

mixed scouting |  
ongoing learning |

adult *training*



## Who is Mixed Scouting for?

- Mixed Scouting is an ongoing learning module. It is for adults who have completed their Wood Badge and are required to complete five hours ongoing learning a year.



Exercise



Example

## What does this module contain?

- This module contains about five hours of learning that may be managed in a variety of ways.

## How is this module validated?

- There is no formal validation for ongoing learning modules. The participants will be asked to produce an action plan to demonstrate that they have completed the module.

## What information is provided?

- This module contains objectives that relate to mixed Scouting. Sections covered include The Scout Association's policy, gaining a greater understanding of what co-education is and its benefits, acquiring tools for promoting mixed Scouting and recruiting girls, identifying and overcoming barriers to mixed Scouting. Tools for practicing and developing mixed Scouting are also provided.



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### Editor's note

Although in some parts of the British Isles Scout Counties are known as Areas or Islands, and in one case Bailiwick, for ease of reading this workbook simply refers to County/Countries.

## Session details

The following sessions are included in this module:

Session	Page	Timing (hrs)
1 Unpacking the policy	4	1:00
2 Promoting mixed Scouting	6	2:20
3 Mixed Scouting in practice	13	0:45
4 Developing mixed Scouting	17	0:45

Depending upon the number and nature of participants, these sessions may need to be preceded by introduction and/or integration sessions.

## Planning considerations

The learners for this module may have had a variety of roles and levels of experience in Scouting. They are likely to have formed attitudes towards mixed Scouting and their motives for attending this course may be mixed. Some pre-session work may need to be done, as the trainer needs to have a sound knowledge of mixed Scouting. Further help and advice may be obtained from the Field Development Service in England, the Field Commissioner Service in Wales and Country Headquarters in Scotland and Northern Ireland. The Frequently Asked Questions in the Appendix and the *One Movement Working Together* resource, available from [www.scouts.org.uk/onemovement](http://www.scouts.org.uk/onemovement) or the Adult Training Office, will provide further help.

The number of participants on the course will determine the ways of working. If more than six participants are involved, one or more tutors should be assigned to facilitate group discussions. In these circumstances, some of the following trainer-led methods could be facilitated by the tutors in their small group.

The training involves asking people to work in different small groups at different times. Tasks are brief and group size should be kept small to encourage participation. It will help to organise the assignment of people to different working groups (e.g., for more than one Section, for the same Sections, for the same Scout Group) and to list these groupings on a visual aid.

The trainer running the session should be comfortable with the material, able to generate examples, respond to questions from participants and be aware that with this subject matter, good practice will develop from a good understanding of the core principles. Small group facilitators should also be comfortable with the material, supportive of the Association's policy and preferably have direct experience of mixed Scouting.

It is expected that this module will generate good practice ideas and it is advised that the information from this course is collated and sent to the participants afterwards.

Much of the knowledge content is contained in the support materials rather than in these trainer notes.



Trainer



Learner



Group



Report back



Visual aids



Trainer's notes



Handout notes



Timing

# Mixed Scouting

## – Ongoing learning

### Aim

To help adults understand the principles of mixed Scouting so that they can develop mixed local provision. It is as an ongoing learning module for all those who have completed their Wood Badge, including Section Leaders, Assistant Section Leaders, line managers (such as Group Scout Leaders, District Commissioners) and Sectional Supporters (such as Assistant District Commissioners). Others who are involved in making facilities available (e.g. Group Executive members and parents) may also wish to participate.

### Objectives

By the end of the module, participants will be able to do the following:

- 1 State the policy of The Scout Association on co-education and mixed Scouting.
- 2 Define what is meant by co-educational and mixed Scouting.
- 3 List the benefits of mixed Scouting for boys and girls, young men and young women.
- 4 Identify methods to inform others about mixed Scouting and to promote it to others in the community.
- 5 Identify potential local barriers to mixed Scouting and methods of overcoming them.
- 6 List methods of recruiting girls into a Section/Group.
- 7 Recognise factors that need to be considered when delivering the Balanced Programme to a mixed Group/Section.
- 8 Plan the development of mixed Scouting in their Section and Group.
- 9 Practically identify and demonstrate implementation of support relevant to your role.

## Methods

### A series of sessions

This course may be delivered over the course of a day or as a series of evenings with additional work in between.

### Small group

Alternatively, this module could be run for a small group of adults. In this instance you may need to adapt some of the tasks.

