

	Gasóga na hÉireann/Scouting Ireland			
	No.	Issued	Amended	Deleted
	SID 83/11A	24 th September 2011		
	Source: National Management Committee			
Scouting Ireland - Scouting Ethical Living Education Guidelines				

Background

Ethical Living refers to the adapting of lifestyles with the aim of reducing our negative impact and increasing our positive impact on the world's environments and people. It is a philosophy/ movement which is increasingly influencing people's lives. Everyday examples, such as Fair Trade, Carbon Foot Prints and Ethical investments, can be seen as part of the ethical living movement. A central premise of ethical living is the idea that, if you are concerned about issues such as social and environmental justice, then you have a responsibility to actually do something about it.

Scouting is uniquely placed to provide guidance towards ethical living. The Scout Movement's moral framework, which challenges scouts to live ethically, is a template onto which contemporary philosophy and lifestyle choices can be drawn.

A number of developments in Scouting Ireland necessity the defining of these programmes, such as:

- The evolution of the ONE Programme, with its clear focus on the SPICES
- The renewed emphasis on the Scout Method
- The requirements for the Chief Scout Award, Special Interest Badges and Adventure Skills
- Increased focus on service in the community
- The work of the WOSM's Educational Methods Committee and the European Scout Region

Component Programmes

Scouting Ethical Living Education consists of a number of closely related programmes. While being independent, all of these programmes are focused on the development of informed and active citizens.

The component programmes are:

- Environmental

- Education
- Diversity and Intercultural Education
- Global Development Education.

Several central principles underline each of these component programmes:

- Understanding and promotion of Human Rights and Social Justice
- Connecting the local and the global, and comparing Ireland and other parts of the world
- Understanding global interconnectivity and interdependence
- Engaging critically with real-world issues both at home and abroad, and seeking solutions

Development of the programmes

In each case, an outline of the core elements of each programme is given. This is followed by a thematic division of the programme, which informs the educational objectives. A complete set of educational objectives under each theme is outlined for each Programme Section.

These educational objectives will then be used to develop resources and support of the membership.

These resources will:

- Be fully linked into the ONE Programme and the Personal Progressive Scheme of each Programme Section
- Be based on the Scout Method
- Encourage the exploration of and engagement with the themes of the policy
- Collate activities and resources from a wide variety of sources, from scouting, from civil society organisations and from official bodies.
- Present all activities and information in a standard and accessible manner to facilitate use in weekly programme
- Encourage youth members to engage in community/service projects

Environmental Programme

The Environmental Programme is about:

- Raising awareness, understanding and knowledge of the environment;
- Promoting the protection and conservation of the environment;
- Promoting a deeper understanding and appreciation of the beauty and importance of the natural world;
- Encouraging a respect for nature thus encouraging respect for diversity;
- Promoting active environmental stewardship by understanding of the linkages between human behaviour and our wider environment; and,
- Informed action and positive lifestyle changes for individuals and groups.

The principles of the Environmental Programme are:

- The environment is central to the Scouting and a key element of developing good citizens of the world.
- Scouting provides unique opportunities to experience and connect with the natural world.
- Scouts actively engage in educational programmes to make informed choices about the environment, people and society - choices that reflect Scouting's Promise and Law.

The themes explored in this programme are:

1. Natural Systems: People and natural systems have clean water and clean air.
2. Habitats: Sufficient natural habitat exists to support native species.
3. Harmful Substances: The risk of harmful substances to people and the environment are minimised.
4. Good Practice: The most suitable environmental practices are used.
5. Natural Disasters: People are prepared to respond to environmental hazards and natural disasters.

These aims are the basis for age-appropriate educational objectives (below).

World Scout Environmental Programme

This programme is based on the World Scout Environmental Programme which was developed by the World Scout Bureau. By participating in this Environmental Programme Youth Members of Scouting Ireland will be able to achieve the World Scout Environmental Badge. The badge is carried out in two stages: 'Explore and Reflect' and 'Take Action'. For the first stage each aim is explored through a variety of experiential activities that enable the participant to connect with the subject, learn about it and think about how we interact with it. For the second stage, a need to take action is identified and an environmental project is planned and executed. This should be related to the learning achieved in the exploring stage and the local environmental conditions.

