



# SCOUTS AOTEAROA PROJECT EVALUATION

JUNE 2023



**SCOUTS**  
Aotearoa







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## EXECUTIVE SUMMARY

In 2021, Scouts Aotearoa, with support from Point, initiated an innovative project to address harmful gender norms within the movement.

The impetus for this project was the results of an internal evaluation that identified sexism as a significant contributor to young women not joining Scouts or, if they do join, leaving the movement.

A comprehensive literature review was completed to support the project. The review found that while there was much evidence about the harmful impact of traditional gender norms, there was little published on how to engage boys in gender equity and how youth organisations might become more welcoming and inclusive to all genders.

The research did identify six healthy norms that when promoted with young people could help to address discrimination, tackle unhealthy gender norms and stereotypes, and support widespread positive change. These were:

- Showing vulnerability and asking for help
- Being kind, caring and supportive
- Displaying empathy
- Expressing emotions
- Being humble and having a growth mindset
- Being fair and equitable.

A co-design process, underpinned by a strong developmental evaluation approach, was used with Scout Groups to develop and test out different interventions and conditions with the aim of learning what might work to grow these six healthy norms.

The project generated a raft of learnings that provide a valuable contribution to the evidence base. A fundamental finding was that even very small changes in practice, such as asking young people how they feel at the beginning and end of each night, naming feelings when young people are frustrated or encouraging the showing of kindness, can create positive outcomes for young people, Kaiārahi/Leaders and have a significant impact on the culture of Scout Groups.

It is hoped that by documenting this project, and sharing the learnings, Scouts Aotearoa can support other organisations in their journey to address sexism and discrimination, and create a healthier environment in which all young people can thrive.



## Introduction

This report constitutes the final phase of a project undertaken by Scouts Aotearoa, with support from Point, to address harmful gender norms within the movement. This report brings together an overview of the literature, the project process, outputs, outcomes and learnings.

The impetus for this project was the result of an internal evaluation by Scouts Aotearoa that identified sexism as a significant contributor to young women not joining Scouts or, if they do join, leaving.

While the literature review found much evidence on the harmful impact of traditional gender norms, there was little published on how to engage boys in gender equity and how youth organisations might become more welcoming and inclusive to all genders.

The project found that small shifts in practice can have a significant impact, with positive outcomes being found for young people, Kaiārahi/Leaders and the culture of Scout Groups.

This project provides a valuable, and much needed, contribution to the evidence base with practical examples of a promising approach to address sexism and discrimination, and support the wellbeing of young people within a youth development organisation.

## About

### Scouts Aotearoa

With over 12,000 young people, Scouts Aotearoa is one of the largest youth groups in the country. Scouts Aotearoa is made up of 300 Scout Groups across Aotearoa New Zealand and is open to all young people from any background.

Scouts Aotearoa | New Zealand belongs to the World Organisation of the Scout Association (WOSM). WOSM has 172 National Scout Organisations as members, which encompasses 54 million young people and around 6 million volunteers.

### Point

For the last 20 years, Point (formerly Point Research), has worked alongside not-for-profit organisations, philanthropic organisations, local and central government to support, understand, create and narrate meaningful change that aims to enhance the wellbeing of people, places and communities.

Point is made up of a small and agile team of evaluators, researchers, complexity strategists, empathic interviewers, data analysts, storytellers, community mobilisers, social disruptors and design specialists, which support organisations, big and small, to put positive outcomes for all New Zealanders at the centre of social innovation.





## Background

In 2021, Scouts Aotearoa, with the support of Point, submitted a proposal to the Lottery Community Sector Research fund.

Scouts Aotearoa sought funding for an innovative project to transform harmful gender norms among young people in order to contribute to reducing associated violence, abuse and ill health.

The impetus for this project was the results of an internal evaluation by Scouts Aotearoa that identified sexism as a significant contributor to young women not joining Scouts or, if they do join, leaving the movement. For Scouts Aotearoa this highlighted a real and urgent need to address gender inequality and sexism within the organisation.

Exploratory Aotearoa New Zealand and international research found that while there was much evidence on the harmful impact of traditional gender norms, and many programmes designed to empower girls and young women, interventions to engage boys and young men to promote gender equity and address stereotypical masculine norms were extremely limited. There were no roadmaps or templates for how organisations might tackle these issues effectively.

As a result, the project team, comprising Scouts Aotearoa and Point staff, proposed using a co-design process with a small

range of Scout Groups, underpinned by a developmental evaluation approach, to test effective strategies to address harmful gender norms.

It was hoped that a co-design process might identify a range of interventions that would work well for Scout Groups. A developmental evaluation methodology, which involves continuously trialling, checking, reflecting and adapting the interventions, would help Groups to understand what worked well and what would need to be adapted or changed. Working with a range of Groups would help to grow an understanding of the combinations of conditions and interventions that could be used to shift sexist attitudes and unhelpful gender norms. Once identified, the aim was to scale the interventions across the Scout Movement.

As well as learning what works to address harmful gender norms in Scouts Aotearoa, Scouts Aotearoa and Point hope this research will make a valuable contribution to the existing evidence base. This project aims to offer a comprehensive approach that can be utilised within the youth development sector in Aotearoa New Zealand, as well as internationally.

In May 2021, the research proposal was approved by the Lottery Community Sector Research fund.





## Project outcomes and deliverables

### Project outcomes

The development of young people within the Scouts Aotearoa programme will improve as gender inclusivity and equity grows.

- A safe environment is created for all young people, including females and gender diverse people.
- Young boys and men will be committed to a respectful and compassionate way of being.
- Gender equality will become the new norm and this world view will extend more broadly into the lives of members, their communities and the world outside of Scouts.

With Scouts Aotearoa having a more gender-inclusive programme, the number of girls, young women, female Kaiārahi/Leaders and those from other genders will have increased.

- More females will choose to join our programme.
- Female members will choose to belong to the programme for longer.

### Project deliverables

The project aims to:

- Increase the understanding of the factors ('principles and conditions') that can be used to shift harmful gender norms in a youth development context in Aotearoa New Zealand.
- Support the development of a gender-inclusive youth programme that can transform a culture of harmful gender norms within a youth development environment.
- Scale up the programme and deliver it to over 12,000 young people.
- Improve the capability and capacity of Scout Kaiārahi/Leaders to deliver a youth development programme that supports positive gender norms.
- Create Inclusion Consultants or 'champions' from among these Scout Kaiārahi/Leaders and support them to train other Kaiārahi/Leaders in inclusion and equity within the Scouts Aotearoa programme.
- Develop an evaluation process and tool that supports Scouts Aotearoa to measure and monitor gender norms and inequality in youth programmes; this will include a self-assessment tool that helps local Groups to identify strengths and areas for improvement.
- Develop a framework for the principles and conditions that can be shared with other youth development organisations.
- Share the findings by publishing the research and evaluation report on the Community Research website, distributing it to other youth development organisations and sharing the findings at youth development conferences.
- The research and evaluation results will be shared worldwide through the WOSM.





## The approach

There were eleven phases in the project.

### Phase One: A literature review

A comprehensive literature review was undertaken to explore what had been tried to address gender norms, in order to better understand the conditions that could potentially be used to shift attitudes and behaviour. The literature review also explored potential ways of developing an evaluation framework that could show the impact of any changes in the short, medium and longer-term.

### Phase Two: Ethics application

Once the approach, principles and programme changes were designed, the researcher applied for ethics approval from the New Zealand Ethics Committee. This was to ensure that the ethical considerations were fully explored and that the research with young people and their whānau had a rigorous ethical foundation.

### Phase Three: Initial data collection

Prior to the initiatives being launched, a baseline of gender norms, attitudes and behaviours across Scouts, and within the six selected Groups, was established so that changes and impacts could be measured.

### Phase Four: Co-design process

Initiatives to positively impact gender norms were developed in six different Scout Groups. The selected Groups represented a cross-section of Scout Groups, including from the North and South Islands, rural and urban, a diversity of cultural backgrounds and gender compositions.

Scout Kaiārahi/Leaders and volunteers in each of the selected Groups were actively involved in a co-design process to explore the research, and ideas emerging from the research, on how to change attitudes and behaviours. Each group selected a norm identified in the literature as underpinning healthy relationships. Then, in a collaborative process, the Scout Kaiārahi/Leaders and volunteers, together with the researchers, developed new ideas and interventions. These proposed new ways of working were then tried and tested.

Groups were encouraged to develop different approaches so that the impact, on attitudes and behaviours, of different combinations of leadership and volunteer styles, structures, approaches and activities could be explored.

### Phase Five: Developmental evaluative approach

The six selected Groups began trialling combinations of different conditions and interventions to shift attitudes and behaviours, underpinned by a rigorous developmental evaluative approach. Scouts were encouraged to reflect on their experiences together with their Kaiārahi/Leaders. The evaluator met each Kaiārahi/Leader, either face to face or on Zoom, regularly and used a reflective practice approach (check, reflect, adapt) to understand what was being trialled and what was being learned. The leadership style, approach and activities were adapted as it was learned what worked well in shifting attitudes and behaviours, related to harmful gender norms and inclusivity, and what was not working well. Any early changes and outcomes were tracked.

At the end of the term, the data from each of the Groups was collated and the Kaiārahi/Leaders from each Group were invited to participate in a meeting to share what they had tried, and noticed what they were learning and what impacts, if any, there had been. The key components of the interventions were identified, improved and trialled again the following term. At the end of term two, the data from each of the Groups was collated again, and the Kaiārahi/Leaders from each Group were invited again to share what they have learned and identify any impacts. This formed the basis for a second co-design process.

### Phase Six: Grow the practice and learning

A further six Groups were then invited to participate in the project to expand the opportunity to test different ideas, interventions and conditions. The literature, findings and co-designed initiatives were shared with the new Groups. The expanded initiatives continued using a rigorous developmental approach to understand what was being tried, what worked well and what was not working well in shifting harmful gender norms and improving inclusivity. As before, early changes and outcomes were tracked. At the end of the third term, the data from each of the Groups was collated, and the Kaiārahi/Leaders from each Group were again invited to share what they had learned and to identify any impacts. This formed the basis for the final co-design process.



### Phase Seven: Documentation and professional development

The initiative, having undergone a number of iterations and improvements, was documented for all Scout Groups.

The documentation, including a one page summary of the new approach, is designed to enable all Scout Groups to understand the reason for the initiative, the early results, the new way of working and how to implement it in their Scout Groups. This has been accompanied by a set of case studies, which were shared during online professional development for all Scout Groups and Zone Leaders across Aotearoa New Zealand and at the Scout Conference of senior leaders.

### Phase Eight: Scale-up

The initiative has been scaled up across the entire scouting movement as Business as Usual and is now embedded in the programme.

### Phase Nine: Evaluation and monitoring

An evaluation framework has been developed, which incorporates the healthy norms project and tracks the dimensions. Continuous monitoring has been undertaken to identify successes, issues and provide further insights.

### Phase Ten: Impact

The early findings from the Groups who developed the programme have been captured, along with early data from the volunteers. The Scouts, volunteers and those who have left the movement will be surveyed every six months in relation to the implementation of the programme, in order to understand the impact on gender norms and inclusivity. The results will be compared with the baseline findings to find out the longer-term impacts and sustainable changes.

### Phase Eleven: Final report

This final report, which includes an overview of the literature findings, a description of the ideas, interventions and conditions tested, case studies and the findings across the Scout Movement, including recommendations, will be broadly shared. It is also hoped that the approach will help provide a roadmap for other organisations wishing to tackle unhealthy gender norms.





## FINDINGS

### Phase One: Findings from the Literature Review

A comprehensive literature review<sup>1</sup> was completed to support the project. This review sought to understand more about:

- the issue and impact of traditional gender stereotypes and norms,
- the opportunity to transform these including what has been tried overseas and here in Aotearoa New Zealand;
- and to provide recommendations to help inform the development of the project.

The literature review showed that traditional masculine stereotypes and gender norms cause significant harm to young people in Aotearoa New Zealand. Studies show that young men who hold beliefs aligned with traditional gender stereotypes, tend to have greater health risks and engage in more risky and damaging behaviour. They are more likely than other young men to use violence, bully and harass others, feel depressed, hopeless, consider suicide, binge drink, take risks at work, drive dangerously and have traffic accidents ([The Men's Project & Flood, 2020](#)).

Traditional masculine stereotypes include:

- Self-sufficiency - do not talk about your feelings or ask for help
- Toughness - fight back and act strong even if you feel scared
- Rigid gender roles - men shouldn't do household chores, men should be the 'providers'
- Heterosexuality and homophobia, hypersexuality - being gay is not being a 'real man'
- Aggression and control over women - in a relationship the man should always make the final decisions.

[The Men's Project & Flood, 2020](#)

Many boys and young men feel pressure to behave in ways that align with these traditional masculine stereotypes, despite not personally agreeing with these beliefs ([VicHealth, 2020](#)).

#### The opportunity

The literature review noted that norms and stereotypes can be changed, and are changing, as society's expectations of people evolve. Social places and spaces where people come together with others around a shared interest or activity are highly influential. Organisations like Scouts Aotearoa can play an important role in helping to free society from unhelpful and unhealthy masculine stereotypes ([VicHealth, 2020](#)).

