN ORGANIZATION

The leadership trio that consists of the Local Group Leader, the Program Leader, and the Task Leader manages the Local Scout Group between annual meetings. As there is a lot of work to be done in an organization the size of a Local Scout Group, the duties have been shared between three roles. Each Local Scout Group and leadership trio should think of a division of duties that suits them. In a smaller Local Scout Group, it may be necessary to include more responsibility in the assignments of the leadership trio,

whereas in larger Local Scout Groups each assignment may be handled by a pair of leaders or a leadership team.

Each member of the leadership trio is also supported by the district coach, who supports the leaders in their assignment and helps them resolve any issues. The coach helps the assigned leaders to see how they can further develop their own area of responsibility and their leadership.

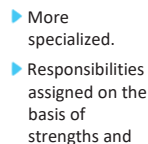
LOCAL SCOUT GROUP WITH FEWER THAN 100 MEMBERS



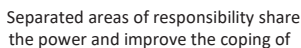
EXERCISE

Draw an organizational chart for your organization that shows the chain of command. Who assigns your tasks and on whom can you rely for support in your Local Scout Group?

LOCAL SCOUT GROUP WITH FEWER



LOCAL SCOUT GROUP WITH MORE THAN 200 MEMBERS



the leaders.

The leadership trio
handles their duties
with their own team.





LOCAL GROUP LEAD is also often the Chair of the Board. They are responsible for the execution of the decisions made by the annual meeting, such as the plan of operations, and the administration of the Local Scout Group.

PROGRAM LEADER is in charge of the Scouting education of the Local Scout Group. The amount of time required for the task is largely dependent on the size of the Local Scout Group. In larger Local Scout Groups, the Program Leader should be assisted by age group officers who support the leaders of their age groups, whereas in smaller Local Scout Groups the Program Leader can support the group leaders directly. In addition to meeting activities, the Program Director coordinates events, hikes, and camps.



TASK LEADER is the principal supporting adult within the Local Scout Group, and they are responsible for the wellbeing and competence of the group's volunteers. It is often beneficial if the Task Leader is the most experienced member of the leadership trio with personal experience of various leadership situations and resolving them. The duties of the Task Leader primarily consist of communication with the leaders of the Local Scout Group. The Task Leader should remember that they are intended to support the people who assign tasks and not to carry out the task discussions personally.

ADMINISTRATION AND DECISION-MAKING

Most Local Scout Groups are registered associations. A registered Local Scout Group is included in the Register of Associations maintained by the Finnish Patent and Registration Office, which means that it is able to operate as a legal entity or conclude agreements in the name of the organization.

Under the Finnish Associations Act, only a registered association can become a member of another registered association, such as a Scout district. A registered association can be identified by the suffix *ry* at the end of the association's name.

POWER WITHIN A LOCAL SCOUT GROUP

The ultimate decision-making power in a Local Scout Group is wielded by its members who have the right to vote in the official meetings of the Local Scout Group, i.e. the spring and autumn meetings or the annual meeting. Extraordinary meetings may also be held where necessary. Between the meetings, the Local Scout Group's board will organize the activities in accordance with the plans approved in official meetings.

The rules of the Local Scout Group determine the matters discussed in its official meetings, the scheduling of the meetings, and people who have the right to vote in a meeting. The autumn meeting is used to prepare for the coming year, whereas the activities of the previous year are reviewed during the spring meeting. Alternatively, the matters typically addressed in the autumn and spring meetings can also be handled by an annual meeting.

The rules of the Local Scout Group also specify the number of board members and the duties of the board. The Local Group Leader and board members are appointed during a meeting of the Local Scout Group whereas the other positions can be filled in board meeting if the rules allow.

REGULAR MEETING OF THE GROUP

- ▶ Open the meeting by having the participants start eating their packed lunches and engaging in chitchat. This is a particularly good approach if the group includes members who tend to be late or come to the meeting straight from work or school.

15–30 MIN

- ▶ A short round of discussion to share the latest news gradually shifts the focus on the meeting.

10–20 MIN

A responsibility round, during which each member can discuss progress within their area of responsibility and introduce small challenges that can be addressed together.

20–40 MIN

- ▶ Working on issues together in such a way that the objective is clear, and the working method has been properly prepared.

20–60 MIN

Closing the meeting with a mood round or friendship circle, for example.

5–10 MIN

The regular meeting of a group is similar to the meetings in the age group program, during which an overall view is built of the progress of a specific continuing activity or long-term project. Examples include the meeting of group leaders for a specific age group or a committee meeting of the Scout district. Meetings have a significant effect on team spirit and the members' willingness to spend time on their task outside of the meetings.