	Beaver Scouts	Cub Scouts	Scouts
A. Explorer and Reflect	Complete activities based on each of the five aims		
1. People and natural systems have clean water and clean air	<p>Understand the difference between clean air and water and polluted air and water.</p> <p>Know some ways water and air are naturally cleaned.</p>	<p>Explore the sources of clean water and clean air in the local environment.</p> <p>Understand the ways water and air are naturally cleaned.</p>	<p>Explore the sources of clean water and clean air in the local environment.</p> <p>Identify threats to clean water and clean air in the local and global environment and be able to suggest solutions.</p>
2. Sufficient natural habitat exists to support native species	<p>Explore a local natural area.</p> <p>Discover some of the local native species of plants and animals.</p> <p>Know what a habitat is, and why it is important.</p>	<p>Explore a local natural area.</p> <p>Discover some of the local native species of plants and animals and their habitat needs.</p> <p>Demonstrate knowledge of some contrasting natural habitats.</p>	<p>Explore a natural area.</p> <p>Understand the ecosystem connections of native species of plants and animals and their habitat needs.</p> <p>Be aware of global conservation issues affecting biodiversity.</p>
3. The risk of harmful substances to people and the environment are minimised	<p>Know that some substances can be harmful to the environment.</p> <p>Understand ways to reduce the risk of harmful substances to people, plants and animals.</p>	<p>Be aware of substances which are harmful to the environment.</p> <p>Explain ways to reduce the risk of harmful substances to people, plants and animals.</p>	<p>Be aware of harmful substances in the local environment and identify their source.</p> <p>Demonstrate what personal action can be taken to reduce the risk of harmful substances to people and the environment.</p>
4. The most suitable environmental	<p>Know some ways of how our actions affect the environment.</p>	<p>Show awareness of how our actions affect the environment and alternative ways to</p>	<p>Recognise how we are connected with the environment.</p>

practices are used	Explore some simple ways to make a smaller impact.	make a smaller impact.	Explore how we can make informed choices about our actions that can minimise the impact on the environment. Demonstrate how local solutions can impact global issues.
5. People are prepared to respond to environmental hazards and natural disasters	Know about some types of natural disasters. Understand that it is important to prepare for the impact of natural disasters.	Be able to recognise different types of environmental hazards and natural disasters. Demonstrate how to be prepared and react to environmental hazards and natural disasters in the local area.	Be able to recognise different types of environmental hazards and natural disasters and explain why they occur. Demonstrate how to help other people to be prepared to respond to environmental hazards and natural disasters in the local area.
B. TAKE ACTION	Do an environmental project		
Environmental project that relates to the previous learning and to the local Environment	Participate in a local environmental project. Understand some of the benefits to the local environment of the project.	Participate in a local environmental project. Understand the benefits to the local environment of the project. Be aware of the local to global link of the project.	Identify local environmental issues and potential solutions. Plan and execute an environmental project. Understand the local to global connection of the project.

	Venture Scouts	Rover Scouts
A. Explorer and Reflect	Complete activities based on each of the 5 aims	
1. People and natural systems have clean water and clean air	<p>Explore the sources of clean water and clean air in the local environment.</p> <p>Understand the ways in which lifestyle choices can have a positive and negative impact on supplies of clean water and clean air in the local and global environment.</p>	<p>Explore the sources of clean water and clean air in the local environment.</p> <p>Demonstrate the relationship of personal actions to the availability of clean water and clean air in the local and global environment.</p>
2. Sufficient natural habitat exists to support native species	<p>Explore a natural area.</p> <p>Understand the ecosystem connections of native species of plants and animals and their habitat needs.</p> <p>Demonstrate the relationship between personal actions and the availability of sufficient natural habitat to support native species.</p> <p>Be aware of global conservation issues affecting biodiversity.</p>	<p>Explore a natural area you are unfamiliar with.</p> <p>Understand the complex relationships which exist in an ecosystem and the importance of the habitat.</p> <p>Demonstrate the relationship between personal actions and the availability of sufficient natural habitat to support native species.</p> <p>Appreciate biodiversity and global efforts at conservation.</p>
3. The risk of harmful substances to people	<p>Explain the local impact of harmful substances to people and the environment and what can be done to reduce the risk.</p>	<p>Explain the impact of harmful substances to people and the broader environment, and what can be done by individuals, groups and the</p>

