



Educational Objectives

of the Scout Movement

World Organization of the Scout Movement
Interamerican Scout Office



Interamerican Scout Committee
Youth Programme Commission

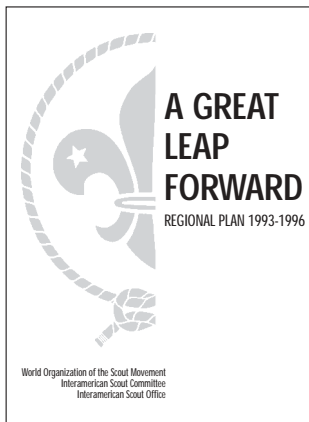


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This document is part of a series of publications scheduled in the Regional Plan 1993-1996



Method for Creation and continuous Updating of the Youth Programme.

This document continues the process begun by the publication of the **Educational Proposal of the Scout Movement** and contains steps 2,3,5 and 6 of MACPRO, the Method for the Creation and continuous Updating of the Youth Programme.

Following the recommendations of the First Meeting of the Correspondents for the Network for the Production of Educational Material (REME), the Interamerican Scout Committee (ISC) approved this document for a five-year period at its meeting held in Cartagena de Indias in September, 1994.

Without detriment to those national and regional evaluations which will be made during this period, the ISC intends a formal review of these objectives in 1999, in order to ensure that they continue to reflect Scout values, the aspirations of young people and the needs of the community.

Although the majority of the Latin American associations of the Region have adopted these educational objectives, they are simply an application model offered to the associations.

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Editor's Note

The analysis of this document requires some time and care. Once the reader is familiar with the way the system works and the concepts it contains, it will seem simple and logical.

To fully understand this document, it will be useful to have read the the following ISO documents:

- «MACPRO Presentation: Method for Creation and continuous Updating of the Youth Programme»
- «Educational Proposal of the Scout Movement»
- «Development Characteristics in Children and Young People from 7 to 20 years of age»

It should be pointed out that **this is a document aimed mainly at national association leaders, and in particular those responsible for analysing, designing and updating the youth programme and those responsible for adult resources recruitment, training and follow-up.**

The young people's leaders, who apply the youth programme in the field, are not the intended recipients of this document. In the great majority of cases, they will need to be able to handle only those intermediate objectives which apply to their Section. The objectives for each Section will be introduced in the respective Programme Guide, which will explain their educational bases and how they are applied and assessed in relation to the activities.

Furthermore, the training process will familiarize the young people's leaders with the handling of the objectives at a personal level. This process should provide them with the skills they need to apply the progressive system of objectives and activities. ■



Mission, principles and method of the Scout Movement

The Scout Movement is a non-formal educational Movement, complementary to the family and the school system. Its **mission** is to contribute to the holistic development and ongoing education of young people.

Two fundamental aspects of the Movement are instrumental in achieving this mission:

- a conception of the individual and his or her relationship with society, the world and God, as expressed in the **principles**;
- and an educational, original and dynamic approach which finds expression in the **method**.

The scout method is a balanced, holistic approach, a combination of various elements such as adherence to a code of conduct, learning by doing, a team system, life in nature, education through serving others, motivating adult presence and much more.

One of these elements is the **progressive system of objectives and activities**, commonly known among scouters as the **youth programme**.

The purpose of this document is not to analyse the mission, the principles or the method of the Scout Movement, which were addressed in sufficient depth in the *Educational Proposal of the Scout Movement*. Neither does it propose to analyse the activities, which will be the subject of a later publication.

Our interest here is in the Scout Movement's **system of objectives**, since scout activities need to respond to a coherent set of educational objectives in order to yield the best possible results.

These objectives should not only follow a logical progression in relation to each other, but should also be consistent with the values proposed by the Movement, so that everything the Scouts do becomes a reflection of those values.

To design these objectives, therefore, the first step was to define an *educational proposal*. A kind of proclamation, this tool describes the mission, the principles and the method of the Movement (1).

Having accomplished this first task, the next is to determine the *growth areas* of the educational process, with the intention of contributing to holistic development in young people. These growth areas are determined on the basis of the structure of the personality.

(1) See «Educational Proposal of the Scout Movement», published by the Interamerican Scout Office (ISO) 1994.

The growth areas

The sheer breadth of human experience makes the task of contributing to the balanced development of the personality a formidable one. However, with its interest in the whole person, the Scout Movement aims to do precisely that, stimulating, guiding and providing opportunities for the different dimensions of a young person's personality to unfold and be expressed fully.

To achieve this aim, the Scout progressive scheme establishes growth areas relating to the structure of an individual's personality. Faced with the many and varied theories and interpretations of personality structure, the Movement has opted for a model based on its own experience, distinguishing six different aspects of the personality: the body, intelligence, will, emotions and feelings, social self and soul. This approach is consistent with generally accepted concepts of human nature and with the emphases of the Movement's own Educational Proposal.

It cannot be denied that a person's physical presence and identity are extremely important, so the first growth area has been designated «physical development». In order to develop physically, the individual must accept that he or she has a part to play in the growth and functioning of his or her own body.

Since a human being is intelligent and capable of achieving personal fulfilment through his or her own efforts, the second growth area chosen is «creativity». Scouting helps young people to develop their capacity for thinking, innovating and using information in an original and relevant way.

It is man's capacity to differentiate between good and evil which distinguishes him from all other beings in creation, so the third growth area, «character» emphasizes the development of the will to govern one's strengths and impulses according to ethical principles.

Due to the impact which the affective part of the human personality has on our inner life, a fourth area, «affective development», is concerned with helping young people to reach and maintain an inner state of freedom, equilibrium and emotional maturity, incorporating their feelings naturally into their behaviour.

Given that a human being can only be truly understood in the wider context of his or her relationship and interaction with other human beings, a fifth area, «social development», addresses the development of the social dimension of the personality, with an emphasis on developing one's concern for others and putting it into practice.

And since in the human soul there is a natural desire to look beyond the material world, the sixth growth area, «spiritual development», is concerned with young people's aspiration to establish a personal relationship with God, the capacity to accept faith and make it a part of one's daily life and respect different religious beliefs.

The six growth areas together constitute a harmonious and integrated approach which combines the development of the body, the stimulation of creativity, character formation, guiding of the emotions, concern for others and the discovery of God.

Health, personal fulfilment, identity, maturity, social integration and happiness itself depend on the harmonious development of all these aspects.

The final objectives

Having defined the growth areas, it is important to establish within each of them the final objectives towards which the educational process of the Scout Movement is aimed.

These final objectives are expressed as desirable forms of behaviour to be observed in young people when they leave the Movement at about twenty years of age.

They are the concrete expression within each growth area of the **profile on leaving**, that is the profile which the young person will ideally have on leaving the Movement, as announced in the Educational Proposal.

Unlike the final profile, which is necessarily prophetic, the final objective represents a compromise between reality and utopia. It expresses the educational results that it is possible to obtain, based on the accumulated experience of what can reasonably be expected from an individual at the end of his or her progression through Scouting.

Nevertheless, it is immediately apparent that the final objectives are firmly based on values. They are founded upon the principles of duty and right action, i.e. the hierarchy of values and fundamental concepts of the Scout Movement as expressed in the Educational Proposal.

This is vital, since the Scout Movement, like any educational process, is committed to certain moral choices. The implications of these choices should be clearly expressed and the final objective, reached at the end of the Scout educational process, is the most appropriate place to state what these choices are.

Development characteristics in young people

Since the final objectives are based on the educational proposal, in other words on the Movement's own values, we need to know how much progress each age range can feasibly make towards them. For this we need to analyse the *development characteristics in children and young people* in each of the age groups between 7 and 20, the period in which youngsters generally take part in the Scout Movement (2).

(2) See «Development characteristics in children and young people from 7 to 20 years of age», published by the ISO, 1995.

Introduction

The analysis of development characteristics in young people establishes certain cycles of development, which are the basis of the Sections of the Movement and, within these cycles, certain *age ranges*, by which to organize the different *stages of progression* within each Section (3).

The intermediate objectives

At this point in the process, the *intermediate objectives* come into play. These describe types of behaviour which it is possible to obtain within each age range, with a view to progressing towards the final objective.

To put it graphically, the intermediate objectives are located at the «crossroads» between each of the final objectives (the *ideal*) and the possibilities of approaching them in each age range (the *possible*) (4).

Also known as **Section educational objectives**, the intermediate objectives propose subject matter, attitudes or action which are desirable in relation to the respective final objective and which are possible to attain given the stage of development of the young people.

Since six age ranges have been defined between the ages of 7 and 20, there are six columns of intermediate objectives, the last of which contains the final objectives themselves, which act as the intermediate objectives for the final age range of the Movement's educational process.

Like the final objectives, the intermediate objectives are arranged by growth area, i.e. *physical development, creativity, character, affective development, social development and spiritual development*. ■

(3) The word *Section* refers to the organization consisting of the young people, leaders and structures working within a single cycle of development in a Scout association. Thus, depending on the country and the age group, and whether the Sections are male, female or mixed, we talk about the *Cub Section*, the *Bee Section*, the *Squirrel Section*, the *Scout Section* and the *Rover Section*, for example.

(4) A general description of these concepts can be found in «A Great Leap Forward», the 1993-1996 Regional Plan, in chapter 3.2 concerning the regional policy on youth programme. A more detailed explanation is provided in the «Presentation of the Method for Creation and continuous Updating of the Youth Programme», published by the ISO, 1994.

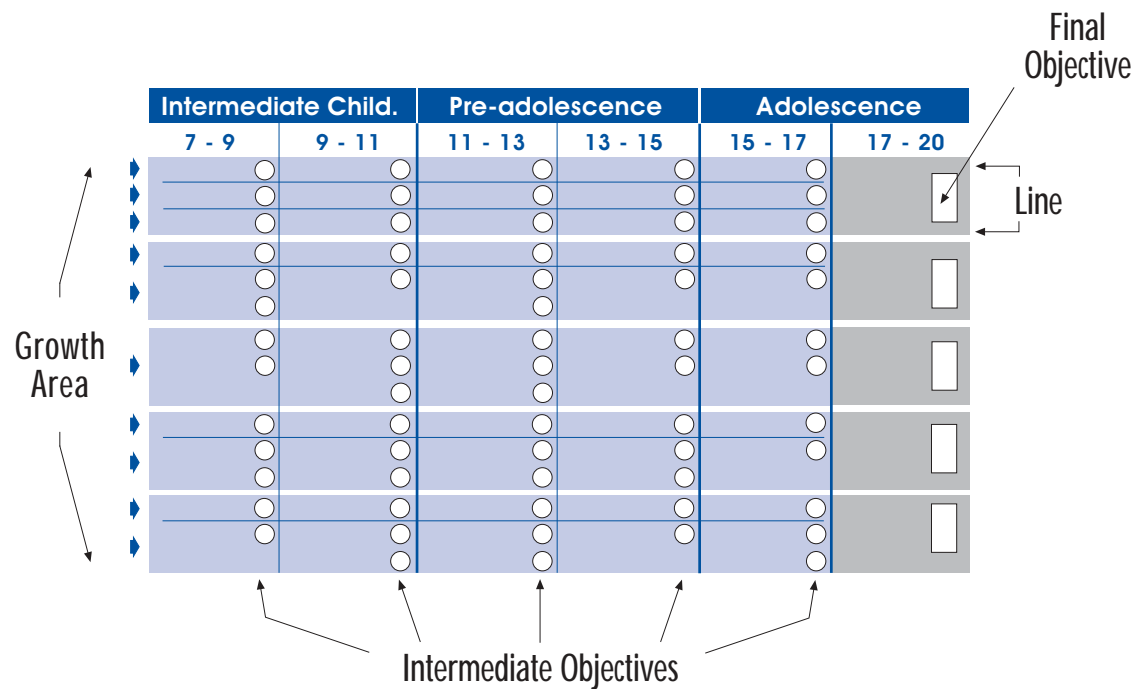


Some key concepts

In order to handle the grid of objectives, it is necessary to become familiar with the concepts of **line**, **subline**, **pigeonhole**, **cabinet** and **column**.

We call all the intermediate objectives leading to a single final objective a **line**.

The lines of objectives are easy to locate in the grid because they are separated from each other by spaces in white.



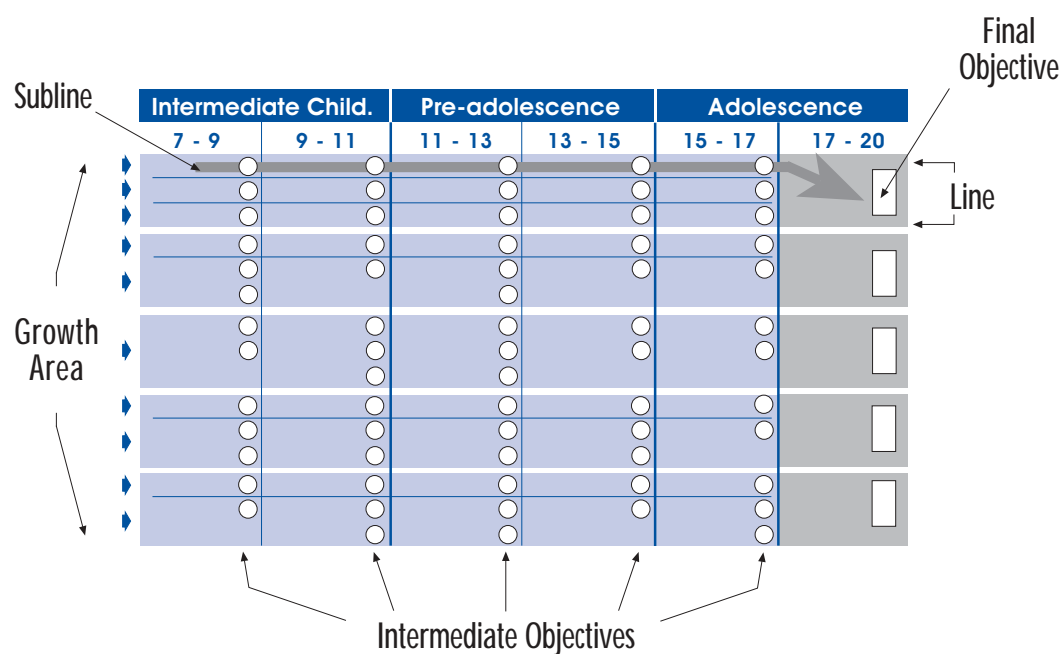
Some key concepts

Given that the great majority of the final objectives imply various types of behaviour, the majority of the lines contain **sublines** which develop the different aspects of behaviour envisaged in the final objective.

Since many of these aspects of behaviour are implicit, it should be indicated that sometimes the intermediate objectives in a given subline are not worded in exactly the same terms as the final objective, but they are nevertheless directly related to the concepts that it implies or includes.

On the other hand, even when there are no sublines, a single final objective or a single aspect of behaviour within a final objective needs to be reinforced by one or several intermediate objectives within the individual age ranges, according to the specific requirements of each age range.