- It is best to agree on the scheduling of meetings for the entire season at once, as that will allow everyone to arrange their schedules around the meetings. You should also agree on any rotating responsibilities at the same time, such as snacks and clerk duties.
- A repeated structure will ensure efficient use of time during the meetings, as the members are able to predict when to ask questions and when to talk more casually with the person next to them.
- Reserve time in each meeting to work on an issue together. This could include a joint responsibility of the group, such as the production of marketing materials, or a larger challenge that has emerged in a member's area of responsibility, such as bullying in a Pack.

GROWTH

As the goal of Scouting is to educate people to become active citizens, the growth of operations and number of members is an essential tool for reaching that objective. The more members there are in the Scouts, the larger the influence of Scouting is. This is not only because of the large number of youths to be educated, but also because a significant number of members will provide visibility in the society and more weight for the social positions taken by the Scouts.

Local Scout Groups whose member count is increasing are often healthy in all aspects. Enthusiasm and positive spirit are infectious and decrease the load of the volunteers. This also shows potential volunteers that participation in the operation of a Local Scout Group is a pleasant way to spend your spare time and that those who join the activities will not be left alone with excessive burden.

Statistics show that most Scouts join at the age of a Cub

Scout or Adventurer. If a new Cub Scout group is not started one year, that age group will also be missing ten years later when Explorers and Rovers are needed to guide the next group of children. Typically, only a small number of new Trackers and Explorers join a Local Scout Group at any one time, and for this to happen you need an existing and active group for them to join.

Statistics show that Local Scout Groups with higher intake, have

- a high level of activity in each age group
- 23–29-year-olds to carry responsibility
- Plenty of 7–9-year-olds within the operating area of the Local Scout Group.

All age groups have people who decide to leave Scouting behind. There are some reasons for leaving the Scouts we cannot affect. If, for example, a child would rather spend their time on ice hockey than Scouting, or if a Rover does not have enough spare time due to studies or part-time work, the situation just has to be accepted.



business activity subject to tax, even if it is exercised in the context of non-taxable collection of donated goods.

5. Product sales

- Sponsorship products can be sold tax-free (such as cards, calendars, pins, etc.)
- Products you have produced by yourself (such as knitted socks) can be sold tax-free on a small scale.
- It is also possible to sell products from a commercial operator, as long as the products are not sold at market price and a support contribution is transparently included in the price. A store that is always open cannot be considered an activity exempt from taxation.
- The Finnish Food Act 23/2006 provides for the temporary sales of foodstuffs.

6. Ad sales

- A Local Scout Group can sell advertising space in a paper or event they produce tax-free.

7. Donations

- Fund-raising requires a permit from the National Police Board of Finland (sustained fund-raising), or a notification submitted to the local police department (one-time fund-raising campaign). The proceeds from a one-time small-scale campaign can at most amount to 10,000 euros, and the duration of the campaign is limited to three months (Finnish Money Collection Act, in force since March 1, 2020). Private individuals may also make donations to Local Scout Groups through the Partion ystävät fund. See the website of the Guides and Scouts of Finland for more information.

READ MORE:

Website of the Guides and Scouts of Finland
fund-raising

Vero.fi Verotusohje yleishyödyllisille yhdistyksille 2019

Website of the police

BACKGROUND SUPPORT AND INTEREST GROUPS OF A LOCAL SCOUT GROUP

Many Local Scout Groups are backed by an active organization that supports its activities by providing regular financial support and access to facilities or allowing the personnel of the community to help the Local Scout Group during working hours. A background organization differs from working with interest groups and partnerships in the fact that the support provided to the Local Scout Group is significant, sustained, and reciprocal and it is often based on a written agreement.

The background organization could consist of a parish, municipality, registered association, or some other entity. The background organization of a Local Scout Group often has some influence on its operational practices.

For example, under the cooperation agreement concluded between the Guides and Scouts of Finland, the Evangelical Lutheran Church of Finland, and the Orthodox Church of Finland, Local Scout Groups whose background organization is a denominational religious organization provide religious education in accordance with the denomination.

In addition to actual background organizations, a Local Scout Group may also be backed by a support association whose only task is to support the Scouting activities. The support association could be a parents' association, or an association established specifically to support the Local Scout Group.

PROJECT

VARIOUS EVENTS

Scouting includes a wide variety of different events and there is nothing that prevents you from coming up with new ones yourself. The traditions of Local Scout Groups also inform the types of events they organize and what events organized by others they take part in. It is quite possible to break these boundaries and find new event you could participate in.

Taking part in an event is typically subject to valid membership, but often there are also separate registration instructions for non-Scouts.

HIKE

A hike is a trip to a specific location taken by a Scouting group, such as a Pack, Patrol, Troop, or Local Scout Group. Hikes can be categorized on the basis of their duration as an over-night hike, weekend hike, or day hike, or on the basis of the destination as an exploration, wilderness, or cabin hike, for example.

