



Spiritual



Physical  
*Understanding*



Intellectual



Emotional

REA  
C



Social  
*and the*

ER  
H



Character



Nature

CO



Service

HC



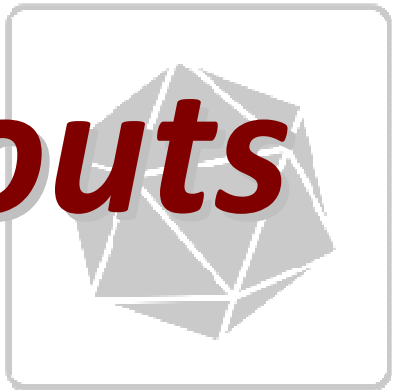
Team System



Promise  
& Law



Games &  
Activities



Symbolic  
Framework

# ***VenturerScouts***

This document has been published to support leaders to better understand the core purpose of our program – The Areas of Personal Growth and The Scout Method.

By ensuring the AoPG and our Method are the basis of everything that we do in Scouting we can guarantee that we will provide quality programs for our youth members across all sections.

The document is an adaptation of the 'Renewed Approach to Program' documents developed by the World Organisation of the Scout Movement – European & Inter American Offices and the Educational Methods Group of the World Scout Bureau. We acknowledge their hard work and effort to ensure we all understand our purpose. Copies of these documents can be found on the WOSM website.

Please use this document in conjunction with the section program and planning tools developed by Scouts Australia.

Thankyou to the members of the National Youth Program Team for the time and effort they have put into developing and reviewing this document and the accompanying tools.

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## CHAPTER ONE

# YOUTH PROGRAM IN SCOUTING – *What's it all about?*

Scouting is an international youth movement, in fact the largest youth movement in the world. To be successful and to continue to grow it is important that globally we have shared values, directions and methods. This document is an abridged version of a document developed by the World Organisation of the Scout Movement (WOSM) to outline what we aim to develop in our youth members and the Methods we incorporate in our programs to achieve success. This is what makes Scouting the most successful youth movement in the world.

**Broadly the youth program is -**

- *What* – what the young person does in the Movement i.e. the activities
- *How* – the way in which it is done, i.e. the method
- *Why* – the educational objectives, in accordance with the purpose and fundamental principles of the Movement

**The program must be based on the needs and aspirations of young people**

Therefore, everything that young people do in the Movement has to be orientated towards the purpose and principles of Scouting and implemented by using the Scout Method.

Also, the youth program must be a program “by” young people, as opposed to a program “for” young people. This means that it is a program developed from the aspirations of young people, and with their participation, since they are the main agents of their own development and happiness.

*This reasoning is at the very heart of Scouting's magic. In 1909, in an improvised address at the University of Chile, Baden-Powell described his concept of education by recalling that the bait that the fisherman puts on the end of his hook (eg. a worm or an insect) generally has nothing to do with his own dietary preferences but should, in contrast, correspond to the tastes of the fish.*

Young people themselves should be aware of the attitudes, knowledge and skills, which the Scout program proposes in order to round off their development. A youth program, which only proposes activities without highlighting the educational objectives underlying these activities risks falling into the trap of “activism”: activities are done for their own sake; they are repeated passively and their quality gradually diminishes. A program, which is not orientated towards goals, may not be clearly understood and cannot be adapted to new needs. It will rapidly become inflexible and eventually obsolete.

Scouting strives to make young people responsible for their own development. It tries to encourage them to learn for themselves instead of passively receiving standardised instruction.

**The fundamental, invariable elements**

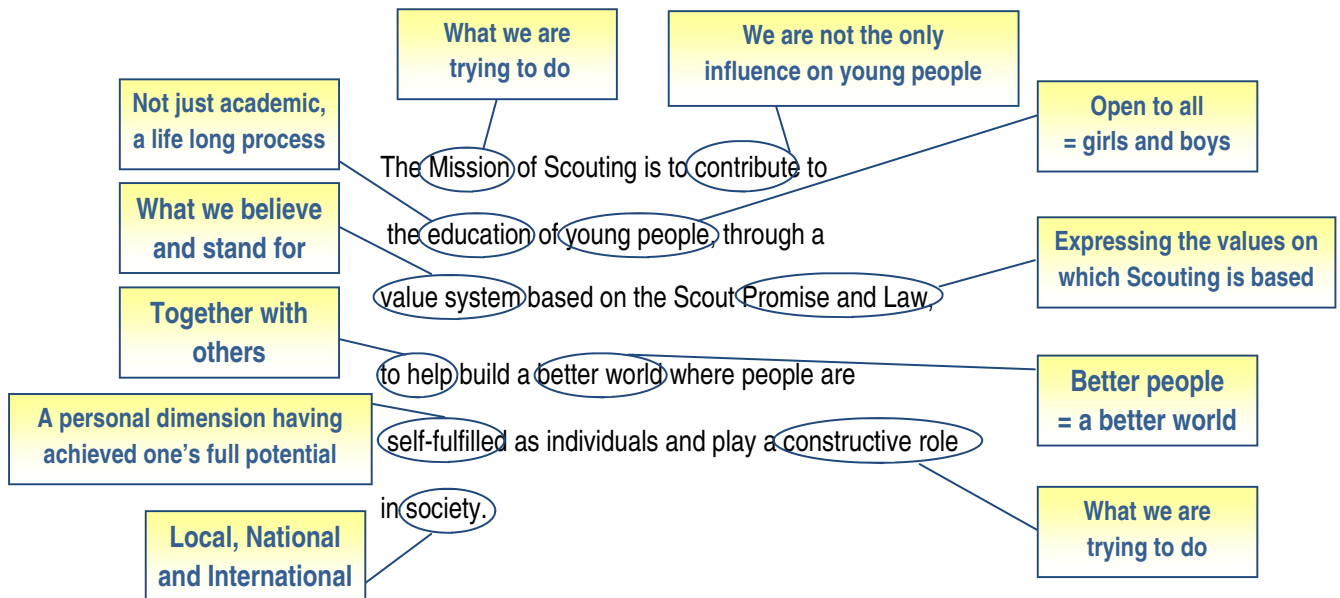
The fundamental elements of Scouting, as defined in the World Constitution, comprise: a purpose, principles and a method. Scouting's educational system grew from this original source. The purpose, principles and method lie at the very core of the identity and unity of the Scout Movement.

### 1. Mission of Scouting

*The Mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.*

This is achieved by:

- Involving them throughout their formative years in a non-formal education process
- Using a specific method that makes each individual the principal agent in his or her development as a self-reliant, supportive, responsible and committed person
- Assisting them to establish a value system based upon spiritual, social and personal principles as expressed in the Promise and Law.



### Relevance

To achieve its mission, Scouting today must ensure that:

*What it offers young people reflects their needs and aspirations in the society in which they live, and attracts and retains their interest over a sufficient period of time, especially adolescence, to advance their personal development.*

### Complementary Nature

To achieve its mission, Scouting today must ensure that:

*As a non-formal educational movement, it complements the contribution of other agents such as the family, school and religious institutions, without replacing them or duplicating their efforts, by making its specific contribution to the integral development of young people through the use of a unique method which is clearly understood and implemented.*

### To achieve this we must remember -

- The difference between *education* (the development of the abilities of the mind and the development of attitudes) and *instruction* (imparting knowledge, skills and attitudes from the instructor directly to the young person).
- Have a clear understanding of the *elements of the Scout Method* (Scout Promise and Law, learning by doing, the patrol or team system, the symbolic framework, personal progression, nature and adult support) are an interdependent group of elements interacting as a whole.
- That Scouting is *non-formal* in the sense that it is organised and structured, with a clearly defined purpose, principles and method that emphasise creativity, resourcefulness and personal involvement rather than the transmission of knowledge.