For all these reasons, there is a variable number of intermediate objectives in each age range leading to a single final objective. This variation is the result of the considerations described here, and not of accident or omission.



The sublines within a single line are separated from each other by a horizontal line.

For greater clarity, both lines and sublines are indicated by an arrow.

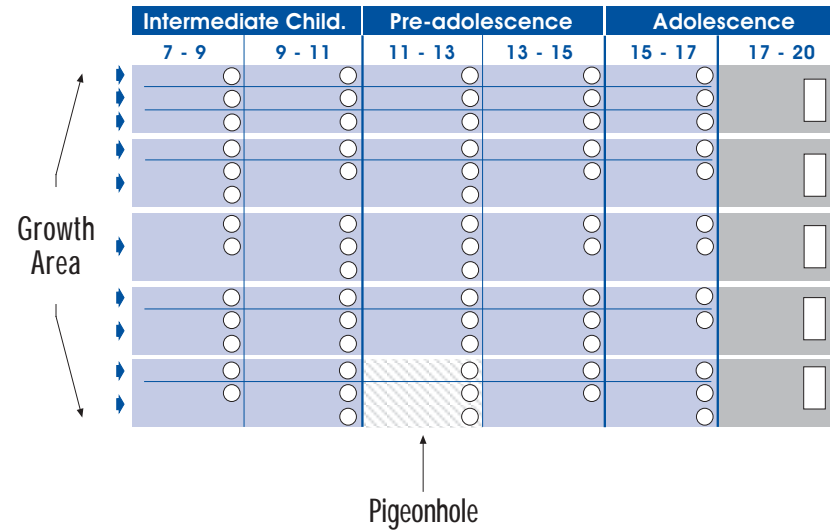
When a line does not include sublines, the arrow contains a single number which indicates the position of the line within the respective growth area.

When two numbers appear inside the arrow, the first indicates the line and the second the subline.

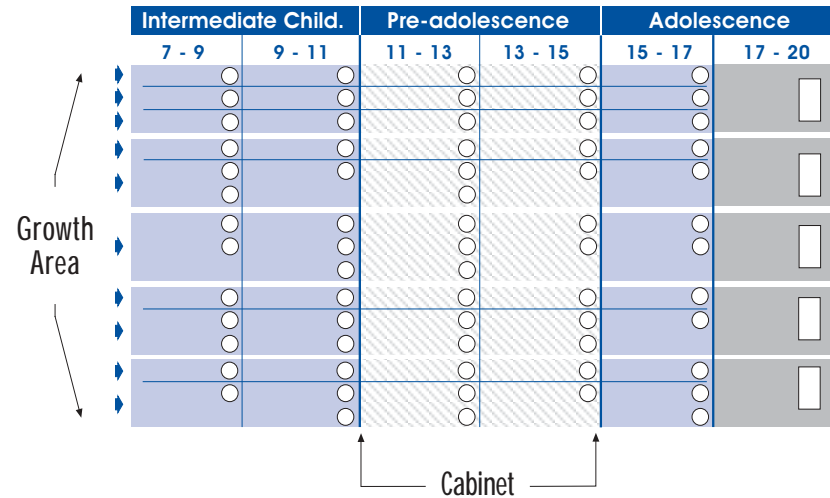
In addition, a line by line description has been included at the beginning of each growth area. This description summarizes the different concepts included in the sublines and indicates when there are no sublines.

Some key concepts

We give the name **pigeonhole** to all the intermediate objectives in a single line which apply to the same age range. A pigeonhole represents everything that is expected of a young person of that age in relation to the corresponding final objective.

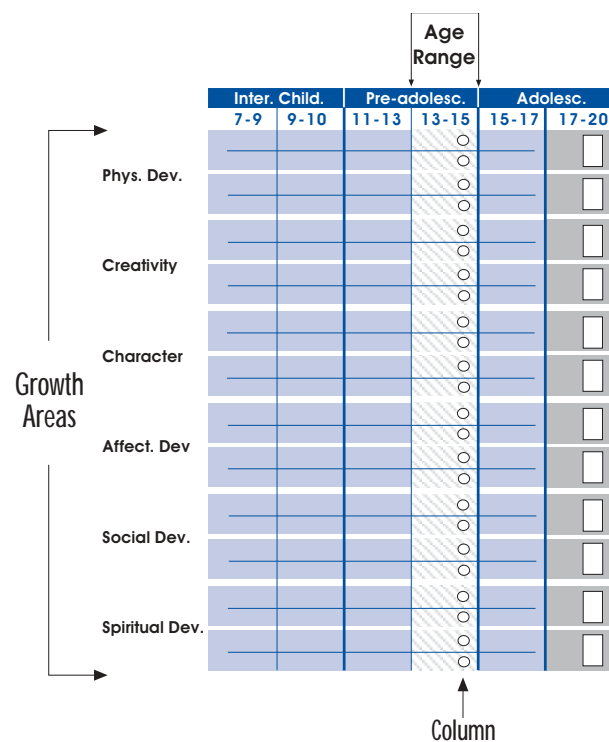


A **cabinet** refers to all the intermediate objectives established for a cycle of development in a given growth area. A cabinet contains all the Section's objectives for that growth area.

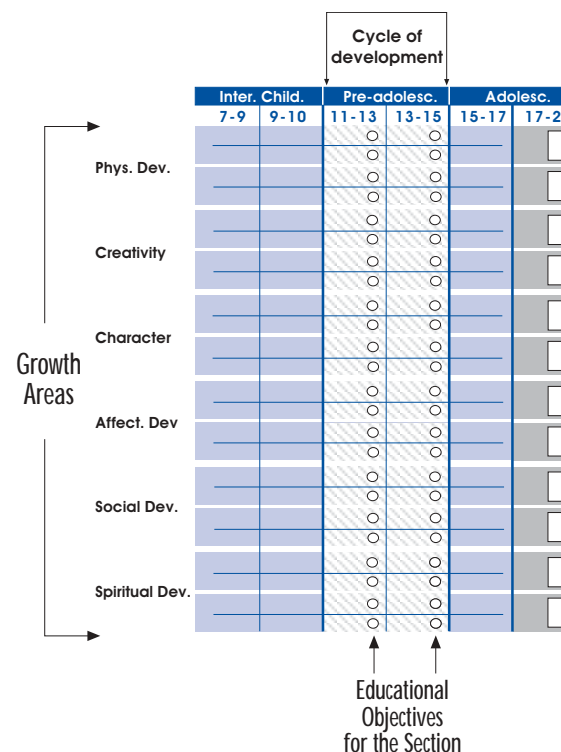


Some key concepts

By **column** we understand all the intermediate objectives proposed for a given age range in all the growth areas. A column represents all the objectives proposed by the Section for that age range.



The two columns which fall within a cycle of development represent all the educational objectives for that Section. (*)



(*) In most associations the Cub Section corresponds to the cycle of development of Intermediate Childhood, which takes in the ages ranges of Mid-childhood (7 to 9) and Late Childhood (9 to 11). The same goes for the Scout Section, which spans the Pre-adolescence development cycle, which consists of Pre-puberty (11 to 13) and Puberty (13 to 15). On the other hand, in the Senior Sections (which use names such as Rovers, Pathfinders, Explorers, Pioneers, Venture Scouts, Senior Scouts, etc. indiscriminately) it is slightly more varied. In

some cases the Senior Section takes in the whole adolescence development cycle, including the age ranges of both Adolescence (15 to 17) and Youth (17 to 20), and in other cases there is a separate Section for each of these age ranges. There are also situations in which a single Senior Section is split into internal Units by age range. Those Scout associations which work with single sex Sections use more or less the same cycles, though with different names, bringing the ages slightly forward to coincide with the female development process.

Although these concepts of *line*, *subline*, *pigeonhole*, *cabinet* and *column* might seem complex at first glance, they provide a coherent view of the intermediate objectives from different perspectives. They will be of great assistance to the leader in assessing the young people's results, since he or she can observe, compare the information from different angles and discern overall trends and deficiencies, over and above the fulfilment of one individual objective or another.

It falls to the leader training system to present the objectives in a way that is educationally stimulating and understandable, which should not give rise to any difficulty.

For the national leader who produces, evaluates and reviews the grid of objectives every few years, these concepts are indispensable. ■



**Physical
development**

Physical development

Concept

The most evident aspect of human development is the unique and mysterious relationship which an individual has with his or her own body.

Body and soul form a single entity in every living moment and there is an interdependence between them that is very real, however difficult to measure.

This is why the holistic development of the individual does not only depend on intangible factors, such as spiritual, psychological or cultural ones. It is also influenced by physical factors which interact to determine the characteristics of the personality.

On the other hand, despite the fact that science has taught us more and more about the human body, to the point of making it more impersonal, our bodies are more than a series of physical and chemical processes governed by inherent laws. It is possible for children and young people to intervene and gradually improve their bodies through their own efforts.

By physical development, therefore, we mean the assuming and exercising of individual responsibility for the growth and functioning of one's own body.

For Scouts, filled with awe by this mysterious intertwining of the material and spiritual worlds, taking responsibility for our body is also a natural consequence of recognizing it as a work of God, placed on the Earth as a eulogy and testimony to Him.

Physical development

1

Accepts his* own share of responsibility for the harmonious development of his body.

Since the final objective involves a single concept, it has no sublines. There is one objective for each age range, progressing towards the final objective.

2

Is aware of the biological processes which regulate his body, protects his health, accepts his physical capabilities and directs his impulses and strengths.

This line has four sublines, each of which contain an objective for each age range.

- 2.1 Knowledge of the biological processes which regulate the body
- 2.2 Protecting one's health
- 2.3 Acceptance of one's own physical capabilities
- 2.4 Directing impulses and strengths

3

Values his appearance and takes care of his personal hygiene and that of his surroundings.

This contains two sublines, both with an objective for each age range, except for the second subline in puberty, which has two objectives.

- 3.1 Appreciation of one's appearance and care of personal hygiene
- 3.2 Care of the hygiene of one's surroundings

*Editor's note: For the sake of simplicity, "he" has been used to mean both he and she in the intermediate objectives. Likewise, "his" means both his and her. This does not reflect any priority on the part of the Movement.

Physical development

4

Keeps to a simple and appropriate diet.

Since this final objective involves a single type of behaviour, the line does not contain any sublines. The progress towards the final objective is developed through two objectives for each age range, with the exception of adolescence, which has three objectives.

5

Achieves a balanced distribution of time between his different obligations, practising appropriate forms of leisure activity.

This line has two sublines, both with one objective for each age range, except for mid-childhood which does not include an objective for the second subline.

5.1

Balanced distribution of time

5.2

Appropriate use of leisure time

6

Frequently takes part in outdoor life with other people and participates in sporting and recreational activities.

There are three sublines here, each containing one objective for each age range.

6.1

Life in the outdoors

6.2

Participation in sporting activities

6.3

Participation in games and recreational activities

Physical development

Educational Objectives

	Junior Sections		Intermediate Sections		Senior Sections	
	Intermediate Childhood		Pre-adolescence		Adolescence	
	Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth
	7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21
1	<ul style="list-style-type: none"> Makes an effort to follow guidelines from adults on the care of his body. 	<ul style="list-style-type: none"> Judges the level of risk involved in his actions. 	<ul style="list-style-type: none"> Participates in activities which contribute to the development of his body. 	<ul style="list-style-type: none"> Respects his body and that of others. 	<ul style="list-style-type: none"> Keeps himself in good physical condition. 	<ul style="list-style-type: none"> Accepts his own share of responsibility for the harmonious development of his body.
2.1	<ul style="list-style-type: none"> Shows that he knows where the main organs of his body are. 	<ul style="list-style-type: none"> Understands how the major bodily systems function. 	<ul style="list-style-type: none"> Recognizes the changes which are happening in his body as it develops. 	<ul style="list-style-type: none"> Knows the relation between the physical and psychological processes of his body. 	<ul style="list-style-type: none"> Understands the physical and psychological differences between male and female development. 	<ul style="list-style-type: none"> Is aware of the biological processes which regulate his body, protects his health, accepts his physical capabilities and directs his impulses and strengths.
2.2	<ul style="list-style-type: none"> Knows the main illnesses which could affect him and their causes. 	<ul style="list-style-type: none"> Develops habits to protect his health. 	<ul style="list-style-type: none"> Helps to prevent situations which could adversely affect his own or his companions' health. 	<ul style="list-style-type: none"> Takes suitable measures in case of illness or accident. 	<ul style="list-style-type: none"> Takes care of his health at all times and avoids habits which could damage it. 	
2.3	<ul style="list-style-type: none"> Participates in activities which develop motor abilities such as coordination, balance, strength, agility, speed and flexibility. 	<ul style="list-style-type: none"> Develops skill in using some of his motor abilities. 	<ul style="list-style-type: none"> Demonstrates that he knows what his physical capabilities and limits are. 	<ul style="list-style-type: none"> Understands and accepts the motor difficulties resulting from his development. 	<ul style="list-style-type: none"> Accepts his physical image. 	
2.4	<ul style="list-style-type: none"> Makes an effort to express his dislikes in a neutral and controlled way. 	<ul style="list-style-type: none"> Resolves conflicts with his companions without resorting to force. 	<ul style="list-style-type: none"> Controls physical aggressiveness in games and activities. 	<ul style="list-style-type: none"> Creates a cooperative atmosphere in the Patrol so that aggressive reactions are avoided. 	<ul style="list-style-type: none"> Makes an effort to think carefully instead of giving way to violent impulses. 	

Physical development

Educational Objectives

	Junior Sections		Intermediate Sections		Senior Sections	
	Intermediate Childhood		Pre-adolescence		Adolescence	
	Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth
	7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21
3.1	<ul style="list-style-type: none"> Has a basic personal hygiene routine. 	<ul style="list-style-type: none"> Has a thorough personal hygiene routine. 	<ul style="list-style-type: none"> Shows an interest in his personal appearance and hygiene and takes care of them most of the time. 	<ul style="list-style-type: none"> Takes care of his personal appearance and hygiene at all times. 	<ul style="list-style-type: none"> Maintains a clean and tidy personal appearance at all times. 	Values his appearance and takes care of his personal hygiene and that of his surroundings.
3.2	<ul style="list-style-type: none"> Carries out small cleaning tasks and tries to keep his surroundings tidy. 	<ul style="list-style-type: none"> Normally shows an active interest in the tidiness and cleanliness of the places where he lives and plays. 	<ul style="list-style-type: none"> Helps to keep his home and the places where he works clean and tidy. 	<ul style="list-style-type: none"> Keeps his personal possessions clean and tidy. Camps in the most hygienic conditions possible. 	<ul style="list-style-type: none"> Undertakes regular tasks to keep his home clean and tidy. 	
4	<ul style="list-style-type: none"> Makes an effort to eat many different types of foods. Respects meal times. 	<ul style="list-style-type: none"> Understands the importance of a healthy, balanced diet. Handles and consumes food hygienically. 	<ul style="list-style-type: none"> Has suitable eating habits. Knows the main illnesses caused by lack of hygiene in the preparation and consumption of food. 	<ul style="list-style-type: none"> Knows the nutritional requirements of his age group. Prepares balanced, hygienic and attractive meals using simple ingredients. 	<ul style="list-style-type: none"> Keeps to a balanced diet suitable for his age. Respects the different meals of the day and their times. Prepares menus and meal schedules appropriate to the Unit's activities. 	Keeps to a simple and appropriate diet.