Compliance with the safety instructions of the Guides and Scouts of Finland for hiking and camping activities is mandatory during hikes. Participation on a hike is subject to payment of the membership fee of the Guides and Scouts of Finland to ensure that everyone is covered by the Scouting insurance.

CAMP

A camp is a continuous Scouting event organized in the middle of nature that typically lasts 5–10 days. During camps, the participants primarily sleep in tents. Camps of different sizes are organized by individual Local Scout Groups,



several Scout Groups together, regional bodies, Scout districts (district camp), the Guides and Scouts of Finland (Finnjamboree), and WOSM (Jamboree). It is also possible to take part in camps organized in other countries. Most camps are held in the summer, but many Local Scout Groups also have strong traditions of winter camping.

A district camp is a camp organized by one or more Scout districts. The district camp is organized by district officials supported by the officers, and the project in its entirety may often take several years.

A district camp organized by a major district is a genuine jamboree that is attended by thousands of Scouts. In turn, the camp of a smaller district may be similar in size to a camp organized jointly by several larger Local Scout Groups or a cluster of groups. The Kliffa district camp organized by Pääkaupunkiseudun Partiolaiset in 2018 is an example of a large district camp with 5,600 participants, whereas the Kajahus district camp organized by Lapin Partiolaiset in 2019 was attended by less than 1,000 people. In addition to your own district, you can also take part in a camp organized by another district according to the registration instructions.

A jamboree or Finnjamboree is a major camp organized by the central organization (Suomen Partiolaiset – Finlands Scouter ry). A jamboree is held every six years, and since the Kilke jamboree organized in 2010, the jamborees have been held at a Metsähallitus camping area in Hämeenlinna.

TREKKING

In the context of Scouting activities, trekking refers to a multi-day event which involves a trek over a certain distance. Unlike hiking or camping, trekking does not include spending more than one night

in the same location. A similar Scouting event of shorter duration is referred to as a hike. Longer treks may include days of rest in between the trekking.

SCOUT SKILL COMPETITIONS

Scout skill competitions are competitions between Patrols held in nature that include different stations where the competitors complete challenges pertaining to Scouting skills.

In Finland, Scout skill competitions are organized by various Scouting communities ranging from Local Scout Groups to the central organization. The competitions held by districts and the central organization typically have strict rules pertaining to both the competition and the arrangements. Competitions organized by local regional associations, Local Scout Groups, and group clusters are generally less strict. It is possible to assemble a Patrol specifically for the competition, which means that the competing Patrols are not required to be natural Patrols that engage in weekly activities.

Some Local Scout Groups follow a tradition where the program of a camp includes a competition between camp Patrols.

LOCAL SCOUT GROUP SEMINAR

A Local Scout Group can organize a seminar for its Explorers, Rovers, adults, and other people involved in its operations, during which upcoming matters of the Local Scout Group, such as new weekly activities or cabin renovations, are discussed. The Local Scout Group coach or partner representatives can also be invited to the seminar.

READ MORE about international events on pages 47–48.

ENVIRONMENTAL IMPACT OF AN EVENT

During the organization of any event, you should pay attention to its environmental impact. In Scouting, the aim to reduce the environmental impact of events is based on the values of Scouting. Today, environmental friendliness is inherently important. It is also necessary from the perspective of marketing and branding, because the participants of events are increasingly environmentally conscious. Thus, you should consider the environmental impact of your event at the very beginning of the project as the planning starts.

The aim of reducing the environmental impact to a minimum is a clear-cut objective but making ecological choices may appear difficult in practice. Thus, it is impossible to provide specific facts and instructions for minimizing the environmental impact. Each event is different. For example, the most ecological solution for a weekend camp for Cub Scouts in the nearby woods may be impossible to implement on the scale of a large district camp. Therefore, solutions should always be considered on a case-by-case basis, taking into account the big picture.

We can affect the environmental impact of Scouting events in many ways. The events are an element of the Scouting activities and ultimately contribute to the realization of the goal of Scouting. It is important to recognize the environmental impact of an event, make environmentally friendly decisions where possible, and think of new ways to reduce the impact of individual aspects. However, it is just as important to show leniency toward yourself and the other organizers of the event. We can only do our best, and that is enough.

The most significant factors in terms of the environmental impact of events and particularly the carbon footprint are dining and transportation. If the food eaten during the event is mostly plant-based and the event is organized close to the operational area of the community, the environmental impact will be lower. In addition to the location of the event, the transport means used to arrive also have an impact. Similarly, the environmental impact of foodstuff of animal origin varies. If it is not possible to focus your attention fully on the environmental impact of the event, you should at least pay attention to these two factors that have the most significant impact.

As decisions are made concerning the practical arrangement of the event, it will of course be necessary to take many other factors into account as well. The following two-by-two table may make it easier for the organizer of an event to prioritize and decide where to consider the environmental impact.