## Resources

To deliver this module in its entirety, you will need the following resources:

- Flipcharts
- Flipchart paper and pens
- Pens
- OHP
- OHT 1 – Co-education definition
- OHT 2 – Mixed Scouting definition
- *One Movement Working Together* available from [www.scouts.org.uk/onemovement](http://www.scouts.org.uk/onemovement) or the Adult Training Office
- True or False Task in Appendix 1
- Benefits/Challenges cards from Appendix 2
- Case studies from Appendix 3
- FAQ's in Appendix 4
- Benefits/Challenges Worksheet 1
- Mixed Scouting in your local community Worksheet 2
- Considerations for mixed Scouting - Worksheet 3
- Action Plan Worksheet 4
- Scouting publications relevant to each section



Worksheet



Factsheet

# Mixed Scouting: session 1



## Unpacking the policy

### Key objectives

- 1 State the policy of The Scout Association on co-education and mixed Scouting.
- 2 Define what is meant by co-educational and mixed Scouting.

### Resources

- Flipchart
- Flipchart paper and pens
- OHP
- OHT 1 – Co-education definition
- OHT 2 – Mixed Scouting definition
- *One Movement Working Together* available from [www.scouts.org.uk/onemovement](http://www.scouts.org.uk/onemovement) or the Adult Training Office
- FAQs in Appendix 4
- True or False Task in Appendix 1

## Trainer input



Explain the purpose of this session and put it into context. Make the point that whatever our role in Scouting we all need to understand and support the key policies of the Scout Association as they underpin the decisions we make. The Scout Association's policy on mixed Scouting affects all of us.

Define what is meant by co-education and mixed Scouting. Use OHT 1 & 2 for the definitions. Also use *One Movement Working Together* to draw out information on the policy– this can be downloaded directly from [www.scouts.org.uk/onemovement](http://www.scouts.org.uk/onemovement) or is available from the Adult Training Office at Gilwell Park. Also explain how the module will work, its timing and domestic matters.

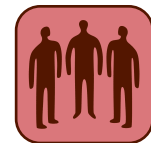
## Task

Display around the room on flipchart sheets a range of true and false statements about mixed Scouting. Appendix 1 includes statements related to:

- the definitions of mixed Scouting and co-education
- The Scout Association's policy, and how it has changed over the years
- myths and misconceptions
- discriminatory practices.

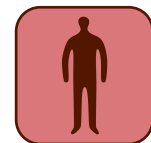
You can choose the statements you use and may wish to add others based on local issues.

Ask people to work in pairs and to visit each flipchart statement. Their task is to write on each flipchart whether the statement is true or false.



## Trainer input

Review the responses to the statements. Provide the facts and explain as you go. Refer to the FAQs in Appendix 4 and the information in *One Movement Working Together*.



## Trainer's notes

*As you clarify misconceptions and provide facts, it may be necessary to also address negative attitudes towards the policy. The policy is founded in a strategic decision to make the Movement inclusive and to be open to all who wish to join, irrespective of their gender. It also believes that young people develop best in a mixed environment as this best represents the community in which they will live.*



## Mixed Scouting: session 2



### Promoting mixed Scouting

#### Key objectives

- 1 List the benefits of mixed Scouting for boys and girls, young men and young women.
- 2 Identify methods to inform others about mixed Scouting and to promote it to others in the community.
- 3 Identify potential local barriers to mixed Scouting and methods of overcoming them.
- 4 List methods of recruiting girls into a Section/Group.

#### Resources

- Benefits/challenges cards from Appendix 2
- Benefits/challenges – Worksheet 1
- Flipcharts
- Flipchart paper and pens
- Case studies from Appendix 3
- *One Movement Working Together* available from [www.scouts.org.uk/onemovement](http://www.scouts.org.uk/onemovement) or the Adult Training Office
- Mixed Scouting and your local community Worksheet 2
- Pens



### Task

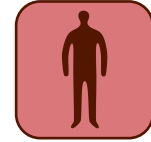
Reorganise the participants into new small groups of three or four people per group. This is to ensure that each small group includes people with a positive attitude to mixed Scouting. Groups could be organised to include people from the same Sections.

Hand out to each group a shuffled set of cards (see Appendix 2), each card listing a possible consequence of mixed Scouting, and a worksheet for them to use to group these cards (Worksheet 1). You may wish to select the cards based on local issues rather than to use them all and you may wish to include blank cards for the participants to add their own ideas.

The groups' task is to sort the cards into two columns, 'Benefits' and 'Challenges', and to discuss how the challenges could be minimised and even turned into a benefit.



## Trainer input



Quickly capture and chart some of the key benefits identified from the game. Note that benefits should include:

- a less competitive environment
- a more diverse membership
- a wider pool of potential members
- involving all the family
- males and females working together
- a diverse range of skills
- increased cooperation
- better standards of behaviour
- a more attractive Movement to volunteers
- male and female role models for all young people.

Now look at some of the challenges that have been identified. Draw out how some of these challenges can be overcome and perhaps even turned into a positive.