Scouts Aotearoa was recognised as being well placed to engage young people with this issue. Research has found the most effective way to engage young people is to create a safe and comfortable environment and build rapport and trust by listening and taking young people's concerns seriously ([Save the Children, 2010](#)). The review noted that surveys consistently show that Scouts Aotearoa has created this type of environment, and these kinds of relationships, with the young people they serve.

**The research showed that the healthy norms that should be promoted with young people are:**

- Showing vulnerability and asking for help
- Being kind, caring and supportive
- Displaying empathy
- Expressing sadness
- Being humble
- Being fair and equitable.

Adapted from [Mayer, 2018](#)

#### Recommendations

**The literature review provided the following recommendations to help inform the project development:**

1. Adopt a gender transformative approach - the goal of the project should be explicit; Scouts Aotearoa is seeking to break free from outdated and unhealthy masculine stereotypes. Upskill staff and volunteers on how traditional gender norms/roles limit and hurt people, and the positive role Scouts Aotearoa can play.
2. Be mindful of how the issue and the project is communicated to young people and their families - being positive and solution focused is important. Choose language that appeals and resonates with the broadest audience - see the full literature review for an overview of the [VicHealth language guide](#).

1. A full copy of the literature review can be found in Appendix One.



3. Use the co-design approach to explore - how can Scouts Aotearoa support kaupapa Māori work to re-indigenise understandings of gender and reclaim roles? What the approach looks like within different communities for e.g. urban/rural, socio-economic or at different ages?
4. Engage parents, family, whānau and caregivers early and throughout - consider how Scouts can positively influence the home environment.
5. Look inwards - review what Scouts Aotearoa as an organisation can do to break free from unhealthy gender stereotypes and encourage, support and reinforce positive healthy norms.
6. Develop a strong longitudinal evaluation framework - this work will provide valuable insights and learnings. Build relationships with those working in this field both here in Aotearoa New Zealand and internationally, and share learnings with others working in the youth development space.

## Phase Two: Ethics application

As the project was considered evaluative and related to programme improvements, the New Zealand Ethics Committee advised ethics approval was not required.

## Phase Three: Initial data collection

Scouts Aotearoa carries out rolling surveys of its more than 12,000 young people, those who leave Scouts, and Scouts' volunteers. As noted above, results from this survey had identified that sexism was a major contributor to young women not joining Scouts or, if they do join, leaving the movement.

Prior to the initiatives being launched, baseline data on the healthy norms was collected in a survey of over 3,000 Scouts. It found that:

- 70% were supported to show vulnerability or asking for help
- 89% were supported to be kind, caring and supportive
- 77% were encouraged to show empathy
- 69% were supported to express their emotions
- 77% were supported to be humble and have a growth mindset
- 87% were supported to be fair and equitable.

In August 2021, 2,369 Scouts left the movement over two terms.





## Phase Four: Co-Design Process

In June 2021, the first six Scout Groups were invited to participate in an initial co-design session. The purpose of the session was to support Groups to identify a norm they wished to focus on and develop some different ideas to test out.

The Groups represented a cross-section of Scouts Aotearoa, with Groups from both the North and South Island, urban and rural areas and from higher and lower socio-economic communities.

In preparation for the online co-design session, the Groups were each sent:

- A link to the literature review;
- A one page information sheet on the six healthy norms;
- A link to a short online survey.

The online survey asked Groups what their goals were for participating, if they were already focusing on any of the six healthy norms, what areas were of interest to them and anything they thought was important for the research team to understand about their Group.

Online co-design sessions were held throughout July 2021. Five Scout Groups participated with the sixth withdrawing due to being overcommitted with other Scouts activities.

The structure of these sessions were as follows<sup>2</sup>:

- Welcome and Introductions
- Overview of the project and time for questions
- Discussing the six healthy norms and identifying one the Group would like to focus on
- Developing ideas for how the Group can support this norm
- Closing and scheduling first check-in with the research team.

Following each session, a short project plan was provided to each Group that identified the healthy norm they were focusing on and the ideas they had developed for how they could support the norm within their Group.

2. A full outline of the co-design session can be found in Appendix Two.



The types of activities identified by each Group to support the healthy norms are outlined in the table below.

HEALTHY SOCIAL NORM	ACTIVITIES
<b>Being kind, caring and supportive</b> 	<ul style="list-style-type: none"> <li>- Expand the conversation of the Scout Law to include being kind, caring and supportive.</li> <li>- Youth-led session - Ask the young people to reflect on the focus area and what the Kaiārahi/Leaders and young people can do better or differently.</li> <li>- Run a specific session with each section on the healthy norms               <ul style="list-style-type: none"> <li>- invite the parents to the last 15 minutes.</li> </ul> </li> </ul>
<b>Showing vulnerability and asking for help</b> 	<ul style="list-style-type: none"> <li>- Ask young people to teach Kaiārahi/Leaders a new skill for example, a TikTok dance.</li> <li>- Kaiārahi/Leaders role modelling vulnerability for example, performing in the talent show.</li> <li>- Positively reinforcing young people asking for help and asking questions when they don't know something.</li> </ul>
<b>Expressing Emotions</b> 	<ul style="list-style-type: none"> <li>- Visual support posters on the different emotions up on the wall of the Scout hall.</li> <li>- Group or small team activity to check in on how young people are feeling at the beginning and end of the group night.</li> <li>- Introduce a cool down time.</li> </ul>
<b>Displaying Empathy</b> 	<ul style="list-style-type: none"> <li>- Kaiārahi/Leaders will role model displaying empathy.</li> <li>- Use the ball throwing activity (put stickers on the ball with questions related to healthy norms) to ask young people about how they felt during the section night.</li> <li>- When talking about emotions and feelings, taking it a step further and build group empathy by inviting young people to think about how others might feel.</li> </ul>
<b>Being fair and equitable</b> 	<ul style="list-style-type: none"> <li>- Undertake a Better World badge in Term 3.</li> <li>- Make contact with Pippins/Brownies/Guides about a joint campfire.</li> <li>- Find a way to address the hesitancy of some Kaiārahi/Leaders, for example through badge work or talking about the positives that the Group has seen by including and working with girls.</li> </ul>



## Phase Five: Developmental evaluative approach

Throughout terms 3 and 4 of 2021, the research team met regularly with the five participating Scout Groups. Meetings were held online and at a frequency that best suited the Group (for example, fortnightly, three weekly, monthly). The meetings were designed to be quick check-ins - approximately 15 minutes - and used the reflective practice approach: "Check, Reflect, Adapt". These check-ins were used to document:

- What was tried
- What worked and what did not work, and for whom
- What Groups wanted to keep doing, what they wanted to adapt, what they wanted to stop and what they were interested in trying next.

At the end of 2021, the activities, outcomes and learnings from each of the five participating Scout Groups were collated. In March 2022, Groups were invited to attend a joint meeting to share their experiences with each other and to select a new norm each to focus on.

A summary of the activities tested, and their associated outcomes, can be found in Appendix Three.

### Activity and outcome highlights

#### Showing vulnerability and asking for help

##### Activity:

In one Group, Kaiārahi/Leaders began sharing how they felt the first time they tried a new activity, for example, doing an obstacle course and feeling nervous, worried and/or frustrated. Through this, Kaiārahi/Leaders are normalising and reinforcing that it is okay to feel vulnerable and to express your emotions. Kaiārahi/Leaders are also stating very clearly if young people need help let them or their friends know.

##### Outcome:

- Kaiārahi/Leaders are noticing that young people appear more open, engaged and are sharing how they are feeling.
- Kaiārahi/Leaders believe this is strengthening relationships between young people and Kaiārahi/Leaders.

#### Expressing Emotions

##### Activity:

One Group introduced a one word check in at the beginning, middle and end of each night as a way for everyone to share how they are feeling. Kaiārahi/Leaders are reinforcing that Scouts is a safe non-judgemental space where you can express however you are feeling - even if it is a negative emotion such as feeling bored.

##### Outcome:

- Kaiārahi/Leaders are noticing more openness to talk about how they are feeling among young people and Kaiārahi/Leaders.
- Kaiārahi/Leaders are doing more 'active listening' and asking follow up questions to prompt young people to think more about why they might be feeling a certain way.

#### Being kind, caring and supportive

##### Activity:

Kaiārahi/Leaders in one Group began reading the Scout Law each night and expanding it to include the importance of being kind, caring and supportive. This was then used to start a discussion with young people, for example, "Who can share an example of how they have been kind in the last week?" At the end of the night, Kaiārahi/Leaders acknowledged someone who had shown they were following the Scout Law by being kind, caring and/or supportive.

##### Outcome:

- Kaiārahi/Leaders are finding it easier, and are more comfortable, talking about being kind, caring and supportive with young people.
- Young people are being more open with their peers and the Kaiārahi/Leaders.

#### Displaying Empathy

##### Activity:

Young people in one Group were paired up at the end of the night and asked to discuss how their night went. Each pair then reported back how their friend was feeling and how their night went, including something positive that had happened.

##### Outcome:

- Kaiārahi/Leaders are noticing that young people are helping each other more and working better together as a team.
- Kaiārahi/Leaders are also noticing a shift in the way they are leading - asking young people more questions and encouraging them to be reflective.

### Being fair and equitable

#### Activity:

It is important to note that not all activities were successful. The local Pippins, Brownies and Girl Guides Group Leader was approached about coming together to do some regular joint events, for example, hosting a joint campfire or inviting each other to join their regular section nights. The Scout Group that proposed this activity had very few girls participating, and this was identified as one way to introduce and involve more girls in their programme.

#### Outcome:

- The Pippins, Brownies and Girl Guide Group Leader was very interested.
- Unfortunately, the campfire was postponed due to COVID and then the local Pippins, Brownies and Girl Guides Group closed.

### Being humble and having a growth mindset

#### Activity:

One Group introduced a “teach us something we don’t know” activity to their section night. During this activity, young people taught each other and Kaiārahi/Leaders a new skill for e.g. a TikTok dance, the splits or how to make a chatterbox/fortune teller.

#### Outcome:

- Kaiārahi/Leaders are noticing that young people enjoy the opportunity to be in a leadership role and to share their knowledge and skills with others.
- Kaiārahi/Leaders are role modelling that it is okay not to know something and that it can be fun to learn something new.

As shown above we found that the norms are all interlinked and often activities support multiple healthy norms.



### Key Learnings

The key learnings identified were:

#### Co-designing the project was highly successful

The Kaiārahi/Leaders enjoyed participating in the project as it gave them the freedom to create resources, look at “cool new stuff” and to collaborate with other Groups. Moreover, they enjoyed being able to feedback on the documents and resources being made as a result of the project. The Groups were highly supportive of the ideas being put forward and think the resources will be helpful to other Groups.

#### Small actions can create big changes

Perhaps the most surprising finding is that even small interventions can make a significant impact. When the project was first conceived the magnitude of the problem, addressing sexism and unhealthy norms, felt “pretty overwhelming” to both the project team and the Groups. It was difficult to envisage the scale of changes that might be required to make traction on such a “wicked” and deeply embedded, intergenerational and societal issue. What difference could a Scout Group make? It was challenging to know where to start.

As the activities show, however, even very small actions can create significant changes for both young people, the Kaiārahi/Leaders and to the culture of the Groups. The scope of the project was manageable. Undertaking the project in bite sized chunks meant that it was not too much work and did not take much time.

For example, to support the healthy norm “Expressing Emotions”, one Scout Group introduced a simple activity. Young people traced the shape of their hand, cut it out, decorated it and then it was laminated. At the start of each night, young people place their hand on a banner to indicate if they have had a hard day / were okay / feeling great. At the end of the night, the activity is repeated.

This simple activity has had a significant impact. Kaiārahi/Leaders have noticed more openness among the young people, and a greater ability to talk about how they are feeling. Prior to the exercise, Scouts had a limited vocabulary relating to emotions, for example, happy, sad, angry. They are now able to identify and talk about a wide array of emotions such as frustrated, nervous, worried. In this group, young people are seeing the benefits of letting others know how they feel, as others’ can give them support, and it is deepening relationships between peers and with the Kaiārahi/Leaders. Kaiārahi/Leaders are also openly expressing their feelings and supporting young people to understand, acknowledge and name their own emotions.



## **The project is changing the way Kaiārahi/Leaders lead**

The project has encouraged Kaiārahi/Leaders to focus on actively implementing a youth-lead and adult-supported programme. One Group has introduced peer review badge work, which has supported young people to take on leadership roles with the support of their Kaiārahi/Leaders.

Kaiārahi/Leaders are also changing how they interact with young people as a result of the project. One Group has shifted away from Kaiārahi/Leaders answering questions to group discussions. Young people are also encouraged to ask their peers in the first instance. This is helping to normalise asking for, and giving, help.

## **The project is team building for Kaiārahi/Leaders**

A number of Groups commented that the project has had a positive impact on the culture of their leadership team. The project has provided them with the opportunity to work together on something positive. For example, one Group found that the project had changed the way the leadership team worked together to manage the behaviour of young people, leading to more positive interactions between the Kaiārahi/Leaders and the Kaiārahi/Leaders and young people.

We also heard that for some Kaiārahi/Leaders the opportunity to have dedicated, regular time to reflect on their Group, and their own practice, has been valuable.