RULES AND PROCEDURES OF A GROUP

Each Scout – as well as the leader – has the right to work safely within a group. The leader in charge of the operation of a group is responsible for ensuring that the group has functional rules that make it possible to learn new things. In terms of grouping, it is important to note that a group is re-established each time a member leaves or joins the group. This also applies to a situation where the leader of the group is changed.

Rules could be described as a concrete agreement on the procedures followed within the group and what to do when the rules are not complied with. It is important to include the group members in the creation of the rules, even though the adult leader will have more authority in certain situations. Youths may often be prepared to set rules that are overly strict, and the leader should consider the level of compliance and monitoring they are prepared to

carry out. The rules should be concrete, clearly defined, and just, and they should be discussed collectively among the group. It is better to have too few rules than too many, as this will ensure that the rules are remembered without separate reminders. As compliance with the rules must be unconditional, they are easier to commit to when the number is limited. For example, there can be no leeway in the rule “do not bully others”.

The procedures for a group are specified by the group leader individually or jointly with the group. Agreed upon procedures, combined with the rules of the group, allow the members of the group to picture what happens next. Instead of rules, leaders or project teams may use a team agreement that is used to record the objective of the team, the agreed upon procedures and communication channels, and the roles of the members in a free format. The procedures can comprise such items as the beginning and closing routines for meetings, rotating dish washing duties, or methods of encouragement during difficult tasks.



BULLYING

Everyone has an idea of what bullying is, but opinions on how to define or approach it still vary. Bullying is detrimental to the victim, the bully, and the entire surrounding group. This is why prevention and intervention of bullying are included in the basic skills of a Scout leader and necessary to the operational culture of Scouting.

Bullying may consist of name-calling, isolating someone from a group, using another person's property without permission or breaking it, talking behind someone's back, or systematically ignoring a person's ideas. Leaving unpleasant comments on another person's social media posts or sharing private videos may feel just as bad as similar acts performed in person. When respectful behavior is established

as a norm in the operational culture of Scouting, unnecessary calculation of whether something should be considered bullying or not is eliminated. All types of disrespectful behavior, speech, and put downs, even couched in humor, provide cause for an intervention. This provides the basis for zero tolerance of bullying. At its simplest, bullying has occurred when a person feels that they have been bullied.

Bullying can be transferred quite easily to the Scouts from school, other recreational activities, or social media networks used by youths. Bullying is a learned practice, and the teaching of new approaches and discouragement of incorrect patterns are important tools for its elimination. In the Scouts, each person has the right to a safe group where no one is bullied. A child or youth who bullies others, also has the right to learn how to avoid bullying.



- Think about what bullying comprises.
- Write down five things. If possible, perform the exercise with other Scout leaders, in some other Scouting group, or with your leader partner.
- Compare your thoughts.

When working at the cabin in a group of Explorers, one of the Scouts takes a breather from carrying firewood while the others keep working. Suddenly, another member of the Explorer group decides to snatch the Scout's loose neckerchief off them. Their bemused and confused expression prompts laughter among the rest of the group. The Scout blushes and dashes off into the woods. Later, the second Explorer makes a quiet remark to the first one: "You must have no sense of humor to get so upset from that."

- As an Explorer mentor you find out about the situation. How do you tackle the situation?

TASK IS A VOLUNTEER ASSIGNMENT IN THE SCOUTS

A Scouting task refers to an internal volunteer assignment in the Scouts. The tasks are an essential element of the pursuits of a Scout leader similarly to the activities completed by different age groups. For Scout leaders, tasks are assigned consecutively or concurrently. Depending on the task, a Scout leader may act as the performer or the assigner of the task. This is way Scout leaders should be familiar with both roles.

A task description explains the responsibilities and possible duties comprised by the task. Task cards that have been produced for Local Scout Groups can be found in the materials offered by the Guides and Scouts of Finland. It is also advisable to produce at least introductory task description in advance for other duties as well.

Task design at the initial stage of a project will facilitate success. Many adults find it easier to assume and commit to a task if they know that it suits them in terms of the scheduling and their personal competence and development. Similarly, taking charge of the recruitment process will be easier to the person assigning the tasks when they have a task with a thorough description and knowledge of the competence required by the task and the skills that can be learned during the task. The Task Leader of the Local Scout Group is responsible for helping with task design and take charge of or assist with recruitment.



VOLUNTEER ROLES IN THE SCOUTS

The adults engaging in Scouting activities are volunteers who lead, provide adult support, and look after the children. The Scouting program may include various volunteer roles for adults regardless of whether they began Scouting as a child or joined the activities as an adult. A supporters' association or other volunteer activities provide a way for adults to contribute without joining the Scouts. Volunteers facilitate the realization of the goal of Scouting, which is educating children and youths to become active citizens.