### Your answers should include the following:

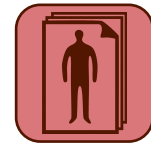
- **We would have to make changes to Nights Away arrangements/have to buy new equipment** – In Scouting thorough planning is required for all activities. Therefore, making arrangements for Nights Away experiences will be incorporated into the planning stage. You will need to ensure separate washing/toilet facilities for girls and boys, and if possible separate sleeping areas. This might be an opportunity to renew camping equipment, but it does not necessarily mean that you have to buy new equipment. It might be possible to use existing equipment in a different way. It is best practise to have a mixed leadership team. This could be used as an opportunity for a recruitment campaign. Today, many people prefer to volunteer in a flexible way, rather than committing to an evening in a week, so just helping out for one event might be more appealing to them.
- **We would lose Leaders** – Leaders who are uncertain might like to visit a local Group that is already mixed, or take part in a large event that is mixed. If they are adamant that they do not want to continue working with young people in a mixed environment, then they might be willing to take on another role in Scouting. It may also encourage Groups to hold a recruitment campaign. This will introduce more people to local Scouting and can possibly recruit more Leaders than they had before. New people will bring new skills and add a different dynamic to the Group. It may also attract people who like the fact that it is mixed and were put off by the idea of running a Group just for boys.

- **We would have to make changes to the Programme** – This is a misconception. The Balanced Programme is designed to work in a mixed setting. However, it does not stay the same over time; as the young people in the Section change, Leaders change their programme to meet their needs. This happens regardless of whether the Section is equally balanced across the sexes, or if there is a majority of one sex. Enabling all young people to join the Section might lead to new suggestions for activities and new ways of doing things, adding to this natural development of the Programme.
- **Some boys will leave** – Some young people might not fully understand the background to the mixed Scouting policy, and if their experience of Scouting has always been in single-sex Sections, they might not even realise that girls have been Members of the Association for many years. When Leaders are discussing mixed Scouting with the current Members of a Section, they should make it clear that the activities will not change. It should be explained in a way that young people can understand and relate to.
- **Boys find it difficult moving from a single-sex to a mixed-sex environment** – The society young people grow up and develop in involves men and women living and working together. Mixed Scouting provides an environment that reflects our society and they will benefit from developing with each other where stereotypes are challenged and the values of individuals are appreciated.
- **We would have to plan less 'boisterous' activities** – Some young people may not enjoy contact games, regardless of their sex. Leaders should always consider the needs of the individuals within the Section. On the other hand, girls want to join Scouts because they want to take part in the activities that are provided. If the balance of activities suits the members of the Section there may not be a need to do anything differently.
- **Boys lose out on the opportunity to develop in a single-sex setting** - There is still flexibility to provide single-sex activities for young people, perhaps to meet a particular local need. This could happen on a long-term or short-term basis. Activities can be run in single sex groups if it is appropriate, and it is possible to have single-sex Sections. But every Group has to ensure that all young people are given equal opportunity to join the Group, progress through all the Sections, and take part in the activities that the Group provides.
- **Young people get distracted by members of opposite sex/ Leaders have to deal with relationships between members of the Section** – The forming of relationships (both sexual and platonic) is part of the normal social development for all young people. Young people may form relationships with others in Scouting and outside Scouting. As

role models for young people it is likely that Leaders will be approached about a wide range of issues. Scouting provides a supportive environment for young people to discuss their questions and concerns about relationships, sexual behaviour, and sexual morality.

### Trainer's notes

*It is important to recognise that participants will have varying opinions and may find it hard to be balanced in their approach to this task. It is therefore important to concentrate on the benefits and to draw out solutions to the challenges.*



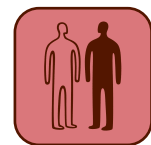
### Task

Keeping the participants in the same group - if the groups have not worked well in the previous task it may be wise to change the groups - ask them to discuss one or two of the case studies in Appendix 3. Inform them that you will ask each group to feedback to plenary both their ideas and their conclusions.



### Report back

Lead an open plenary discussion, working through each case study in turn and asking the groups that discussed each one to feedback both their ideas and conclusions.



### What needs to be drawn from each case study:

#### Diversity in the Troop

- Speak to the girls or parents to find out why they have left.
- Create a form that is sent afterwards to gain feedback.
- Include the girls with the boys when putting together the programme.
- Make sure girls have the same opportunities and responsibilities i.e. making them Patrol Leaders.

#### Male and female role models

- Scouting has both male and female Leaders in Groups.
- The Promise made by the adult is the same as the young people and the young people should see the adult modelling these values.
- Scouting will put an adult in touch with these young people (in most cases) on a weekly basis, offering them continuity in their relationship with the adult.
- Scout Leaders have a unique role not as a parent or teacher but as a person with whom they experience adventure and new opportunities. It is a safe environment for young people to develop with adults who want to help them fulfil their potential.