Physical development

Educational Objectives

	Junior Sections		Intermediate Sections		Senior Sections	
	Intermediate Childhood		Pre-adolescence		Adolescence	
	Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth
	7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21
5.1	<ul style="list-style-type: none"> Devotes time to school responsibilities. 	<ul style="list-style-type: none"> Demonstrates an understanding and acceptance of the need to divide his time among many alternatives. 	<ul style="list-style-type: none"> Assigns quality time to his studies every day. 	<ul style="list-style-type: none"> Organizes his time appropriately between study, family life, recreation and the Scout Movement. 	<ul style="list-style-type: none"> Values his time and distributes it appropriately between obligations, family life and social life. 	<p>Achieves a balanced distribution of time between his different obligations, practising appropriate forms of leisure activity.</p>
5.2		<ul style="list-style-type: none"> Respects hours of sleep appropriate to his age. 	<ul style="list-style-type: none"> Expresses interest in discovering and practising different recreational activities. 	<ul style="list-style-type: none"> Chooses his recreational activities appropriately from among different options. 	<ul style="list-style-type: none"> Incorporates different recreational activities into his leisure time on a regular basis. 	
6.1	<ul style="list-style-type: none"> Enjoys outdoor activities. 	<ul style="list-style-type: none"> Assists in excursions organized by the Pack. 	<ul style="list-style-type: none"> Participates in outdoor activities organized by the Patrol. 	<ul style="list-style-type: none"> Assists in the organization of the Patrol and Troop's outdoor activities. 	<ul style="list-style-type: none"> Camps regularly using good technical skills. 	<p>Frequently takes part in outdoor life with other people and participates in sporting and recreational activities.</p>
6.2	<ul style="list-style-type: none"> Shows an interest in practising sports. 	<ul style="list-style-type: none"> Participates in sporting activities, knows their rules and accepts losing. 	<ul style="list-style-type: none"> Chooses a sporting discipline and trains in accordance with its techniques. 	<ul style="list-style-type: none"> Improves his performance in his chosen sport and shows that he knows how to win and lose. 	<ul style="list-style-type: none"> Incorporates a sport into his regular activities and practises it conscientiously. 	
6.3	<ul style="list-style-type: none"> Joins in group games with enthusiasm. 	<ul style="list-style-type: none"> Actively participates in group games and respects their rules. 	<ul style="list-style-type: none"> Knows and plays various games and accepts their rules. 	<ul style="list-style-type: none"> Knows numerous games for different occasions, and is able to explain them and take part in them. 	<ul style="list-style-type: none"> Participates in the organization of games and recreational activities for others. 	



Creativity

Creativity

Concept

Another aspect to the development of the personality is the development of the cognitive and intellectual processes.

Finding information, storing it, making inferences and drawing conclusions, evaluating ideas and solutions and discerning between them are functions inherent to human intelligence. These functions range from the simple thoughts of childhood to the most complex concepts of adolescence and adult life.

In this area of human development, the Scout Movement places great emphasis on acquiring and using the capacity to think and innovate.

It is important to distinguish between the possession of a vast store of knowledge and the ability to make use of that knowledge. We normally consider a young person who is gifted with a wide range of images and concepts to be intelligent, but we reserve the term creative for the one who uses this treasure trove in an original and relevant way, to invent solutions and new ideas.

Creativity is a concept which has received a great deal of attention recently and been defined in numerous ways. Moreover, it does not only refer to artistic creation, nor to a special hereditary trait.

It is an aptitude which lies within the individual and needs to be encouraged to flower. For it to bubble to the surface, it is necessary to develop a creative attitude, a willingness to experience life to the full and to be sensitive to what is going on around one, to other human beings and, above all, to what one discovers within oneself.

Creativity can be seriously suppressed by neglecting basic needs, such as physiological needs, security, love and esteem; a lack of knowledge; the persistent subjection to old-fashioned rules; the fear of mistakes and of failure; an inability to take risks; a harsh environment; the conformism to one's surroundings and systematic censure.

For these reasons, the Scout Movement fills its programmes with stimulating, novel and attractive experiences which inspire young people to seek the unusual, the new and the unique. A young person leaving the Movement has experienced an atmosphere which fosters friendliness, security and freedom and where one has been invited to set one's sights far ahead, but always under the watchful eye of the adult who provides encouragement, guidance and support.

1

Continually expands his knowledge by learning systematically and for himself.

This contains three sublines, each of which sets one objective in each age range.

1.1 Interest in learning and finding out for oneself

1.2 Handling information

1.3 Reading

2

Acts with mental agility in the most diverse situations, developing a capacity for thought, innovation and adventure.

This line has three sublines, each with an objective for each age range.

2.1 Development of the ability to think

2.2 Stimulation of the ability to innovate

2.3 Development of the capacity for adventure

3

Combines theoretical and practical knowledge through the constant application of his technical and manual skills.

Since the final objective involves just one type of behaviour, there are no sublines. The approach to the final objective is developed through two objectives for each age range.

4

Chooses his vocation taking into consideration his own aptitudes, possibilities and interests, and values those of others without prejudice.

Despite its wide scope, this final objective contains only one concept. Moreover, many factors outwith the Scout Movement influence its achievement. For these reasons, this line does not involve sublines, and has only two objectives for each age range. These are intended to work alongside other educational factors which influence the achievement of the final objective.

5

Expresses what he thinks and feels through different media, creating a pleasant atmosphere around him as he lives and works to facilitate communication and mutual enrichment among people.

Although it has two parts, this final objective actually requires just one type of behaviour, which we might call expressive ability, since the second part is dealt with in the final objectives of other areas. For this reason the line does not have sublines, and contains two intermediate objectives in mid-childhood and pre-puberty and three in the other age ranges.

6

Values science and technology as ways to understand and help man, society and the world.

The type of behaviour which the final objective calls for is considered to be a whole, so there are no sublines, each age range having two intermediate objectives.

Creativity

Educational Objectives

	Junior Sections		Intermediate Sections		Senior Sections	
	Intermediate Childhood		Pre-adolescence		Adolescence	
	Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth
	7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21
1.1	<ul style="list-style-type: none"> Expresses what he finds surprising or strange. 	<ul style="list-style-type: none"> Shows an interest in discovering and learning. 	<ul style="list-style-type: none"> Acquires knowledge for himself, in addition to that received in the school system. 	<ul style="list-style-type: none"> Extends fields of knowledge in which he learns for himself. 	<ul style="list-style-type: none"> Progressively focuses his learning on subjects linked to his career options. 	Continually expands his knowledge by learning systematically and for himself.
1.2	<ul style="list-style-type: none"> Participates in activities which arouse his interest in information. 	<ul style="list-style-type: none"> Participates in activities which develop the skills of investigation and discovery. 	<ul style="list-style-type: none"> Shows an interest in expanding his knowledge of things going on around him. 	<ul style="list-style-type: none"> Is capable of analysing the main implications of a piece of information. 	<ul style="list-style-type: none"> Keeps himself regularly informed through various media and is able to evaluate in a critical way what he sees, reads and hears. 	
1.3	<ul style="list-style-type: none"> Reads the written material recommended or given to him by his parents, teachers and leaders. 	<ul style="list-style-type: none"> Is able to explain in some detail what he has read about. 	<ul style="list-style-type: none"> Shows initiative in looking for and choosing reading material and is capable of relating it to daily life. 	<ul style="list-style-type: none"> Shows an interest in diversifying his reading. 	<ul style="list-style-type: none"> Finds his views on books and articles expressing different opinions, which he reads frequently. 	
2.1	<ul style="list-style-type: none"> Shows in various ways that he remembers the experiences he has. 	<ul style="list-style-type: none"> Makes appropriate connections between fantasy situations and aspects of reality. 	<ul style="list-style-type: none"> Is capable of expressing his own thoughts about situations which he experiences. 	<ul style="list-style-type: none"> Demonstrates an ability to analyse a situation from different standpoints. 	<ul style="list-style-type: none"> 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.
2.2	<ul style="list-style-type: none"> Tells little stories or talks about situations from life in the Pack. 	<ul style="list-style-type: none"> Explains the conclusions which he draws from stories, tales and characters in them. 	<ul style="list-style-type: none"> Participates in the preparation of subjects to be analysed in the Patrol. 	<ul style="list-style-type: none"> Proposes new ideas to be analysed in the Patrol. 	<ul style="list-style-type: none"> Continually proposes varied matters to be thought out and acted upon as a team. 	
2.3	<ul style="list-style-type: none"> Joins in observation games with enthusiasm. 	<ul style="list-style-type: none"> Continually takes part in different kinds of educational games. 	<ul style="list-style-type: none"> Participates in the planning of Patrol excursions. 	<ul style="list-style-type: none"> Organizes games, outings and other interesting activities for the Patrol to carry out. 	<ul style="list-style-type: none"> Creates games and group exercises for the benefit of the team and develops ways to motivate them. 	

Creativity

Educational Objectives

Junior Sections		Intermediate Sections		Senior Sections	
Intermediate Childhood		Pre-adolescence		Adolescence	
Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth
7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21
<p>3</p> <ul style="list-style-type: none"> • Joins in with handicraft workshops in the Pack. • Identifies the tools he uses and can describe their use. 	<ul style="list-style-type: none"> • Uses his manual skills continually. • Shows increasing precision in the objects he makes with his hands. 	<ul style="list-style-type: none"> • Improves his manual skills. • Knows and applies camping and pioneering techniques. 	<ul style="list-style-type: none"> • Plays an active role in the upkeep and renovation of the Patrol's meeting place and materials. • Participates in the design and installation of camp infrastructure. 	<ul style="list-style-type: none"> • Knows how to solve most technical problems at home. • Extends his skills to some more complex technical fields: sound, image, mechanics, computing, etc. 	<p>Combines theoretical and practical knowledge through the constant application of his technical and manual skills.</p>
<p>4</p> <ul style="list-style-type: none"> • Can give a general description of the main professions and jobs. • Participates in activities related to professions and jobs. 	<ul style="list-style-type: none"> • Demonstrates his skills through various media. • Participates in drama, mime and other means of expression related to professions and jobs. 	<ul style="list-style-type: none"> • Fully develops a specialized skill from the Section's proficiency scheme. • Applies the specialized skill he has acquired to daily situations. 	<ul style="list-style-type: none"> • Constantly and actively develops his specialized skills. • Applies the acquired specialized skill to concrete action for the benefit of the community. 	<ul style="list-style-type: none"> • Develops some of the specialized skills from the Section's proficiency scheme. • Defines his career options, after examining them in depth. 	<p>Chooses his vocation taking into consideration his own aptitudes, possibilities and interests, and values those of others without prejudice.</p>

Junior Sections		Intermediate Sections		Senior Sections	
Intermediate Childhood		Pre-adolescence		Adolescence	
Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth
7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21
<p>5</p> <ul style="list-style-type: none"> Regularly expresses himself through drawing and painting. Participates in songs, dances and artistic events. 	<ul style="list-style-type: none"> Shows an interest in expressing himself during different activities. Is able to express himself reasonably well through language. Recognizes and appreciates others' ability to express themselves. 	<ul style="list-style-type: none"> Participates without inhibition in the Troop's artistic activities. Expresses in different ways what he lives, thinks and feels, in the Patrol Book. 	<ul style="list-style-type: none"> Expresses his artistic interests and abilities through various media. Sings regularly and knows numerous songs. Prepares costumes and props for campfire items. 	<ul style="list-style-type: none"> Shares his worries, aspirations and artistic expressions. Is discerning in his artistic and cultural tastes. Expresses himself in his own way, and has a critical awareness of social idols and trends. 	<p>Expresses what he thinks and feels through different media, creating a pleasant atmosphere around him as he lives and works to facilitate communication and mutual enrichment among people.</p>
<p>6</p> <ul style="list-style-type: none"> Shows an interest in knowing about objects and handling them. Describes the use or application of the objects he knows. 	<ul style="list-style-type: none"> Shows an interest in finding out the causes of the phenomena he sees. Describes solutions to small problems. 	<ul style="list-style-type: none"> Recognizes some of the different elements of a problem. Knows various communication techniques and handles some of them efficiently. 	<ul style="list-style-type: none"> Knows the technical processes of regularly used services: drinking water, drainage, electricity, radio, television, aviation, satellites, etc. Participates in a project which presents a novel technical solution to a common problem. 	<ul style="list-style-type: none"> Relates his values to the methods used by science. Actively participates in a project which uses innovative technology. 	<p>Values science and technology as ways to understand and help man, society and the world.</p>



Character

Character

Concept

We understand character to be the will to govern one's strengths and impulses according to ethical principles. This tendency to act according to one's principles gives consistency to an individual's behaviour. It is what makes a person's behaviour characteristic of them.

Thus, character contrasts with the world of instincts, of appetites and traits which depend essentially on physical makeup or related factors. Although these factors contribute to the raw material of character formation, they cannot define choices or values.

For the character to develop, it is essential that one's life be guided towards objectives which correspond to freely accepted values, and also that the will be educated in such a way that the individual remains true to these values. Remaining true to the values one has freely accepted helps make life purposeful and behaviour consistent. It provides a certainty and ethical consistency which helps the mature person to accomplish what he or she believes to be right.

The Scout Method contributes to character formation in various ways. One of these is by giving young people plenty of opportunities to reflect upon life, interact with others, and learn more about themselves.

Individuals who know themselves well have a highly developed sense of humour, probably because of their ability to look at themselves objectively. Anybody who has a clear idea of their own qualities and values is capable of perceiving their own inconsistencies and absurdities. The humour we are referring to here is neither hostile nor misplaced, but is spontaneous, respectful of others and rises above ridicule. It resembles the joy contained in the Scout Law, which encourages the individual to overcome difficulties and express his or her taste for life at all times. A happy character is an identifiable and distinguishing trait which attracts other individuals.

The values which form one's character depend largely on the culture and the particular surroundings in which a person develops. For a Scout, this cultural backdrop is contained in the Scout Law, a code of behaviour which young people take in naturally in the course of their activities and make a part of their daily lives.

1

Recognizes his possibilities and limitations, has a critical awareness of himself, accepts the way he is and preserves a good image of himself.

This line contains three sublines, each of which sets one objective in each age range.

1.1

Knowledge of personal possibilities and limitations

1.2

Self-acceptance and critical awareness of oneself

1.3

Preservation of a good self-image

2

Takes primary responsibility for his own development and makes an effort to excel at all times.