and the environment are minimised	Appreciate the global impact of harmful substances and how local actions can change the global environment.	community to reduce the risk. Understand the global impact of harmful substances and how local actions can change the global environment.
4. The most suitable environmental practices are used	Explain how our choice of action and responsibility as an individual and country can affect the environment. Identify potentially better environmental practices for your local area. Demonstrate how local solutions can impact global issues.	Demonstrate how our choice of action and responsibility as an individual, group, community and country can affect the environment. Explore the opportunities and challenges involved in changing our actions to make a substantial positive impact on the environment. Demonstrate how local solutions can impact global issues.
5. People are prepared to respond to environmental hazards and natural disasters	Be able to recognise different types of environmental hazards and natural disasters and explain why they occur. Demonstrate how to help other people to be prepared to respond to environmental hazards and natural disasters. Appreciate how changes to the environment can influence environmental hazards and natural disasters.	Be able to recognise different types of environmental hazards and natural disasters and explain why they occur. Demonstrate how to help other people to be prepared to respond to environmental hazards and natural disasters at home and in a developing country. Explain how changes to the environment can influence environmental hazards and natural disasters.
B. TAKE ACTION	Do an environmental project	
Environmental project that relates to the previous learning and to the local	Identify local environmental issues and potential solutions. Plan and execute an environmental project. Understand the local to global connections of the project.	Identify local environmental issues and potential solutions. Plan and execute an environmental project. Demonstrate the local to global connections of the project.

Environment	Evaluate the results of the project for the Scouts, the community and the environment.	Evaluate the results of the project for the Scouts, the community and the environment.
-------------	--	--

Diversity and Intercultural Programme

The Diversity and Intercultural Programme is about:

- Respecting, celebrating and recognising the normality of diversity in all parts of human life (including, but not limited to, gender, ethnicity, culture, creed, family status/class, sexual orientation and physical and intellectual abilities);
- Understanding and appreciating your own identity and heritage;
- Understanding and respect for all peoples; their cultures, civilisations, values and ways of life;
- Promoting equality, human rights and social justice, challenges discrimination and promotes the values upon which equality is built;
- Increases awareness of the increasing global interdependence between peoples and nations; and,
- Informed action and positive lifestyle changes for individuals and groups.

The themes explored in this programme are:

1. **Diversity:** Diversity work is about welcoming individuals with their own personal experiences, values and characteristics. This theme refers to diversity in all parts of human life, including gender, ethnicity, creed, family status or class, sexual orientation and physical and intellectual abilities.
2. **Cultures:** This theme is about an exploration of your own cultural and others and an appreciation of the significance of difference in cultures and traditions.
3. **Inclusion and Respect:** An appreciation and strong commitment to inclusion and respect is essential for relationships, community and society. This theme promotes the inclusion and respect for all.
4. **Gender:** The exploration of issues surrounding gender and gendered roles is an important part of understanding issues of equality, inclusivity and appreciating diversity.

