

LLC Lesson Plans: adaptations and ideas for Scouts

Scouts existing materials

Scouting's contribution to the 2030 Agenda

- Contribution to the SDGs through education of young generations and by actions
- Better World Framework: set of coordinated programs, campaigns, calls to action, and events designed to develop the competencies of young people to become global active citizens and take action around issues related to sustainable development.
- Scouts for SDGs: promote, monitor, and evaluate the vast contribution to sustainable development happening through Scouting activities worldwide under the non-formal education approach.

Implementation through National Scout Organizations (NSO)

- Set of resources that exist in WOSM to help NSOs work with the SDGs: services.scout.org
- NSOs are **encouraged to find partners** that can help develop initiatives to tackle relevant local issues affecting young people and community.
- NSOs can request support to incorporate these best practices under the BWF umbrella. These will progressively add inspiration opportunities to the framework.

Key resources

- SDG learning objectives by UNESCO

UNESCO. (2017). Education for Sustainable Development Goals; Learning Objectives. This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>).

Ref:

- Guide for the NSO on how to implement SDG actions in their youth program:

https://www.scout.org/sites/default/files/library_files/Creating%20a%20Better%20World%203A%20Enabling%20Global%20Citizens%20for%20the%20Sustainable%20Development%20Goals_EN.pdf

Résumé

The WOSM has proposed a global framework through which NSO try to align their activities with the 17 SDGs. The WOSM offers services, tools, and resources to the NSO. **Nevertheless, each organization decides how to build this project in their country, there is not a unique method.** Therefore, we can address to both international and national levels.

General Structure of LLC lessons

Title
Describes the lesson plan.

Introduction
Provides a brief insight into the lesson plan and also mentions the methodology that the particular lesson plan has adopted, for example learning processes could include hands on engagement, classroom interaction, group work, analysis of responses and communicating about the topic through an article, a facebook post, and/or video to name a few.

Curriculum Linkages
These have been specified in lesson plans pertaining to the ES and YRE programme and mention the different subjects like Science, Global Citizenship, etc to which linkages can be drawn by the teachers.

Programme and Age Group
This indicates the programme - Eco School/YRE for which the lesson plan is recommended. It also mentions the age group for the programme is suitable.

SDG Linkages
The symbol indicates the linkage of the issue with the particular SDG Goals.

Objectives
What is intended to be achieved as part of the lesson plan is specified here.

Duration
Lesson Plans range in duration from a few minutes to a couple of days. Duration has been specified in every lesson plan to help teachers' allocate time and plan the same.

Resources Required
Lists various resources including material, online resources, internet, worksheets, etc which will be required for conducting the lesson.

Activity
Implementation of the lesson plan has been divided based on the duration of engagement into classroom sessions and/ or group assignments. Classroom session: These are learning processes within a classroom set up and have largely looked at a duration of 45 minutes for any one session Group/Individual Assignment: These are generally longer duration learning process and could be achieved over a few hours to a few weeks. These are learning processes which involve group interactions, mostly based beyond classroom set-up, sometime restricted to work within the school and sometimes beyond the school.

Evaluation
It is important to understand whether students have achieved the learning intent. Different techniques have been suggested in different lesson plans.

Lesson Plan 2

Activity

Classroom 1
session

Name

Assignment

Classroom 2
session

Evaluations

The general structure of the lessons is very clear and easy to read. We could insert additional information relative to the scout method to better align the lesson with their youth program. Below, you will find some propositions.

Before you begin

The information presented on the “before you begin” documents is very useful.

PROPOSITION: This introduction to the thematic of each lesson could be adapted in two different ways: By the scout leaders or by willing Boy/ Rover scouts or even a patrol.

1. Presentation of the thematic by the leaders

The adult members can choose which lesson they would like to introduce each time and then adapt it to their weekly program through the symbolic framework.

Reminder: the symbolic framework is the theatrical, non-serious environment through which education in scouting takes place: generally, each week the scouts meeting is organized around a so-called myth, an adventure. Adult members dress up as characters and seek the help of the scouts to help them in their mission. A myth can last longer for several weeks.

Therefore, the leaders may wish to present himself the theoretical info, adapting it to his scheduled program. He/ She can add an activity (game) at the end to consolidate the theoretical part and make it ludic.

2. Presentation of the thematic by the scouts themselves

Another possibility could directly involve the children at this early stage. In the scout method, the personal progression is cultivated.

Reminder: The personal progression regroups the badge system which focuses on the self-learning aspect and encourage the Scout to learn a subject which could be his work or hobby, and cover many different types of activities not always related to Scouting. The scout on its own expresses the wish to investigate a certain topic and then presents theoretical information about it and at the end a practical activity (game related, quiz etc).

Therefore, the lessons could be open to every scout as a possible topic for presentation. If a scout chooses to elaborate on one of the lessons, he must read the theoretical information and seek additional one as well. He would be the one to provide the background information and initiate the discussion. A badge is also assigned.

Curriculum linkage

- YRE steps and SDG linkage: to be conserved
- Curriculum linkage: to be adapted since non- formal education group:

The Scout method contains the personal progress scheme. This program uses successive stages which young people go through to reach the educational objectives for each age group. The system puts more emphasis on personal objectives of physical, intellectual, affective, social, spiritual, and character development.

To achieve this, each country has some general sectors/fields. Every scout activity is related to one of those sectors.

PROPOSITION: Replace the curriculum linkage by one, or more, of the sectors/ fields that this activity refers to. This needs to be refined on a national level since variations on the name of the sectors occur.