## CHAPTER TWO

# AREAS OF PERSONAL GROWTH

In Aids to Scoutmastership, Baden-Powell wrote:

*“The aim of the Scout training is to improve the standard of our future citizenship, especially in character and health; to replace self with service, to make the lads individually efficient, morally and physically, with the object of using that efficiency for service for their fellow-men.”*

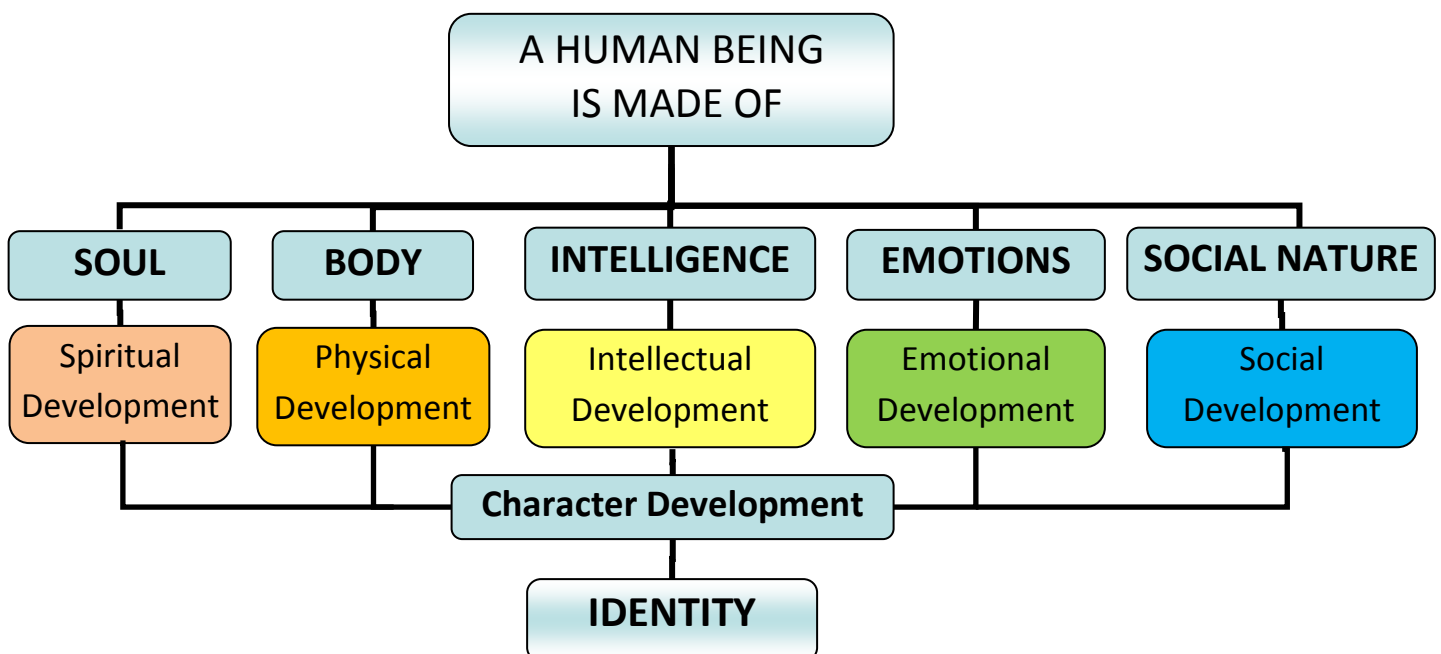
### Our purpose

*“The purpose of the Scout Movement is to contribute to the development of young people in achieving their full physical, intellectual, social, emotional and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities.”*

There are six areas of personal growth

- |                            | Area of development |
|----------------------------|---------------------|
| • Spiritual Development    | - SOUL              |
| • Physical Development     | - BODY              |
| • Intellectual Development | - INTELLIGENCE      |
| • Emotional Development    | - EMOTIONS          |
| • Social Development       | - SOCIAL NATURE     |
| • Character Development    | - CHARACTER         |

Character is the dimension of personal identity. It unifies all the other areas in a process of personal growth. Without the dimension of character, the person cannot be the actor of his/her own development.



## The six areas

Scouting takes all the dimensions of the human personality into account and, therefore, identifies several areas of growth on which Scouting's educational objectives are based.

The areas of growth should not be considered separate elements, but as parts of a whole. They are all interrelated and form a whole, the human personality.

Let us illustrate this with a concrete example: making a cube from cardboard. You start by drawing the six faces of the cube in the form of a cross on the cardboard. The six faces are identical and are on the same level, just like the six areas of growth described above. However, to build a cube, it is necessary to join each of the six faces to the others on different planes.

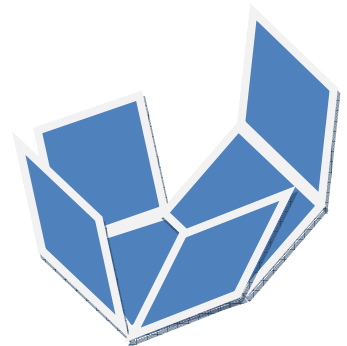
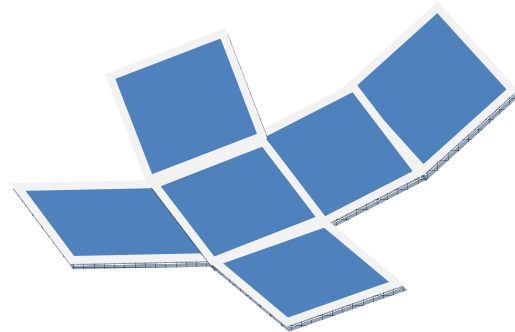
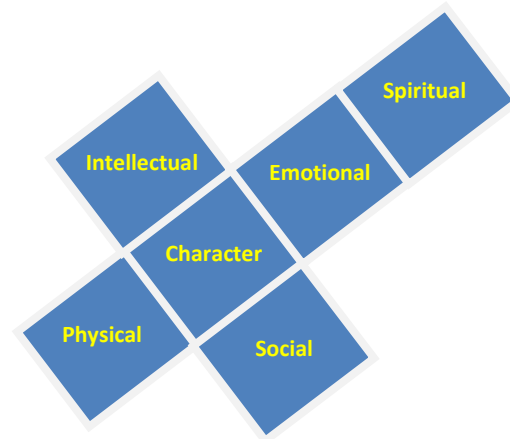
In the same way, when the human personality is developing, the six areas of growth interact with each other. The human personality is a whole integrating all the areas of growth. The character occupies a central position: it unifies a person and forms their identity.

The body seems to be at the root of everything else: emotions, intelligence and social nature. It is through one's senses and body that one discovers the world and communicates with others. However, physical development is itself influenced by emotions and social relationships. Disorders such as obesity are often due to emotional or relationship problems. The spiritual dimension is related to the meaning of life. It cannot develop independently from one's relationship with others and with oneself; it is based on sociability, intelligence and emotion.

It would be a serious error to consider each area of growth independently from the others. The human personality cannot be cut into slices.

***Scouting has an explicit goal: to help young people develop their full potential so that they can be fulfilled as individuals and contribute towards the development of society (the Mission of Scouting).***

These results should be observable by the young person themselves, by peers and by adult leaders.



## AREAS OF PERSONAL GROWTH

The following pages link the Areas of Personal Growth to our Promise & Law, aspects of our award scheme and provides a broad outline of how the AoPG are incorporated in the program.

To be successful it is critical that we provide a balanced program that allows for the development of all Areas of Personal Growth in every youth member.

### FOR THE VENTURER SCOUT SECTION



## SPIRITUAL DEVELOPMENT - SOUL

**Definition:** *Acquiring a deeper knowledge and understanding of the spiritual heritage of one's own community, discovering the Spiritual Reality which gives meaning to life and drawing conclusions for one's daily life, whilst respecting the spiritual choices of others.*