## **The way we talk about and introduce the project is key**

Initially the research team referenced “addressing toxic masculinity” as one of the reasons for initiating this project. The research team found many Kaiārahi/Leaders were either unaware of this term, disinterested or responded negatively to this framing. As the literature review indicated, the use of this type of language was not helpful in attracting broad interest in the project. The research shows the best way to engage the broadest group of people is to frame messages in a positive way and stay solutions focused. In response, the research team stopped talking about “toxic masculinity” and shifted to talking about the need to move away from traditional gender stereotypes that impact all people.

The research team found that a number of Groups were initially confused about what the project was about. Groups had interpreted the inclusion of “gender” in the title to mean the project was about making their Group more inclusive to gender diverse young people. The title of the project was further refined to “Healthy Norms”.

While a project focused on growing healthy norms appealed to many Group Leaders, feedback was that for some this might

not be compelling enough. Kaiārahi/Leaders suggested that there may be better “hooks” to engage other Kaiārahi/Leaders, particularly those who were feeling stressed, under pressure or at “capacity”.

The research does indicate that the healthy norms support multiple outcomes and help with addressing a number of different issues.

Kaiārahi/Leaders suggested that for some talking about how the healthy norms can support a healthy/safe/happy/inclusive Group environment, including providing strategies for dealing with children and young people with challenging behaviour, might make the project more appealing. Emphasising how the project was helping Kaiārahi/Leaders by providing ‘simple ideas’ or ‘easy tips’ to create an engaging programme was also suggested.

The research team found that this framing was useful in engaging the broadest audience:

### **Identify the problem and its impact on the wellbeing of young people**

*We are all here because we want the best for young people. Currently the statistics for issues like youth suicide and self harm show we need to do a lot better.*

*Research shows us that there is a strong link between traditional masculine norms - such as don't ask for help, don't express emotions - and a wide range of negative outcomes that impact all young people.*

### **Acknowledge the great work Scouts are already doing**

*This project is hoping to understand more about how Scouts supports healthy norms with the young people you serve. We want to capture what you are already doing so we can share this with others.*

### **Emphasise the focus on small changes**

*We'd also like to support you to try something small and new, and see together what happens as a result.*

### **Highlight how this is good for young people and the Group, and the opportunity for national and global impact**

*We have seen firsthand that these healthy norms are good for young people. The healthy norms are also helping Kaiārahi/Leaders to manage challenging behaviour and create a good Group environment.*

*Sports NZ is very interested in what we are learning through this project as is Scouts worldwide.*



Some Groups initially believed they were already doing a great job supporting the healthy norms and there was not much more they could do. The research team talked about how documenting the types of activities they were doing, so they could be shared across the movement, would be of great benefit. The research team also supported these Groups to consider how they might extend the work they were already doing or engage other Kaiārahi/Leaders or sections in the project.

Some Groups did not believe they were doing anything to support the healthy norms. The research team supported these Groups to look at their work with a new lens and make the link between what they were already doing and the healthy norms. The research team noted that for this type of group this exercise appeared to be highly motivating.

### **Covid is a challenge!**

The timing of this project directly overlapped with the COVID-19 pandemic. The pandemic created significant challenges for Groups who were negotiating lockdowns, managing online meetings with large numbers of young people and the logistics of mask and vaccine mandates.

Many Groups were concerned that the pandemic would result in young people leaving Scouts. A key focus became creating a programme that could work through the different alert levels and remained interesting and exciting.

One Auckland based Group withdrew from the project citing lack of capacity to participate due to the challenges of multiple lockdowns.

The research team worked hard to ensure the project did not feel onerous and that regular check-ins had a “light touch” and were a positive and supportive experience. The research team emphasised that the project was interested in exploring the impact of small changes to practice and that these changes could help with retention.

In many ways the healthy norms project supported the broader public focus, during the pandemic, of being kind. One Group brainstormed with young people lockdown activity ideas that were kind, caring and supportive, for example, making cards or baking for a neighbour who lives alone. To support this a follow up email and Facebook post was made for parents with ideas on how they could promote kindness within their communities. Parents were encouraged to post what their children were doing and a lockdown badge was awarded for those completing the challenge.

The pandemic was also recognised as an important time for Kaiārahi/Leaders to role model vulnerability, expressing emotions and resilience. During Zoom meetings, one Group started every session with a round of sharing how everyone was feeling. Kaiārahi/Leaders took this opportunity to share what they were missing during lockdown but also something positive that had happened as a result.



### The project can create momentum with good growing more good

Working with other Kaiārahi/Leaders and Groups on something positive was highly motivating. At the check-in meeting with the first cohort of Groups, one Kaiārahi/Leader shared about the impact of her activity to encourage young people to express their emotions. This resulted in a number of Groups being inspired to initiate their own activities including: developing a set of cards with emojis showing different emotions and introducing a thumbs up/down/sideways check-in at the start and end of each night.

This example also demonstrates how a little bit of support, like a prompt or sharing of a simple idea, is enough to inspire Groups to adopt an activity and make it their own. Groups know their young people, their own capacity and what will and won't work - they are innovative and creative. The co-design process and the subsequent developmental evaluation has shown that there are a multitude of ways to support the healthy norms.

The research team noticed that the more Kaiārahi/Leaders engaged the more effective and impactful the project was. Having multiple Kaiārahi/Leaders involved created energy and momentum. It also meant that the Kaiārahi/Leaders could learn and upskill together and bring everyone on the journey. This also assisted with capacity issues and meant the project was not solely dependent on one person and one set of ideas.

### The approach is more easily embedded if it fits with business as usual

All Groups noted the importance of ensuring the healthy norms were included as part of their regular programme. Group nights are busy and anything additional can easily be forgotten or missed.

A key insight from one Group was how strongly the norms linked, complemented and supported the Scouts' youth development framework SPICES (Social, Physical, Intellectual, Character, Emotional and Spiritual development).

This insight provided the research team with the avenue for how to integrate the healthy norms into the national programme and the resources required so that all Groups could support the healthy norms in their practice.

### We know it is important to engage family, whānau and carers but this can be difficult

The research identified how critical the home environment is in supporting and reinforcing healthy norms with young people.

Several Groups noticed that parents can have a negative impact on the behaviour of young people. In one Group, Kaiārahi/Leaders noticed that young people can become less confident

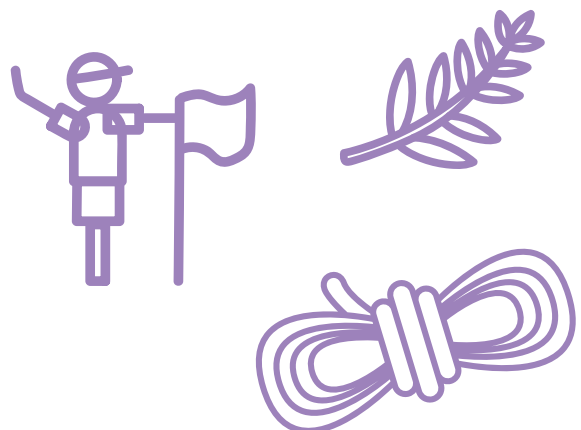
and more unsure of themselves when their parents were present. In response the Group decided to run a family night, which young people organised and hosted, as a way for young people to show leadership and showcase their skills in front of their parents. In another Group, Kaiārahi/Leaders noticed at the end of the night parents were seen telling their children off and speaking to them in a negative way. The Group changed the set up of their room to create a buffer zone to separate the parents from their children. The Kaiārahi/Leaders also put up some posters about positive talk with children to try and influence parents' behaviour.

In the second year of the project, the Groups were invited to test out different ways of engaging family, whānau and carers.

One Group started weekend whānau walks that are held every 4-6 weeks, alternating between a Saturday and a Sunday. A Kaiārahi/Leader picks a walk and invites all families to attend. The Group found that this was a good opportunity for children, parents, carers and other family members to do something fun together outdoors. The research supports this; quality time doing something positive with parents, family and whānau has been identified as an important protective factor for thriving young people (Dawnier, et al., 2019). The Kaiārahi/Leaders also shared that it was a nice opportunity to get to know the families better and for families to get to know each other. The Kaiārahi/Leaders noted this may encourage more parental involvement in Scouts and an increase in volunteering.

Other potential positive outcomes include:

- Scouts becomes more inclusive - one family who participated brought a disabled sibling, who was not able to attend a regular Scouts night, along.
- Whānau activities may be more appealing to Māori and Pasifika.
- Families/Whānau not currently part of Scouts could be invited/included - this could support the recruitment of young people.





## Phase Six: Grow the practice

In March 2022, six new Groups were invited to participate in the research project. Co-design sessions were held in April with four Groups. A project plan was again developed for each of these Groups, which identified the norm they wished to focus on and ideas for how they might support this norm within their Group. The project plan was also used to document the learnings and outcomes of these activities, during their regular check-ins with the research team throughout 2022.

Despite their ongoing interest, co-design sessions were not held with two Groups due to their limited capacity.

The original five Groups all selected a different norm to focus on and, for the rest of 2022, continued to test out different activities and share the learnings and outcomes with the research team. These Groups were also encouraged to explore ways to engage family, whānau and carers with the project.

## Phase Seven: Documentation and professional development

In October 2022, Scouts Aotearoa and the research team began to discuss ways to document and share the project learnings across the movement.

As a key learning was that the project approach and activities were more easily embedded if they fit with business as usual, it was agreed to explore the ways the project could be integrated into the existing Scouts programme.

The co-design process had revealed strong links between the healthy norms and the SPICES; an acronym used to describe the areas of social, physical, intellectual, emotional and spiritual makeup, which Scouts believe form the fundamental basis of a person's character.

Those involved with the project had noted that while the SPICES are focused on the personal growth and development of young people, the healthy norms are helping to build Te Ao Tūroa, the environment that supports young people to thrive.

The norms were woven through programme resources and activities, including Programme Made Easy, which enables Kaiārahi/Leaders to pick up and run a programme; and the Programme Manual.

To support the integration of the healthy norms into the national programme the following was developed:

- Information sheets on the project, the six healthy norms and the links to SPICES and Te Whare Tapa Whā
- An A3 poster outlining the six healthy norms and how they link with the Scouts SPICES
- A set of cards that can be used to prompt Kaiārahi/Leaders to consider how their group activities are supporting the healthy norms and provides different activity ideas
- A poster showing the different types of emotions.

Copies of each of these outputs can be found in Appendix Four.

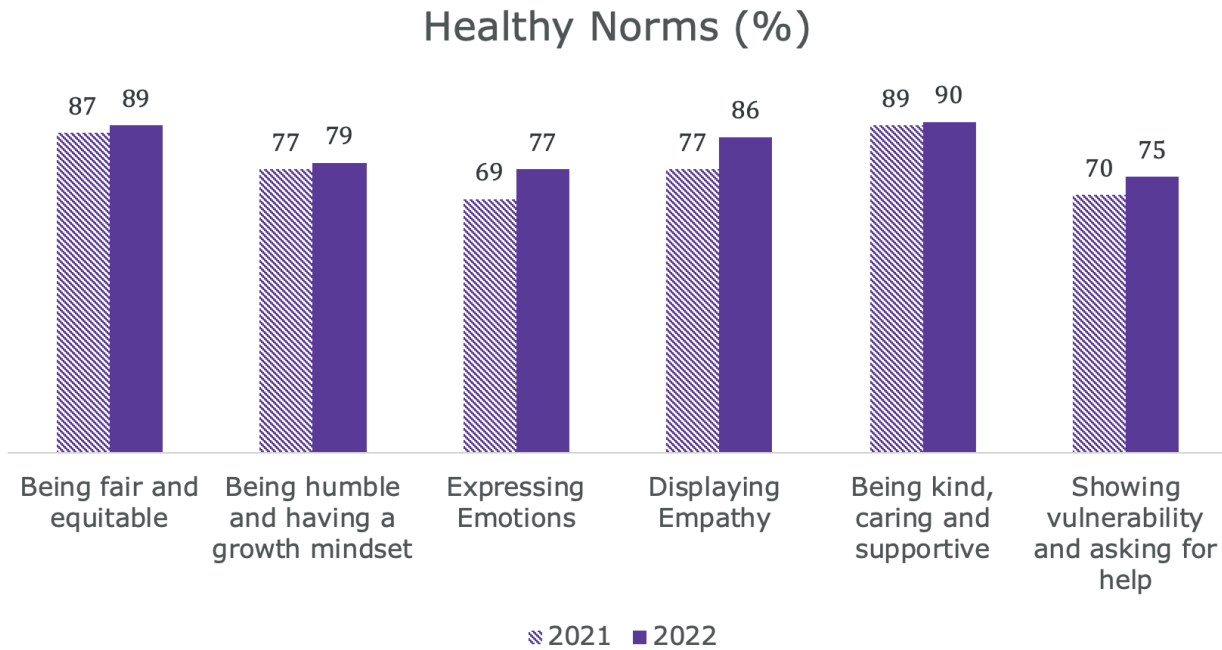
## Phase Eight: Scale-up

In April 2023, the newly integrated healthy norms project was rolled out via the national Scouts programme to the entire movement. The roll out is supported by the Scouts Aotearoa Programme Team and continuous monitoring will take place to identify successes, issues and challenges so changes can continue to be made. This will include surveying, every two terms, members, volunteers and those leaving Scouts.