	Beaver Scouts	Cub Scouts	Scouts
Diversity	Understand that everyone is different Explore diversity in human life	Explore the value of diversity Recognise the normality of diversity in all parts of human life.	Understand the value of diversity Explore how difference enriches our lives.
Cultures	Explore your own culture Explore other cultures	Explore your own culture and heritage Understand how cultures are different across the world	Demonstrate aspects of your own culture and heritage Appreciate the significance of difference in cultures and traditions.
Inclusion and Respect	Understand the importance of inclusion Know about respecting other people	Explore how you can include others Understand why respect for other people is important	Demonstrate how people can be included and excluded Explore why respect for others is important Recognise why it is important to challenge discrimination
Gender	Explore the idea of Gender and Gender Roles	Understand the idea of Gender and Gender Roles	Understand the idea of Gender and Gender Roles

		Explore the idea of gender equality	Understand gender equality
Project	<p>Participate in a local service project.</p> <p>Understand some of the benefits of the project.</p>	<p>Participate in a local service project.</p> <p>Understand some of the benefits of the project to the local community of the project.</p>	<p>Plan and execute a service project.</p> <p>Understand the benefits of the project for the scouts and to the local community of the project.</p>

	Venture Scouts	Rover Scouts
Diversity	<p>Understand the normality of diversity in all parts of human life.</p> <p>Understand the importance of meaningful interaction with a diverse mix of people in your life.</p>	<p>Recognise the normality of diversity in all parts of human life.</p> <p>Demonstrate the value of meaningful interaction with a diverse mix of people in your life, in the community and in society.</p>
Cultures	<p>Explore your own identity, culture and heritage.</p> <p>Appreciate the importance of difference in cultures and traditions.</p> <p>Explore the benefits and challenges of multiculturalism</p>	<p>Understand your own identity, culture and heritage.</p> <p>Demonstrate the benefits and challenges of social integration of different cultures</p> <p>Investigate perceptions and the treatment of minority cultures, at home and abroad</p>

Inclusion and Respect	<p>Explore barriers to inclusion; understand the importance of challenging discrimination</p> <p>Understand respect as the basis for relationships and for a fair and equal society</p>	<p>Demonstrate the challenges involved in inclusion and means of overcoming them; understand the importance of challenging discrimination</p> <p>Understand respect as the basis for relationships, for a fair and equal society and a more equal world.</p>
Gender	<p>Understand the role of Gender and Gender Roles in society and in a global context</p> <p>Understand gender equality; and recognise barriers to gender equality in Ireland and Abroad</p>	<p>Understand the role of Gender and Gender Roles in society and in a global context</p> <p>Understand gender equality and demonstrate how it affects lifestyles choices in Ireland; and understand barriers to gender equality in Ireland and Abroad</p>
Project	<p>Plan and execute a service project.</p> <p>Understand the local to global connections of the project.</p> <p>Evaluate the results of the project for the Scouts and wider community.</p>	<p>Plan and execute a service project.</p> <p>Understand the local to global connections of the project.</p> <p>Evaluate the results of the project for the Scouts, the community and society.</p>

Global Development Programme

The Global Development Programme is about:

- about improving understanding of development issues;
- helping people understand the underlying causes of underdevelopment and inequality;
- linking the local and global;
- connecting and comparing development issues in Ireland with those elsewhere in the world;
- giving a voice to the marginalised;
- principles and values based on human rights and social justice; and,
- Increases awareness of the increasing global interdependence between peoples and nations; and,
- Informed action and positive lifestyle changes for individuals and groups

The themes explored in this programme are:

1. The Millennium Development Goals: This theme will give an overview of the MDGs the concept of development. It will frame the following explorations of development by defining what is meant by development, perceptions of the developing world and personal responsibility.
2. Human Rights: The understanding of Human Rights should be the basis of Development Education. Also, Scouting Ireland is committed to the promotion of the Declaration of the Rights of the Child. Activities under this theme are useful for linking rights of young people in Ireland to those in other parts of the World.
3. Health and Education: These areas are central to development, scouts need to have an appreciation for the issues involved with health and education in other parts of the world, which can then be related to the lives of Irish young people.
4. Trade and Microcredit: Understanding of global trade, the importance of ethical consumerism and the power of the individual as a consumer is an area which it is important to explore. This can be supplemented by the concept of microcredit, entrepreneurial skills and the exploration of potential action.