The example of Scouts of Greece:

Boy Scouts sectors: 11-15 y.o.

1. Outdoor Life (action and knowledge in nature)
2. Intellectual culture (mental and psychological improvement-values)
3. Physical education (Physical Development - Hygiene)
4. Technical skills (ability-creation-skill)
5. Social cooperation (offer-cooperation-social offer)



Rover Scouts fields: 15-18 y.o.

1. Nature Detection
2. Culture
3. Quality of Life
4. Career path
5. Education and Democracy
6. Social Solidarity

Activity

- Collaboration with other schools → collaboration with other scout dens
- Activities: more games, elaborate the symbolic framework

The symbolic framework is not our priority since its implementation and development depends on each scout den's adult members. However, we could insert in the adapted LLC lessons the "activity" proposition, and even small examples (cf. PDF doc about lesson4).

Ideas of implementation

Reminder: The **WOSM proposes a global framework** of action and sets goals (ex: 2030 agenda). However, the WOSM does not propose a specific way in which this goal must be reached. It is in **each country's national organization to come up with a strategy**. In addition, the national organizations may decide a. if they want or not and b. the time to participate to the international goals. For example, they may have more important issues to overcome before contributing to an international goal. (ex: Greece: promote Scout's social image, no1 goal).

PROPOSITION: Address both national and international levels

International level

We could try and contact the international level to insert in their website our program and thus promote the LLC to all the scouts consulting the WOSM's website.

This will essentially give to FEE visibility and could bring additional contact by the NSO.

Idea: link the YRE LLC lessons with the Scouts for the SDGs program.

The Scouts for the SDGs do not propose specific action plans to the contribution in each goal. They have a hub where scouts can present their actions and other NSO can get inspired. They also present a customized To-Do list that anyone can contribute to, presenting a relative SDG activity.

We could therefore, in a first place, establish contact with the Scouts for the SDGs and present them our material. The lessons/ the LLC itself could then be introduced in the relative lists as possible actions. This will increase our visibility and the interest members could get additional information about the implementation of the LLC in their country by clicking on this option.

Another idea could be to add a new "get inspired" icon on the right, referring to the YRE LLC exposure, explaining the possibility for scouts to join.

The screenshot shows the 'My Goal 13 To-Do List' page. At the top, there is a navigation bar with 'SCOUTS for SDGs' and links for 'EXPLORE THE GOALS', 'WORLD MAP', 'EARTH TRIBE', 'ABOUT', and 'TAKE ACTION'. The main content is a list of 13 actions, each with a checkbox. A yellow box highlights the 'How to use this list' section, which explains that users can mark actions they've already done and add their own. A 'GET INSPIRED BY OTHER SCOUTS' button is also highlighted in yellow. The list includes actions like 'Learn about composting', 'The meat production industry has a hugely negative impact', 'Recycle everything you can!', 'Switch off your lights for Earth Hour', 'Raise your voice in your community', 'Perform a role-play to estimate the impact of climate change', 'Sign the UNFCCC's #ClimatePledge', and 'Calculate your usual Carbon Footprint'. Action 10 is 'Learn about at least two global climate change initiatives (e.g. UNFCCC, Paris Agreement) and share the knowledge with your group.' Action 11 is 'Hold a discussion session with your group and list at least 5 impacts of climate change in your daily life. Explore possible solutions to lessen the impact.' Action 12 is 'Join the Earth Tribe, take environmental action, share your story and inspire others to take action!'. Action 13 is 'Add your custom action'.

National level

Partnerships:

work with others to enhance your educational proposal

- Link your project proposals to their contribution to the SDGs when looking for new funding opportunities
- Partner with an environmental organisation to develop a biodiversity action kit for leaders
- Participate as an organisation in national events that focus on the SDGs and take the lead in the national discourse around education for global citizenship and sustainable development
- Share best practices on sustainability in your organisation and with other NSOs
- Partner with public institutions and decision-makers to participate in the national SDG implementation plan, and support them with knowledge, perspectives, and data on young people
- Hold your country's institutions accountable on their commitments to the SDGs

This is an extract from the Scouts guide to NSO on the implementation of SDGs in their youth program (p.46).

As we see, the partnership with environmental organizations is encouraged.

- “Any national, Regional and World initiative that targets education for sustainable development and taking action that contributes to the development of their community is welcomed into the Better World Framework “ p.23.

- Our NO could present FEE as partner into the Better World Framework helping the NSO, via the LLC lessons, organizing SDG oriented activities (regarding litter and waste).

- A more personal contact between FEE’s NO and NSO will clarify the possibilities of implementation on each country.

- Depending on the orientation and program of the NSO (ex: *one specific* SGD each month) propose to and adapt with them in details the LLC relative materials.

Example of adapted LLC lesson

In the mail that you received you will find attached a PDF with an example of an adapted for scouts LLC lesson.

It is the lesson 4 (Packaging) and more specifically the 13-16 y.o. Smart Shopping Choices activity.

The *before you begin* part does not need to change. Either the scout leader or a willing Boy/Rover scout oversees the theoretical introductive part to the rest of the group and adds further information and activities if desired.

In the PDF, the school-vocabulary is replaced by scout one, and some comments are made regarding the time and duration of the activity as well as extra suggestions regarding the implementation in the scout program.

Proposition: At a second time, I can forward some material to scouts that I know and get a feedback from them, see if it is appealing and gather additional comments.

Thank you 😊