## Phase Nine: Impact

Volunteers were surveyed to ask if their Group supported young people to be fair and equitable, humble with a growth mindset, express emotions, display empathy, be kind, caring and supportive, and show vulnerability and ask for help. While there were improvements across every dimension, it is noted that there has been a significant increase in those able to express their emotions from 69% in 2021 to 77% in 2022 ( $p < 0.05$ ).



2021 n=506; 2022 n=406

As the approach only started to be embedded in the national programme towards the end of 2022, it is too early to see if it has had a nationwide impact on youth members. This will continue to be monitored and it is hoped that as the changes embed it will result in higher ratings on each of the dimensions.

Of note, the number of Scouts leaving the movement has halved from 2369, in two terms beginning 2021, to 1,216 over the two terms ending 2022. While there are many contributing factors, it is noted that sexism was not recently cited as a reason for girls leaving.

The Groups who participated in the development of the project reported the following impacts.

### Impact on Young People

The Kaiārahi/Leaders believe the project is having a positive impact on both the behaviour of young people and the culture of their Sections and Groups. They say young people are on board with the project and are embracing healthy norms. They also believe young people are happier and feel safer.

As a result of the project, young people:

- Are more comfortable to give their opinions on ideas
- Want to help each other
- Are now thinking of each other's wellbeing and how to include each other
- Are more patient and kind
- Feel safe and supported by each other
- Are willing to try leading and new activities
- Are willing to speak up and share their feelings.

An important impact is that young people know Scouts is a safe space to be themselves. Parents have also reported that their children were coming home happy and able to manage their tiredness or other emotions.



## Impact on Kaiārahi/Leaders

As a result of the project, Kaiārahi/Leaders:

- Are more aware of young people's emotions
- Are more patient and willing to admit mistakes or that they may not know the answer
- Have a better understanding of how children behave and why they behave in a specific manner
- Have built trust with young people.

## Impacts on Culture

As a result of the project, the participating Groups' culture:

- Became more inclusive
- Had better acceptance of multicultural members
- Became more fun
- Became more youth-led.

A number of Groups attributed the project to helping increase Group numbers and attracting new volunteers.

## Recommendations

It is recommended that:

- The focus remains on integrating the healthy norms into the programme, theory of change and strategies, and it is kept high on the agenda at meetings.
- The way that the healthy norms are talked and written about are carefully framed, following the findings of this research.
- New activities and supporting resources developed by Groups are shared across the movement.
- A module on the healthy norms is included in the Kaiārahi/Leader training.
- Healthy norms are integrated into Scouts leadership development.
- A badge on the healthy norms is developed.
- A key lead is appointed who can visit Groups and share the work, the reason for the work and the findings of this project in order to help grow the practice. This key lead is supported by champions who can communicate their experiences and the impact the healthy norms are having on young people, Kaiārahi/Leaders and the culture of their Groups. This could include inter-group sharing and mentoring.
- The impact of the healthy norms continues to be monitored with a developmental evaluative approach used to make ongoing adjustments.
- The impact and examples of success are included in newsletters and videos, including the Mahi Tahi channel.



## Conclusion

The Healthy Norms project was designed to respond to the issue of sexism, which had been identified as a significant contributor to young women not joining Scouts or, if they do join, leaving the movement.

A literature review showed that while there was information on how girls might become more empowered, there was very little on how to engage boys in gender equity and how youth organisations might become more welcoming and responsive to all genders. The literature review did identify six healthy norms that when promoted could help to address discrimination, tackle unhealthy gender norms and stereotypes, and support widespread positive change.

A co-design process, working with a range of different Scouts Groups, was undertaken with the aim of learning what might work to grow these six healthy norms and to scale up good practice. A developmental evaluative approach provided an opportunity to reflect on what was working well, what was not working well and what might need to be adapted.

Initially the scope of the task felt overwhelming. It became apparent, however, that small changes could actually make a substantial difference. One Group began simply naming emotions, and getting young people to say how they were feeling at the start and finish of each night. This not only enabled young people to express their emotions but helped them to recognise when they needed help and to reach out. Moreover, it encouraged others to act with compassion and strengthened connections and closeness with the Kaiārahi/Leaders.

The prototypes developed by the Groups have now been introduced into the Scouts programme and scaled up. The evaluation has shown these changes can make a significant impact on the culture of Groups. In addition, while it is too early to see the full nationwide impact of the project, the number of girls citing sexism as a reason for leaving Scouts has fallen substantially.

An evaluation framework has been put in place to enable Scouts to continue to measure, monitor and capture changes and progress. The developmental evaluative approach will also continue, to ensure that adjustments are made to the programme as Scouts continues to learn what is working well and what is not.

Finally, the project has developed a promising way of addressing sexism and discrimination in a youth organisation. Practical examples outlining what other organisations had tried, and the impact of their efforts, would have been helpful to Scouts when embarking on this project. While there was a significant body of literature on why addressing traditional gender norms is important, there was a dearth of material on how to go about creating positive change. While each organisation confronting these issues will need to develop their own roadmap, sharing the experience of Scouts provides a practical example for how one youth development organisation is tackling this issue. It is hoped that this might be useful in helping others on their journey.





Appendix One: Literature Review

# HEALTHY GENDER NORMS LITERATURE REVIEW

PREPARED FOR SCOUTS AOTEAROA

JUNE 2021

By Kelly Maung and Alex Woodley





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## EXECUTIVE SUMMARY

This literature review has been completed to support an innovative project being undertaken by Scouts Aotearoa to transform unhealthy gender stereotypes among young people.

### The problem

Traditional masculine stereotypes and gender norms cause significant harm to young people in Aotearoa New Zealand. Studies show that young men who hold beliefs aligned with traditional gender stereotypes tend to have greater health risks and engage in risky and damaging behaviour. They are more likely than other young men to use violence, bully and harrass others, feel depressed, hopeless, consider suicide, binge drink, take risks at work, drive dangerously and have traffic accidents ([The Men's Project & Flood, 2020](#)).

Traditional masculine stereotypes include:

- Self-sufficiency - do not talk about your feelings or ask for help
- Toughness - fight back and act strong even if you feel scared
- Rigid gender roles - men shouldn't do household chores, men should be the 'providers'
- Heterosexuality and homophobia, hypersexuality - being gay is not being a 'real man'
- Aggression and control over women - in a relationship the man should always make the final decisions.

[The Men's Project & Flood, 2020](#)

Many boys and young men feel pressure to behave in ways that align with these traditional masculine stereotypes, despite not personally agreeing with these beliefs ([VicHealth, 2020](#)).

### The opportunity

Norms and stereotypes can be changed and are changing as society's expectations of people evolve. Social places and spaces where people come together with others around a shared interest or activity, like at Scouts Aotearoa, are highly influential. They play an important role in helping to free society from unhelpful and unhealthy masculine stereotypes ([VicHealth, 2020](#)).

Scouts Aotearoa is also well placed to engage young people with this issue. Research has found the most effective way to engage young people is to create a safe and comfortable environment and build rapport and trust by listening and taking young people's concerns seriously ([Save the Children, 2010](#)). Surveys consistently show that Scouts Aotearoa has created this type of place and these relationships with the young people they serve.

### The positive social norms we want to promote with young people

- Showing vulnerability and asking for help
- Being kind, caring and supportive
- Displaying empathy
- Expressing sadness
- Being humble
- Being fair and equitable

Adapted from [Mayer, 2018](#)

### Recommendations from the literature to help inform the project development:

1. [Adopt a gender transformative approach](#) - the goal of the project should be explicit; Scouts Aotearoa is seeking to break free from outdated and unhealthy masculine stereotypes. Upskill staff and volunteers on how traditional gender norms/roles limit and hurt people, and the positive role Scouts Aotearoa can play.
2. [Be mindful of how the issue and the project is communicated to young people and their families](#) - being positive and solution focused is important. Choose language that appeals and resonates with the broadest audience - see the full literature review for an overview of the [VicHealth language guide](#).
3. [Use the co-design approach to explore](#) - how can Scouts Aotearoa support kaupapa Māori work to re-indigenise understandings of gender and reclaim roles? What does this work look like within different communities for e.g. urban/rural, socio-economic or at different ages?



4. Engage parents, family, whānau and caregivers early and throughout - consider how Scouts can positively influence the home environment.
5. Look inwards - review what Scouts Aotearoa as an organisation can do to break free from unhealthy gender stereotypes and encourage, support and reinforce positive and healthy norms.
6. Develop a strong longitudinal evaluation framework - this work will provide valuable insights and learnings. Build relationships with those working in this field both here in Aotearoa New Zealand and internationally, and share learnings with others working in the youth development space.

The literature supports that Scouts Aotearoa, serving 13,000 young people and their families across Aotearoa New Zealand, is well placed to support widespread positive change by looking at ways to address unhealthy gender stereotypes. This project, with its action research focus, co-design approach and developmental evaluation framework, also has the opportunity to provide a valuable contribution to the knowledge base and to others working in youth development settings, both here in Aotearoa New Zealand and internationally.



## Introduction

This literature review has been completed to support an innovative project being undertaken by Scouts Aotearoa to transform unhealthy gender stereotypes among young people.

The review overviews the traditional gender stereotypes that are prevalent within Aotearoa New Zealand and the harm they are causing to young people. The significant opportunity this project provides is also highlighted. Norms and stereotypes can be changed and are changing as society's expectations evolve. The literature supports that Scouts Aotearoa, serving 13,000 young people and their families across Aotearoa New Zealand, is well placed to support widespread positive change by looking at ways to address unhealthy gender stereotypes.

While an area of emerging research, the literature does provide some valuable insights into what works to shift unhealthy gender stereotypes and the types of positive social norms that need to be promoted. Other recommendations that can be used to help inform the development of the Scouts Aotearoa project include: adopting a gender transformative approach, the importance of how the issue and work is framed and addressing the role of organisational culture. Other important recommendations include engaging family, whānau and caregivers early and throughout the project and adopting an intersectional approach, which recognises that social norms and stereotypes are shaped by social class, ethnicity, age, sexuality and disability. This will help to ensure any intervention is relatable and relevant. This literature review also touches on existing kaupapa Māori work that seeks to re-indigenise understandings of gender and reclaim roles.

There are limited evaluated examples of initiatives that create long term change in attitudes and behaviour or how to address these issues within a youth development context. As a result, this project, with its action research focus, co-design approach and developmental evaluation framework, has the opportunity to provide a valuable contribution to the knowledge base, both here in Aotearoa New Zealand and internationally.



## What is masculinity?

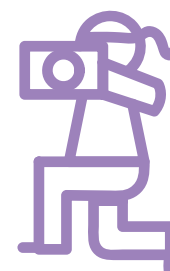
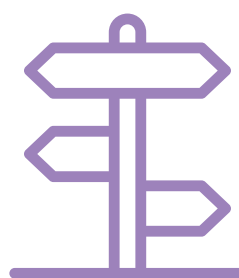
Masculinity refers to "a set of practices, attitudes and behaviours that instruct what men and boys should be and how they should act. It also includes social norms, the unwritten rules about how to behave in society" ([VicHealth, 2020](#)). Masculinity is learnt through observation and interaction between people in the home, at school, in the media and out in the community. Social expectations of men and boys are also embedded in institutions, policies and laws ([VicHealth, 2020](#)).

Traditional masculine stereotypes include:

- Self-sufficiency - do not talk about your feelings or ask for help
- Toughness - fight back and act strong even if you feel scared
- Rigid gender roles - men shouldn't do household chores, men should be the 'providers'
- Heterosexuality and homophobia, hypersexuality - being gay is not being a 'real man'
- Aggression and control over women - in a relationship the man should always make the final decisions

[The Men's Project & Flood, 2020](#)

While most men may not personally agree with these stereotypes, most feel the pressure to conform to these publicly. Masculine stereotypes also set expectations for how other people should behave for e.g. girls interested in traditional masculine activities can be judged and discouraged from participating in them ([VicHealth, 2020](#)).





The [Gender Attitudes Survey](#) conducted by Gender Equal NZ and Research NZ in 2019, found that while the majority of New Zealanders (80%) believe gender equality is a fundamental right, beliefs in traditional gender norms remain widespread:

- 16% believe it is not okay for boys to play with dolls
- 24% believe metal/wood work more suitable to boys
- 14% believe shopping for food is the responsibility of women and girls
- 23% believe being a nurse is more suited to women
- 40% believe being a builder is more suited to men
- 25% agreed that 'rape happens when a man's sex drive is out of control'.

*"Boys appeared to recognise that a dominant prescription for New Zealand masculinity is the avoidance of acting in any way like a girl. The most striking and poignant example of this was what they identified as a cultural prohibition for men and boys against showing vulnerable emotions."*

[Gavey, Calder-Dawe, Taylor, Le Grice, Thorburn, Manuela, Dudley, Panditharatne, Ross & Carr, 2021](#).

## The problem

There is an urgent, ongoing need to address these traditional masculine stereotypes and gender norms that are causing significant harm to both young people in Aotearoa New Zealand.

Studies show that young men who hold beliefs aligned with traditional gender stereotypes tend to have greater health risks and engage in risky and damaging behaviour. They are more likely than other young men to use violence, bully and harrass others, feel depressed, hopeless, consider suicide, binge drink, take risks at work, drive dangerously and have traffic accidents ([The Men's Project & Flood, M, 2020](#)).