It has been considered that the only type of behaviour required by this final objective is undertaking the search for excellence. Therefore, this line has no sublines, and has two intermediate objectives in mid and late childhood and three in each of the other age ranges.

3

Finds his life's plan on the values contained in the Scout Law and Promise.

This line does not contain sublines. There are two intermediate objectives for each age range, except for adolescence, which has three.

4

Acts consistently with the values which inspire him.

Although this final objective contains one type of behaviour, three sublines have been developed for it. Each subline sets one objective in each age range.

4.1

Consistent attitude

4.2

Personal beliefs

4.3

Encouraging other people to be consistent

5

Approaches life cheerfully and with a sense of humour.

In spite of the fact that this final objective involves two aspects of behaviour, there are three sublines developed in the line. These contain one objective for each age range.

5.1

Cheerful attitude

5.2

Projection of cheerfulness to other people

5.3

Sense of humour

6

Recognizes the group he belongs to as a source of support for his personal growth and the fulfilment of his life's plan.

Since what the final objective requires is a single attitude, this line does not have any sublines. There is one intermediate objective for mid-childhood, three for adolescence and two for the other age ranges.

Character

Educational Objectives

Junior Sections		Intermediate Sections		Senior Sections		
Intermediate Childhood		Pre-adolescence		Adolescence		
Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth	
7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21	
1.1	<ul style="list-style-type: none"> Appreciates what he is capable of doing. 	<ul style="list-style-type: none"> Identifies his main abilities and limitations. 	<ul style="list-style-type: none"> Participates with interest in activities of personal discovery. 	<ul style="list-style-type: none"> His behaviour shows that he thinks about himself. 	<ul style="list-style-type: none"> Is capable of projecting his present abilities and limitations onto adult life. 	Recognizes his possibilities and limitations, has a critical awareness of himself, accepts the way he is and preserves a good image of himself.
1.2	<ul style="list-style-type: none"> Recognizes and accepts his mistakes. 	<ul style="list-style-type: none"> Accepts the defects and limitations he discovers in himself. 	<ul style="list-style-type: none"> Is capable of accepting and evaluating criticisms made about his behaviour. 	<ul style="list-style-type: none"> Is capable of looking at himself in a critical way. 	<ul style="list-style-type: none"> Accepts the way he is despite being able to look at himself in a critical way. 	
1.3	<ul style="list-style-type: none"> Participates in activities which help him to discover his achievements. 	<ul style="list-style-type: none"> Understands the importance of his own achievements. 	<ul style="list-style-type: none"> Recognizes his capacity to reach beyond his own limits. 	<ul style="list-style-type: none"> Reaffirms his conviction that he is capable of achieving concrete results. 	<ul style="list-style-type: none"> Has confidence in his ability to achieve his aims. 	
2	<ul style="list-style-type: none"> Accepts suggestions made by his parents, teachers and leaders on how to correct his mistakes. Understands the importance of the tasks he undertakes to improve his achievements. 	<ul style="list-style-type: none"> Sets himself small challenges to overcome his defects. Generally fulfils the tasks he undertakes. 	<ul style="list-style-type: none"> Understands the importance of being concerned with his own development. Shows that he is able to take decisions which will achieve better results. Assumes some responsibilities in the Patrol and in his home on his own initiative. 	<ul style="list-style-type: none"> Makes a continual effort to correct errors and overcome defects. Shows that he persistently tries to develop his abilities. Discharges the responsibilities which he assumes. 	<ul style="list-style-type: none"> Sets goals for his personal growth. Takes action and participates in projects aimed at reaching his goals. Evaluates his results. 	Takes primary responsibility for his own development and makes an effort to excel at all times.

Character

Educational Objectives

Junior Sections		Intermediate Sections		Senior Sections	
Intermediate Childhood		Pre-adolescence		Adolescence	
Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth
7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21
<ul style="list-style-type: none"> Knows and understands the Law and the principles contained in his Section's Promise. Commits himself to the Law and the principles of his Section. 	<ul style="list-style-type: none"> Shows that he accepts the importance of the Law, the principles and the Promise in his own life. Applies the Law and the principles in Pack activities and in his personal life. 	<ul style="list-style-type: none"> Knows and understands the Law and the principles contained in his Section's Promise. Commits himself to the Law and the principles of his Section. 	<ul style="list-style-type: none"> Shows that he accepts the importance of the Law, the principles and the Promise in his own life. Applies the Law and the principles in Troop activities and in his personal life. 	<ul style="list-style-type: none"> Recognizes the importance of the Law and the principles at this stage of his development. Renews his commitment to the Scout Movement. Adopts personal values for his life. 	<p>Finds his life's plan on the values contained in the Scout Law and Promise.</p>
<ul style="list-style-type: none"> Understands the scope and meaning of truth. 	<ul style="list-style-type: none"> Shows an effort to tell the truth at all times. 	<ul style="list-style-type: none"> Understands the scope and meaning of loyalty. 	<ul style="list-style-type: none"> Adopts consistency as a value to direct his life. 	<ul style="list-style-type: none"> Is true to his word. 	
<ul style="list-style-type: none"> Gradually discovers that his Scout values are reflected in his attitudes towards companions and friends. 	<ul style="list-style-type: none"> Comes to understand that his Scout values are reflected in his attitudes towards his family. 	<ul style="list-style-type: none"> Demonstrates loyalty in all of his actions. 	<ul style="list-style-type: none"> Shows constant effort to be consistent. 	<ul style="list-style-type: none"> Bears witness to the values which inspire him in everything he does. 	<p>Acts consistently with the values which inspire him.</p>
<ul style="list-style-type: none"> Participates in games, stories and representations which emphasize the importance of truth. 	<ul style="list-style-type: none"> Contributes to creating an atmosphere in the Pack in which everybody always tells the truth. 	<ul style="list-style-type: none"> Participates in activities which emphasize the value of loyalty. 	<ul style="list-style-type: none"> Encourages the Patrol to be a community which reflects the personal values of its members. 	<ul style="list-style-type: none"> Encourages the Patrol to uphold its honour as a group by being consistent. 	

3

4.1

4.2

4.3

Junior Sections		Intermediate Sections		Senior Sections		
Intermediate Childhood		Pre-adolescence		Adolescence		
Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth	
7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21	
5.1	<ul style="list-style-type: none"> Often expresses cheerfulness. 	<ul style="list-style-type: none"> Accepts difficulties cheerfully. 	<ul style="list-style-type: none"> Cheerfully faces up to and solves difficulties. 	<ul style="list-style-type: none"> Always has a cheerful attitude to life. 	<ul style="list-style-type: none"> Is able to laugh at his own absurdities. 	Approaches life cheerfully and with a sense of humour.
5.2	<ul style="list-style-type: none"> Cheerfully participates in Pack activities. 	<ul style="list-style-type: none"> Cheerfully shares his achievements and those of his companions. 	<ul style="list-style-type: none"> Contributes to a cheerful atmosphere in the Troop. 	<ul style="list-style-type: none"> Projects his cheerfulness in the Troop, at school and in his family. 	<ul style="list-style-type: none"> Is known for his cheerful attitude and optimism in all spheres of life. 	
5.3	<ul style="list-style-type: none"> Expresses his humour without laughing at his companions. 	<ul style="list-style-type: none"> Encourages the Pack to express humour without aggressiveness. 	<ul style="list-style-type: none"> Expresses his humour without showing disrespect to anyone. 	<ul style="list-style-type: none"> Encourages the Troop to express its humour naturally and spontaneously. 	<ul style="list-style-type: none"> Has a sense of humour free from hostility or vulgarity. 	
6	<ul style="list-style-type: none"> Listens to his Pack companions, leaders and family members. 	<ul style="list-style-type: none"> Has a good relationship with his Pack companions. Perseveres with friendships. 	<ul style="list-style-type: none"> Values the contributions of Patrol companions to his personal development. Respects the agreements and recommendations of the Patrol. 	<ul style="list-style-type: none"> Supports his Patrol companions in their efforts to make personal progress. Actively participates in the Patrol Council. 	<ul style="list-style-type: none"> Recognizes that the team is a living community and accepts the criticisms it makes. Contributes his personal experience to team meetings. Commits himself to the projects of the Unit and Group. 	Recognizes the group he belongs to as a source of support for his personal growth and for the fulfilment of his life's plan.



**Affective
development**

Affective development

Concept

Just like the biological, cognitive and moral dimensions, affective experiences form an integral part of our lives and help to define our personalities.

Emotions, feelings, passions and motivations affect everything we do. We may be able to describe them only vaguely, but they are important for each one of us and have a lasting effect on our inner selves.

Our affective experiences are generated by specific stimuli in everyday life. We feel them inside ourselves, they provoke reactions in our bodies, they affect our behaviour and are expressed through ideas, opinions and thoughts, and finally influence our personalities.

Every learning process should encourage us to make our feelings a harmonious part of our behaviour, so that we can develop fully and freely.

The Scout learning process aims at achieving and maintaining a state of emotional freedom in which the individual can express his feelings naturally and without inhibition, without being afraid to show his true self nor feeling the need to pretend more

than he feels. It encourages young people to express both their positive and negative feelings appropriately to the circumstances and without aggressiveness. This assertive behaviour reduces anxiety levels and enables young people to make commitments without being afraid, to refuse unreasonable requests without feeling guilty and to defend their own rights without infringing those of others.

We also expect young people who have experienced the Movement to demonstrate their emotional maturity and equilibrium through identifying with other people and showing kindness, understanding and compassion towards them.

Such an attitude not only requires a profound knowledge of oneself but also implies the acceptance of love as a valuable gift to be freely given and received, considering the welfare and happiness of the other person as synonymous with one's own.

This acceptance of love also provides the foundation for knowledge, acceptance of and respect for one's own sexuality and that of others, and appreciation of the family as a community built on love.

Affective development

1

Reaches and maintains an inner state of freedom, equilibrium and emotional maturity.

Even though this final objective involves three concepts, they form part of a single type of behaviour, so there are no sublines. Mid and late childhood have two intermediate objectives, pre-puberty and puberty have three and adolescence has four.

2

Behaves assertively and is affectionate towards other people, without being inhibited or aggressive.

There are two sublines here. For each age range there are two intermediate objectives in the first subline and one in the second.

2.1 Assertiveness

2.2 Friendliness

3

Builds his personal happiness on love, serving others without seeking recompense and valuing them for what they are.

Since the behaviour in the final objective refers simply to love, there are no sublines. There are two intermediate objectives for the first three age ranges and three for the last two.

4

Knows, respects and accepts his sexuality and that of others as an expression of love.

This line contains two sublines. The first has two intermediate objectives for mid-childhood, pre-puberty and puberty, and just one for late childhood and adolescence. The second subline sets one intermediate objective for each age range, with the exception of adolescence, in which it sets three.

4.1 Knowledge, acceptance and respect for one's own sexuality

4.2 Knowledge, acceptance and respect for other people's sexuality

5

Recognizes marriage and the family as the basis of society, making his own a community of conjugal, filial and fraternal love.

This line does not contain sublines, centering development on appreciation of the family. There are two intermediate objectives for each of the first three age ranges, three for puberty and four for adolescence.

Affective development

Educational Objectives

Junior Sections		Intermediate Sections		Senior Sections	
Intermediate Childhood		Pre-adolescence		Adolescence	
Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth
7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21
<ul style="list-style-type: none"> Expresses emotions and feelings naturally. 	<ul style="list-style-type: none"> Identifies and describes his emotions and feelings. 	<ul style="list-style-type: none"> Recognizes and expresses his fears and anxieties. 	<ul style="list-style-type: none"> Makes an effort to control his reactions and stabilize his behaviour. 	<ul style="list-style-type: none"> Progressively manages to handle his emotions and feelings, achieving a more stable state of mind. 	Reaches and maintains an inner state of freedom, equilibrium and emotional maturity.
<ul style="list-style-type: none"> Calmly accepts being separated from his parents for short periods on the occasion of camps and other activities. 	<ul style="list-style-type: none"> Accepts criticism made of him in the Pack in good spirit. 	<ul style="list-style-type: none"> Identifies the causes of his reactions and impulses. Values his Patrol as a community of emotional support. 	<ul style="list-style-type: none"> Recognizes in himself tendencies such as loneliness, shyness, rebelliousness and insecurity and progressively learns to handle them. Considers the Patrol a special place to share emotions and feelings. 	<ul style="list-style-type: none"> Is concerned about finding his true identity. Is able to cope with frustration caused by his failings without becoming depressed. Shares his feelings with the team. 	



Affective development

Educational Objectives

Junior Sections		Intermediate Sections		Senior Sections	
Intermediate Childhood		Pre-adolescence		Adolescence	
Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth
7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21
<p>2.1</p> <ul style="list-style-type: none"> • Accepts his companions' different opinions. • Adapts easily to affective relationships in the Pack. 	<ul style="list-style-type: none"> • Learns to think before acting. • Says what he thinks without hurting his companions or making fun of them. 	<ul style="list-style-type: none"> • Listens to other peoples' opinions and expresses his differences appropriately. • Is able to refrain from doing what he considers wrong. 	<ul style="list-style-type: none"> • Expresses his opinion showing respect for other people. • Holds firm to his opinions when he considers them correct. 	<ul style="list-style-type: none"> • Knows how to express his opinions freely in different circumstances, without dismissing those of others. • Is naturally affectionate with people. 	Behaves assertively and is affectionate towards other people, without being inhibited or aggressive.
<p>2.2</p> <ul style="list-style-type: none"> • Shows an ability to make friends. 	<ul style="list-style-type: none"> • Deepens his friendships and continues to be friendly towards those who are not or are no longer his friends. 	<ul style="list-style-type: none"> • Shows through his actions that he is loyal to his friends, without being hostile to those who are not. 	<ul style="list-style-type: none"> • Discovers the value of friendship and of his friends and avoids being oversensitive in his relationships. 	<ul style="list-style-type: none"> • Has close friendships. 	
<p>3</p> <ul style="list-style-type: none"> • Is normally prepared to share with everybody. • Helps the newest members to become integrated into the Pack. 	<ul style="list-style-type: none"> • Demonstrates that he is prepared and willing to help others. • Takes an interest in his companions, without social or economic prejudices. 	<ul style="list-style-type: none"> • Demonstrates that he is able to give and receive love. • Shows an interest in other people and is generous towards them. 	<ul style="list-style-type: none"> • Understands the meaning of love and shows interest in making it part of his life. • Is available for his Patrol companions in all circumstances. • Appreciates the different people he has contact with. 	<ul style="list-style-type: none"> • Identifies love for others as a source of personal fulfilment and happiness. • Demonstrates that he is able to give without seeking anything in return. • Shares and defends other peoples' right to be valued for what they are and not for what they have. 	Builds his personal happiness on love, serving others without seeking recompense and valuing them for what they are.