The Task Leader and other people involved in task assignment can use the role chart included on the next page as support in the planning and recruitment for diverse assignments. A single volunteer may hold many different roles in the Scouts at once, which means that it is important to recognize the differences and relationships between the roles. A Local Scout Group retains its vitality when the leaders and adults are offered versatile roles that are suited for different situations in life and stages of growth as a leader.



SCOUTING

MERIT BADGE SYSTEM

Merit badges are a part of the Scout method and the symbolism of Scouting, and they are based on the system of knightly orders in place in the Middle Ages. Merit badges are awarded as a recognition of active and distinguished Scouting activity, and the bearer of a merit badge is expected to honor the traditions of the badge.

Many Local Scout Group have strong traditions that dictate the awarding of merit badges, and some Local Scout Groups even have dedicated badges. Similarly, Scout districts often have their specific merit badges that can be awarded to distinguished leaders as a commendation for their work. The commendations and badges awarded in the Scouts are divided into duty-specific badges, badges based on ideals, badges based on merit, and other forms of recognition.



This chart presents the model in a quite general manner, but you can find a lot of information about it online. Regarding the model, you should be aware that it is a commercial brand that is not based on wide-ranging, peer-reviewed research. The model can help you think why others work differently to you but attempting to define other people on the basis of it would be overly simplistic.

	TASK-ORIENTED	PEOPLE-ORIENTED
QUICK PACE	DOMINATING: <ul style="list-style-type: none"> Decisive and firm. Aims to carry things through, results are important. Speaks and provides feedback quite frankly. 	PERSUASIVE: <ul style="list-style-type: none"> Outward oriented, positive, and lively. Becomes excited and encourages Appreciates a good atmosphere and positive spirit.
SLOW PACE	CONSCIENTIOUS: <ul style="list-style-type: none"> Analytical, thorough, systematic, and attentive. Reserved, values personal space. Focuses on details to ensure that everything is accounted for. 	STABLE: <ul style="list-style-type: none"> Patient and calm. Discreet and considerate. Aims to keep the group together and diffuse any conflicts.

VARIOUS INTERACTIVE ROLES IN THE SCOUTS

In addition to leadership, Scouting includes several other ways to provide support and education. Guidance, mentoring, and coaching are particular elements of specific tasks, it may be necessary to utilize all three on a case-by-case basis in all leadership roles. All three interactive roles are linked by the fact that their intention is to aid another person to discover the solution to their problem by themselves. Listening, asking open-ended questions, and an encouraging attitude can be found at the heart of each role, but they also have subtle differences.

Mentors control the realization of the Tracker, Explorer, and Rover programs in the Local Scout Groups. The task often requires all three interaction roles. The age group, the team, and the stage of the program may have an effect on which role is emphasized over the others. A Tracker mentor will often coach the Patrol leaders, an Explorer mentor can guide the youths toward more independent operation in the Local Scout Group, and Rovers will require more mentoring as they navigate through the maelstrom of becoming independent.



GUIDANCE

Scouting emphasizes learning by doing, which means learning guidance instead of teaching. The objective of guidance is to ensure that the student learns to act independently and develop their personal skills. Outside of crisis situations, guidance is nearly always the best approach for adult support. Practice is the only way to learn how to take responsibility, and thus, beginning at the latest with Explorers it is important to allow the Scouts as much room as possible for them to make their own decisions.

The most difficult thing about guidance is often allowing the other person to make their own mistakes. If the person you are guiding learns to rely on you to always provide the right answer, they will find it easier to disregard the work required to predict mistakes. The purpose of the support provided by an adult is not to eliminate mistakes completely, but instead to intervene only when there is a real safety risk or if the consequences of a mistake could otherwise be serious.

The debriefings following the activity are often the most effective tools for learning that can be found in the Scouts. The job of the instructor often includes balancing the other person's point of view if it begins to veer too much toward an overly positive or negative direction.

GENERAL QUESTIONS FOR A DEBRIEFING:

- **What went well?**
What was it impacted by?
- **What could have gone better?**
What would you do differently the next time?
- **Why did you think like this? Could you have thought about it differently?**

The instructors have a key role in the educational system of Scouting. During the basic training of Scout leaders, the leadership exercise of a trainee is directed by another Scout leader from the Local Scout Group. In addition to the development of leadership skills, the instructor supports the trainee in their familiarization with the practices of the Local Scout Group. However, the instructor is not involved in the completion of the course and is instead tasked with providing feedback to the trainee.

A Ko-Gi (advanced training course for Scout leaders) instructor is either a training instructor who has received training for the assignment, A Ko-Gi trainer, or a member of the Ko-Gi team. The Ko-Gi instructor accompanies the trainee and is responsible for their learning outside of the contact periods. The Ko-Gi instructor is responsible for ensuring that the trainee achieves the learning objectives of the Three-leaf clover Gilwell course.

MENTORING

A mentorship includes two parties: a mentor and a mentee. The mentee is also referred to as an actor.