*"When men actively avoid vulnerability, act on homophobic beliefs, ignore personal traumas, or exhibit prejudice behaviours against women, this contributes to many larger societal problems, such as gender-based violence, sexual assault, and violence."*

[Shepherd, 2020](#)

Research has suggested that peer relations between boys and young men often play a significant role in the reproduction of masculine norms. For example, Phipps (2018) has highlighted that 'lad culture' on university campuses in the UK can contribute towards creating a context which encourages or enables sexual violence (as cited in [Kato-Wallace, Barker, Sharafi, Mora, Lauro, 2016](#)).

## The opportunity

Norms and stereotypes can be changed and are changing as society's expectations of people evolve.

Social places and spaces where people come together with others, around a shared interest or activity, are highly influential and as such have an important role in helping to free society from unhelpful and unhealthy masculine stereotypes ([VicHealth, 2020](#)). Safe and supportive out-of-school groups and organisations have been identified as natural and positive starting points to engage boys and young men with this work ([Kato-Wallace et al., 2016](#)).

Research conducted by [Gavey et al., 2021](#) found that boys' friendship groups, and the importance of peer group loyalty and belonging, were powerful influences on behaviour, both in maintaining expected norms and in some cases in supporting departures from these norms. Strategies to change norms and behaviour should target the peer group level (vs. the individual) because of the powerful role they play in young peoples' lives.

A common belief among boys and young men is that they are alone in feeling uncomfortable with traditional masculine norms. Creating opportunities for boys to listen and learn that they are not alone in how they feel in relation to dominant norms of masculinity is an important step towards fostering collective change ([Gavey et al., 2021](#)).

Scouts Aotearoa, serving 13,000 young people and their families across Aotearoa New Zealand, has the opportunity to support widespread positive change by looking at ways to encourage the following healthy norms with boys and young men:

- Showing vulnerability and asking for help
- Being kind, caring and supportive
- Displaying empathy
- Expressing sadness
- Being humble
- Being fair and equitable.

*"When values around equality and respect are endorsed and normative within a peer group, this can enable and support individuals to stand up for those values and potentially intervene in unethical or abusive situations.... Supporting even small numbers of boys and men to work together to become change agents has the potential to spark ripples of change that can shift norms of ethical behaviour among peers in the wider cultural context."*

[Gavey et al., 2021](#)

# What works?

## The approach

Gender transformative practice provides the opportunity to free Aotearoa New Zealand of unhelpful and unhealthy masculine stereotypes.

Gender transformative practice:

- challenges traditional views of gender in both boys and girls
- understands that gender stereotypes are social constructions and limiting
- encourages critical awareness of prevailing gender roles and norms
- promotes the dignity of women and girls
- pushes for a more equitable distribution of resources and allocation of duties between genders
- recognises that gender is relational and addresses the power relationships between women and men (and among men).

[VicHealth, 2020](#)

While an emerging area of research, the WHO found that gender transformative interventions, those that aspire to reduce the emphasis on gender differences, were the most effective in achieving behaviour change among men and boys (WHO, 2007).

[Gavey et al., \(2021\)](#) identified that paradoxically the first step in a gender transformative approach requires noticing how gender structures the world and most people’s experiences and opportunities within it. In their work, [Gavey et al., 2021](#) recommends a “lighter touch” approach providing space for reflection on gender stereotypes and how creating more flexible and less gender-bound possibilities for people benefits everyone.

*“Given the unhelpful, and in some cases dangerous, cultural baggage that traditional gender roles carry, we suggest it would be better to inspire boys and young men to be ethical people rather than ‘good men’.”*

[Gavey et al., 2021](#)

While the intention of this work must be explicit, research indicates that a top down approach is not the most constructive way to engage boys and young men.

The most effective way to engage young boys and men in this work is to:

Create a safe and comfortable environment to work with boys.  
Build rapport and trust with the boys by listening and taking their concerns seriously.

[Save the Children, 2010](#)

Rolling surveys of scouts, leaders and their families indicate that Scouts Aotearoa provides this type of environment and is well-placed to undertake this work.

## The framing

The WHO found that effective practice used positive, affirmative messages showing what men and boys can do to create change and the benefits that come with freedom from gender stereotypes. This approach has been described as one of ‘inviting, not indicting’ men and boys ([Burrell, Ruxton, Westmarland, 2019](#)).

[VicHealth](#) has produced a useful messaging guide for those people working to shape healthier norms and behaviours in young boys and men. Staying solutions focused was a key recommendation from their work:

FROM	TO
Boys raised according to outdated masculine stereotypes are more likely to abuse their partner later in life.	Boys raised free from masculine stereotypes are more likely to enjoy healthy, respectful relationships later in life.

Based on extensive testing, VicHealth has also provided valuable insights into how to frame messaging about masculinity to appeal to the broadest audience:

- Let’s teach our boys to be good human beings, not just good men.
- We’ll all be better off if we let go of narrow gender stereotypes and let people be themselves.
- Breaking free of traditional masculine stereotypes will improve the health and wellbeing of both men and women.



And the type of language that works when engaging with the general public:

LOSE	USE	WHY
<b>Masculinity</b>	<ul style="list-style-type: none"> <li>• Gender stereotypes</li> <li>• Maculine stereotypes</li> <li>• Old ideas about masculinity</li> </ul>	<p>Many people don't know what masculinity is and conflate it with men. Using the term stereotype implies that it is undesirable and something that can be changed.</p>
<b>Toxic masculinity</b>	<ul style="list-style-type: none"> <li>• Unhealthy / harmful masculine stereotypes</li> </ul>	
<b>Healthier masculinity</b>	<ul style="list-style-type: none"> <li>• Freedom from unhealthy masculine stereotypes</li> </ul>	
<b>Real men</b>	<ul style="list-style-type: none"> <li>• Good human beings</li> </ul>	<p>This suggests there is one ultimate way to being a man, which reinforces traditional masculine stereotypes.</p>
<b>Men and women</b>	<ul style="list-style-type: none"> <li>• Everyone</li> <li>• People</li> </ul>	<p>Avoid reinforcing gender binaries when talking about things that apply to all genders.</p>
<b>Manhood</b>	<ul style="list-style-type: none"> <li>• Adulthood</li> </ul>	

[Vic Health, 2020](#)

## Age

In order to transform norms, it is important to start early and actively engage boys and young men in caregiving and empathy ([Kato-Wallace et al., 2016](#)).

Early adolescence (10 - 14 years) has been recognised as a particularly strategic time to intervene. This is because, during this time, young people are forming their opinions, ideas, and beliefs, and patterns of behaviour are not yet set ([UN Women, 2010](#)). Evidence also shows that the attitudes and behaviours (both positive and harmful) formed in adolescence can carry over into adulthood ([Kato-Wallace et al., 2016](#)).

## The setting

Research has found the most effective way to reach boys and young men is to go to places and spaces where they already gather. Sports teams and other types of community institutions have been recognised as important places to encourage and promote positive attitudes and gender norms ([Burrell, Ruxton, Westmarland, 2019](#)).

Regular and frequent interactions with positive role models and everyday experiences and conversations that affirm positive gender norms have been recognised as effective in engaging boys and young men and creating change ([Burrell et al., 2019](#)).

Peer group influences are particularly important for children and young people and as such group-based programme models have proven to be effective. Younger programme participants are more likely to embrace new ways of thinking and acting when their friends and other peers they admire are embracing the same changes ([Promundo, 2017](#)).

## Organisational environment and culture

Creating an organisational environment and culture that encourages, supports and reinforces positive and healthy norms is critical. To ensure success, the organisation needs to be intentional and explicit that a gender transformation approach is being undertaken. Any activity must be connected to the organisation's core mission. Effective interventions require authentic and meaningful connections to core organisational values and goals ([Berdahl, Glick and Cooper, 2018](#)).

A whole-of-organisation approach must also be adopted including a review of strategy, policy, internal structures and processes through a gender transformation lens and upskilling its workforce, including volunteers, about how traditional gender norms/roles limit and hurt people ([Mayer 2018](#)).

The training and 'onboarding' of facilitators is an important success factor. Facilitator excitement, innovation, and adaptability have been found to be key in boosting the participation and engagement of children and young people. ([Promundo, 2020](#)).

## Engaging with parents, family, whānau and caregivers

Successful prevention programs have parental, family, whānau and caregiver involvement built into the programme e.g. involving parents with programme design or implementation.

Maximising this involvement has two key advantages:

- Concepts can be reinforced in the home
- Children and young people can practice the skills they have learned.

[Russell, 2008](#)

There are a number of [resources](#) designed for the home environment with key messages and ideas for how parents, family, whānau and caregivers can help children and young people leave behind traditional gender stereotypes for e.g. helping boys feel supported that they won't be judged for sharing their concerns or fears.

## Intersectionality

Our views and experiences relating to gender norms are strongly impacted by different aspects of our identity and personal circumstances. For example, ethnicity, sexuality, socioeconomic status, ability, and even less tangible ways that young people are socially positioned (such as 'popularity') all intersect with gender, to affect how we will experience the expectations, obligations, and privileges related to gender norms ([Gavey et al., 2021](#)).

Policy and practice should adopt an intersectional approach to ensure any intervention is relatable and relevant ([Burrell et al., 2019](#)).

The co-design process means that the Scouts Aotearoa project is well placed to adopt an intersectional approach designing interventions that are tailored to reflect and meet the needs of the different young people they serve.

## Re-indigenising understandings of gender and reclaiming roles

Colonisation severely disrupted Māori social structures and undermined tikanga, paving the way for the imposition of colonial norms and values around gender and the introduction of patriarchal masculinities ([Gavey et al., 2021](#)).

Challenging norms and stereotypes imposed through colonisation and re-connecting people to Te Ao Māori is key.

In Te Ao Māori, both masculine and feminine energy exist within people. In our current culture, the feminine is undervalued and boys and young men are actively encouraged to suppress the feminine energy within. This causes great unbalance and is unhealthy ([Coates, 2021](#)).



[Kerekere \(2017\)](#) has written extensively on gender and sexuality within pre-colonial Māori society. “Our tūpuna who had fluid genders or sexuality were accepted within their whānau long before Pākehā (Europeans) came to Aotearoa. We know this from mōteatea, waiata, karakia and whakairo (traditional chants, songs, incantations and carvings). The term takatāpui is hundreds of years old and has been connected to iwi in Te Arawa and the Wairarapa. Some iwi had no particular terms – takatāpui were just part of the whānau.”

[Poutama Rights of Passage](#) is a kaupapa Māori initiative that supports young people in their transition to adulthood by revitalising indigenous models of community-led, rites of passage education & celebration. Through this programme, a safe space is created where young men can open up and share and connect with, and be supported by, positive male role models. A key aspect of this programme is to reconnect young tāne Māori with indigenous concepts of gender and the inherent balance and value that exists both within and between.

Another initiative, reclaiming mātauranga Māori, is the work of E Tū Whānau. [E Tū Whānau](#) has produced a series of research and resources that highlights Māori ancestors as role models and includes key messages such as “Our wāhine ancestors were strong, influential and valued” and “Our tāne ancestors were tender fathers.”

The co-design approach to this project provides the opportunity for Scouts Aotearoa to look at ways it can support kaupapa Māori work to re-indigenise understandings of gender and reclaim roles.

### Gender norms within other cultural contexts

In 2018, [Pasefika Proud](#) completed a literature review to identify initiatives that target men to improve their health and wellbeing. A key finding from this research was the benefits of combining an Indigenous approach (decolonisation, restoration and reclamation of traditions and values) with a Pacific approach (that addresses the effects of migration, displacement and loss of traditional support structures), all of which intersect and impact views and experiences of gender norms ([Malungahau & Nosa, 2018](#)).

In 2019, the [New Zealand Family Violence Clearinghouse](#) released an issues paper on ethnic perspectives of family violence. The impact of migration, resettlement, acculturation and integration on culture, including gender norms and roles, was a key issue explored. Post-migration factors, e.g. perceived loss of authority, status and self-esteem, and being un or underemployed, have been noted as factors potentially associated with men’s initiation of violence. For women, on the other hand, migration can bring with it isolation, loss of social capital and networks, language barriers, and increased

dependence on their spouses/husbands ([Simon-Kumar, 2019](#)).

The stereotype of a good Kiwi bloke as a big, rugged, tough man who plays rugby has been the dominant portrayal of masculinity in mainstream media since the early 1930’s ([Kavka, 2015](#)). [Gavey et al., \(2021\)](#) research with 50 boys and young men in Tāmaki Makaurau Auckland found that boys and young men from diverse ethnicities and social backgrounds appeared to recognise this similar social template for how to be a man. In particular, they strongly agreed that men are not supposed to show vulnerable emotions.

There were some cultural differences found in the types of stereotypical masculine behaviours and interests. For e.g. Pasefika boys and men may have a different family structure to live up to, providing for extended versions of family rather than the nuclear set.

*“So not just being a good father but a good uncle, brother – someone who’s helping to raise a lot of children who are the children of brothers and sisters”*

[Mayeda, 2015](#)



## What has been tried?

The WHO found reasonably well-designed programmes with men and boys lead to short-term change in behaviour and attitudes. The short term is emphasized because, as is the case in most of the evaluations reviewed, the results primarily focus on changes in men's behaviour and attitudes immediately after interventions or, in a few cases, with follow-up data collection only a few months after the intervention or programme has ended ([WHO, 2007](#)).