Junior Sections		Intermediate Sections		Senior Sections	
Intermediate Childhood		Pre-adolescence		Adolescence	
Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth
7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21
<p>4.1</p> <ul style="list-style-type: none"> Shows that he has accepted the physical differences between men and women as something natural. Is interested in appropriate and truthful sexual information provided by his parents. 	<ul style="list-style-type: none"> Knows about the process of procreation and birth and the role of men and women in them. 	<ul style="list-style-type: none"> Is natural about correct sexual information appropriate to his age. Relates human sexuality to love. 	<ul style="list-style-type: none"> Is able to give correct and appropriate sexual information to his companions in a natural way. Understands and accepts sexuality as something special related to the ability to love and be loved. 	<ul style="list-style-type: none"> Has opinions and attitudes consistent with his values regarding issues related to sexuality, such as abortion, homosexuality, pre-marital sexual intercourse, etc. 	Knows, accepts and respects his sexuality and that of others as an expression of love.
<p>4.2</p> <ul style="list-style-type: none"> Continually joins in games and activities with friends and companions of both sexes. 	<ul style="list-style-type: none"> Demonstrates an equitable and egalitarian attitude in his relationships with both sexes. 	<ul style="list-style-type: none"> Undertakes small tasks in his home under the same conditions as his brothers and/or sisters. 	<ul style="list-style-type: none"> Avoids discriminating, stereotyping or prejudging either sex. 	<ul style="list-style-type: none"> His affective relationships with the other sex are a testimony to love and responsibility. Has an attitude of respect and egalitarianism towards both sexes. Participates in activities aimed at obtaining equal rights and opportunities for men and women. 	

Affective development

Educational Objectives

Junior Sections		Intermediate Sections		Senior Sections	
Intermediate Childhood		Pre-adolescence		Adolescence	
Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth
7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21
<ul style="list-style-type: none"> Expresses affection for his parents and other elders within the family group. Has a friendly and active relationship with his brothers and sisters. 	<ul style="list-style-type: none"> Shows that he tells his parents about experiences in the Pack. Shares with friends' families and occasionally involves friends in his own family life. 	<ul style="list-style-type: none"> Manages to interest his parents in the Troop's programmes and encourages them to participate in the adult activities organized by the Group. Shows an interest in and helps with the recreational activities organized in his family. 	<ul style="list-style-type: none"> Returns his family's affection and accepts the limits that the family places on the exercise of his freedom. Demonstrates his ability to think out rules of family coexistence with his parents. Has a helpful attitude towards his brothers and/or sisters. 	<ul style="list-style-type: none"> Has an understanding and affectionate relationship with his parents, and communicates with them at all times. Obtains his parents' trust and consideration of his differences of opinion, so that they are willing to extend his personal freedom, the limits of which he respects. Has an ongoing mutually enriching dialogue with his brothers and/or sisters. Considers his relationship with a partner as part of his life plan, and considers preparing for a future life together. 	<p>Recognizes marriage and the family as the basis of society, making his own a community of conjugal, filial and fraternal love.</p>





**Social
development**

Social development

Concept

The purpose of any educational process is freedom, and authority is justified only insofar as it procures the freedom of those who are being educated, led or governed.

As a rational being able to distinguish between right and wrong, the human individual needs the freedom to choose the values on which to base his or her own life and actions.

Thus the Scout system not only chooses freedom as a goal in itself, but also uses it as a method leading gradually to total freedom, for the individual and society. It is a school for freedom based on the principles of freedom.

But the Founder also described the Movement as a school of democracy and citizenship, or the conscience of the wider community, emphasizing that a person truly fulfils his or her human vocation by communicating and conversing with others.

Human freedom is to be used to reach out to others and to take a responsible stance in society. In this way freedom becomes a response, a

commitment to the community, aid to those who suffer, help to the stricken environment, enthusiastic discovery and concerned dialogue with other cultures.

This was exactly what Baden-Powell intended when he proposed that Scouts should *be prepared*, or that Rovers should *make their lives a continuous service* and even when he recommended that Cubs should *not give in to themselves*.

The entire Scout Method is one big system for listening to others, to all others without distinction of any kind. It is also a call to reach out and help those who need it, especially those who are weakest.

For a young person formed in the Movement, developing the social dimension of his or her personality is an essential part of the journey towards true fulfilment.

Thus the Movement places a strong emphasis on learning the principles of concern for others and actively seeking opportunities to act upon those principles.

1

Lives his freedom with concern for others, exercising his rights, fulfilling his obligations and defending others' right to do the same.

There are three sublines. These all set one intermediate objective for each age range, except for puberty in the third subline, where there are two.

- 1.1** An attitude of concern for others
- 1.2** Willingness to serve others and fulfilment of obligations
- 1.3** Respect for the rights of the individual

2

Recognizes and respects legitimately established forms of authority and uses it in the service of others.

There are two sublines aimed towards developing the type of behaviour in the final objective. The first has two intermediate objectives for all the age ranges except adolescence, in which there are three. The second subline has one objective for each age range from pre-puberty onwards.

- 2.1** Recognition and respect for legitimately established authority
- 2.2** Exercise of one's own authority in the service of others



Complies with the rules which society has created for itself, evaluating them responsibly and considering the possibility of changing them if necessary.

There are two sublines leading to the final objective. The first has one objective for each age range. The second does not set objectives for mid-childhood, but has two in adolescence and one in all the other age ranges.

3.1 Acceptance of rules and compliance with them

3.2 Critical evaluation and ability to try to change rules



Serves actively in his local community, contributing to the creation of a fair, participative and cooperative society.

Bearing in mind the emphasis that the Scout Movement places on serving others, this line has five sublines. The first three set one objective for each age range. The fourth has one for each age range from pre-puberty onwards. The fifth subline sets an intermediate objective for puberty and adolescence only.

4.1 Knowledge of one's community services and social organizations

4.2 Personal willingness to serve others

4.3 Participation in collective action to serve and aid development

4.4 Attitude to social differences

4.5 Knowledge and critical appreciation of ideologies and political tendencies

5

Adopts the values of his country, people and culture.

Although a single attitude is required by the final objective, there are three sublines, each with one intermediate objective for each age range.

- 5.1 Knowledge of one's country and culture
- 5.2 Attitude to one's country's values and culture
- 5.3 Integration into one's country, people and culture

6

Strives for peace and understanding by promoting international cooperation, world wide friendship and the discovery of other peoples.

Given the wide scope of the final objective, the line includes three sublines. The first of these has two intermediate objectives for each age range. The second sets one for each age range. The third sets one objective for each age range from late childhood onwards.

- 6.1 The world Scout community
- 6.2 Knowledge and appreciation of the peoples of the American continent
- 6.3 Appreciation of cultural diversity and striving for peace



Contributes towards preserving life by conserving the integrity of the natural world.

Although the final objective asks for just one type of behaviour, given the importance of this issue in the Scout Movement, the line has three sublines. All these set one intermediate objective for each age range.

- 7.1** Knowledge of the natural world and of ecological problems
- 7.2** Attitude to conservation of the integrity of the natural world
- 7.3** Participation in conservation projects

Social development

Educational Objectives

	Junior Sections		Intermediate Sections		Senior Sections	
	Intermediate Childhood		Pre-adolescence		Adolescence	
	Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth
	7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21
1.1	<ul style="list-style-type: none"> Shares what he has with his companions. 	<ul style="list-style-type: none"> Shows respect for other peoples' opinions. 	<ul style="list-style-type: none"> Encourages respect for his weaker or less pleasant companions. 	<ul style="list-style-type: none"> Is open to different opinions, social classes and ways of life. 	<ul style="list-style-type: none"> Demonstrates that he considers people who are different to him to be equal in dignity. 	<p>Lives his freedom with concern for others, exercising his rights, fulfilling his obligations and defending others' right to do the same.</p>
1.2	<ul style="list-style-type: none"> Carries out the duties assigned to him within the Pack. 	<ul style="list-style-type: none"> Constantly helps with duties in the Pack. 	<ul style="list-style-type: none"> Fulfils responsibilities which he has freely accepted. 	<ul style="list-style-type: none"> Helps the Patrol to fulfil its responsibilities. 	<ul style="list-style-type: none"> Is always willing to do heavy or unpleasant tasks. 	
1.3	<ul style="list-style-type: none"> Participates in games and activities related to the Rights of the Child. 	<ul style="list-style-type: none"> Shows that he knows the Rights of the Child and relates them to current situations. 	<ul style="list-style-type: none"> Is able to comment on human rights with the Patrol. 	<ul style="list-style-type: none"> Demonstrates his deep concern about human rights violations and acts accordingly. Participates in activities related to the rights of the individual. 	<ul style="list-style-type: none"> Takes an active stance when he sees people being mistreated in his daily life. 	

Social development

Educational Objectives

	Junior Sections		Intermediate Sections		Senior Sections	
	Intermediate Childhood		Pre-adolescence		Adolescence	
	Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth
	7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21
2.1	<ul style="list-style-type: none"> Recognizes and understands authority in his home, at school and in the Pack. Cooperates with the companions who exercise authority over him. 	<ul style="list-style-type: none"> Respects the authority of his parents and teachers. Chooses and accepts the companions who exercise responsibilities of authority in the groups he belongs to. 	<ul style="list-style-type: none"> Understands that authority among his peers implies certain responsibilities and knows what these are. Chooses his Patrol leaders and cooperates with them. 	<ul style="list-style-type: none"> Identifies the different levels of authority in his country. Expresses himself to people in authority in an appropriate way. 	<ul style="list-style-type: none"> Shows that he values democracy as a participative system for generating authority. Respects legitimately elected authority, whether or not he shares its ideas. Accepts his parents' decisions and expresses his differing points of view respectfully. 	<p>Recognizes and respects legitimately established forms of authority and uses it in the service of others.</p>
2.2			<ul style="list-style-type: none"> Shows an ability to take decisions jointly and act upon them with the team. 	<ul style="list-style-type: none"> Exercises his authority encouraging everybody to participate. 	<ul style="list-style-type: none"> Exercises his authority without authoritarianism or abuse. 	
3.1	<ul style="list-style-type: none"> Accepts the rules established in his home, at school and in the Pack. 	<ul style="list-style-type: none"> Understands and respects the rules established in his home and at school. 	<ul style="list-style-type: none"> Identifies and respects the basic rules of social conduct. 	<ul style="list-style-type: none"> Respects the rules of coexistence in the different places in which he lives and works. 	<ul style="list-style-type: none"> Understands the importance of rules for the development of his freedom in relation to the freedom of others. 	<p>Complies with the rules which society has created for itself, evaluating them responsibly and considering the possibility of changing them if necessary.</p>
3.2		<ul style="list-style-type: none"> Demonstrates a developing capacity to criticize the rules that govern him. 	<ul style="list-style-type: none"> Helps to establish rules in the groups he belongs to. 	<ul style="list-style-type: none"> Analyses and has an opinion on rules which regulate his life. 	<ul style="list-style-type: none"> Accepts rules without renouncing his right to strive to change them. Shows an effort to direct his tendencies towards rebellion and opposition to a creative purpose. 	

	Junior Sections		Intermediate Sections		Senior Sections	
	Intermediate Childhood		Pre-adolescence		Adolescence	
	Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth
	7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21
4.1	<ul style="list-style-type: none"> Knows where his neighbourhood services are. 	<ul style="list-style-type: none"> Identifies his main local community services. 	<ul style="list-style-type: none"> Knows the function of the main services in his community. 	<ul style="list-style-type: none"> Keeps a list of useful addresses. 	<ul style="list-style-type: none"> Knows the main social organizations in which he can help in the local community. 	<p>Serves actively in his local community, contributing to the creation of a fair, participative and cooperative society.</p>
4.2	<ul style="list-style-type: none"> Willingly carries out small household tasks. 	<ul style="list-style-type: none"> Regularly assists with tasks in the home and at school. 	<ul style="list-style-type: none"> Makes an effort to render a small service to others every day. 	<ul style="list-style-type: none"> Renders a small individual service every day. 	<ul style="list-style-type: none"> Participates in service activities organized by his school or place of work. 	
4.3	<ul style="list-style-type: none"> Contributes to aid campaigns, helping as requested. 	<ul style="list-style-type: none"> Actively participates in aid campaigns for those who most need it. 	<ul style="list-style-type: none"> Participates in social projects organized by the Patrol. 	<ul style="list-style-type: none"> Makes suggestions and assists in the organization of social projects undertaken by the Patrol or Troop. 	<ul style="list-style-type: none"> Actively participates in aid and development campaigns in the community organized by the Group or Association. 	
4.4			<ul style="list-style-type: none"> Recognizes social differences existing in the community. 	<ul style="list-style-type: none"> Shows an interest in overcoming social differences. 	<ul style="list-style-type: none"> Demonstrates his commitment to overcoming social differences in various ways. 	
4.5				<ul style="list-style-type: none"> Knows the different ideologies and political tendencies in his country. 	<ul style="list-style-type: none"> Critically evaluates the ideologies and political tendencies in his country. 	

Social development

Educational Objectives

Junior Sections		Intermediate Sections		Senior Sections	
Intermediate Childhood		Pre-adolescence		Adolescence	
Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth
7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21
5.1 • Identifies the symbols of his country.	• Identifies some symbols and expressions of his regional or national culture.	• Knows the main products of his culture.	• Knows the main geographic features of his country which influence its culture.	• Knows the artistic heritage of his culture: stories, legends, dances, songs, myths, crafts, etc.	Adopts the values of his country, people and culture.
5.2 • Respects the symbols of his country.	• Appreciates the different symbols of his culture and the way they are expressed.	• Accepts the values of his culture and incorporates them gradually into his life.	• Shows an appreciation of his cultural heritage and identifies with it.	• Is capable of critically appreciating elements, changes and goals of his culture.	
5.3 • Participates in his country's celebrations and commemorations, etc., as appropriate.	• Participates in sketches and other activities in the Pack which emphasize his cultural heritage.	• Participates in Patrol activities which express the values of his culture.	• Promotes activities aimed at adopting the values of his culture in the Patrol and Troop.	• Expresses his feeling for the values of his culture through one or some of his artistic skills.	
6.1 • Knows what the different Units in the Group are. • Participates in activities with other Units in the Group.	• Identifies the different Groups in the District. • Participates in exchange activities with Packs from other Groups.	• Knows the main symbols of the world Scout community. • Participates in his Association's district, regional or national activities.	• Has a general knowledge of the Movement in his country. • Is in contact with Scouts from other countries, individually or through the Troop or Group.	• Has a general knowledge of the Movement on the American continent. • Participates or has participated in national or international events with Scouts from other countries.	Strives for peace and understanding by promoting international cooperation, world wide friendship and the discovery of other peoples.
6.2 • Identifies the countries of the American continent.	• Identifies the symbols of the countries of the American continent.	• Identifies the main cultures native to the American continent.	• Has a detailed knowledge of at least one culture native to the American continent.	• Participates in activities or projects aimed at Interamerican understanding.	
6.3	• Participates in activities for peace education.	• Participates in activities and workshops for peace and international understanding.	• Takes an interest in finding out about ways of life in other countries.	• Shows that he values cultural diversity.	