A mentorship can be formal, in which case the mentor has been assigned to the task. It can also consist of an informal relationship where a more experienced person and a trainee discuss whatever might be occupying the trainee at the time. A mentorship benefits both the mentee and the mentor, as helping others often develops your own competence as well.

A mentorship can exist for a short period or continue in the longer term and does not have a strict deadline specified in advance. Mentoring is not intended to have a specific goal, and instead the mentor should guide the mentee to seek their own objectives and solutions through discussions. The relationship between a mentor and mentee

Is based on confidentiality, and its aim is to develop the mentee's skills in a comprehensive manner, which means that it does not have to focus solely on Scouting.

If you are interested in mentoring, you can read more about it on the websites of the Guides and Scouts of Finland and Suomen Mentorit ry. Your Scout district or the central organization can help you with getting started.

COACHING

In practice, coaching always includes the preparation of a group or an individual for a particular objective specified in advance. For the achievement of goals, a solution-orientated approach is usually the best tool available to coaches.

A solution-oriented approach is based on the idea that you should do more of the things that work, change the things that do not, and avoid fixing things that are not broken.

In the Scouts, coaches are typically found within regional activities, where a Local Scout Group coach, program coach, and a task coach support the leadership trios of Local Scout Groups. Coaching starts from the position that the Local Group Leader is the best expert on themselves, their task, and their personal relationships. The coach motivates the leader to consider the operation of the Local Scout Group from different perspectives and can also offer possible solutions based on their own experiences.

	GUIDANCE	MENTORING	COACHING
COMPETENCE	Both	Actor	Coach
OBJECTIVE	Both/instructor	Actor	Coach (or some other third party)
WHAT IS DEVELOPED	Competence	Competence	Matters
DOES THE MORE EXPERIENCED PARTY HAVE AUTHORITY?	Yes	No	Yes
EXAMPLES OF SUITABLE APPLICATIONS	Supporting a person in charge of a project	Supporting personal development	Supporting a person assigned to a long-term task with responsibility

DIVERSITY IN THE SCOUTS

In the Scouts, we should make it possible to take part in the activities even for those who might not know that they have the option to do so. For example, the Easy to Come Along sign used in Scouting events is based on the idea that the organizers are prepared, where necessary, to consider the possible special needs of participants even before those needs have been reported. It is important to communicate actively on the special needs, to ensure that those with special requirements are aware of them.

Each Scouting group should have a discussion on how the members would want to be treated in the Scouts and what you could do to ensure that the group was safe for each member. Equality does not necessarily mean that everyone is treated identically, but instead providing everyone the same level of positive experience.

When dealing with a sensitive issue pertaining to a Scout, the matter must be handled with absolute confidentiality

Accessibility is not something that only concerns special groups. They just do not have the opportunity to disregard such issues.

and discretion. For example, no one should be forced to reveal information about their health or background to outsiders. However, it is often important that, for example, the group leader is aware of the special needs of a Scout in order to realize the Scouting program safely and with high quality. All such information is confidential and must not be disclosed to outsiders.

ALSO READ more about data protection on pages 79–80.

READ MORE:

The Guides and Scouts of Finland equality and non-discrimination plan.

The Scouting program includes activities for each age group that can be used to discuss diversity.

Non-discrimination ombudsman. The non-discrimination ombudsman is an autonomous and independent authority that provides information about discrimination in Finland and offers support for people who face discrimination.





The Sisupartio badge is used around the world. The badge depicts a sheet bend that joins two lines, one thick and one thinner, to create a strong knot. A frog that represents tenacity is placed in the center of the sheet bend as a reference to the story of two frogs.

SISUPARTIO

There is a long tradition of Extension Scouting in Finland. Extension Scouting, or Sisupartio as it is known in Finland, is a program intended for Scouts who require special support due to a disability or a chronic illness, for example. In the Sisupartio activities, the Scouting program is adapted to the needs of the participants as necessary, and the Scouts also have access to more adult support than other groups.

Restrictions or special characteristics caused by a disability that pertain to movement, the ability to make observations of one's surroundings, or the capacity to understand written or spoken instructions do not typically exclude anyone from engaging in Scouting activities. Launching Sisupartio activities in your Local Scout Group is often easier than you might think. Even a single adult who is interested enough to begin exploring the need for such activities and gauging the other leaders' interest to participate is enough. Sisupartio activities are inspiring and rewarding, and most people will be glad to join. No special education or professional competence is required, but it is important to establish and maintain an open dialog

with the homes of the Sisupartio Scouts. The parents of Sisupartio Scouts often take part in the activities, particularly when the needs of the child or youth so require. A Sisupartio Scout can also belong to an action group that includes other Scouts from the Local Scout Group. It is not always necessary to establish a new group. Scouting provides Sisupartio Scouts with great experiences and a sense of solidarity that they might miss out on without Scouting.