KEY TOPICS	LINKS TO PROMISE & LAW	LINKS TO AWARD SCHEME	HOW TO INCORPORATE IN PROGRAM
<b>a. Welcome</b> <ul style="list-style-type: none"> <li>Listening</li> <li>Being receptive to others</li> <li>Showing compassion</li> </ul>	<ul style="list-style-type: none"> <li>Considerate (law)</li> <li>Respectful (law)</li> </ul>	<ul style="list-style-type: none"> <li>Service</li> <li>First aid</li> <li>ideals</li> </ul>	<ul style="list-style-type: none"> <li>debate night</li> <li>helping at Cuboree</li> <li>taking part in a first aid course</li> <li>exploring other cultures</li> </ul>
<b>b. Wonder</b> <ul style="list-style-type: none"> <li>Being sensitive to the wonders of nature and life.</li> <li>Recognising a Spiritual Reality in it.</li> </ul>	<ul style="list-style-type: none"> <li>Cares for the environment</li> </ul>	<ul style="list-style-type: none"> <li>Environment</li> <li>Ideals</li> </ul>	<ul style="list-style-type: none"> <li>Taking part in environmental projects</li> <li>Debates and Scouts Own about the environment</li> </ul>
<b>c. Work</b> <ul style="list-style-type: none"> <li>Playing an active role in one's community</li> <li>Sharing responsibilities</li> <li>Cooperating with others to bring about improvements</li> </ul>	<ul style="list-style-type: none"> <li>Help other people</li> <li>Scout is helpful</li> </ul>	<ul style="list-style-type: none"> <li>Service</li> <li>Environment</li> <li>Unit Management</li> <li>Leadership</li> <li>Ideals</li> </ul>	<ul style="list-style-type: none"> <li>Being a member of a Unit Council</li> <li>Service and environment projects</li> </ul>
<b>d. Wisdom</b> <ul style="list-style-type: none"> <li>Developing responsibility towards oneself</li> <li>Being able to exercise self-discipline</li> </ul>	<ul style="list-style-type: none"> <li>Do my best</li> <li>Live by the Scout Law</li> </ul>	<ul style="list-style-type: none"> <li>Lifestyle</li> <li>Vocations</li> </ul>	<ul style="list-style-type: none"> <li>Stress management</li> <li>Time management</li> <li>Self development</li> </ul>
<b>e. Worship</b> <ul style="list-style-type: none"> <li>Recognising the meaning of past experience, being able to express it and celebrating it.</li> </ul>	<ul style="list-style-type: none"> <li>Scout is respectful</li> </ul>	<ul style="list-style-type: none"> <li>Ideals</li> <li>Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Anzac Day</li> <li>Visit RSL</li> <li>multiculturalism</li> </ul>
<b>f. Spiritual Discovery</b> <ul style="list-style-type: none"> <li>Exploring and discovering the spiritual heritage of one's community.</li> <li>Drawing conclusions for one's personal life.</li> </ul>	<ul style="list-style-type: none"> <li>To my God</li> </ul>	<ul style="list-style-type: none"> <li>Citizenship</li> <li>Ideals</li> </ul>	<ul style="list-style-type: none"> <li>Multiculturalism</li> </ul>



## PHYSICAL DEVELOPMENT – BODY

**Definition:** *Becoming responsible for the growth and functioning of one's own body.*

KEY TOPICS	LINKS TO PROMISE & LAW	LINKS TO AWARD SCHEME	HOW TO INCORPORATE IN PROGRAM
<b>a. Identifying needs</b> <ul style="list-style-type: none"> <li>Understanding how one's body functions</li> <li>Understanding the changes in one's body</li> <li>Understanding the relationships between one's body and the environment, the body's needs and its natural rhythms (oxygen, balanced nutrition, sleep)</li> <li>Respecting one's body, avoiding abuse</li> </ul>	a. A Scout is Considerate	b. Life style c. Personal Growth	d. First Aid Course e. Guest Speaker f. Unit discussions g. Investigate healthy lifestyle choices
<b>b. Maintenance (keeping fit and healthy)</b> <ul style="list-style-type: none"> <li>Healthcare, hygiene</li> <li>Nutrition</li> <li>Exercise</li> </ul>	h. A Scout is Thrifty	i. Life style j. Personal Growth	k. Unit discussions l. Follow healthy lifestyle choices
<b>c. Effectiveness</b> <ol style="list-style-type: none"> <li>Developing one's senses: touch, sight, smell, hearing, taste</li> <li>Developing one's resistance, strength, suppleness, agility, self-control</li> <li>Compensating for disabilities</li> </ol>	m. A Scout is Courageous	n. Outdoors o. Lifestyle	p. Expedition – planning q. Trust Games r. Disability nights



## INTELLECTUAL DEVELOPMENT - INTELLIGENCE

**Definition:** *Developing one's ability to think, innovate and use information in an original way to adapt to new situations.*

KEY TOPICS	LINKS TO PROMISE & LAW	LINKS TO AWARD SCHEME	HOW TO INCORPORATE IN PROGRAM
<b>a. Collecting information</b> <ul style="list-style-type: none"> <li>Curiosity</li> <li>Exploration</li> <li>Investigation</li> <li>Observation</li> </ul>	i. Courageous ii. Duty to country	ii. Leadership v. Open endedness requiring personal goal setting v. Expedition vi. Environment	ii. Brainstorming ii. Project management x. Leadership training course x. Unit Council
<b>b. Processing information</b> <ul style="list-style-type: none"> <li>Analysing data</li> <li>Sorting and classifying</li> <li>Memorising</li> </ul>	ii.	ii.	ii.
<b>c. Problem-solving</b> <ul style="list-style-type: none"> <li>Spirit of invention and creativity</li> <li>Experimenting</li> <li>Hypotheses and deduction</li> </ul>	v. Do my best v. Help other people vi. Considerate ii. Environment	ii. Leadership x. Initiative x. Expeditions xi. Unit management	ii. Expeditions – broad initiative course ii. Involvement in planning simple & complex activities v. Initiation stunts in evening programs





## EMOTIONAL DEVELOPMENT – EMOTIONAL

**Definition:** *Recognising one's own feelings and learning to express them in order to attain and maintain an inner state of freedom, balance and emotional maturity.*

KEY TOPICS	LINKS TO PROMISE & LAW	LINKS TO AWARD SCHEME	HOW TO INCORPORATE IN PROGRAM
<b>a. Self-discovery and awareness</b> <ul style="list-style-type: none"> <li>Recognising and accepting one's emotions.</li> <li>Discovering oneself.</li> </ul>	<ul style="list-style-type: none"> <li>Scout Law &amp; Promise</li> <li>Discovery</li> </ul>	<ul style="list-style-type: none"> <li>Ideals</li> <li>Outdoors</li> <li>Expeditions</li> <li>Citizenship</li> <li>Service</li> <li>Vocations</li> <li>Pursuits</li> <li>Lifestyle</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>b. Self-expression</b> <ul style="list-style-type: none"> <li>Expressing one's feeling using various creative means.</li> </ul>	<ul style="list-style-type: none"> <li>Do My Best</li> </ul>	<ul style="list-style-type: none"> <li>Expression</li> <li>Initiative</li> <li>Expedition</li> <li>Outdoor</li> <li>Environment</li> <li>Citizenship</li> <li>Vocational</li> <li>Lifestyle</li> <li>Pursuits</li> <li>Service</li> </ul>	<ul style="list-style-type: none"> <li>Link key topics to award scheme</li> <li>Forum (Ideals) –lobby MP's (citizenship)</li> <li>Environment (ones feelings) eg state of River Murray</li> </ul>
<b>c. Responsibility and self-control</b> <ul style="list-style-type: none"> <li>Controlling feelings and emotions in order to respect one's integrity and that of others.</li> <li>Responding in a responsible manner to feelings directed towards oneself.</li> <li>Controlling aggression.</li> </ul>	<ul style="list-style-type: none"> <li>Duty to God</li> <li>Help other people</li> <li>Respectful</li> <li>Friendly</li> </ul>	<ul style="list-style-type: none"> <li>Initiative</li> <li>Expedition</li> <li>Outdoor</li> <li>Environment</li> <li>Almost all activities re: organisation of event involving self &amp; others</li> </ul>	<ul style="list-style-type: none"> <li>Expeditions – team &amp; expedition planning route ( level of difficulty, budget ( cost to all), Menu ( likes / dislikes &amp; allergies), tasks allocations ( how done), disagreements &amp; objections, date of expedition ( clashes with any team members)</li> </ul>



## SOCIAL DEVELOPMENT – SOCIAL NATURE

**Definition:** *Acquiring the concept of interdependence with others and developing one's ability to cooperate and lead.*