A key recommendation made in a [literature review to VicHealth](#) is that programs need to engage men and boys over longer periods of time and have their effectiveness evaluated longitudinally. Another issue identified is that many of the programmes formally evaluated were at odds with gender-transformative approaches that seek to reduce the emphasis on gender difference ([Ralph, Stewart, Bartlett & Roberts, 2020](#)).

As an emerging area of research, the work undertaken by Scouts Aotearoa provides the opportunity to make a valuable contribution to the knowledge base, both here in Aotearoa New Zealand and internationally.

The following examples highlight some of the initiatives that have been formally evaluated.

### Coaching Boys into Men (CBIM)

This project was developed in response to the important role sports plays in the lives of young people and the broader culture. The principles of teamwork and fair play were seen as an ideal platform to teach healthy relationship skills.

Coaching Boys into Men (CBIM) is a comprehensive violence prevention curriculum and program that inspires athletic coaches to teach their young athletes that violence never equals strength and violence against women and girls is wrong. The program comes with strategies, scenarios, and resources needed to talk to boys, specifically, about healthy and respectful relationships, dating violence, sexual assault, and harassment.

At 3 month follow-up athletes who participated in CBIM were significantly more likely to report intentions to intervene (e.g., telling an adult, talking to the people involved, etc.), and when witnessing abusive or disrespectful behaviors among their peers, they were actually more likely to intervene than those not in the program.

One year later, compared to athletes who did not receive the program, athletes who participated in CBIM were more likely to report less abuse perpetration and less negative bystander behavior (e.g., not saying anything, or laughing) when witnessing abusive or disrespectful behavior among their peers ([Miller, 2013](#)).

### Program H

Program H is designed for young men and encourages critical reflection about rigid norms related to manhood and encourages transformation of stereotypical roles associated with gender.

Evidence-based group education activities such as role-playing and discussion of important issues help change attitudes, adjust coping mechanisms, and introduce healthier ways to deal with conflict.

Evaluation of eight programmes around the world has found evidence of positive changes among program participants: from more gender-equitable attitudes and behaviors generally, to improved couple communication, reduced gender-based violence, and improved attitudes around caregiving.

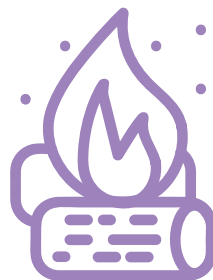
Program H has been named a best practice in promoting gender equality and preventing gender-based violence by the World Bank and the World Health Organization and has been cited by UNICEF and the United Nations for its effectiveness ([Promundo 2021](#)).

### Roots of Empathy

Roots of Empathy is an evidence-based classroom program that has shown a significant effect in reducing levels of aggression among schoolchildren by raising social/emotional competence and increasing empathy.

A neighborhood infant and parent visit the classroom every three weeks over the school year. Observation of a nurturing parent-child relationship, lives children a model of responsible parenting and promotes the practice of empathy. These visits are supported by a lesson plan that encourages children to reflect on their own feelings and behaviours as well as those of others.

Evaluations of Roots of Empathy found that children who participated in the program significantly increased their pro-social behaviors and significantly decreased their proactive and relational aggressions, as obtained from teachers' reports ([Kato-Wallace et al, 2016](#)).

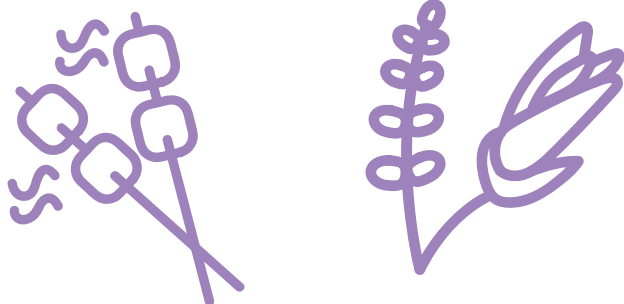




## Recommendations

As noted above, while this is an area of emerging research, the literature does provide some recommendations for what works to address unhealthy gender stereotypes that can be used to help inform the development of the Scouts Aotearoa project.

1. Adopt a gender transformative approach - the goal of the project should be explicit; Scouts Aotearoa is seeking to break free from outdated and unhealthy masculine stereotypes. Upskill staff and volunteers on how traditional gender norms/roles limit and hurt people, and the positive role Scouts Aotearoa can play.
2. Be mindful of how the issue and the project is communicated to young people and their families - being positive and solution focused is important. Choose language that appeals and resonates with the broadest audience.
3. Use the co-design approach to explore - how can Scouts Aotearoa support kaupapa Māori work to re-indigenise understandings of gender and reclaim roles? What does this work look like within different communities for e.g. urban/ rural, socio-economic or at different ages?
4. Look inwards - review what Scouts Aotearoa as an organisation can do to break free from unhealthy gender stereotypes and encourage, support and reinforce positive and healthy norms.
5. Engage parents, family, whānau and caregivers early and throughout - consider how Scouts can positively influence the home environment.
6. Develop a strong longitudinal evaluation framework - this work will provide valuable insights and learnings, build relationships with those working in this field both here in Aotearoa New Zealand and internationally, and share learnings with others working in the youth development space.



## Conclusion

This literature review has found that Scouts Aotearoa, serving 13,000 young people and their families across Aotearoa New Zealand, is well placed to support widespread positive change by looking at ways to address unhealthy gender stereotypes. This project, with its action research focus, co-design approach and developmental evaluation framework, also has the opportunity to provide a valuable contribution to the knowledge base and to others working in youth development settings, both here in Aotearoa New Zealand and internationally.



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# APPENDIX TWO: CO-DESIGN SESSION PLAN

1. Introductory email sent providing a link to the literature review, an overview of the six healthy norms and a link to the online survey.
2. The online survey collects demographic information about the group, asks what their goals were for participating, if they were already focusing on any of the six healthy norms, what areas were of interest to them and anything they thought was important for the research team to understand about their group.

WHAT	TIME	WHO	NOTES
Welcome and Introductions	5 minutes	Research Team	
Introducing the project - running through the one pager on the six healthy norms. Any questions?	10 minutes	Research Team	<ul style="list-style-type: none"> <li>• One pager sent in advance</li> <li>• All groups involved will be trying different things and will be sharing their learnings.</li> <li>• Add survey results</li> </ul>
Introduce your group - tell us about it, what is important we should know?	10 minutes	Kaiārahi/ Leaders	<ul style="list-style-type: none"> <li>• Some of this information will be provided in advance via the survey monkey</li> <li>• Understand the unique strengths/challenges (intersectionality)</li> </ul>
Looking at the healthy norms, we want to support... What are you interested in exploring? What difference might that make?	10 minutes	Group discussion	<ul style="list-style-type: none"> <li>• Share the one pager on the six healthy norms</li> <li>• Share the findings from the survey monkey.</li> <li>• Why people were interested in those norms</li> <li>• What difference do people think they will make.</li> <li>• Choose norm</li> </ul>
*Positive social norm 1* What are you currently doing that supports *selected Healthy Norm*? What more could you do? What could you do differently? What could you try?	10 minutes	Group discussion	
Developing the idea What is the goal? What are you going to do? How do we know if we are being successful? How will we engage parents/family/caregivers?	10 minutes	Group discussion	<ul style="list-style-type: none"> <li>• Project plan drafted</li> </ul>
Close Next steps Any questions? Thank you	5 minutes	Research Team	<ul style="list-style-type: none"> <li>• Schedule first quick catch-up</li> <li>• Integrate your plan into your programme</li> <li>• Ask for support if required!</li> </ul>

# APPENDIX THREE:

## HEALTHY NORMS ACTIVITIES

This table summarises the activities trialled and the outcomes of these activities.

NORM	ACTIVITY	OUTCOMES
<b>Showing vulnerability and asking for help</b>	Kaiārahi/Leaders “forgetting” how to do things and asking young people to do it.	Young people really enjoy this and it is a good way to normalise asking for help and giving help.
	Kaiārahi/Leaders positively reinforcing young people asking for help and asking questions when they don't know something.  Shifting to group discussions vs. just Kaiārahi/Leaders answering. Encouraging young people to ask their peers first.	Some of the more quieter/hesitant young people are getting more involved.  This is developing leadership skills.
	Pairing up older young people with younger young people and encouraging them to help each other (vs. coming to a leader).	Young people showing good leadership.  This is helping leaders focus on actively implementing being a youth lead and adult supported programme.
	Kaiārahi/Leaders sharing how they felt the first time they tried the activity (may have been when they were young), for example, feeling nervous/worried/frustrated and reinforcing that it is okay to feel like this, we're here to support you and if you need help let us or your friends know.  A Fear Factor Online Zoom meeting was held - Kaiārahi/Leaders shared their own fears and also encouraged the young people by talking about how they had some of the same fears at their age and now (clowns!).	Young people were open, engaged and sharing how they were feeling.  This is strengthening relationships between young people and Kaiārahi/Leaders
	Combining badge work with new technology and asking young people to create a video or powerpoint of the work they did for the badge.  Trialling bringing together small groups and doing peer reviewed badge work.	Ongoing
	<b>Being fair and equitable</b>	All sections complete a Better World badge
Approach the local Pippins/Brownies/Guides about coming together to do some regular joint events - take turns hosting for e.g. a campfire or inviting them to join different section nights.		The local Pippins/Brownies/Guides has now closed.
Organise a fun activity and across all the sections ask everyone to bring a female friend along.		Ongoing



NORM	ACTIVITY	OUTCOMES
<b>Being kind, caring and supportive</b>	<p>Expand the conversation of the Scout Law to include being kind, caring and supportive.</p> <p>Starting each night taking turns reading the Scouts Law. Use the Scouts Law to generate discussion, for example, "who can share an example of how they showed respect in the last week?".</p> <p>Ending the night with the Scouts Law and acknowledging someone who has shown they are following the Scouts Law by being kind, caring and supportive.</p>	<p>All young people went home with Scouts Law card.</p>
	<p>Holding a session on the Scouts Promise</p>	<p>Young people did a great job of breaking down the Scouts Promise and came up with some great examples, for example, respect for self, other people and the environment.</p> <p>All young people went home with the yellow and purple cards.</p>
	<p>Ran a youth-led session on each of the norms and asked the young people to think about what the norm means and come up with ideas about what they could do more of/differently at Scouts.</p>	<p>Language of the norms needed to be adapted to make age appropriate and was too much to cover in one hour.</p> <p>All sections were engaged and eager to share their ideas.</p> <p>Caring for animals came through strongly with the younger children and this could be added into the programme.</p> <p>The charts were turned into posters for the den.</p> <p>A number of conversations were overheard between young people and their parents about what they learnt and the Kaiārahi/Leaders were impressed with what was retained/shared.</p>
	<p>Young people came up with lockdown activity ideas that are kind, caring and supportive for e.g. making cards or baking for a neighbour who lives alone, footpath chalk activities for other young people or doing chores around the house.</p> <p>An email and Facebook post was made for parents with ideas on how they can promote kindness within their communities. Parents were encouraged to post what their children are doing.</p> <p>A lockdown badge was to be awarded for those completing the challenge.</p>	<p>Due to COVID, the results of this activity were not followed up.</p>

NORM	ACTIVITY	OUTCOMES
<b>Being kind, caring and supportive</b>	Welcoming each child individually, asking how they are or another question, for example, what did you have for lunch?	<p>The welcoming is helpful for Kaiārahi/ Leaders in tracking who is and isn't there for the night.</p> <p>More children are slowly responding about how they are.</p>
<b>Displaying empathy</b>	Kaiārahi/Leaders will role model displaying empathy.	<p>Kaiārahi/Leaders are seeing a change in the way they lead - shifting to asking questions and encouraging young people to be reflective. Less Police Officer and shifting to being more Youth-Led.</p> <p>This has been a great team building exercise and Kaiārahi/Leaders are working together as a team.</p>
	Young people are pairing up at the end of the night and discussing how their night went. They then report back how their friend is feeling and how their night went including something positive that happened.	Kaiārahi/Leaders are using the question "tell me more about that" to get young people to think deeper and share more.
	Everyone is encouraged to talk about their emotions and how they are feeling. Kaiārahi/Leaders are also encouraging young people to think about how others are feeling.	Kaiārahi/Leaders are seeing an increase in people helping each other and more team work.
	<p>Young people talked about empathy and were all familiar with the concept.</p> <p>A youth-led activity was run where young people identified negative behaviours and techniques to improve things for next time, for example, what do we do when we're snapping at each other?</p>	Ongoing
	A challenge is getting parents on board and reinforcing being empathetic. Furniture at flag ceremonies has been rearranged to distance the parents.	This has created a buffer zone - a youth zone - so parents can't growl at their child's behaviour.
<b>Expressing emotions</b>	Visual support posters on the different emotions have been put up on the walls of the Scout hall.	Young people are more open and have a great ability to talk about how they are feeling.
	<p>Young people traced their hands, decorated however they wanted and then they were durasealed.</p> <p>There are 3 banners in neutral colours - hard day / I am okay / I feel great</p> <p>When they start the night, they place their hands where they are feeling and at the end of the night, they move them to where they are now feeling.</p>	<p>They are have adapted quickly to using emotive words.</p> <p>Kaiārahi/Leaders are changing how they interact with young people, for example. were you feeling frustrated during knot tying? Describing it so they have the language and the feeling only takes 10 seconds.</p>