## Declining membership

- Include the activities young people can take part in and the adventure Scouting offers.
- Explain how they can earn badges and recognition for what they do.
- Explain that anyone can join.
- Get young people at school who are already Members to talk about what they do, or demonstrate some of the activities they do.

## Gender stereotypes

- Arrange for a trip to a local service – such as police, hospital, fire brigade – that you know has a mixed team.
- Use some of the programme ideas on the *One Movement Working Together* CD-Rom
- Arrange for someone who does a job that's not traditionally associated with someone of their gender to talk to the Cubs, e.g. a male nurse or a female bus driver.
- Organise some activities for the Pack that are usually seen as only for boys or girls, e.g. skipping games or making circuit boards.

## Mixed activities

- The programme offered should be balanced.
- The programme should reflect the young people in the Section.
- There could be a rule that all members of the team have to touch the football before a goal can be scored.
- Select teams by a method that does not have captains.
- This issue could be addressed with the young people and encourage them to change their behaviour.



### Task

For this exercise, organise participants to work in groups that focus either on issues in Scout Groups or in Districts or in Counties. Groups could focus their work on the needs in specific local Scout Groups or Districts or Counties.

### Handout Worksheet 2; this asks them to:

- list who in the local community you would like to inform about mixed Scouting
- identify what local barriers exist that will hold back the development of mixed Scouting locally
- what practical steps can you take to present the local community with accurate information and to reduce or remove local barriers to mixed Scouting.



Tell the groups that they will be asked to share their answers with the rest of the participants. They could use a flipchart to help them do this.

## Report back

Ask each group to feedback their ideas in turn but to keep it brief and to the point.

### Ideas should include the following:

#### Who

Depends on Group and locality, but might include:

- Parents of current and future members
- Sponsoring Authorities
- Other local youth organisations  
(for example Girlguiding UK, Combined Cadet Forces, etc)
- Local authority youth service
- Local schools
- Local faith groups
- Local media
- Community fundraising and supportive groups  
(e.g. Lions Club, Ladies' Circle)

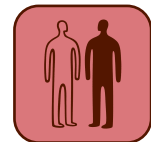
#### What barriers

- Lack of awareness that Scouting is mixed
- Attitudes and assumptions of existing Leaders
- Attitudes and assumptions of people outside Scouting
- Lack of understanding of why we are mixed, perhaps combined with out-of-date ideas of what Scouting is about

#### Practical steps

- Awareness raising so that parents/carers of current and prospective Members know that the Group is open to all
- Articles in local media
- Building relations with other local youth organisations – to explain mixed Scouting policy
- Recruitment drive for Leaders/young people

When all groups have presented their ideas, facilitate a discussion on what, from the ideas, could be considered as good practice. Note down the ideas and then send a copy to the participants following the session.





### Trainer input

Explain to the participants that in order to run mixed Scouting it is important to recruit girls. Explain that this is about positive communication to the right audience.



### Task

Ask the participants to divide into buzz groups of two or three to discuss practical ideas of how to recruit girls.



### Trainer input

Lead a discussion on the ideas generated.



#### Ideas should include:

- school presentations
- articles in local media
- Bring a Friend evenings
- encouraging sisters, cousins and other young female relatives of existing Members to come along.
- using publicity material that features both sexes.

Collate their ideas and send it to them after the training.

# Mixed Scouting: session 3

## Mixed Scouting in practise



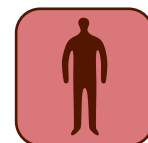
### Key objectives

- 1 Recognise factors that need to be considered when delivering a Balanced Programme to a mixed Group/Section.
- 2 Identify methods to inform others about mixed Scouting and to promote it to others in the community.
- 3 Identify potential local barriers to mixed Scouting and methods of overcoming them.
- 4 List methods of recruiting girls into a Section/Group.

### Resources

- Flipchart
- Flipchart paper and pens
- *One Movement Working Together* available from [www.scouts.org.uk/onemovement](http://www.scouts.org.uk/onemovement) or the Adult Training Office at Gilwell Park
- Considerations for mixed Scouting - Worksheet 3
- Scouting publications relevant to each Section.

## Trainer Input



Explain to the group that The Scout Association's Programme has great appeal to both boys and girls. Each Section has a number of Programme Zones from which ideas can be drawn and by using material and badges from each zone, a Balanced Programme will emerge. Give examples from the Programme (using the publications outlined in the 'Resources' list) to demonstrate your point. Remember you may have managers in the group who have had little to do with the Programme, so adapt your input as necessary.