TIPS FOR YOUR ACTIVITIES:

Even if you yourself are unable to lead Sisupartio activities, could you support the operation of a local Sisupartio group in some other way, such as by organizing a joint event?

READ MORE:

In the Sisupartio guide for **the Guides and Scouts of Finland**.

FIRST LANGUAGES OF FINNISH PEOPLE PER NUMBER OF SPEAKERS

(Statistics Finland, 2018)

- Finnish (4,835,778)
- Swedish (288,400)
- Russian (79,225)
- Estonian (49,691)
- Arabic (29,462)
- Somali (20,944)
- English (20,731)
- Kurdish (14,054)
- Persian, Farsi (13,017)
- Chinese (12,407)

Finland is a multilingual country whose national languages are Finnish and Swedish. Finnish law does not specify minority languages. However, various laws include provisions that safeguard the rights of languages that have an extended history of use within the country. In addition to Finnish and Swedish, languages traditionally spoken in Finland include:

- North Saami
- Skolt Saami
- Inari Saami
- Romany
- Karelian language
- Finnish Sign Language
- Finland-Swedish Sign Language

According to Statistics Finland (2016) 157 different first languages are spoken in Finland in addition to the above.



Scouting activities are available in multiple languages in Finland. Finland's Svenska Scouter r.f. (FiSSc) is a member of Suomen Partiolaiset - Finland's Scouter ry that represents the Swedish-language Local Scout Groups in Finland and supports activities organized in Swedish by translating materials, for example. Operating in Turku, Ahertajat is the only Local Scout Group in Finland that uses sign language in its activities. In the autumn of 2018, a Local Scout Group that uses Inari Saami was established in Inari. We hope that these activities and the translation of materials will continue in the future.

With increased immigration, many districts and Local Scout Groups have begun to exhibit and organize Scouting activities in English as well. However, as all immigrants do not speak English, this means that they are either excluded from Scouting activities entirely, or that multilingual children have to act as interpreters between the group leaders and the parents.

PERSONAL EDUCATIONAL PATH

The training system utilized in the activities of the Guides and Scouts of Finland was created to support the realization of the Scouting program. However, it also provides opportunities to develop skills that are useful both within and outside of Scouting, such as personal leadership skills. Thus, you can seek out Scouting training that is best suited for you from two different perspectives:

- What type of training would help you perform and succeed in your task?
- What type of training would allow you to deepen and reinforce things you have already learned?

The training contents are explained on the website of the Guides and Scouts of Finland. A subject that interests you personally could be found in the contents of various training courses, as the training system was designed to trend upward such that the training provided on the next level expands on the subjects dealt with in previous courses. Some of the courses are named after a specific task, such as a role within the leadership trio,

but often the training contents will also support the performance of other tasks. For example, the training intended for Task Leaders is also excellently suited for a Scout who hires various people at different levels.

Most of the training included in the training system is provided by the districts, so you may have to explore the events guide of your district to find suitable training. The training contents are the same throughout the country, which means that you might be able to sign up for a training course in a neighboring district if the scheduling of your district is unsuitable for you. Districts may also organize their own training courses intended to correspond to regional needs that do not fall within the training system.

It is advisable to refreshen your knowledge and skills every few years! Where necessary, contact your Task Leader for help in finding the right training course for you.

Scout leaders are trained around the world using Gilwell training established by B-P. In Finland, the course is known as the Three-leaf clover Gilwell course, as it also includes the leadership training designed for Girl Guides and Girl Scouts. This is why those who complete the Ko-Gi course are awarded a silver three-leaf clover pin. As a whole, the training for Scout leaders in Finland is divided into basic training and advanced training.

Scout leaders who complete the basic training are presented with a leather woggle. The other insignia, i.e. the Gilwell neckerchief and beads, are presented to a Scout leader to signify the completion of the advance training.



UTILIZING THE SCOUTING EXPERIENCE IN STUDIES, WORKING LIFE, AND JOB-HUNTING

Competence is composed of knowledge and skills as well as the ability to apply them in practice. From a wider perspective, competence also includes your attitudes and networks.

You should document your competence as it may prove useful in terms of future studies or work. The competence acquired in volunteer work could consist of general working life skills, such as teamwork or leadership and project skills. It could also comprise professional skills, such as customer service, guidance, construction, or logistics skills. Educational institutions must consider competence acquired in volunteer work, but the manner and extent of including such competence as part of a degree is up to them. Competence obtained during volunteer work is valued highly in working life, which means that being able to verbalize your skills could open doors to new career opportunities. Youths with limited work experience can, in particular, use tasks performed at the Scouts to demonstrate their initiative, willingness to learn, ability to assume responsibility, and reliability.

Most of the training courses included in the Scouting training system have been validated together with Sivis Study Centre, which makes it possible to grant official certificates including information on study credits for the Scout training.