NORM	ACTIVITY	OUTCOMES
<b>Expressing emotions</b>	<p>Having open conversations about feelings and emotions - normalising and role-modeling.</p> <p>Reinforcing that this is a safe non-judgemental space where you can express however you are feeling and whatever you are feeling is okay. No negative feedback, for example, fff you are bored.</p> <p>At the end of the camp, the leaders included a question about how everyone was feeling.</p>	<p>Kaiārahi/Leaders are also openly expressing their feelings.</p> <p>This norm feeds into others for e.g. expressing an emotion and asking for help or being offered help.</p>
	<p>One word check in at the beginning and end of each night for how everyone is feeling.</p>	
	<p>Start of the night</p> <ul style="list-style-type: none"> <li>• Check ins</li> <li>• How are we today?</li> </ul> <p>Middle of the night</p> <ul style="list-style-type: none"> <li>• Check ins – how do we feel, is this working, are we having fun?</li> <li>• Finish of the night</li> <li>• What went well?</li> <li>• What did we enjoy?</li> <li>• How do we make it better?</li> <li>• Reflection circle.</li> </ul>	
	<p>Creating a group environment that provided young people with a safe place to express emotions:</p> <ul style="list-style-type: none"> <li>- Explained that how you feel at any time is okay and not to be ashamed of it</li> <li>- Letting the young people know Scouts is a safe space and they can be themselves</li> <li>- Kaiārahi/Leaders shifting to ‘active listening’</li> <li>- Developed language around expressing emotions including catchphrases and ideals – “no bad emotions”, “allowed to feel that way.”</li> </ul>	
	<p>Cards with emojis of different emotions used to check in with young people at the start and end of the night. Children stand next to the card that reflects how they are feeling.</p> <p>Cards used during the night’s activities, for example, if anyone is feeling confused or worried you can let a leader know by grabbing one of the emoji cards (if you can’t tell us directly).</p>	<p>Young people really enjoyed the activity.</p> <p>The activity was quick and simple to set up and to run.</p>



NORM	ACTIVITY	OUTCOMES
<b>Expressing emotions</b>	<p>Cards to be put up on the den walls permanently, providing a visual reminder to Kaiārahi/Leaders to use the cards and also give other sections the opportunity to use.</p> <p>The cards could also be used as reflection prompts for Scouts' and Cubs' Own.</p>	<p>Kaiārahi/Leaders used the activity as a conversation starter to talk about how everyone was feeling at the end of the night and how knowing how young people were feeling was really important to the Kaiārahi/Leaders.</p> <p>Cards were used at camp and were really helpful - they provide the Kaiārahi/Leaders with an instant acknowledgement and reaction, and if something isn't working allows them to change things up quickly.</p>
	<p>Flash card questions based on the SPICES have been created.</p> <p>At the beginning of the night, young people select a card and put it in their pocket. They are encouraged not to peek.</p> <p>The card is taken out of their pocket during horseshoe – they say what the SPICE is and answer the question.</p> <p>The leaders give feedback and encouragement where necessary, for example, that was brilliant, good way to think about it.</p> <p>The activity takes between 3 mins and 7-8 minutes for 11 young people – the longer times are when the questions have started a conversation.</p> <p>Some of the questions are quite wordy and could be adapted for the younger ones and simplified.</p> <p>Potentially the activity, if linked to the national programme, could last a year if the questions are appropriate, relevant and tailored to the programme.</p> <p>The card format looks official – having the questions printed gives the activity legitimacy and gravitas.</p>	<p>The young people are engaging with the activity – the more they talk about it, the more they are getting out of it.</p> <p>Some of the young people are initially shy, but as those who are more extroverted answer, they find the more introverted are piping up.</p>
	<p>SPICES cards were used at a joint group meeting with two other groups.</p>	<p>SPICES cards meant groups new to the healthy norms seamlessly engaged with the conversations, expressing their emotions and opinions.</p>
<b>Being Humble and having a growth mindset</b>	<p>Introducing more Youth-led activities into the section nights, for example, "Teach us something we don't know."</p> <p>Young people have taught each other and leaders a tiktok dance, the splits(!) and how to make a chatterbox/fortune teller.</p>	<p>Young people are enjoying opportunities to be in a leadership role and teach others.</p> <p>Kaiārahi/Leaders are role modelling that it is okay not to know how to do something and it's fun to learn new things.</p>

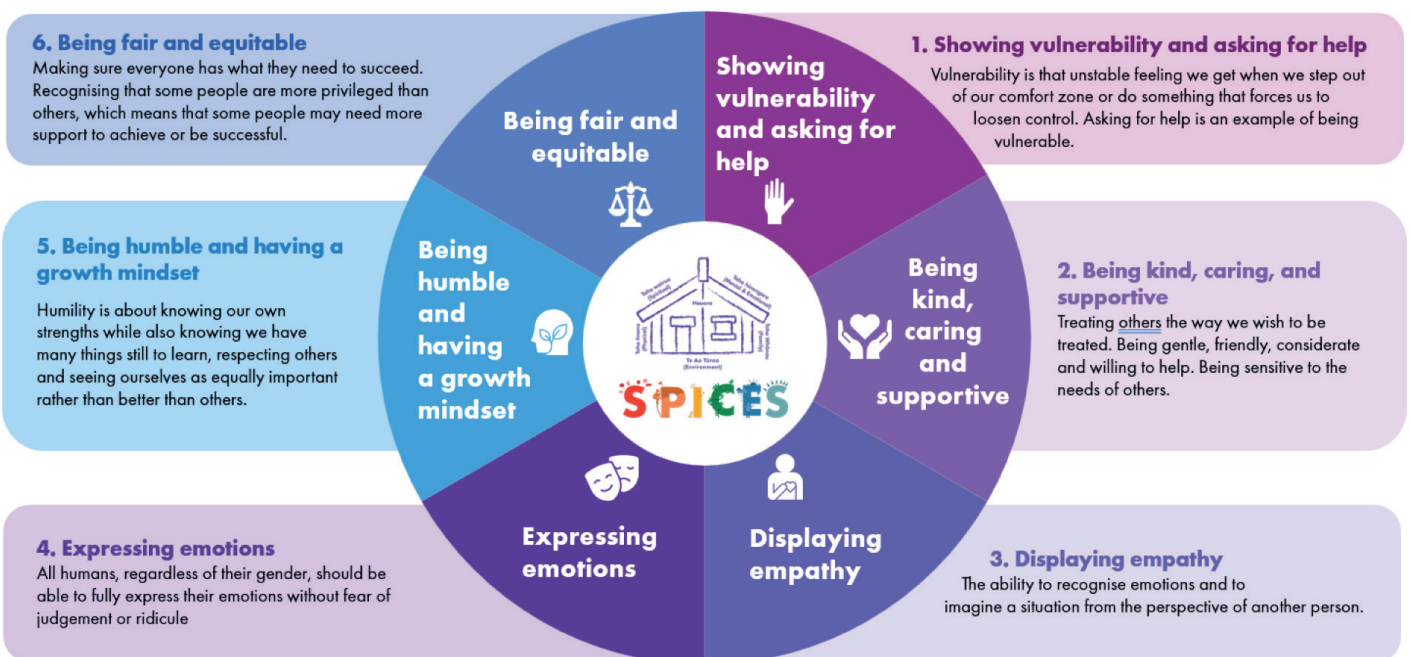
NORM	ACTIVITY	OUTCOMES
<b>Engaging family and whānau</b>	<p>An end of term event was planned for a Sunday afternoon with all parents being invited. At this event, young people will share what they have learnt, do some fun challenges with the parents, have a BBQ and then present awards.</p> <p>The event ran from 3 - 6pm and began with a Grand Howl. Parents then went inside to hear from the Kaiārahi/Leaders about Mahitahi and the young people outside began building Chariots.</p> <p>Parents were then shown the community garden and a campfire was built. A young person created a quiz, which helped whānau groups explore the den and surroundings.</p> <p>Young people cooked sausages on the campfire and then launched bottle rockets they had made. Everyone went inside for the Awards evening. This time the leader awarded the badge to the Sixer and then Sixer awarded the rest of the group.</p> <p>Kaiārahi/Leaders then explained the emoji cards to the parents and the cubs then reflected on how they were feeling at the end of the night.</p>	<p>The Whānau Day was a big success. 23 cubs attended with their siblings, parents and grandparents - 69 people all together!</p> <p>Everyone had a lot of fun.</p> <p>This was a good way to engage/re-engage parents as with COVID, parents have been staying away.</p> <p>Parents enjoyed seeing what their children were doing and meeting the leaders.</p> <p>The event has also resulted in new volunteers registering.</p> <p>A new parent posted, on Facebook, photos of the emoji cards and why sharing emotions was important. This was an encouraging and positive response from a parent on what the Group was working on.</p>
	<p>Weekend whānau walks are going to be held every 4-6 weeks, alternating between a Saturday and Sunday.</p> <p>A leader will pick a walk and invite all families to attend. This is a good opportunity for children, parents, caregivers and other family members to do something fun together outdoors. It also is a nice opportunity for leaders to get to know the families better and for families to get to know each other better.</p>	<p>Creates opportunity for children/young people to spend quality time with their parents/family/whānau doing something positive (Important protective factor for thriving young people)</p> <p>Makes Scouts more inclusive. On a recent walk, one family shared how one of their children has cerebral palsy and how much they would love to be able to take them for walks but are unable to. Kaiārahi/Leaders and another parent were quick to say how they and other families would be very happy to support them to make this happen.</p> <p>Whānau activities may be more appealing to Māori and Pasefika.</p> <p>Kaiārahi/Leaders get to know parents better - this supports recruitment</p> <p>Families/Whānau not currently part of Scouts could be invited/included - this could support recruitment of young people</p>

# APPENDIX FOUR: PROJECT OUTPUTS

A3 poster outlining the six healthy norms and how they link with the Scouts SPICES.

## HEALTHY NORMS

We all want what is best for the young people in our care. Research shows that traditional gender stereotypes are harmful to young people. This project aims to understand more about how Scouts can support healthy norms with the young people we serve.



### WHAT YOU CAN DO

There are lots of small actions you can take to help promote these Healthy Norms and create a positive and supportive environment for young people.

Role-modelling from adults is especially important.

#### Actions you can take:

- Have a one-word check in at the start and end of your meeting where everyone shares how they are feeling.
- Ask young people to help you with things or teach you something new.
- Share some of the things you are afraid of, or were afraid of when you were younger.



For more information on this project, including ideas for promoting Healthy Norms within your Group, check out our [Understanding Healthy Norms Information Sheet](#)



A poster showing the different types of emotions.

# Healthy Emotions

Emotions are not “good” or “bad”, they are all normal!  
You need a wide range of emotions to live a healthy life


SCOUTS  
 Aotearoa



**Whakatakariri**  
Angry



**Koa**  
Happy



**Hiamo**  
Excited



**Mataku**  
Scared



**Mokemoke**  
Lonely



**Hohā**  
Annoyed



**Āwangawanga**  
Worried



**Mārie**  
Calm



**Rarua**  
Disappointed



**Anuanu**  
Disgusted



**Pōhehe**  
Confused



**Kaniawhea**  
Guilty



**Whakahihi**  
Proud



**Pōuri**  
Sad



**Heahea**  
Silly



**Whakamā**  
Embarrassed



**Pūhaehae**  
Jealous



**Harikoa**  
Joyful



**Whakawhetai**  
Grateful

**TAKE CONTROL OF YOUR EMOTIONS**

Use these steps the next time you feel a **big** emotion threatening to overwhelm you.

**WHAKAINGOATIA**

**Name it**  
What emotion are you feeling?  
Say its name.

**MIHIA**

**Acknowledge it**  
Notice how it is affecting your behaviour and how your body feels...Like a faster heartbeat, or feeling ill.

**WHAKAAETIA**

**Accept it**  
Now take a breath, deep down into your belly, and tell yourself this emotion will pass...  
Like a cloud passing overhead, or water running over your skin.  
As you breathe out, imagine the emotion being blown away and out of you.

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## Healthy Norms

### 1. Showing vulnerability and asking for help

Vulnerability is that unstable feeling we get when we step out of our comfort zone or do something that forces us to loosen control. Asking for help is an example of being vulnerable.

### 2. Being kind, caring and supportive

Treating others the way we wish to be treated. Being gentle, friendly, considerate, and willing to help. Being sensitive to the needs of others.

### 3. Displaying empathy

The ability to recognise emotions and to imagine a situation from the perspective of another person.

### 4. Expressing Emotions

There are "six basic emotions" described by Paul Ekman - happiness, sadness, anger, surprise, fear, and disgust. All humans, regardless of their gender, should be able to fully express their emotions without fear of judgement or ridicule.

### 5. Being humble and having a growth mindset

The ability to recognise the good in others and act with modesty. Respecting others and seeing ourselves as equally important rather than better than others. Humility is about knowing our own strengths while also knowing we have many things still to learn.

### 6. Being fair and equitable

Treating everyone equally and recognising that some people are more privileged than others which means that some people may need more help to achieve or be successful.