KEY TOPICS	LINKS TO PROMISE & LAW	LINKS TO AWARD SCHEME	HOW TO INCORPORATE IN PROGRAM
<b>a. Relationships and communication</b> <ul style="list-style-type: none"> <li>Developing an appreciation of relationships with others (accepting differences, welcoming and listening).</li> <li>Acquiring communication skills.</li> <li>Equal partnership between genders.</li> <li>Rejecting social or nationalistic stereotypes and prejudices.</li> </ul>	<ul style="list-style-type: none"> <li>Respect, loyalty, trust, helpfulness, cheerful, considerate, friendly</li> <li>Considerate respectful</li> <li>Respectful</li> <li>Respectful, friendly, courage</li> </ul>	<ul style="list-style-type: none"> <li>Leadership, unit management</li> <li>Ideals,</li> <li>Citizenship</li> <li>Service</li> </ul>	<ul style="list-style-type: none"> <li>Employ the unit council in managing the unit</li> <li>Program Ideals / Citizenship</li> <li>Find opportunity for the Unit to do a service project</li> </ul>
<b>b. Cooperation and Leadership</b> <ul style="list-style-type: none"> <li>Learning how to cooperate: building a team spirit; taking on a role within a group; developing, respecting and evaluating communal rules; understanding interdependence and reciprocity; managing a collective project; training in citizenship.</li> <li>Taking on responsibilities in order to serve others.</li> </ul>	<ul style="list-style-type: none"> <li>Respect</li> <li>Consideration</li> <li>Cheerful</li> <li>Thrifty</li> <li>Helpful</li> <li>Trust</li> <li>Loyal</li> <li>Courage</li> </ul>	<ul style="list-style-type: none"> <li>Leadership</li> <li>Initiative</li> <li>Expeditions</li> <li>Ideals</li> <li>Service</li> <li>Citizenship</li> <li>Vocations</li> </ul>	<ul style="list-style-type: none"> <li>Support the Unit Council system</li> <li>Provide young people leadership opportunities</li> <li>Engage young people in the award scheme</li> <li>Embed ideal, citizenship &amp; vocations in the program</li> </ul>
<b>c. Solidarity and service</b>	<ul style="list-style-type: none"> <li>Helpful</li> </ul>	<ul style="list-style-type: none"> <li>Unit management</li> </ul>	<ul style="list-style-type: none"> <li>Service projects</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Discovering the interdependence among individuals and communities. Developing a sense of belonging to increasingly larger communities.</i></li> <li>• <i>Developing a sense of service and the common good: adopting the values of democracy and social justice.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Considerate</li> <li>• Trust</li> <li>• Environment</li> <li>• Respect</li> <li>• Courage</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Service</li> <li>• Environment</li> <li>• Ideals</li> <li>• Initiation</li> </ul>	<ul style="list-style-type: none"> <li>• Environment projects</li> <li>• Community visits</li> <li>• Engage unit council method</li> <li>• The Award Scheme</li> </ul>
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## CHARACTER DEVELOPMENT

**Definition:** *Recognizing one's responsibility towards oneself and one's right to develop, learn and grow in search of happiness whilst respecting others. Learning to assert oneself, make one's own decisions, set aims and identify the necessary steps to achieve them.*

KEY TOPICS	LINKS TO PROMISE & LAW	LINKS TO AWARD SCHEME	HOW TO INCORPORATE IN PROGRAM
<b>d. Identity</b> <ul style="list-style-type: none"> <li>• Discovering and asserting oneself; setting objectives for personal progression.</li> </ul>	<ul style="list-style-type: none"> <li>• The Scout Law &amp; Promise</li> </ul>	<ul style="list-style-type: none"> <li>• All Award Scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for Personal Growth</li> </ul>
<b>e. Autonomy</b> <ul style="list-style-type: none"> <li>• Being able to judge things for oneself; being able to take decisions, make choices and accept the consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• The Scout Law &amp; Promise</li> </ul>	<ul style="list-style-type: none"> <li>• Proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Council</li> <li>• Activity Committee</li> <li>• Unit Management - Roles in Unit</li> </ul>
<b>f. Commitment</b> <ul style="list-style-type: none"> <li>• Being able to judge risks and act accordingly; committing oneself to a project; persevering in spite of difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>• The Scout Law &amp; Promise</li> </ul>	<ul style="list-style-type: none"> <li>• Queen Scout Award</li> <li>• Venturer Scout Award</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Service Activities</li> </ul>

## CHAPTER THREE

# STAGES OF DEVELOPMENT

In the development of children and young people, several stages can be identified. The different areas of personal growth interact with each other at certain periods to create a temporary state of balance or imbalance, which is called a stage. These stages represent successive steps in the process of growth.

It should be noted from the outset that a child is not a miniature adult. At each age, they have particular characteristics and interests. It is, therefore, necessary to grade the educational objectives according to the potential reached by the young person.

### **Before the age of 7**

It can be seen, for example, that before the age of seven the ability of a child to cooperate within a group is very limited. One of the key elements of the Scout method (the team system) cannot really be implemented before this age.

### **Late childhood**

Certain stages can easily be identified, such as "late childhood" from 7/8 to 10/11 years old, which is characterised by a certain level of stability. It is even referred to as "infant maturity".

The physical growth is slower. The child is at ease in their body. They have acquired the capacity for logical reasoning on concrete data; they demonstrate intellectual curiosity.

The child tries to adapt to a group and be appreciated. They have the capacity to develop reciprocal exchanges in a group. They can imagine oneself in another person's situation. They accept the authority of adults.

### **Puberty**

This stability is perturbed between 10 and 12 years old (earlier among girls, later among boys) by the occurrence of numerous changes, both on a personal level (an acceleration in physical growth, the onset of puberty, a new stage of logical reasoning) and on the social level (the end of primary school and the beginning of secondary school in many countries).

This is what some psychologists call the crisis of early adolescence, which is shown by the rejection of childhood rules, the challenging of adult authority, the attraction towards smaller social groupings etc.

This is a period of opposition and rejection of previous identifications. Childhood rules and regulation are called into question. However the ability to create new rules through mutual consent appears. That announces the development of moral autonomy and the acceptance of moral principles as a way of sharing rights and responsibilities within a group.

### **Adolescence**

Between 13 and 15 years old, a new stage is reached with the acquisition of sexual maturity, the establishment of gender identity and the development of abstract logical reasoning.

However, the restructuring phase which started at the age of 11 or 12 continues, ie. it is only towards 16 or 17 that a new balance is progressively attained.

Between 11 and 16, a fairly unstable stage is experienced, during which development rhythms vary widely depending on sex (maturity is reached more quickly by girls) and under the influence of social and cultural factors.

Nevertheless, a distinction is usually made between early adolescence, from 10/11 to 14/15, and late adolescence, from 14/15 to 17/18. After that, youth begins, with its major challenge of taking on adult roles and becoming fully integrated into society.

## Childhood

Ages	Spiritual	Physical	Intellectual	Emotional	Social	Character
Birth		Weight: 3-4kg Height: 50cm Progressive development of posture, grasping and walking.	Sensory-motor stage: from reflexes, constitution of patterns of actions combining perceptions and movements to reach an aim.	Elementary emotional reactions: states of satisfaction and dissatisfaction. Pleasure associated with sucking (oral stage). Desired object: mother's breast 3 months: smiling response to human faces.	No differentiation between self and others. Immediate imitation.	No awareness of self.
6-9 months		Standing upright.	Action games.	Recognition of the mother.	Anguish and fear of strangers.	
10-12 mths		First steps.			Delayed imitation.	
2 years		Cleanliness (sphincter control)	Mental representation of action patterns. Appearance of symbolic games. Acquisition of notions of objects, space, time and the relation between cause and effect.	Anal stage: affective value attached to sphincter control.	Appearance of symbolic function (ability to represent absent objects). First words (20 words at age 2)	Appearance of "no", sign of construction of personal identity.
3 years	Acceptance of regulations and ideals promoted by one's parents; confusion between the paternal image and the concept of God.	Growth slows down.		Genital stage: interest in genitals; masturbation; curiosity about differences between the sexes.	Egocentric speech; collective monologues; interest in one's appearance; shyness.	Identification with parent of the same sex. (Oedipus complex) Creation of "Superego".
4 years	Anthropomorphic, magical and egocentric religiosity.			Affective identification with parents based on confidence and admiration.		
5-7 years	Notion of good and evil, right and wrong linked to religion.	Precision in movements and balance acquired.	Intuitive thought (affirmation without demonstration).	"Latency period": sexual energy orientated towards other goals.	Development of speech (2,500 words) Rules considered intangible and determined by adults. "Moral realism": mistakes judged by damage caused; intentions ignored. Acceptance of moral norms.	