Junior Sections		Intermediate Sections		Senior Sections	
Intermediate Childhood		Pre-adolescence		Adolescence	
Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth
7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21
7.1	<ul style="list-style-type: none"> Identifies the main examples of fauna and flora in his region. 	<ul style="list-style-type: none"> Knows the main species threatened with extinction in his country. 	<ul style="list-style-type: none"> Knows the different ecosystems of his country. 	<ul style="list-style-type: none"> Knows the main problems which affect air, water and the ground. 	<ul style="list-style-type: none"> Bases his opinions on the most urgent problems which affect the environment in his local community.
7.2	<ul style="list-style-type: none"> Cares for and protects the natural environment around his home. 	<ul style="list-style-type: none"> Protects the natural environment in the places where he lives and plays. 	<ul style="list-style-type: none"> Improves the environment during outdoor activities. 	<ul style="list-style-type: none"> Camps in the best possible conditions for the protection and improvement of the natural environment. 	<ul style="list-style-type: none"> Applies some techniques which preserve or improve the environment in camp or in projects specifically for the purpose.
7.3	<ul style="list-style-type: none"> Develops a small personal project to grow plants or flowers. 	<ul style="list-style-type: none"> Keeps a small garden. 	<ul style="list-style-type: none"> Assists the Patrol in the upkeep of a vegetable garden or similar project. 	<ul style="list-style-type: none"> Participates in conservation projects with the Patrol. 	<ul style="list-style-type: none"> Develops conservation projects in which non-Scouts participate.
					<p>Contributes towards preserving life by conserving the integrity of the natural world.</p>



**Spiritual
development**

Spiritual development

Concept

From the moment a human being becomes aware of his or her own existence one searches for answers about the origins, nature and purpose of life: Where do I come from? Who am I? Where am I going?

In different cultures or periods one may ask different questions: the man who tries to live his life according to his conscience questions himself differently from the man who does not hear that inner voice; the woman who suffers pain asks different questions from the woman who is healthy; the believer poses the question differently from the sceptic; the student differently from the worker. But essentially it is the same enigma which demands to be solved.

Though the question does not fade away with maturity nor vanish with age, it is particularly insistent between the ages of twelve and twenty, when young people see both themselves and the world in a totally new light.

It is a great and deep experience, not merely a philosophical question for quiet moments of thought. Everything we do becomes an urgent call, both sweet and powerful, for existence itself to reveal its meaning to us.

Just as we cannot separate a person into emotional, mental, physical or social components, neither can we extinguish from human life the calling of the transcendental, the fascination with the mystery of life, the search for God.

By the spiritual we mean the relationship between man and God, God and the world and the way in which God reveals Himself in daily life. Spiritual

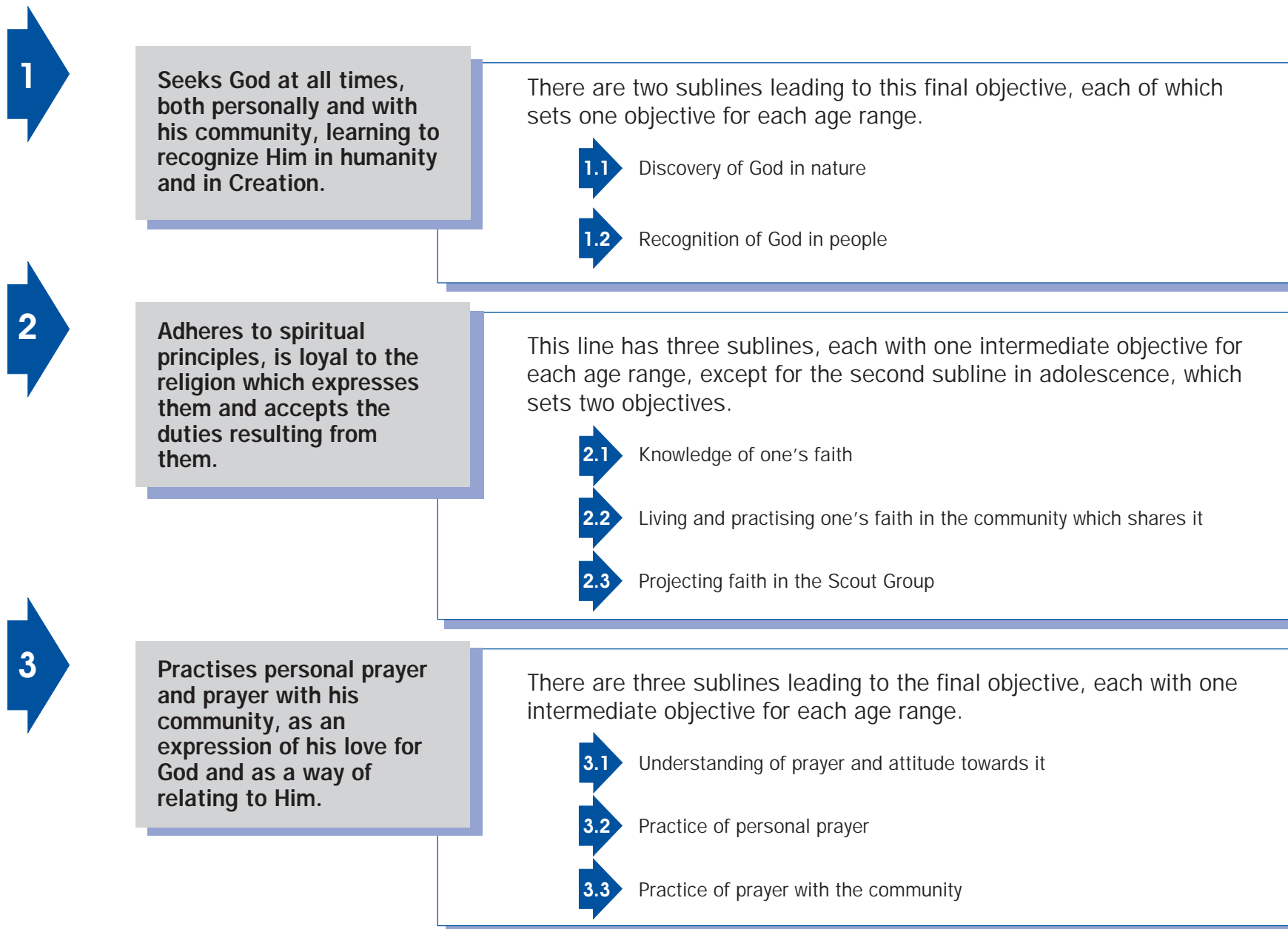
development is, therefore, the undertaking to establish personal, intimate and reciprocal links with God, making a commitment and incorporating it into our lives, into our hearts and into our behaviour. Thus, in the Scout adventure faith is integrated naturally. It is in everything young people propose and do, and not only in moments of meditation or celebration.

And this call to dedication and steadfastness does not stop here. The Movement asks each young person to act upon the answers which their faith gives to those relentless questions about the nature of life.

It asks them to move on from a blindly accepting, childlike faith to a personal and committed adult faith. To take the leap from a cultural, almost social, holy day religion to the faith of great works, living faith, faith for every day. To develop a religious sensitivity, finding God in others, in those who suffer, in created things, in humanity, in history. To become responsibly involved in the mission of their religious communities. To avoid shutting themselves in defensively with their faith, and instead to open up to interconfessional tolerance, interest, understanding and dialogue. To find joy in understanding the tenets of their faith, and in applying them to their own lives. To step beyond religion as a comforting dependence and be strong and active within their faith.

The adult leader who is present and participating in this process reveals, reinforces and supports the search for and discovery of these beliefs with his words and his enthusiastic testimony.

Spiritual development



4

Makes his religious principles part of his daily life, achieving consistency between his faith, his personal life and his participation in society.

There are two sublines which progress towards the final objective. Each has one intermediate objective for each age range, with the exception of the second subline in adolescence, which sets two objectives.

- 4.1 Consistency between one's faith and personal life
- 4.2 Consistency between one's faith and participation in society

5

Communicates with everybody, no matter what their religious beliefs, seeking to establish communion among people.

There are four sublines in this line. The first sets one objective for each age range. The second sets one for each age range from late childhood onwards. The third sets one for puberty and one for adolescence. In the fourth there is a single objective for adolescence.

- 5.1 Understanding, respect and interest with regard to other beliefs
- 5.2 Knowledge of religious beliefs different from one's own
- 5.3 Establishing links with people who have different religious beliefs
- 5.4 Critical awareness of religious movements contrary to the values of the Scout Movement

Spiritual development

Educational Objectives

	Junior Sections		Intermediate Sections		Senior Sections	
	Intermediate Childhood		Pre-adolescence		Adolescence	
	Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth
	7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21
1.1	<ul style="list-style-type: none"> Admires and enjoys nature. 	<ul style="list-style-type: none"> Recognizes nature as the work of God. 	<ul style="list-style-type: none"> Participates in meditation activities with the Patrol during excursions and camps. 	<ul style="list-style-type: none"> Prepares and leads activities which enable him to discover nature as a place for finding God and talking with Him. 	<ul style="list-style-type: none"> Shows through his attitude to nature that he is aware of his responsibility as a partner in God's work. 	<p>Seeks God at all times, both personally and with his community, learning to recognize Him in humanity and in Creation.</p>
1.2	<ul style="list-style-type: none"> Notices and recognizes his companions' good deeds. 	<ul style="list-style-type: none"> Appreciates goodness in the people he deals with. 	<ul style="list-style-type: none"> Shows a willingness to listen and learn from the people around him. 	<ul style="list-style-type: none"> Is always ready to listen and learn from others in the Patrol, and encourages his companions to do the same. 	<ul style="list-style-type: none"> Organizes activities which enable other people to express their faith. 	
2.1	<ul style="list-style-type: none"> Shows an interest in finding out about his family's religion. 	<ul style="list-style-type: none"> Expresses any concerns he may have as he learns more about his religion. 	<ul style="list-style-type: none"> Shows that he knows the basic concepts of his faith. 	<ul style="list-style-type: none"> Seeks answers to his religious concerns in the writings sacred to his faith or the words of suitable adults. 	<ul style="list-style-type: none"> Deepens his knowledge of the religion he professes. 	<p>Adheres to spiritual principles, is loyal to the religion which expresses them and accepts the duties resulting from them.</p>
2.2	<ul style="list-style-type: none"> Participates with his family in religious celebrations. 	<ul style="list-style-type: none"> Joins in with his church's teaching activities as appropriate to his age. 	<ul style="list-style-type: none"> Perseveres with commitments which he has undertaken to his faith. 	<ul style="list-style-type: none"> Regularly participates in the religious life of the community which shares his faith. 	<ul style="list-style-type: none"> Confirms his religious beliefs in the form established by his church. 	
2.3	<ul style="list-style-type: none"> Participates in religious celebrations with the Pack. 	<ul style="list-style-type: none"> Assists in the Pack's religious celebrations. 	<ul style="list-style-type: none"> Undertakes responsibilities in the Troop's religious celebrations. 	<ul style="list-style-type: none"> Meditates with the Patrol on the texts sacred to his faith. 	<ul style="list-style-type: none"> Participates in action undertaken by his local religious community. 	
					<ul style="list-style-type: none"> Participates in religious education with the members of the Unit who share the same faith. 	

Spiritual development

Educational Objectives

	Junior Sections		Intermediate Sections		Senior Sections	
	Intermediate Childhood		Pre-adolescence		Adolescence	
	Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth
	7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21
3.1	<ul style="list-style-type: none"> Shows an interest in moments of prayer with the Pack. 	<ul style="list-style-type: none"> Understands the meaning of prayer in the Pack. 	<ul style="list-style-type: none"> Is always willing to find God during prayer. 	<ul style="list-style-type: none"> Shows that he has understood the importance of prayer as a way of communicating with God. 	<ul style="list-style-type: none"> Takes care to keep moments each day for silence, meditation and personal prayer. 	<p>Practises personal prayer and prayer with his community, as an expression of his love for God and as a way of relating to Him.</p>
3.2	<ul style="list-style-type: none"> Knows the words of the prayers used in the Pack. 	<ul style="list-style-type: none"> Prays at significant moments of the day. 	<ul style="list-style-type: none"> Continually finds reasons in his personal life to ask for God's help and to thank Him. 	<ul style="list-style-type: none"> Prays regularly and on different occasions. 	<ul style="list-style-type: none"> Incorporates prayer into the most important decisions of his life. 	
3.3	<ul style="list-style-type: none"> Participates actively in prayers used in his home. 	<ul style="list-style-type: none"> Occasionally leads prayers in the Pack. 	<ul style="list-style-type: none"> Frequently shares moments of prayer with the Patrol. 	<ul style="list-style-type: none"> Organizes prayer activities with the Patrol and his family. 	<ul style="list-style-type: none"> Prepares prayers for different moments of his Unit, Group and family life. 	
4.1	<ul style="list-style-type: none"> Discovers different historical characters remembered for living consistently with their faith. 	<ul style="list-style-type: none"> Respects the attitudes of people who make an effort to live according to their religious beliefs. 	<ul style="list-style-type: none"> Shows an interest in acting consistently with his faith, especially in moments of difficulty. 	<ul style="list-style-type: none"> Makes an effort to bear witness to his religious principles. 	<ul style="list-style-type: none"> Constantly examines the consistency between his beliefs and his actions. 	<p>Makes his religious principles part of his daily life, achieving consistency between his faith, his personal life and his participation in society.</p>
4.2	<ul style="list-style-type: none"> Gradually discovers that the values of his faith show through his attitudes towards his family. 	<ul style="list-style-type: none"> Understands that the values of his faith show in his attitudes towards companions and friends. 	<ul style="list-style-type: none"> Discovers that his faith is not only personal but also has a social dimension. 	<ul style="list-style-type: none"> Participates with his Patrol companions in shared activities which express his faith. 	<ul style="list-style-type: none"> Shares his experience of being loyal to his faith with other young people. Encourages the Unit to join in shared activities which express their faith. 	

Spiritual development

Educational Objectives

	Junior Sections		Intermediate Sections		Senior Sections	
	Intermediate Childhood		Pre-adolescence		Adolescence	
	Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth
	7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21
5.1	<ul style="list-style-type: none"> Understands that goodness in others does not depend on their having the same religious beliefs as himself. 	<ul style="list-style-type: none"> Values all his companions equally, without distinction of religious ideals. 	<ul style="list-style-type: none"> Shares with people of different faiths without discriminating. 	<ul style="list-style-type: none"> Inspires the Patrol to respect different religious beliefs. 	<ul style="list-style-type: none"> Takes an interest in finding out about the religious thinking of the people he meets. 	Communicates with everybody, no matter what their religious beliefs, seeking to establish communion among people.
5.2		<ul style="list-style-type: none"> Understands that there are religious beliefs different from his own. 	<ul style="list-style-type: none"> Recognizes the main religions which exist in his country. 	<ul style="list-style-type: none"> Shows an interest in finding out about other religions. 	<ul style="list-style-type: none"> Knows the basic concepts of the main religions. 	
5.3				<ul style="list-style-type: none"> Shows respect for religious expressions different from his own. 	<ul style="list-style-type: none"> Participates in activities which encourage dialogue with young people who have different religious ideals. 	
5.4					<ul style="list-style-type: none"> Develops a critical attitude towards religious movements contrary to the values of the Scout Movement. 	