# UNDERSTANDING HEALTHY NORMS

Over the past year, Scout Groups across the country have been taking part in a project around healthy norms. We're excited to share what we've learned from this project, and how you can use it to create safe and supportive spaces for all young people in Scouting.

## Why Healthy Norms?

We all want what is best for the young people in our care, and all young people in Aotearoa New Zealand. Currently the statistics for self harm and suicide show that we need to be doing much better if we want to support wellbeing in our young people.

We know that traditional gender stereotypes are harmful to young people. Research shows us that there is a strong link between traditional masculine norms (such as don't ask for help, don't show emotions, always be "tough") and a wide range of negative outcomes for all young people.

If you're interested in reading more about this research, and how it applies to our context in Scouting, you can read our literature review here: [Healthy Gender Norms Literature Review](#)

## The Project

This project aims to understand more about how Scouts can support positive social norms with the young people we serve. To do this, we've been working with nine amazing Scout Groups across the country to understand what we're already doing, and the small changes we can make to create a safe and supportive environment for young people to learn and grow.

Our Groups are intentionally spread across the country, with a mix of urban and rural Groups, as well as a variety of gender distributions among the adults and youth members within the Groups. We have used a co-design process to work with the Groups to check, reflect, and adapt our approaches based on feedback and evidence.

The project is also an exciting opportunity to impact how we understand healthy norms and wellbeing on a national and global level!



## UNDERSTANDING THE SPICES

Scouting is about more than just fun, it's about supporting young people to grow into happy and healthy people, and develop their potential. Often we do this intuitively, but with a little extra intentionality we can help to bring out the best in our young people.

To help us be purposeful about how we use our activities to support young people to grow, we use tools like the Scout Method, Healthy Gender Norms, and SPICES.

**A Quality Programme**

(using the Scout Method)

+

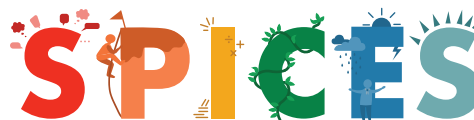
**A Supportive Environment**

(using the Healthy Gender Norms)

=

**Positive Youth Development**

(in the SPICES)



## Why SPICES?

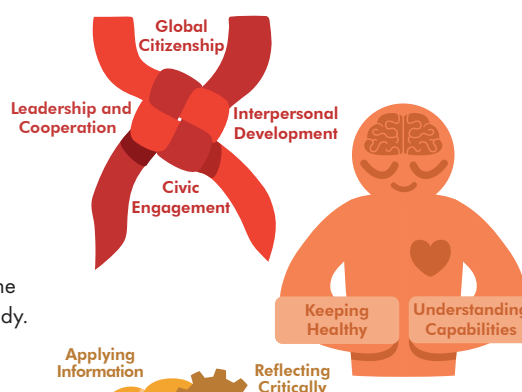
SPICES are our Areas of Personal Growth. These are the things we are developing in our young people as they make their way through their Scouting journey, and empower them to become the best versions of themselves. In short, SPICES are the why of Scouting.

The six SPICES are Social, Physical and Mental, Intellectual, Character, Emotional, and Spiritual.



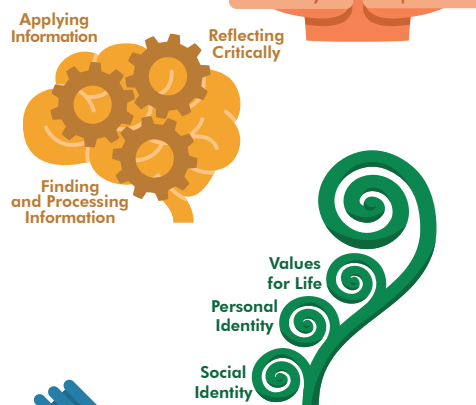
### Social Development

Developing the ability to cooperate and lead in a variety of ways, while gaining a sense of identity and the understanding that we live in an interdependent world.



### Physical & Mental Health Development

Being active and developing responsibility for the care, health, and well-being of the mind and body.



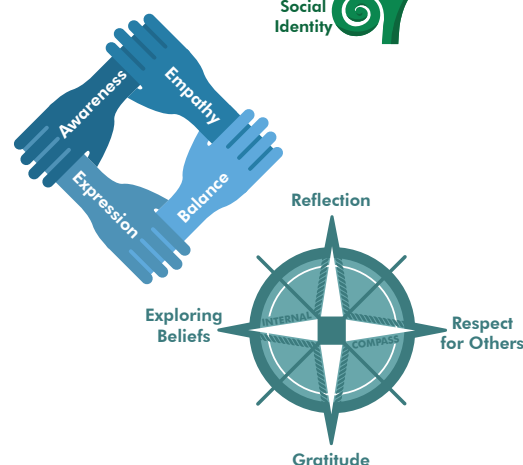
### Intellectual Development

Developing the ability to think, analyse, shape, and apply information to adapt to new situations.



### Character Development

Self acceptance and recognising individual potential for growth and development. Developing in a manner consistent with a set of values and with mutual respect and understanding for others.



### Emotional Development

Exploring and gaining an understanding about emotions to develop emotional resilience.



### Spiritual Development

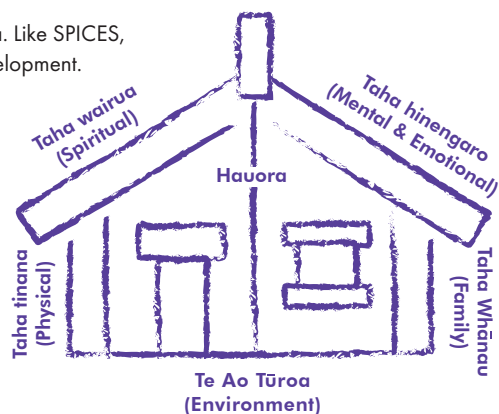
Developing an understanding of personal beliefs, as well as the diversity of beliefs that makes up our communities (local, national, global) while practising the art of reflecting and showing gratitude in a genuine way.

## Hauora

Hauora is a Māori philosophy of health unique to Aotearoa. Like SPICES, hauora takes a holistic approach to our wellbeing and development.

Te Whare Tapa Whā is a model of hauora created by Sir Mason Durie consisting of four components of a whare with a foundation of Te Ao Tūroa (Environment) embracing the Māori world view:

- Taha tinana: Physical well-being
- Taha hinengaro: Mental and emotional well-being
- Taha whānau: Social well-being
- Taha wairua: Spiritual well-being



## Healthy Gender Norms

We know that traditional gender stereotypes are harmful to young people, so creating a positive environment is vital to support young people to develop in the SPICES. Using Healthy Gender Norms helps us build Te Ao Tūroa, the environment of our young people, into a space that supports young people to thrive.

To create this environment, we focus on six Healthy Gender Norms:



### 1. Showing vulnerability and asking for help

Vulnerability is that unstable feeling we get when we step out of our comfort zone or do something that forces us to loosen control. Asking for help is an example of being vulnerable.



### 2. Being kind, caring, and supportive

Treating others the way we wish to be treated. Being gentle, friendly, considerate, and willing to help. Being sensitive to the needs of others.



### 3. Displaying empathy

The ability to recognise emotions and to imagine a situation from the perspective of another person.



### 4. Expressing emotions

All humans, regardless of their gender, should be able to fully express their emotions without fear of judgement or ridicule.



### 5. Being humble and having a growth mindset

The ability to recognise the good in others and act with modesty. Respecting others and seeing ourselves as equally important rather than better than others. Humility is about knowing our own strengths while also knowing we have many things still to learn.









### 6. Being fair and equitable

Making sure everyone has what they need to succeed. Recognising that some people are more privileged than others, which means that some people may need more support to achieve or be successful.



### How it fits together

SPICES	Te Whare Tapa Whā	Healthy Gender Norms	Ways you can show this	Reflection Questions to Ask
<b>Social</b> - Global Citizenship - Civic Engagement - Leadership and Cooperation - Interpersonal Development 	- Taha Whānau - Te Ao Tūroa	- Showing Vulnerability and Asking for Help - Being Kind, Caring, and Supportive - Displaying Empathy - Being Fair and Equitable	- Working with other people in small teams - Taking on leadership responsibilities - Learning about and engaging with different communities	- How did our team help each other? - What did I learn from other people? - What role do I play in my community?
<b>Physical and Mental</b> - Keeping Healthy - Understanding Capabilities 	- Taha Tinana - Taha Hinengaro - Te Ao Tūroa	- Showing Vulnerability and Asking for Help - Expressing Emotions - Being Humble and Having a Growth Mindset	- Being intentional about the things you consume (with your body and mind) - Recognising your boundaries, and the boundaries of others - Trying new things and pushing your limits	- What does being healthy look and feel like for me? - How do I support others to challenge themselves? - What does it feel like to push my comfort zone?
<b>Intellectual</b> - Applying Information Reflecting Critically - Finding and Processing Information 	- Taha Tinana - Taha Hinengaro - Te Ao Tūroa	- Expressing Emotions - Being Humble and Having a Growth Mindset - Being Fair and Equitable	- Learning a new skill - Using things you've learned to solve problems - Learning about biases and how they affect your decision making	- What did I learn? - What information influences my opinions? - How else can I use what I learnt?
<b>Character</b> - Values for Life - Personal Identity - Social Identity 	- Taha Tinana - Taha Hinengaro - Te Ao Tūroa	- Showing Vulnerability and Asking for Help - Being Kind, Caring, and Supportive - Being Humble and Having a Growth Mindset - Being Fair and Equitable	- Taking responsibility for your words and actions - Living by the Scout Law and Promise - Thinking about the role you play in the lives of others	- What things are most important to me and why? - What do the Law and Promise mean to me? - How did my actions affect others?
<b>Emotional</b> - Awareness - Expression - Empathy - Balance 	- Taha Hinengaro - Te Ao Tūroa	- Being Kind, Caring, and Supportive - Expressing Emotions - Displaying Empathy	- Recognising what different emotions feel like for you - Thinking about how others might feel about a situation - Naming your emotions and sharing them with others in appropriate ways	- What emotions am I feeling? - What do I need when I feel overwhelmed? - What things affect my emotions? - How do other people show their emotions?
<b>Spiritual</b> - Exploring Beliefs - Respect for Others - Reflection - Gratitude 	- Taha Wairua - Te Ao Tūroa	- Being Kind, Caring, and Supportive - Being Humble and Having a Growth Mindset - Being Fair and Equitable	- Taking time to reflect - Giving thanks to others - Learning about your beliefs and those of others	- What am I thankful for? - What things are important to me and why? - How do I show respect for others?

### Putting it into practice

When you're doing activities with young people, you can use this process to think about the purpose behind them.

Start with the activity you are doing, then think about the different ways young people can grow. You don't even need to write it down, just have a think about it.

For example:

Activity	SPICES	Te Whare Tapa Whā	Healthy Gender Norms	Ways you can support	Reflection Questions to Ask
Cardboard Caving	<ul style="list-style-type: none"> <li>- Interpersonal Development</li> <li>- Understanding Capabilities</li> <li>- Applying Information</li> <li>- Respect for Others</li> </ul>	<ul style="list-style-type: none"> <li>- Taha Hinengaro</li> <li>- Taha Tinana</li> </ul>	<ul style="list-style-type: none"> <li>- Showing Vulnerability and Asking for Help</li> <li>- Being Kind, Caring, and Supportive</li> <li>- Being Fair and Equitable</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage turn taking and working together to get teams through tight spaces</li> <li>- Ask young people to help you with something you aren't good at</li> <li>- Help young people identify ways they can help each other</li> </ul>	<ul style="list-style-type: none"> <li>- How did you help others?</li> <li>- How was everyone included?</li> <li>- What was challenging for you?</li> <li>- Is there anything you'd do differently next time?</li> </ul>
<b>Explanation:</b>	Young people are working with others, solving problems to get through spaces, taking turns, and learning about care for their environment if they don't want it to break it	Young people are thinking about how to construct caves and move their body through them	Young people are working together and supporting each other through the caves, asking for help if they get stuck, and taking turns to go through the caves		

### Want to Learn More?

Here are some other places you can go, if you'd like to learn more about how to use the SPICES and Healthy Gender Norms in your Scouting:

- Pages 4-11 of the Programme Manual have an in-depth explanation of the SPICES.
- Our [Youth Development Policy](#) outlines our approach to Positive Youth Development, and provides Section-specific educational competencies for each of the SPICES
- The [Understanding Healthy Gender Norms](#) information sheet provides further information on our Healthy Gender Norms project.
- Our [Healthy Gender Norms Activities](#) resource provides a collection of actions you can take and activities you can do to support the building of Healthy Gender Norms in young people.

An example set of the cards developed that can be used to prompt Kaiārahi/Leaders to consider how their group activities are supporting the healthy norms and provides different activity ideas.

**S Social**

What did I learn from other people?

Which different communities am I part of?

Tamariki A-09

**P Physical & Mental**

What was new to me?

If I received assistance or support how did that make me feel?

Tamariki A-18

**I Intellectual**

What is working well?

Where can I get help if I get stuck?

Tamariki A-26

**C Character**

How did my actions affect others?

What did I achieve that I am proud of?

Tamariki A-43

**E Emotional**

What emotions am I feeling?

How are others expressing their emotions?

Tamariki A-49

**S Spiritual**

What matters most to me? How do I show this?

What ways of reflection do I find most useful?

Taiohi B-69





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