The skill for the Leader is to ensure that all the elements that support the programme, such as the facilities, the mix and attitude of the Leaders and the accommodation provided, as well as the programme content, will be equally suitable for both boys and girls within the Section.



## Task

Divide the participants into small groups with five participants or less in each. Ask the groups to look at a list of activities and to discuss what they may need to consider regarding – facilities, Leaders, accommodation, participation etc., when running them

Worksheet 3 outlines the task and should be handed to each group.

### The list of activities includes:

- climbing for Scouts
- two-night hiking and camping expedition for Explorers
- a day trip to a local city farm for Beavers
- a swimming gala for Cub Scouts
- a night away for Scouts at a camp
- a night away for Cubs in a Scout Meeting Place (with one large hall and a smaller room to the side for Leaders to sleep in).

Encourage them to add to the list if they can think of other examples.



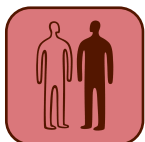
## Trainer's notes

*Facilitators may need to help draw out the factors from the groups; they should be prepared to give ideas.*



## Report back

Look at each activity and at what factors need to be considered and why. Then look at ways these factors can be addressed.



### Answers should be along the following lines:

#### Climbing

If the young people need to get changed into appropriate clothing before taking part in the activity, separate changing facilities for boys and girls should be provided.

Instructors will be familiar with the techniques used to ensure that all young people are wearing their harnesses correctly and safely. Leaders might wish to mention in advance that the Troop is mixed.



## **Expedition**

Separate sleeping areas should be provided for males and females where possible. However this may not always be the most safe or practical arrangement. For instance if there is one girl in a group of four, then it would be safer for her to sleep with the rest of the group than sleep alone. Young people and their parents must be consulted before the event and be happy with the arrangements.

Facilities for disposing of sanitary towels and tampons should be provided, and the Leaders should carry spares in case of unexpected emergencies. If staying in a campsite, there should be sufficient toilet and washing facilities to ensure the privacy of the young people.

## **City farm visit**

The adult leadership team should include male and female members to ensure appropriate supervision, for instance to assist with toilet trips.

## **Swimming gala for Cub Scouts**

There should be separate changing facilities for males and females. It might be good practise to have a mixed leadership team to ensure appropriate supervision, depending on the nature of the event, location and young people involved.

## **Scout camp**

It is good practise to have a mixed adult leadership team. Remember, not all the adults need to be Section Leaders, and so this might be an opportunity to get parents or other friends and relatives involved.

There should be separate sleeping areas for girls and boys. However, there might be occasions when this is not possible. For instance if there is one girl in the Troop, it would be safer for her to sleep with other members of her Patrol than sleep alone. Young people and their parents must be consulted before the event and be happy with the arrangements.

There should be sufficient toilet and washing facilities to ensure the privacy of the young people. Facilities for the disposal of sanitary towels and tampons should be provided, and Leaders should arrange a supply of spares in case of unexpected emergencies. There might be occasions when a girl starts her period on camp, or is caught unexpectedly. Leaders should be prepared to support her discreetly and sensitively, as they would with any personal difficulty that a young person encounters on camp.

## **Cub Nights Away**

It is good practise to have a mixed adult leadership team. Remember, not all the adults need to be Section Leaders, and so this might be an opportunity to get parents or other friends and relatives involved.

There should be separate sleeping areas for girls and boys. However, this might not be possible if the large hall is the only accommodation available. Solutions might be to screen the hall off into two sections, or putting up hike tents indoors. There might be occasions when separating the sexes for sleeping is not possible for safety or practical reasons, for instance if there is one girl in the Pack, it would be safer for her to sleep with the other members of her Pack than sleep alone. Young people and their parents must be consulted before the event and be happy with the arrangements.

There should be sufficient toilet and washing facilities to ensure the privacy of the young people.

# Mixed Scouting: session 4

## Developing mixed Scouting



### Key objectives

- 1 Plan the development of mixed Scouting in their Section and Group.

### Resources

- Action Plan Worksheet 4
- Pens.

## Task



Organise participants to complete this activity in their Group, District, or County Teams, irrespective of the size of these groups.

The task is to prepare an Action Plan aimed at developing the provision for mixed Scouting in their Group, District or County. They should work to the Action Plan in Worksheet 4. Once they have written up their Action Plan they should hand it in to be copied and sent out by the trainer after the course.

This activity needs no review, although you might need to help some groups. As this is the end of the session and they are working in the 'home' groups, the principle of facilitation here should be 'little and then only if necessary'.

## Summary



Final review, recapping key points and encouraging participants to seek opportunities to practice and apply the learning points. Explain that no formal validation is required for Ongoing Learning modules. However, it might be useful for participants to discuss with their line manager any issues relating to the policy, myths, barriers, programme and action plans.