Appendix

**Some comments
on the grid of
educational objectives**

The educational objectives are expressed in easily accessible language and handling them within the day-to-day life and educational activities of the Movement should not present any great difficulty for the free-time Scout educator. However, their design has involved a wide-ranging process which requires some detailed explanation to be fully understood.

1. Aspects of behaviour involved in the objectives

The intermediate objectives involve three distinct aspects of behaviour. Some ask for knowledge of a given subject matter (knowing), others for a certain attitude (being) and a further type encourage a specific action (doing).

Let's take an example which demonstrates these three types of behaviour clearly. In the area of physical development, second line of the adolescence column, the first objective proposes knowledge of a subject matter: *Understands the physical and psychological differences between male and female development.* In the same pigeonhole, a little further down, we find an objective which describes an attitude: *Accepts his physical image.* And in the third line of the same column, a specific action is required: *Undertakes regular tasks to keep his home clean and tidy.*

Although these three examples do not all refer to the same situation, they serve to illustrate the difference between these three aspects of behaviour. Knowledge, attitude and action must be coherent and consistent with each other for a person to develop in a balanced way, and so the grid consists of a combination of the three types of objectives.

As it is not always possible to isolate the different types of behaviour from each other, many objectives involve a combination of two or even all three of them.

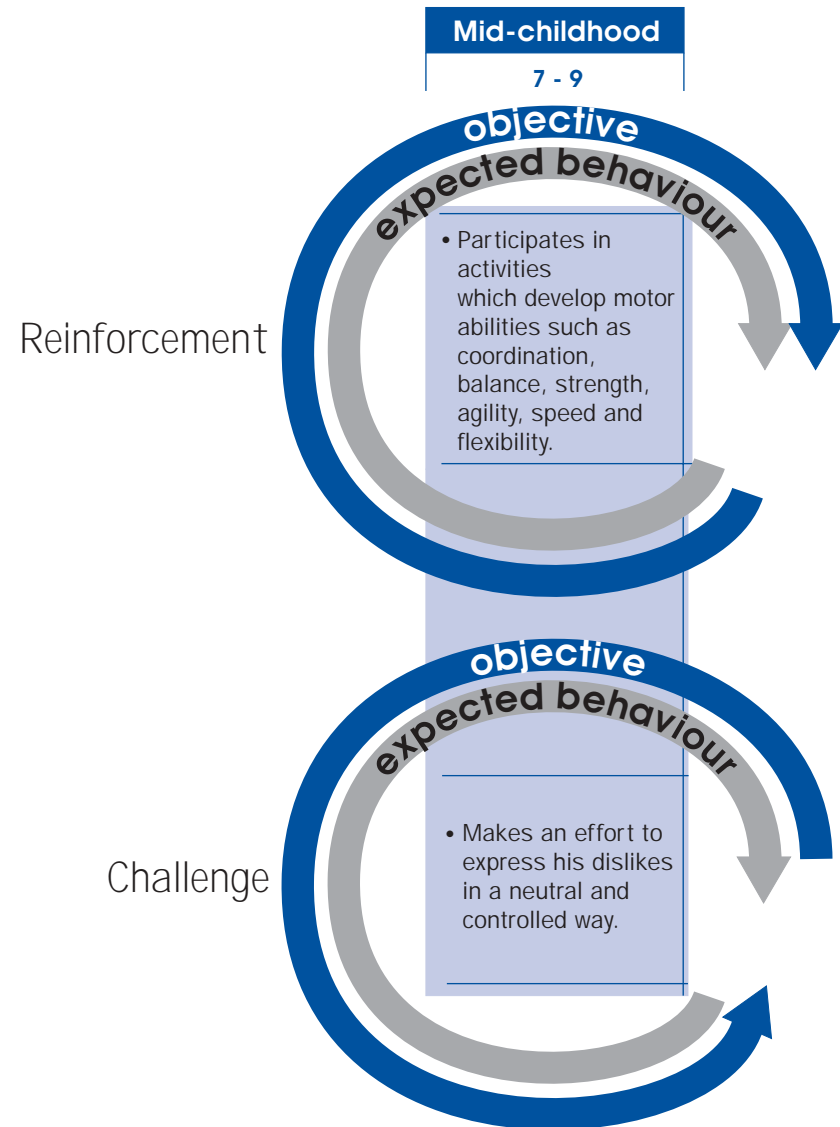
	Adolescence 15 - 17	Youth 17 - 21
learning a subject matter (knowing)	<p>2.1 Understands the physical and psychological differences between male and female development.</p>	
achieving an attitude (being)	<p>2.2 Takes care of his health at all times and avoids habits which could damage it.</p> <p>2.3 Accepts his physical image.</p>	Is aware of the biological processes which regulate his body, protects his health, accepts his physical capabilities and directs his impulses and strengths.
encouraging an action (doing)	<p>2.4 Makes an effort to think carefully instead of giving way to violent impulses.</p> <p>3.1 Maintains a clean and tidy personal appearance at all times.</p> <p>3.2 Undertakes regular tasks to keep his home clean and tidy.</p>	Values his appearance and takes care of his personal hygiene and that of his surroundings.

2. Objectives which reinforce and objectives which set a challenge

Some objectives reinforce types of behaviour which can naturally be expected from the young person at a given stage of his or her development, with the intention of assessing whether the person has successfully passed through that particular stage.

On the other hand, some objectives are formulated the other way around, in other words they encourage a given type of behaviour which is to be desired but not necessarily expected from a young person at the stage of development in question. The purpose of these is to stimulate and challenge the young person to overcome a tendency which, although natural, needs to be identified, accepted and overcome.

In the mid-childhood column, in the second line of physical development, we find these two situations within the same pigeonhole. One objective asks that the child participate in *activities which develop motor abilities such as coordination, balance, strength, agility, speed and flexibility*, abilities which it can be expected the child will develop intensely at that age as a matter of course. On the other hand, the following objective invites the child to *express his dislikes in a neutral and controlled way*, referring to a tendency which can still persist at this age to express dislikes with physical reactions, which the child should have learned to control. In the first case the expected behaviour is reaffirmed, while the second challenges the child to overcome the behaviour in question.



3.

Objectives in a progressive sequence

All the intermediate objectives in a *line* fall into a sequence, following on one from the other. This establishes a coherent progression within the development process and provides continuity between one Section and another, avoiding overlap or gaps between them.

Let's look at one of these sequences, in the second line of creativity, which concerns developing the capacity to think:

	Mid-childhood 7 - 9	Late childhood 9 - 11	Pre-puberty 11 - 13	Puberty 13 - 15	Adolescence 15 - 17	Youth 17 - 21
2.1	<ul style="list-style-type: none"> Shows in various ways that he remembers the experiences he has had in the Pack. 	<ul style="list-style-type: none"> Makes appropriate connections between fantasy situations and aspects of reality. 	<ul style="list-style-type: none"> Is capable of expressing his own thoughts about situations which he experiences. 	<ul style="list-style-type: none"> Demonstrates an ability to analyse a situation from different standpoints. 	<ul style="list-style-type: none"> 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.

This progressive approach to developing the objective reflects the progressive nature of the Scout Movement and indeed of life itself. However, it can present some difficulty for a young person joining the Movement halfway through a Section, especially with regard to those objectives which involve some kind of knowledge particular to the Scout Movement. The Programme Guide, or Guide to the System of Objectives and Activities, which is provided for the leaders of each Section, makes use of an introductory step or period to help overcome this difficulty by putting the new member on a level with the others.

4.

Objectives in a discontinuous sequence

The objectives of a single subline do not always proceed in a similarly spaced sequence, since the type of behaviour required may not necessarily fit into a regular progression, either because of its scope or its abstract nature. Nevertheless, the sequence is logical.

In a very few cases where assessment is especially difficult, we have resorted to establishing certain objectives, which might seem slightly discontinuous, as sporadic indicators for successive age ranges. These sporadic indicators, or "standard" types of behaviour, measure gradual progress towards a single final objective. When a young person attains the behaviour envisaged in the indicator at a certain age, it can be safely assumed that he or

she has successfully passed through the various stages between that indicator and the previous one.

This is the case, for example, of taking responsibility for one's own body, which is part of the first final objective of physical development. In mid-childhood the child is asked to *make an effort to follow guidelines from adults on the care of his body* and in late childhood he is asked to *judge the level of risk involved in his actions*. A whole range of small behavioural details lie between these two objectives, but it would be impossible to measure their progress. Hence the line is restricted to monitoring progress through certain objectives, which allow the leader to make the assumption that a certain stage of learning has been successfully bridged.

Mid-childhood	Late childhood	Pre-puberty	Puberty	Adolescence	Youth
7 - 9	9 - 11	11 - 13	13 - 15	15 - 17	17 - 21
<ul style="list-style-type: none"> Makes an effort to follow guidelines from adults on the care of his body. 	<ul style="list-style-type: none"> Judges the level of risk involved in his actions. 	<ul style="list-style-type: none"> Participates in activities which contribute to the development of his body. 	<ul style="list-style-type: none"> Respects his body and that of others. 	<ul style="list-style-type: none"> Keeps himself in good physical condition. 	<ul style="list-style-type: none"> Accepts his own share of responsibility for the harmonious development of his body.



In this respect it is important not to forget that these intermediate objectives have been designed for a process of non-formal education, motivated and guided by a free-time volunteer educator who does not necessarily have any formal training and who works with young people for an average of six hours weekly at

the most. It would be impractical to offer him or her a grid of objectives similar to that of the formal education system intended for the assimilation of a determined discipline or specialization. It is already quite a challenge to propose following an educational sequence of behavioural objectives at all.

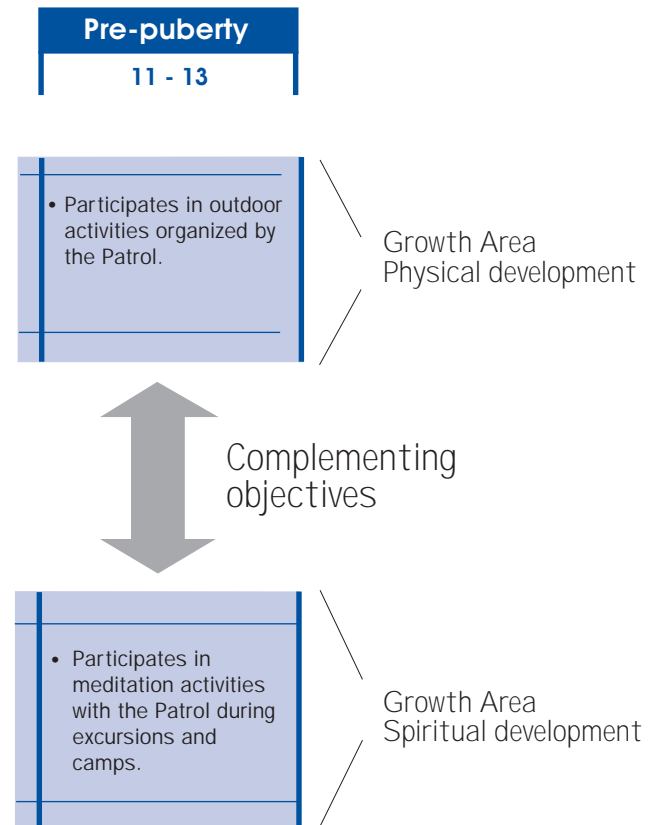
5.

Complementary objectives located in different growth areas

Since the grid of intermediate objectives is coherent, the reader will notice that some objectives from different areas resemble each other or are interrelated. This is not due to overlap, but to the fact that a single type of behaviour is often reinforced or complemented by emphases in different growth areas.

In the third line of affective development, in the mid-childhood column, the objective reads *is normally prepared to share with everybody*, and in the same column of the first line of social development, the objective asks the child to *share what he has with his companions*. The first refers to achieving personal happiness through love and describes a general attitude to everybody, while the second concerns solidarity and mentions a specific action with regard to his companions. Although the two are similar and closely related, they are not the same, the second depending on the first.

Let's look at another of the many examples which occur in the grid. In the sixth line of physical development, the objective in the pre-puberty column reads *participates in outdoor activities organized by the Patrol*; while the same column of the first line in spiritual development asks the young person to *participate in meditation activities with the Patrol during excursions and camps*. The first describes a general kind of action involving life in the open air, while the second refers to a specific action which is about recognizing God in other people. The second is not possible without the first.



6.

Successive objectives located in different growth areas

For the same reason, a single sequence may be formed of objectives which, although they follow or precede each other within a logical progression, are nevertheless situated in different growth areas. This is to be expected, since dividing the personality into growth areas is only a theoretical way of organizing personal development targets, while in reality the different dimensions of the personality are closely intertwined and the dividing lines between them are almost never clear, if indeed they can be said to exist at all.

In the fourth line of affective development, puberty column, the objective reads *is able to give correct and appropriate sexual information to his companions in a natural way*. This objective is preceded by two others which are located in the second line of physical development, in the pre-puberty and puberty columns respectively, and which ask the young person to *recognize the changes which are happening in his body as it develops* and to *know the relation between the physical and psychological processes of his body*.

In fact, there is a great variety of sequential relations which criss-cross the grid in the same way as the above example. Once

again, this is a reflection of real life, which we cannot attempt to divide into rigid compartments.

It is not possible for a young person to *seek answers to his religious concerns in the writings sacred to his faith* (second line of spiritual development, puberty column), if he or she has not previously *shown initiative in looking for and choosing reading material and is capable of relating it to daily life* (first line of creativity, pre-puberty column).

For a young person to *progressively manage to handle his emotions and feelings, achieving a more stable state of mind* (affective development, first line, adolescence column), it is first necessary that *his behaviour shows that he thinks about himself* (character, first line, puberty); since it is not possible for a person to *maintain an inner state of freedom, equilibrium and emotional maturity* (first line of affective development, youth) if he does not *recognize his possibilities and limitations, have a critical awareness of himself, accept the way he is and preserve a good image of himself* (first line of character, youth column).



7.

Complementary lines and sublimes

The fact that complementing objectives criss-cross the grid also means that some lines are dealt with less intensively than others. The reader will find that objectives which may seem to be omitted are considered in another line or subline, within the same growth area or in a different one.

This is the case of the first line of physical development, which is developed very strongly in the second line of the same area. While the first line deals with the individual's attitude to the harmonious development of the body, monitoring it through sporadic indicators, the second considers the concrete ways in which the person makes sure that his or her body functions properly at different ages, making use of four sublimes which follow a relatively strict progressive sequence.