## Late childhood, adolescence and youth

Ages	Spiritual	Physical	Intellectual	Emotional	Social	Character
7-10 years	Acceptance of family's spiritual heritage. Conformity to conventional morality. Orientation towards "law" and "order".	Slower growth. At ease with one's body.	Intellectual curiosity. Development of the capacity for logical reasoning on concrete data. Notion of conservation, ability to classify, make series and count.	Latency period: emotional balance. Affective attachment which goes beyond the family circle.	Reciprocal exchanges. Adoption of different roles; ability to imagine oneself in another person's situation. The child tries to adapt to a group and be appreciated.	Conformity to the group. By adapting to a wide variety of situations (school, groups), the child discovers him/herself as a multi-faceted personality. He/she gains a deeper understanding of him/herself.
10-11 years (girls) 11-12 years (boys)	Development of moral autonomy. Acceptance of moral principles as a way of sharing rights and responsibilities within a group.	Onset of puberty: acceleration in growth (firstly height, then weight); clumsiness. Appearance of secondary sexual characteristics. Ill at ease with one's body.	Stage of concrete logical operations. Development of the capacity for logical reasoning on abstract data.	Awakening of sexual impulses with the onset of biological puberty. Strong but confusing emotions. Need for friendship. Need to assert oneself as an individual. Identification with heroes.	Childhood rules and regulations called into question. Ability to create new rules through mutual consent. Groups established for the purpose of common activities.	Period of opposition and rejection of previous identifications.
13-15 years	Childhood religious practices called into question. Use of symbols to express spiritual meaning. Interest in ideologies and religions. Notion of contract and democratic acceptance of the law.	Sexual maturity	Stage of formal logical operations reached (reasoning through hypotheses and deductions).	Awakening of the Oedipus complex; development of sexual identity. Adolescent crisis, idealism and depression. Age of friendship. Attraction towards the opposite sex (earlier among girls).	Period of social restructuring. Rebellion against authority. Efforts to define personal moral values. More closely-knit groups formed, based on mutual trust. Search for a common identity.	Crisis of identity. Search for new models for developing one's identity.
15-16 years	Acceptance of universal values (Human rights)			Solidarity with peers. Worries, intense excitement. Need for security, success and accomplishment.	Individual awareness of principles (personal code of honour)	Structuring of one's self image. Development of personal autonomy.
17–20+years	Orientation towards universal ethics.				Recognition of enrichment due to accepting individual differences. Problem of social and professional integration.	Confirmation of personal choices. Search for a social role.

## AGE SECTIONS

In Aids to Scoutmastership, Baden-Powell wrote:

*“at this difficult age, what is good for an adolescent of sixteen is not so good for a boy of fifteen and may even be bad for one of thirteen or fourteen...”*

*Even though Scout education has the same four ambitions for older and younger boys (character, manual skills, health, altruism), the details of the action vary according to the different stages of development of the child.”*

Scouting provides opportunities to participate in challenging educational activities in a progressively self-directing environment, aimed at developing confidence and self esteem.

- To develop an understanding of personal health and fitness.
- To provide appreciation of, and experience in, the outdoor environment.
- To develop creative skills and provide for and encourage individual hobbies, interests and skills and through them a sense of individual achievement.

## AREAS OF PERSONAL GROWTH – Further unpacking

Each Area of Personal Growth (AoPG) can be broken down into key themes that also develop through childhood into youth and thus adulthood. It is our aim to ensure all members stay in the movement for as long as possible and thus leave achieving the final objectives (listed under young adults 17-25). The following tables highlight how;



### SPIRITUAL DEVELOPMENT

	Mid-childhood 6-9	Late childhood 9-11	Puberty 11-13	Adolescence 13-15	Late adolescence 15-17	Young Adults 17-25
Spiritual discovery	Notices and recognizes their companion's good deeds.	Participates in meditation activities during excursions and camps.	Participates with their patrol in time of reflection aimed at finding out and expressing the spiritual meaning of their experience	Is able to recognise the spiritual significance of personal and collective experience.	Prepares and leads activities aimed at helping the members of their team to find out the spiritual meaning of their experience.	Search for a Spiritual Reality through wonders of nature, empathising with other people, working for justice and peace, taking responsibility for their own development.
Spiritual understanding	Shows an interest in finding out about their family's religion.	Values all his/he companions equally, without distinction of religious ideals.	Shares with people of different faiths without prejudices.	Deepens his/her knowledge of the spiritual heritage of his family or community.	Has reached a more personally meaningful, individualized attitude towards belief and faith.	Has a deep understanding of the spiritual heritage of his/her community, shares with people of different faiths without discriminating.
Spiritual commitment	Shows that he/she understands the value of his/her faith is expressed in his/her attitudes towards other people.	Respects the attitudes of people who make an effort to live according to their religious beliefs.	Shows an interest in acting consistently with his/her faith, especially in moments of difficulty.	Constantly examines the consistency between his/her beliefs and his/her actions.	Preserves with commitments, which he/she has undertaken to his/her faith.	Makes his/her spiritual principles part of his daily life, achieving consistency between them, his/her personal life and his/her participation in society.



## PHYSICAL DEVELOPMENT

	Mid-childhood 6-9	Late childhood 9-11	Puberty 11-13	Adolescence 13-15	Late adolescence 15-17	Young Adults 17-25
Responsibility	Makes an effort to follow guidelines from adults on the care of his/her body.	Judges the level of risk involved in his/her actions.	Participates in activities which contribute to the development of his/her body.	Respects his/her body and that of others.	Keeps him/herself in good physical condition.	Accepts his/her own share of responsibility for the harmonious development of his/her body.
Identifying needs	Shows that he/she knows where the main organs of his/her body are.	Explains how the major bodily systems function.	Recognises the changes which are happening in his/her body as it develops.	Describes the relation between the physical and psychological process of his/her body.	Explains the physical and psychological differences between male and female development.	Is aware of the biological processes which regulate his/her body, protects his/her health, accepts his/her physical capabilities and directs his/her impulses and strengths.
Maintenance	Describes the main illnesses which could affect him/her and their cause.	Develops habits to protect his/her health.	Helps to prevent situations which could adversely affect his/her own or his/her companion's health.	Takes suitable measures in case of illness or accident.	Takes care of his/her health at all times and avoids habits which could damage it.	



## INTELLECTUAL DEVELOPMENT (CREATIVITY)

	Mid-childhood 6-9	Late childhood 9-11	Puberty 11-13	Mid-Adolescence 13-15	Late adolescence 15-17	Young Adults 17-25
Collecting information	Expresses what he/she finds surprising or strange.	Shows an interest in discovering and learning.	Shows an interest in expanding his/her knowledge of things going on around him/her.	Extends fields of knowledge in which he/she learns for him/herself.	Progressively focuses his/her learning on subjects linked to his/her career options.	Continually expands his/her knowledge by learning systematically and for him/herself.
Processing information	Tells little stories or talks about situations	Explains the conclusions which he/she draws from stories, tales and characters in them.	Is capable of expressing his/her own thoughts about situations which he/she experiences.	Demonstrates an ability to analyse a situation from different standpoints.	Shows an ability to sum up, criticize and make suggestions.	Acts with mental agility in the most diverse situations, developing a capacity for thought, innovation and adventure.
Problem solving	Describes the use or application of the objects he/she knows.	Describes solutions to small problems.	Recognises some of the different elements of a problem.	Participates in a project, which presents a novel technical solution to a common problem	Actively participates in a project which uses innovative technology.	Values science and technology as ways to understand and help man, society and the world.



## EMOTIONAL DEVELOPMENT

	Mid-childhood 6-9	Late childhood 9-11	Puberty 11-13	Adolescence 13-15	Late adolescence 15-17	Young Adults 17-25
Self-expression	Expresses emotions and feelings naturally.	Shows an interest in expressing him/herself during different activities.	Expresses in different ways what he/she lives, thinks and feels, in the Patrol Book.	Shares his/her worries, aspirations and feelings in his/her team.	Has an on-going mutually enriching dialogue with his/her parents and friends.	Expresses what he/she thinks and feels through the different media.
Self-awareness and equilibrium	Identifies and describes his/her emotions and feelings.	Recognises and expresses his/her fears and anxieties.	Identifies the causes of his/her reactions and impulses.	Recognises in him/herself tendencies such as loneliness, shyness, rebelliousness and insecurity and progressively learns to handle them.	Progressively manages to handle his/her emotions and feelings, achieving a more stable state of mind.	Reaches and maintains an inner state of freedom, equilibrium and emotional maturity.
Assertiveness and friendliness	Adapts easily to affective relationships in the Pack.	Says what he/she thinks without hurting his/her companions or making fun of them.	Listens to other peoples' opinions and expresses his/her differences appropriately.	Expresses his/her opinion showing respect for other people.	Know how to express his/her opinions freely in different circumstances, without dismissing those of others.	Behaves assertively and is affectionate towards other people, without being inhibited or aggressive.