You can also hand out a copy of *One Movement Working Together* and useful contact details for the Development and Diversity Department at Gilwell Park, their Field Development Officer and any other number that is appropriate to the local situation.

End on a very positive note and wish people well.

# True and False Statements

## Appendix 1



### True

Girls were able to join Venture Scouts in 1976.

The majority of Scout Groups are mixed.

You should have separate sleeping areas for males and females during Nights Away.

You can run single-sex Sections.

Girls and boys develop in different ways and at different rates.

The Programme is designed to be coeducational.

Mixed Scouting is girls and boys doing Scouting activities together

### False

Scouting has been fully mixed for 10 years.

All Sections in every Group have to be mixed.

Female Scouts can't go camping with an all-male Leadership team.

Mixed Sections run a different programme to single-sex Sections.

There are extra Child Protection issues that need to be considered in mixed Sections.

Sponsoring authorities can insist that a Group is single-sex

Coeducation programmes can only be run in a mixed sex environment.

You can trial mixed Scouting in a Section and if it doesn't work go back to being a single-sex Section.



## Benefits

## Challenges

A less competitive environment

Have to make changes to  
Nights Away arrangements

Diverse membership

Loss of Leaders

Wider pool of potential Members

Have to make changes to the Programme

Allows all the family to be involved

Some boys will leave

Males and females working together

Boys find it difficult moving from  
a single-sex to a mixed-sex environment

Diverse range of skills

Have to plan less 'boisterous' activities

Increased cooperation

Boys loose out on the opportunity  
to develop in a single-sex setting

Better standards of behaviour

Young people get distracted by  
Members of opposite sex

The Movement will be more  
attractive to volunteers

Have to buy new equipment e.g. more tents

Male and female role models  
for all young people

Leaders have to deal with relationships  
between members of the Section

WS 1

# Benefits and challenges of mixed Scouting - Worksheet 1



## Task

Place the cards under the appropriate heading and look at how the challenges could be minimised and even turned into a benefit.

**Benefits**

**Challenges**



### Diversity in the Troop

Girls have been members of a Scout Troop for several years. However, although the Troop is large, there have only ever been one or two girls at a time. Apart from a notable few, girls don't usually last as long in the Troop as boys who join at the same time. The Scout Leader feels that there are underlying problems why they don't attract many female members and why the girls don't stay.

*How could the Scout Leader find out why the girls are leaving, and what ideas could he try to encourage them to stay?*

### Male and female role models

A local newspaper has recently run an article about the higher than average number of single parent families in the local area, and that nearly all of the teachers at the local primary school were female. There was a concern that many young people were growing up with few male role models in their lives.

*The newspaper has contacted the Scout Group and asked for information about how Scouting addresses these issues. How would you respond?*

### Declining membership

In the last few years a Beaver Colony has had a declining membership. After one of the Colony meetings, one of the parents comments to the Beaver Scout Leader that they had noticed that in the *Beaver Scout Logbook* there are pictures of girls, and that they hadn't realised that girls could join. The Colony has been open to girls for a long time, but there haven't been any female members for several years. The parent is a teacher at the local primary school, and suggests that the Leaders give some kind of presentation at the school about Scouting, to promote the Colony.

*What ideas could the Leaders include in their presentation to encourage more boys and girls to join the Colony?*

### Gender stereotypes

At a Leaders meeting, the Leaders were talking about the concerns they had about some of the Cubs' attitudes and assumptions about the different sexes. They were particularly concerned over an incident that happened when they were doing cooking during a meeting night a few weeks ago. Two of the girls of one Six were left doing the washing up, whilst the boys went to play football. There have also been a few comments along the lines of 'Boys can't be nurses' and 'only girls like horses'.

*How could the Leaders encourage the Cubs to think about some of the stereotypes that they have?*

### Mixed activities

Ever since you have been a Scout Leader you have noticed how the boys in your Troop have shown great enthusiasm and competitiveness towards the game of football. Asking to play football has become a weekly occurrence and if you have time spare you will always try and fit it in. However, since your Troop has become mixed you have noticed some issues. When the boys pick the teams they always pick the girls last and when the game is played the boys rarely pass the ball to the girls, leaving them feeling left out. Because of these issues, the girls seem unhappy to play. This is concerning especially because two of the girls play football for their school and their local club.

*How would you try and resolve these issues?*

WS 2

## Mixed Scouting and your local community - Worksheet 2



### Task

- 1 List who in the local community you would like to inform about mixed Scouting
- 2 Identify what local barriers exist that will hold back the development of mixed Scouting locally
- 3 What practical steps can you take to present the local community with accurate information and to reduce or remove local barriers to mixed Scouting?