Another example is subline 2.1 of physical development. This subline is complemented by the fourth line of affective development, which develops the knowledge, acceptance and respect for one's own sexuality and that of others in detail.

A third example is to be found in subline 2.4 in physical development, which concerns the guiding of impulses and strengths, in combination with subline 1.2 in character, which refers to the acceptance of oneself along with the ability to see oneself in a critical way. A person who learns to accept him or herself critically will be less prone to frustration and will very probably have much lower levels of aggression. The quality as a whole is addressed in the two sublimes, even though they are located in different growth areas.

	Mid-childhood 7 - 9	Late childhood 9 - 11	Pre-puberty 11 - 13	Puberty 13 - 15	Adolescence 15 - 17	Youth 17 - 21	
2.4	<ul style="list-style-type: none"> Makes an effort to express his dislikes in a neutral and controlled way. 	<ul style="list-style-type: none"> Resolves conflicts with his companions without resorting to force. 	<ul style="list-style-type: none"> Controls physical aggressiveness in games and activities. 	<ul style="list-style-type: none"> Creates a cooperative atmosphere in the Patrol so that aggressive reactions are avoided. 	<ul style="list-style-type: none"> Makes an effort to think carefully instead of giving way to violent impulses. 	Is aware of the biological processes which regulate his body, protects his health, accepts his physical capabilities and directs his impulses and strengths.	Growth Area Physical development
example of complementing sublimes							
1.2	<ul style="list-style-type: none"> Recognizes and accepts his mistakes. 	<ul style="list-style-type: none"> Accepts the defects and limitations he discovers in himself. 	<ul style="list-style-type: none"> Is capable of accepting and evaluating criticisms made about his behaviour. 	<ul style="list-style-type: none"> Is capable of looking at himself in a critical way. 	<ul style="list-style-type: none"> Accepts the way he is despite being able to look at himself in a critical way. 	Recognizes his possibilities and limitations, has a critical awareness of himself, accepts the way he is and preserves a good image of himself.	Growth Area Character

8. Objectives which reflect the Scout Movement's own emphases

Some pigeonholes are emphasized more than others in the grid of educational objectives, which is a result of the Movement's own priorities. These priorities contribute to reaching the profile on leaving envisaged in the Educational Proposal, and do not affect the balance or harmony of the set of objectives as a whole.

We can see an example of this in the pigeonholes corresponding to puberty and adolescence in the fourth line of social development, concerning active service in the young person's local community. The objectives in these pigeonholes might seem overly demanding for a young person of that age, but they reflect a fundamental element of the Scout Movement, service to others being one of its founding concepts. Concerning the principles which guide our relation with other people, the Educational Proposal of the Interamerican Region states that: *We encourage young people to achieve personal fulfilment through serving others and becoming responsible and concerned members of their local, national and international community.*

The same goes for all the pigeonholes in the seventh line of social development, relating to the conservation of the integrity of the natural world. Once again we are dealing with a fundamental element of the Scout Movement, which the regional Educational Proposal emphasizes very clearly: *We encourage young people to respect the natural world with enthusiasm, to commit themselves to the struggle for its integrity and actively participate in its conservation, maintenance and renewal. We encourage them to make life in the great outdoors part of their everyday activities, constantly restoring their inner peace and ever returning to their natural rhythms and the harmony of life.*

	Puberty 13 - 15	Adolescence 15 - 17
4.1	<ul style="list-style-type: none"> Keeps a list of useful addresses. 	<ul style="list-style-type: none"> Knows the main social organizations in which he can help in his local area and their function.
4.2	<ul style="list-style-type: none"> Renders a small individual service every day. 	<ul style="list-style-type: none"> Participates in service activities organized by his school or place of work.
4.3	<ul style="list-style-type: none"> Makes suggestions and assists in the organization of social projects undertaken by the Patrol or Troop. 	<ul style="list-style-type: none"> Actively participates in aid and development campaigns in the community organized by the Group or Association.
4.4	<ul style="list-style-type: none"> Shows an interest in overcoming social differences. 	<ul style="list-style-type: none"> Demonstrates his commitment to overcoming social differences in various ways.
4.5	<ul style="list-style-type: none"> Knows the different ideologies and political tendencies in his country. 	<ul style="list-style-type: none"> Critically evaluates the ideologies and political tendencies in his country.

Pigeonholes which reflect one of the Movement's own emphases

9. Objectives differentiated by the intensity of the behaviour required

There are some intermediate objectives in the grid which appear to be duplicated from one age range to another. However, on careful examination, it will be seen that that the similarity is only apparent. Either because of the verb used or the context in which the objective is proposed, one is always more demanding than the other, either in intensity or in scope. This is because some aspects of development are not limited to a single age range, but instead span the whole development cycle and indeed sometimes the whole personal growth process.

In the third line of character, in the pre-puberty column, the young person is asked to *know and understand the Law and the principles contained in his Section's promise* and in puberty to *show that he accepts the importance of the Law, the principles and the Promise in his own life*. The difference lies in the intensity of the behaviour described: while in one pigeonhole the requirement is «to know and understand», in the other it is to «demonstrate through his own life that he has accepted its meaning».

A good example of an aspect of development which spans the whole growth process, with objectives expressed in an apparently similar way at different ages, is the fifth line of character. The first subline, which concerns a cheerful attitude, consists of a sequence of objectives which might seem similar, but which have ever further-reaching implications: *often expresses cheerfulness* (mid-childhood); *accepts difficulties cheerfully* (late childhood); *cheerfully faces up to and solves difficulties* (pre-puberty); *always has a cheerful attitude to life* (puberty); *is able to laugh at his own absurdities* (adolescence); *approaches life cheerfully and with a sense of humour* (youth).

Preadolescence	
Pre-puberty	Puberty
11 - 13	13 - 15
<ul style="list-style-type: none"> • Knows and understands the Law and the principles contained in his Section's Promise. • Commits himself to the Law and the principles of his Section. 	<ul style="list-style-type: none"> • Shows that he accepts the importance of the Law, the principles and the Promise in his own life. • Applies the Law and the principles in Troop activities and in his personal life.



Objectives which appear to be similar, where the difference and progression between them lies in the intensity of the behaviour required.

10. The objectives do not indicate the motives for their inclusion

Although it may seem too obvious to mention, the intermediate objectives are not self-explanatory. They simply put forward the type of behaviour required without any reference to why they are included or explanation of the level of their requirements. It is for the Programme Guide and the training system to explain the content of the objectives and the reasoning behind them to the leader. Then the Booklet, and of course the leader him or herself, will present and explain them to the young people.

In the area of social development, in the first line of mid-childhood, the child is asked to *participate in games and activities related to the Rights of the Child*; and then in late childhood to *know the Rights of the Child and relate them to current situations*. These objectives give no indication of why they have been set and perhaps it may even be asked why they have been included. In this case, the Programme Guide and especially the leader training process would explain that human rights education requires the early formation of a certain mentality and the profound assimilation of attitudes which can only be acquired in childhood.



Mid-childhood	Late childhood
7 - 9	9 - 11
<ul style="list-style-type: none"> Participates in games and activities related to the Rights of the Child. 	<ul style="list-style-type: none"> Shows that he knows the Rights of the Child and relates them to current situations.

11. Objectives which suggest the method to be used

Although they are not self-explanatory, there are some objectives in the grid which contain suggestions regarding the method to use.

In the fourth line of affective development, in the mid-childhood column, it is indicated that the child *is interested in appropriate and truthful sexual information provided by his parents*. Expressed in this way, the objective indicates to the leader that at this age sexual information should be provided by the parents, as appropriate to the child's concerns and without versions which distort the truth.

In the fifth line of affective development, in the pre-puberty column, it is proposed that the young person *manages to interest his parents in the Troop's activities and encourages them to participate in the adult activities organized by the Group*. Like the previous case, this involves a call to the leader to remind him or her of the importance of parental participation and the need to hold activities to encourage it.

Mid-childhood

7 - 9

4.1

- Is interested in appropriate and truthful sexual information provided by his parents.

12. Objectives which describe the activity

Other objectives come closer to the activity itself, sometimes practically describing it.

Such is the case of the objective which asks the young person to *keep a list of useful addresses* (fourth line of social development, puberty column); or *play an active role in the upkeep and renovation of the Patrol's meeting place and materials* (third line of creativity, puberty column); or *participate in drama, mime and other means of expression related to professions and jobs* (fourth line of creativity, late childhood).

Although technically speaking it is not recommended to formulate objectives in this way, we have opted for this formula in order to make the leader's task easier.



Puberty
13 - 15
<ul style="list-style-type: none">• Keeps a list of useful addresses.

13. The educational objectives in the last age range

As indicated previously, the final objectives are also the intermediate objectives for the last age range, youth. This has advantages and disadvantages, which will be described in detail in the respective Programme Guide.

For the moment suffice to say that the main advantage of this is also its greatest difficulty: **in the age range of youth there is only one overall objective.**

The advantage of this situation is that the young people of this age have the scope to build their own plans for their lives with personal objectives along the lines of the final objective, developing more realistic projects in terms of what their adult life is likely to be.

The difficulty lies in the increased demand placed on the leader by the need to become accustomed to working without the framework of the grid of objectives. One way of overcoming this would be to continue working with the sublines and ask the young people to set their own personal objectives on the basis of those sublines.

In the example given, as the intermediate objective for youth the final objective is considerably more wide-ranging than that of the intermediate objectives for adolescence. This allows each young person to set his or her own personal objectives in this age range, following the concepts contained in each subline.

- 2.1 Development of the ability to think
- 2.2 Stimulation of the ability to innovate
- 2.3 Development of the capacity for adventure

Adolescence	
Adolescence	Youth
15 - 17	17 - 21
2.1 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.
2.2 Continually proposes varied matters to be thought out and acted upon as a team.	
2.3 Creates games and group exercises for the benefit of the team and develops ways to motivate them.	

14. Relation between the objectives and the educational activities

The majority of the objectives have been designed on the principle that a variety of educational activities will contribute to their attainment. However, in many cases achievement of the objective will not be the result of experiences brought about by activities alone, and there are some which do not require activities, or which simply cannot be achieved through activities.

Going back to the rich variety of life, an individual's behaviour is constantly subject to a whole range of factors much more extensive, complex and profound than any system of activities could ever be. The family into which children are born and in which their feelings are formed, the school system they belong to, the friends they spend their time with, the financial situation they experience, inherited psychological influences, vulnerability to the media and many other factors all interact on a daily basis to influence the formation of the personality.

However, by working on a basis of activities which provide experiences to help achieve determined objectives, it is possible to make a significant contribution to personal fulfilment, and to establish a guiding line amidst all these influences. Even more so if these objectives are based on a coherent system of values which can help give a direction to life.

The relation between the objectives and educational activities, and the different ways in which it is possible to attain the objectives, is developed in detail in the document "Educational activities in the Scout Movement", published by the ISO, 1995.

Acknowledgements

In April 1992, on the basis of material which Guías y Scouts de Chile had been working on since 1987, a working team formed by Gerardo González, Juan Palacios, Patricia Cardemil, Patricio Criado, Ximena Aguirre, Amelia Rosales, Loreto Jansana, Ema Ruiz de Gamboa and Gerardo Fica prepared a preliminary version of the educational objectives of the first four growth areas, i.e. physical development, creativity, character and affective development.

This version then underwent a dual process of enhancement. On the one hand, Guías y Scouts de Chile consulted its young people's leaders at National Seminars and Advanced Courses; and analysed the document in its Section Commissions and in the heart of the National Education Commission. On the other hand, through its Total Immersion Courses and its executives' field visits, the Interamerican Scout Office consulted leaders from Peru, Colombia, Costa Rica, Guatemala, Brazil, Uruguay, Honduras, Argentina, Paraguay, Mexico, Trinidad and Tobago, Saint Lucia, Grenada, Guyana and the Cayman Islands.

In February 1993, parallel to this consultation process, Gerardo González drew up a first version of the objectives in the area of social development, on the basis of a previous work by Ximena Aguirre. This version was corrected with the participation of Patrick Lyon, Daniel Oyarzún, Juan Palacios, Patricia Cardemil and Patricio Criado.

A first version of the objectives in the area of spiritual development was drawn up by Gerardo González in April 1994 using documents prepared by Patricio Criado and Juan Palacios and by the Pastoral Commission of Guías y Scouts de Chile. The majority of the people mentioned above participated in the revision and correction of this version, as well as Raúl Gallardo, Miguel Harfagar, Felipe Fantini, Alberto Del Brutto and Hugo Rogel.

In May 1994, the first meeting of the Correspondents for the Network for the Production of Educational Material (REME) made a comparative study of the objectives in the six growth areas prepared at that time, and a draft presented by the Asociación de Scouts de México. Several alterations were made and incorporated into the final text. The participants in this revision, as well as most of those already mentioned, were Germán Rocha from Bolivia; Mario Farinon, Walter Dohme and Osny C. Fagundes from Brazil; Gerardo Alpizar from Costa Rica; Miguel Martagón from Mexico; Lidia Rodríguez from Panama; Néstor Soterías from Paraguay; Alejandro Valverde and Luis Tipacti from Peru; Yudith Ciancio and Miguel Giró from Uruguay; Gabriel Oldenburg from Venezuela; and Michael Hudson, Sally Shaw, Jorge Gray and Carlos Sandoval of the ISO.

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Different versions of these objectives were also assessed in Subregional and National Seminars throughout the preparation stage, between 1993 and 1994. Numerous association leaders from the following countries and territories participated in this process: Guatemala, Costa Rica, El Salvador, Nicaragua, Venezuela, Barbados, Dominica, Grenada, Guyana, Jamaica, Saint Lucia, Trinidad and Tobago, Saint Vicent, Anguila, Antigua, Aruba, Cayman Islands, Dutch Antilles, Guadalupe, British Virgin Islands, Martinique, Peru, Paraguay, Uruguay and Brazil.

In July 1994, the English version existing at that time was revised by Jacqueline Collier, Programme Director with the European Office, during a fifteen day visit to the ISO Headquarters in Santiago.

The Interamerican Programme Commission, chaired by Ralph Ross of Canada and with the participation of Edmundo Mastrangelo, Colombia; Patricia Cardemil, Chile; Sanborn Partridge, United States; Héctor Carrer, Argentina; Marcel Joseph, Venezuela; and Sally Shaw of the ISO, recommended to the Interamerican Scout Committee that the final version be approved. At its meeting in Cartagena de Indias, in September 1994, the ISC approved the said version and commended the final alterations to the text to the ISO. Patricia Cardemil, Patricio Criado and Daniel Oyarzún worked on this task with the ISO.

The work was coordinated throughout the various stages by Gerardo González. The texts were transcribed by Mayi Allemand and layout was by Maritza Pelz. The English version is the work of Sally Shaw and translation into Portuguese was by Osny C. Fagundes. Final revision and printing was the work of the ISO team, with the cooperation of Loreto González and Carolina Carrasco. ■





STRATEGY

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