## SOCIAL DEVELOPMENT

	Mid-childhood 6-9	Late childhood 9-11	Puberty 11-13	Adolescence 13-15	Late adolescence 15-17	Young Adults 17-25
Relationships and	Shows respect for other people's opinions.	Encourages respect for his/her weaker or less pleasant companions.	Demonstrates that he/she considers people who are different to him/her to be equal in dignity.	Is open to different opinions, social classes and ways of life.	Is able to recognise and challenge gender and ethnic stereotypes and prejudices.	Is keen to explore other ways of life and consider diversity enriching rather than threatening.
Cooperation and leadership	Accepts rules and demonstrates a sense of fair play in games.	Carries out the duties assigned to him/her within the pack.	Shows an ability to take decisions jointly and act upon them with the team.	Helps to establish rules in the groups he/she belongs to.	Is able to play a role of leader (mediator, tutor, mentor) in a group.	Is able to work as a part of a team, manage collective projects and serve actively in the local community, influencing the process of change.
Solidarity and service	Shares what he/she has with his/her companions.	Shows that he/she knows the Rights of the Child and relates them to current situations.	Is able to comment on human rights with the Patrol.	Demonstrates his/her deep concern about human rights violations and acts accordingly.	Make suggestions and assists in the organisation of social service projects undertaken by the team or unit.	Is able to explain the principles of human rights and the many ways in which they can be denied or promoted, taking action accordingly.





## CHARACTER DEVELOPMENT

	<b>Mid-childhood 6-9</b>	<b>Late childhood 9-11</b>	<b>Puberty 11-13</b>	<b>Adolescence 13-15</b>	<b>Late adolescence 15-17</b>	<b>Young Adults 17-25</b>
<b>Identity</b>	Appreciate what he/she is capable of doing.	Identifies his/her main abilities and limitations.	Is able to accept and evaluate the criticisms made about his/her actions.	Is capable of looking at him/herself in a critical way.	Is capable of projecting his/her present abilities and limitations onto adult life.	Recognizes his/her possibilities and limitations, has a critical awareness of him/herself, accepts the way he/she is and preserves a good image of him/herself.
<b>Autonomy</b>	Accepts difficulties cheerfully.	Cheerfully faces up to and overcomes difficulties.	Is able to make decisions by him/herself and to implement them.	Adopts consistency as a value to direct his/her life.	Expresses his/her own views assertively.	Demonstrates a critical awareness of the world around him/her; is able to make personal choices and accepts the consequences.
<b>Commitment</b>	Generally fulfills the task he/she undertakes.	Shows constant efforts to be consistent.	Takes responsibility for his/her own development and sets objectives to achieve it.	Is able to manage his/her personal time, respecting priorities set.	Sets goals for his/her personal life.	Makes efforts to determine his/her lifestyle and plans his/her social and professional integration.

# THE SCOUTING PROGRAM - EDUCATIONAL ACTIVITIES

From the very beginning, Scouting was defined as active education. A key element of the Scout Method is learning by doing. Activities are the most visible part of the Scout program. They represent what young people do in Scouting. The prospect of taking part in exciting activities with friends in one of the main reasons why a young person joins the Movement. The activities are what drives the Scout experience.

***“The child wants to do things, so let us encourage him to do them by pointing him in the right direction and, allowing him to do them how he likes. Let him make mistakes; it is through making mistakes that his experience is formed.”***

**Baden-Powell, Headquarters Gazette, January 1916**

Scouting considers a child's spontaneous activity, games, exploration, building etc. to be an excellent support for education. The leader tries to use attractive activities, which correspond to the young people's interests, to reach the educational objectives, which they themselves have set.

**This is why:**

- **The program must include a wide variety of activities.**
- **Activities cannot be improvised. They must be properly selected, prepared, conducted and evaluated.**
- **It is not enough to carry out activities, and it is not even enough for them to be successful. We must also be alert to the personal experience that each young person draws from them, and we do this by monitoring individual progress.**

### 3. The characteristics of good programs

A good program has four characteristics:

#### **A IT IS CHALLENGING**

The program should present some difficulties, stimulate creativity and inventiveness and encourage the participant to do his or her best. The challenge should, nevertheless, remain within the limits of the capabilities and level of maturity of the young people.

#### **B. IT IS ATTRACTIVE**

The program should arouse the young person's interest and desire to participate, because it appeals to him or her, because it is original or because he or she feels drawn to the values inherent in the program. Young people's interests vary according to their socio-cultural background, so it is necessary to offer a wide range of possible activities suitable for different situations.

#### **C. IT IS REWARDING**

Participating in a program should give the young person the feeling of having derived some benefit for themselves; Pleasure from taking part in something exciting, pride in doing something for the first time or in unexpectedly achieving something, joy at having their contribution recognised by the group.

#### **D. IT IS USEFUL**

The activity should provide experiences, which enable young people to discover and learn new things. An activity, which is merely spontaneous, involves action for its own sake or is repetitive, is not always educational. The main characteristic of an activity is that it enables a young person to make progress.

Several activities can contribute towards achieving the same objective. This means that the desired change can be brought about and reinforced from different angles.

On the other hand, a single activity, if well chosen, can help achieve several objectives at the same time, even those in different areas of growth.

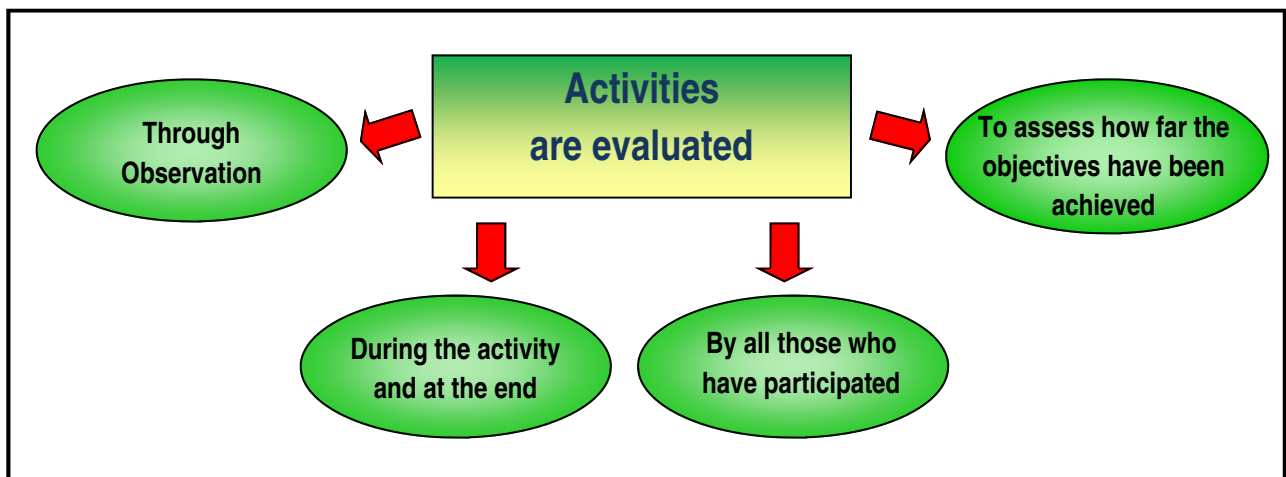
#### 4. Evaluating activities

Activities are evaluated on two levels:

- Firstly, the way the activity was prepared and implemented
- Secondly, the experience created by the activity, taking into account the relationships within the group and between the young people and the adult leaders, as well as the knowledge, skills and attitudes which each individual has been able to acquire as a result of this experience.