Digital competence badges are intended to signify skills obtained outside of your studies or work. The badges can be attached to a job application or your social media profile, for example. Competence badges are used by numerous organizations, educational institutions, and workplaces worldwide. You can apply for Scouting competence badges on the basis of both short and longer term tasks you have carried out in your Local Scout Group or camps, for example-

READ MORE:

Tiedätkö mitä saat -työkalu
samoajille ja vaeltajille.

WHAT DO YOU DO IN THE SCOUTS?

YOUR PLACE AND ROLE IN SCOUTING

Life consists of various areas that must exist in equilibrium. A profession and work provide a source of income, but also an opportunity for self-actualization. Friendships and family relations are an important part of the mental landscape of each person, but their role varies as we proceed on our journey in life. As we move from one stage to another, we may be faced with uncertainty in certain areas or have to seek our direction, at which point the other areas of our lives should provide stability to bring us into balance.

The role of Scouting may vary at different times. Sometimes it can provide constancy in a changing environment. In another situation, it may be an opportunity for experimentation and self-development at a time where similar opportunities would not otherwise exist. Scouting offers an opportunity to meet a wide range of different people which may lead to lifelong friendships. For many people, Scouting or hobbies in general create an environment where they can safely try out different interests and strengths. Such experiments have allowed many people to find their professional passions.

It is not necessary for everyone to assume a leadership position. Each assignment has an element of responsibility, even if it does not include leading other people. The everyday Scouting activities would be impossible without quartermasters or camp cooks. Nevertheless, everyone should challenge themselves and also try activities that they might not consider a natural fit for themselves. Sometimes our idea of our abilities and interests may be based on a previous failure, and retrying something could help us find new sides in ourselves.

PROGRAMMING FOR ROVERS AND ADULT SCOUTING

It is important to ensure that the volunteers who participate in Scouting enjoy the time they spend with the activities. Everyone should be rewarded by Scouting in some way.

This is why activities intended specifically for Rovers and adults is especially important. Scouting rewards volunteers with wellbeing, a counterbalance for the daily grind, new skills, inspiration, motivation, and new friends and acquaintances. These things should comprise a sufficient resource to ensure that the volunteer is able to cope with their tasks and feels rewarded by Scouting.

Thus, the wellbeing and motivation of both adults and Rovers are a prerequisite for the successful realization of the Scouting program and the Scouting activities. Scouting is an educational organization and the people who volunteer do actual work. They work on the Scouting activities for the benefit others, to ensure that the goal of Scouting is achieved. An exhausted and unmotivated Scout leader will not last long in the activities. In order to ensure the quality and continuity of the activities, the Local Scout Group, district, and other organizations must look after their volunteers. In addition to well-designed tasks, sufficient support, and recognition, the program also improves

engagement with the activities. The coping and enjoyment of volunteers is both important to the organization and valuable in itself.

SOME EXAMPLES FOR DEDICATED PROGRAMMING:

- Many Local Scout Groups offer students access to enjoyable events without the requirement to assume a task.
- A Local Scout Group could arrange fun evening events with programming for adults and Rovers or leadership weekends that combine fun activities with managing the affairs of the group, for example. Possible activities for the leaders include baking, paintball, or escape rooms.
- Local Scout Groups and districts send volunteer workers to participate in courses to allow them to get away from the daily Scouting routine, meet new people, and find more motivation.
- Jamborees typically include teams hired to arrange programming for the adults and Rovers. This programming can be provided jointly or separately to the adults and Rovers, often in cooperation with the Explorer program. At a jamboree, these separate activities could range from relaxed hangouts to cafés, live gameshows, moonlight kayaking, coffee tastings, nighttime orienteering, and, of course, evening get-togethers.

PLANNING FOR THE FUTURE

Scouting is often a long-term hobby that you must be able to fit in with your current situation. For example, studies, becoming a parent, a new job, or changes in personal relationships can affect the amount of time you have available for Scouting activities. Luckily Scouting is also a flexible hobby that provides different opportunities. It is advisable to make a plan for your Scouting future to ensure that the hobby remains enjoyable. If you do not make any plans for your Scouting journey, you may find yourself in a situation where the activities become too stressful or boring.

In addition to planning being helpful to yourself, it is also important for other people and the operation of your Local Scout Group, for example. When you know what you want and intend to do in the Scouts

in the future, your Local Scout Group can begin to search for your successor to allow you to show them the ropes before your assignment is concluded.

Some situations are better suited for short-term tasks and some for long-term tasks. Scouting allows you to participate for so many years that everyone will have the opportunity to try both – if not today, then later.

In addition to the duration of a task, you should also consider the amount of time you will need to perform it. Consider whether you are able to carry out a task that requires weekly action, or if you would be better suited to a task with a less frequent schedule. Some tasks require physical presence at the den or during meetings, whereas others can be managed online.