## Considerations for mixed Scouting - Worksheet 3



Look at the list of activities below. Discuss what may need to be considered regarding – facilities, Leaders, accommodation, and participation when running these activities and events. Add other activities you feel may need consideration and think about how you can address some of these factors.

Activity	Factors	Solution
Climbing for Scouts		
Two-night hiking and camping expedition for Explorers		
Day trip to a local city farm for Beavers		
Swimming gala for Cub Scouts		



Activity	Factors	Solution
A Nights Away for Scouts at a camp		
A Nights Away for Cubs in a Scout Headquarters (with one large hall and a smaller room to the side for Leaders to sleep in)		
(Your own examples)		





### **Q Why is mixed Scouting important?**

**A** In order to help young people develop it is necessary they do it together. Life is about men and women living and working together. By enjoying Scouting together young people are given more opportunities to learn about themselves and each other.

### **Q How do you encourage both sexes to join Scouting?**

**A** All Scouts attend because they enjoy the activities on offer and want to be with their friends. If the Programme appeals to all young people, then male and female Members will be attracted to Scouting.

### **Q Is it essential to have a leadership team of both sexes at weekly meetings?**

**A** No, but overall it is advisable. In *Policy, Organisation and Rules* (POR) it states that it is good practice to have Leaders or other adults of both sexes at every meeting if possible. If this is not possible, adopt a practical approach. It is advisable to talk to parents/carers as they may have views and are likely to offer helpful solutions. For example, they may offer to help on a rota basis to ensure that male and female adults are available for the young people.

There may be Child Protection issues that have to be considered, so adults must always follow the Young People First code of good practice (the 'yellow card').

Visits and trips outside the usual meeting place may require different support. Each situation should therefore be considered on its own merits and appropriate supervision provided. For example, if a mixed Beaver Scout Colony is on a day trip, then the leadership/adult team should have male and female members, to help with toilet visits etc.

Activities that take place outside the usual meeting place may require different support. For example, Troop camps and expedition challenges should be considered on their own merits and appropriate supervision provided by the adults in the support teams.

### **Q Where should Leaders go to ask advice about working with a mixed membership?**

**A** Local information is available from the District Commissioner or County Commissioner. Existing mixed Groups have the experience and will be able to give advice about weekly programmes – go and talk to them! Nationally, the Scout Information Centre and the Programme and Development Department at Gilwell Park will be happy to answer any questions.

### **Q As a Leader, will I need to undertake any specialised training?**

**A** No, but working with mixed sex groups may be part of an on-going training need for Leaders, and this module is designed to meet this need. For new Leaders, the Adult Training Scheme includes working with a mixed Section and planning a programme suitable for all.



**Q What will we do with all the new Members when we are already struggling to deal with 20 boys?**

**A** The fear of being 'invaded' by hundreds of girls is seldom realised. Membership will probably increase initially, but will then level out. If the Waiting Lists are becoming too long, why not seek the assistance of the District Commissioner or County Team to open another Section? If there are more Members or potential Members there are likely to be more parents, carers, family members or friends who are able to support you. Advice on opening new Sections is available from your District Team and from the Development and Diversity Team at Gilwell Park. Please also contact your local Field Development Officer to gain further advice.

**Q Do we need to run a different programme to cater for mixed Scouting?**

**A** The Programme is designed for mixed Scouting and young people tend to join in because they like the programme on offer. If the balance of activities suits the members of the Section there may not be a need to do anything differently. Some games may need the rules adjusting if young people are unhappy playing them. Don't forget, some young people may not enjoy contact games, regardless of their sex. Leaders should always consider the needs of the individuals within the Section. The interaction between the boys and girls also needs monitoring to ensure that one sex does not dominate all the activities. A balance may be achieved by working in both mixed and single-sex groupings, depending on the activities for the meeting.

**Q Which is best, mixed or single sex Patrols, Sixes or Lodges?**

**A** The Section Leaders and young people are in the best position to answer this question. There may be situations when mixed groupings work best, but equally single sex groupings may be better at other times. It will be a balancing act, with no right or wrong answers and experience will help. Speak to other local Leaders who may have more experience.