It goes without saying that young people have a key role to play in evaluating both the activity itself and their personal experience. Helping young people to do this is an important part of leader training.

The Pack, Troop and Unit Councils are used to evaluate activities.



## SCOUT METHOD AND SECTION METHODS

The Scout Method is an essential part of the Scout non-formal educational system. It may be defined as a program of progressive self-education, which is complementary to the family and school, and is based on the interaction of several key elements.

### THE KEY ELEMENTS OF THE SCOUT METHOD ARE:

#### 1. A dynamic system

It is possible to single out these elements. However, in order to understand the Scout Method we have to grasp how they work together in combination and appreciate the connections and processes between them. The Method is what it is because the elements that make it up are coordinated and balanced.

If some instruments are missing from an orchestra, or out of tune or too loud, the totality will never sound tuneful and harmonious.

Often the elements of the Method are analysed in an isolated and fragmented way, which hinders our understanding of how the whole works. If we take an equally fragmented approach to applying the method, we may expect only poor results.

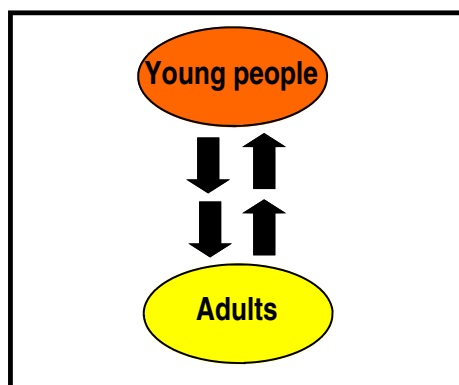
Like any other system, the Scout Method has certain dynamic complexity, but if we understand the links between the different parts, as leaders, we may gradually become familiar with these mechanisms and incorporate them naturally.

#### A. The people

Firstly, the Scout Method implies relationships between people: the **young people** and the **adult leaders**. At the top of the diagram are the young people, and at the bottom are leaders, who are adults of different ages; with the arrows representing a two-way relationship between them.

This represents:

- The central role of the interests and educational needs of young people in the Scout Method.
- The stimulating adult presence, ie. the Leaders – adults of different ages – who are at the bottom of the diagram, symbolizing their educational and supportive – not hierarchical – role.



- The contribution that young people make to their section, whether individually or through their teams.
- The interactive relationship of educational cooperation and mutual learning between young people, Leaders and the wider Scouting Family.

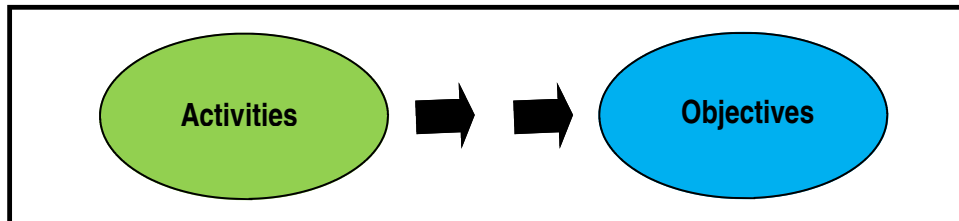
## B. What we want to achieve

The second relationship concerns the **educational objectives** and the **activities**, which help to attain them.

At the sides of the diagram are the activities on the left and the young people's personal development objectives on the right, joined by arrows showing the relationship between them.

This means:

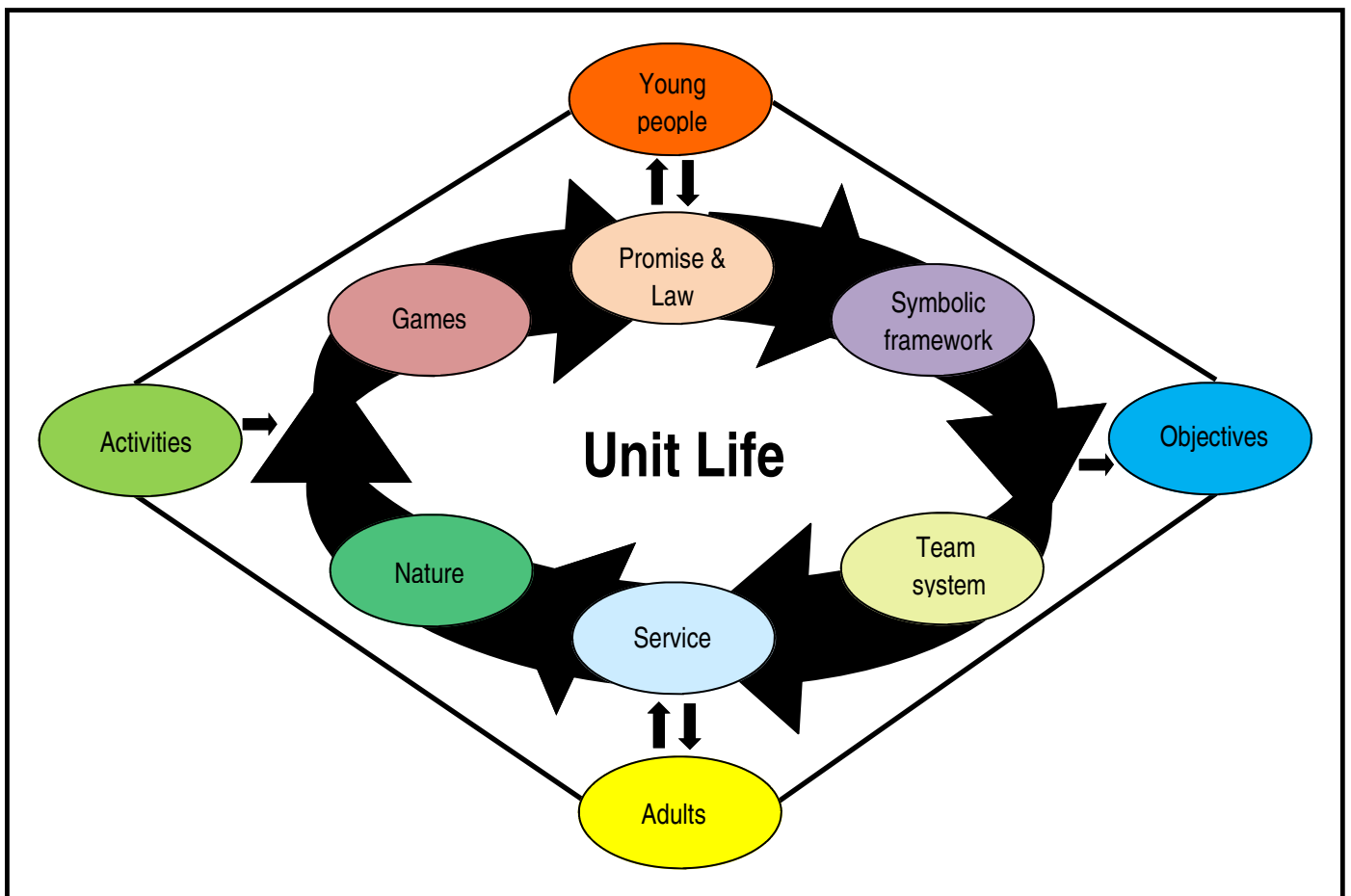
- That in the Teams and their section everything is done through activities which emphasize discovery, in keeping with the principle of learning by doing.



- That young people are asked to set themselves educational objectives which are agreed between each young person, the other members of the Team and the Leader who monitors their development.
- That the activities give the young people personal experiences which, little by little, enable them to achieve those objectives, with the help and mediation of their friends and Leaders.