	Beaver Scouts	Cub Scouts	Scouts
MDGs	<p>Know what the MDGs are</p> <p>Explore the idea of the Developing World</p>	<p>Explain what the MDGs are</p> <p>Understand what is Development</p> <p>Explore how you see the Developing World</p>	<p>Understand why the MDGs are important</p> <p>Understand what is Development</p> <p>Demonstrate how you see and act towards the Developing World</p>
Human Rights	<p>Understand what Human Rights are</p> <p>Know about the Declaration of the Rights of the Child</p>	<p>Understand the importance of Human Rights</p> <p>Explore how the Declaration of the Rights of the Child is relevant to your life and to the lives of other Young People across the World</p>	<p>Understand the importance of Human Rights</p> <p>Demonstrate how the Declaration of the Rights of the Child is relevant to your life and to the lives of Young People in the Developing World</p>
Health and Education	<p>Know what health is</p> <p>Explore factors which affect your health</p> <p>Explore why education is a Right</p>	<p>Understand the importance of good health and the value of education</p> <p>Understand the factors which contribute to health</p> <p>Explore why education is a Right</p>	<p>Understand the importance of good health and the value of education</p> <p>Explore issues affecting young people's health in Ireland and the Developing World.</p> <p>Understand education is a Right and the effects of the denial of this Right</p>

Trade and Microcredit	Know about Fair Trade	Understand Fair Trade Explore Microcredit	Understand how global trade works and how Fair Trade works Explore the idea of ethical consumerism Understand Microcredit and how it works in the Developing World
Project	Participate in a local service project. Understand some of the benefits of the project.	Participate in a local service project. Understand some of the benefits to the local community of the project.	Plan and execute a service project. Understand the local to global connection of the project.

	Venture Scouts	Rover Scouts
MDGs	<p>Demonstrate why the MDGs are important</p> <p>Understand what is Development and Underdevelopment</p> <p>Explore how the Developing World is represented</p> <p>Investigate how your lifestyle affect people in the Developing World</p>	<p>Demonstrate the complexities involved in achieving the MDGs</p> <p>Understand what is Development and Underdevelopment</p> <p>Explore how the Developing World is represented</p> <p>Demonstrate how your lifestyle affect people in the Developing World</p>
Human Rights	<p>Understand the importance of Human Rights</p> <p>Demonstrate the significant of Human Rights in your life</p> <p>Explore issues surrounding the abuse of Human Rights in Ireland and Abroad</p>	<p>Explore your understanding and commitment to Human Rights in your life and lives of other people</p> <p>Understand issues surrounding the abuse of Human Rights in Ireland and Abroad</p>

Health and Education	<p>Understand issues affecting young people's health in Ireland and the Developing World.</p> <p>Understand how health and education relate to justice and equality in Ireland and in the Developing World</p>	<p>Understand issues affecting young people's physical and mental health in Ireland and the Developing World.</p> <p>Demonstrate how health and education relate to justice and equality in Ireland and in the Developing World</p>
Trade and Microcredit	<p>Demonstrate how global trade works and how Fair Trade works</p> <p>Understand the importance of ethical consumerism and individuals making informed choices</p> <p>Understand Microcredit, its affects and how it works in Ireland and in the Developing World</p>	<p>Demonstrate how global trade works and how Fair Trade works</p> <p>Demonstrate the importance of ethical consumerism and individuals making informed choices</p> <p>Understand Microcredit and how it works in Ireland and in the Developing World; demonstrate its affects.</p>
Project	<p>Plan and execute a service project.</p> <p>Understand the local to global connections of the project.</p> <p>Evaluate the results of the project for the Scouts, the community and people in the Developing World.</p>	<p>Plan and execute a service project.</p> <p>Understand the local to global connections of the project.</p> <p>Evaluate the results of the project for the Scouts, the community and people in the Developing World.</p>