**Q We have a female Section and a male Section - should they merge?**

**A** This would depend on the reason for them forming as single-sex Sections. There may be cultural reasons that would make single sex provision more appropriate. Single-sex provision, within a mixed Group could be an ideal way of offering Scouting to all young people in a local community. There are opportunities for working together on weekly programme activities and at camp. Sensitive and considerate leadership should enable all the Members to get the most out of Scouting, regardless of gender, as the needs of each individual should be catered for within the weekly programme. Information about Scouting in a variety of faith communities is available from the Development and Diversity Team at Gilwell Park. There are some factsheets on the *One Movement Working Together* CD-ROM and they are also available from the Scout Information Centre or can be downloaded from [www.scouts.org.uk/scoutbase](http://www.scouts.org.uk/scoutbase)

**Q With Sleepovers taking place within the Beaver Scout Section, what regulations will Beaver Scout Leaders need to be made aware of e.g. sleeping arrangements?**

**A** The specific answers to this are contained in the factsheet *Guidelines for Beaver Scout Sleepovers*, but briefly the answer is that separate sleeping and washing arrangements will have to be made for adults and young people and for boys and girls. However this may not necessarily mean separate rooms. The Young People First code of good practice (the 'yellow card') must always be followed. Male and female leadership should be provided as appropriate, however it is essential that a female adult should be in the leadership team. Full details are available in the factsheet available from the Scout Information Centre.



**Q Do we have to have separate tents or sleeping areas for Cub Scouts, Scouts and Explorer Scouts?**

**A** Usually, yes, you do need separate sleeping areas, but there may be times when it's not practical or when issues of safety and security take over. For example, on an expedition challenge when there may only be one girl and it would be safer for her to share with three boys rather than sleep alone. When sleeping in a hall, using different ends or partitions are the easy solutions. There are different solutions for different situations – there is no one definitive answer. Youth Members and their parents must be consulted before the event and be happy with the decision. Leaders and adults must follow the Young People First code of good practice (the 'yellow card').

**Q What extra camping equipment do we need in the Scout and Explorer Scout Section?**

**A** In reality there probably isn't much more that you would need, but on a green field site you would need to take an appropriate number of toilets. There also needs to be sufficient washing facilities to ensure privacy for the young people and adults.

**Q Can female Scouts go camping with only a male Leader?**

**A** All Leaders must follow the Young People First code of good practice (the 'yellow card') before undertaking any activities with any Scouts. Beyond this, there is no real reason for a male Leader not to go camping with a mixed group. It is also good practice to consult parents of the Scouts to ensure that they are aware of camping arrangements.

**Q Why should we be mixed when there's a Guide Unit nearby?**

**A** Scouting offers a different programme to Girlguiding UK and this may be attractive to different girls. Some girls may prefer to work in a mixed environment and we can give them that opportunity. Local circumstances will have the most impact. If you belong to a jointly sponsored Group, there may be the opportunity to work together to provide a co-educational aspect to the work with all young people in the Group.

**Q What do you do about people who obstruct the mixed Scouting policy?**

**A** Explain the policy. Emphasise the long-term vision of The Scout Association, which is that as of January 2007 we are a fully mixed Movement - although single sex provision may be appropriate in some local circumstances to take account of cultural requirements.

**Q How do you ensure that the needs of both sexes are catered for?**

**A** It is important to have an Executive Committee and leadership team made up of both sexes. The planning of the programme can then take into account the views of young men and women.



**Q What happens if people outside of Scouting (including sponsoring authorities, other local youth organisations, or even parents) do not agree with the mixed Scouting policy?**

**A** There are only certain exceptions when Groups may remain single sex:

- Where there are cultural or religious requirements for single sex working
- Where Scouting is offered in a single sex institution (school, young offenders' institute etc.) through a closed Scout Group
- Where a specialist single sex provision is required to meet a clearly identified educational need (Scouting for young mothers, etc.)

In all other situations, the Scout Group must be open to all young people.

Occasionally, there is a particular local need to provide single-sex activities for young people. There is flexibility within the mixed Scouting policy to enable this to happen, both on a long-term or short-term basis. Activities can be run for single sex groups if it is appropriate, and it is possible to have single-sex Sections. However, every Group has to ensure that all young people are given equal opportunity to join the Group, progress through all the Sections, and take part in the activities that the Group provides.

For instance, Groups where the majority of Members are Muslim might have mixed Beaver and Cub Scout Sections, but run two single-sex Scout Sections for boys and girls.

**Q How will I deal with relationships between young people in a mixed setting?**

**A** The forming of relationships (both sexual and platonic) is part of the normal social development for all young people. Young people may form relationships with others both in and outside Scouting. As role models for young people it is likely that Leaders will be approached about a wide range of issues.

It is important that Leaders in all Sections are ready to discuss young people's questions and concerns about relationships, sexual behaviour, and sexual morality. If you require further guidance, organisations such as the FPA (formally the Family Planning Association) offer advice and have resources. Leaders should be aware of the guidance on the Young People First 'yellow card'.



'Boys and girls,  
young men and young women  
doing their Scouting together  
in the same Section and Group.'





The dictionary definition refers to educating both sexes together. In Scouting it is more than just planning and delivering a weekly programme for the original male members of the Section and 'letting the girls join in'. It is 'when a Section offers a Balanced Programme of everyday adventure that questions gender stereotypes and values a range of attributes within individuals'.

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