## C. How to achieve it

In the centre of the diagram below, all the other aspects of the Method form a continually rotating circle of:

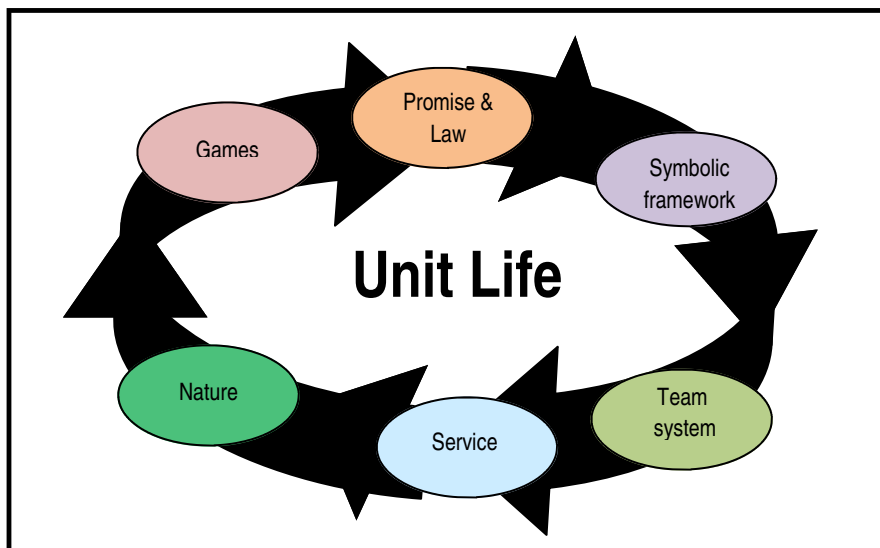


- The Scout Law, a code of conduct that sets out the principles that guides us in language that is readily understood by the young people; and the Promise, a voluntary and personal commitment to live in accordance with the Scout Law.
- The symbolic framework, which conveys the Scout proposal to each age range, through various symbols.
- The Patrol System, which organizes the mechanisms of the informal peer group into a learning community and gives to each scout a role and a say in the decision-making process.
- Services to others, which is fostered by the habit of individual good turns and consists of activities and projects which bring the young people closer to those most in need, generating a willingness to serve.
- Life in nature, a special environment in which to carry out many of the activities of the section or, six, patrol and small groups.
- Learning by doing or, learning through play, which is attractive to young people, facilitates their integration into the group, helps them to discover their abilities and encourages an interest in exploring and adventure.

#### D. Unit life

##### **Unit life results from the application of the Scout Method**

The main result of applying the Scout Method as a whole is that a special environment is created in the Unit and in the Patrols, a particular atmosphere, which we call *unit life*. This special atmosphere is generated by many things:



- The rich experience of life in the Unit
- The welcoming attitude of the Leaders
- The attractive activities
- The challenge of the personal objectives
- The values of the Law and the spontaneous rules which govern shared life
- The commitment generated by the Promise
- The sense of purpose provided by the symbolic framework
- The attractiveness of life in the outdoors
- The joy of serving others
- The democratic decision-making processes
- The sense of belonging that comes from the symbols
- The significance of the celebrations
- The games and songs

In short, everything that happens as a result of the coordinated application of the Scout Method.

## Unit life is what makes young people stay

*Unit life is what makes Scouting attractive to young people. This atmosphere is so powerful that anyone coming into the section immediately realises that they are in a different environment that it is worth making the most of. The fact that they perceive this is what makes them stay. The richness of unit life leads them to prefer Scouting to any other option.*

If unit life is rewarding, the Patrol System will unfold all its potential, the young people will come to identify powerfully with it and it will never cross their minds to leave.

### Adapting the elements of the Scout Method to each age range

The section methods are merely an adaptation of the elements of the Scout method to the characteristics of each age range.

In each age section, from Joey Scouts to Rovers, the same methodological elements are present: Scout Law and Promise, team system, learning by doing, symbolic framework, life in nature, personal progression etc.; however they take a form adapted to the characteristics, aspiration and capacities of each age group.

All the elements of the Scout Method have to appear, in an adapted form, in the method for each section. They will be adjusted according to the characteristics of each age range, such as the capacity for autonomy, degree of demand for responsibility, need form emotional security, methods of expression, capacity for cooperation with the group, etc.

Consequently, the role of the adults in the group will also vary according to the age range in question.

One can describe the changes taking place from the Joey Scouts to the Rovers in the following way.

#### A. WIDENING THE FRAMEWORKS

At first limited to the immediate family and environment, the living and playing environments widen. The same evolution takes place in Scouting.

Activities and camps are organized in an increasingly vast field of action and offer the opportunity for increasingly varied contact and discovery. At the level of Joey Scouts, activities are short and take place in the immediate environment. At the Rover age, international gatherings and service or solidarity activities enable young people to become aware of the intercultural dimension.

#### B. FROM THE IMAGINARY TO THE REALITY

A small child's imagination is fired by the magic of legends. At the end of childhood and beginning of adolescence, girls and boys easily identify with mainly imaginary heroes whose qualities and success they want to emulate.







In adolescence, the characters with which a teenager identifies come from real life: champions, contemporary stars, and scientists etc. "Play" takes a foothold in reality. The young person no longer plays "Cowboys and Indians", but prepares for a mountain-bike trip.

#### C. FROM THE SMALL GROUP TO SOCIETY

The activities and life of the group form part of an increasingly vast network of relationships, in which the young people themselves take on greater responsibility. Gradually, the activities put the young people in direct contact with real social life, and allow them to experience true adult roles through social service or community development projects.

#### D. FROM THE RULES OF THE GAME TO UNIVERSAL VALUES

Through life in the mob or pack, Joey & Cub Scouts discover the Scout Law as the rule of the game. The Scout Law helps young adolescents to discover living values: loyalty, trustworthiness, etc. Through their projects, Rovers gain direct experience of the meaning of universal values such as democracy, the right to be different, tolerance, etc.

Scout Method	Joey Scouts	Cub Scouts	Scouts	Venturer Scouts	Rovers
 <p><b>Symbolic Framework</b></p>	The Australian bush	The 'Jungle Book'; Mowgli the man-cub; The free people of Seeonee; Akela and the pack.	Being a 'Scout', an explorer; Exploring new territories with a team of friends.	Being a 'Venturer'. Accepting new challenges as a team and individually.	To take the 'road'; to travel around the world to discover and change the world.
 <p><b>Games &amp; Activities</b></p>	The imaginary world plays an important role through story telling, play acting, songs and games.	Short activities, games. The imaginary world plays an important role.	Activities last longer and start to have to do with social reality. Community service appears.	Unit and team projects: mastering technologies, serving the community, acquiring useful & recognised skills.	Discovering society, identifying issues & challenges, experiencing adult roles. Travel, service & vocational preparation.
 <p><b>Nature</b></p>	Discovering nature through the exploration of the senses. Excursions into the bush & parks. Learning to care for the environment.	Discovering natural elements. Limited exploration, short camps. Learning the value of natural environment.	Nature is the favoured setting for activities. Introduction to ecology.	Confronting natural elements on outdoors expeditions. Environmental conservation projects.	Physical pursuit outdoors; Experiencing the concept of sustainable development through community projects.
 <p><b>Team System</b></p>	Working as a mob and sometimes in smaller adhoc groups. Non-competitive games. Limited decision making.	Limited team autonomy. Most activities as a pack. First steps towards involvement in decision-making.	The team system operates fully. Teams more autonomous, team leader's role more substantial.	Building effective teams. Unit Council & Unit run more directly by young people. Inter-team task groups.	Autonomous teams. The Rover crew is a young adult community run by young people themselves.
 <p><b>Promise &amp; Law</b></p>	Adults lead by example. Promise is a commitment to care and share within the group and immediate world.	Tangible rules of behaviour. Short text, simple and concrete words. Promise is a commitment to respect group's rules.	Learning to set rules together at the light of the Scout Law, a concrete and positive code of living.	A code of conduct which already conveys universal values. The Scout Promise is a commitment for life. Unit Constitution.	A 'charter' which conveys universal values on which scouting is based.
 <p><b>Service</b></p>	Learning & working together, becoming aware of ones local community. Caring and sharing for others & working as a Mob to look after nature.	Broadening one's understanding of community. Helping others as a Pack and on own. Respecting property and the environment. Serving the Pack.	Learning about the wider community and its needs. Making a difference locally by getting out into the community and nature to help.	Learning about the needs of our global community and how we can contribute. Contributing regularly to create a better world.	Initiating and leading community projects that serve the local and global community. Leading by example.
<b>ADULT SUPPORT</b>	Adult led activities and support. Adults provide a safe and nurturing environment along with physical and emotional security.	Adult-led activities. Adults provide physical and emotional security and try to give children real responsibilities.	Adults share responsibilities with young people. Growing youth involvement in decision-making.	Adults opening up to young people fields of experience and responsibilities. Youth-led activities.	Young adult-led community; Adults being advisors and trainers helping young people to develop leadership skills.



