

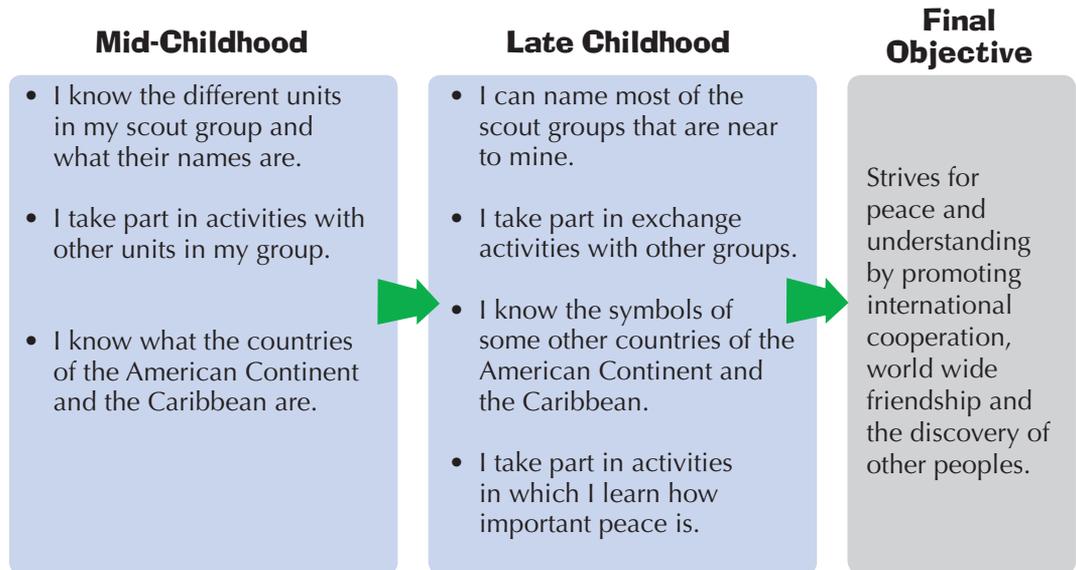


Our own culture does not evolve in a vacuum. Sustainable local or national economic growth depends on world economic variables and on bilateral and regional agreements.

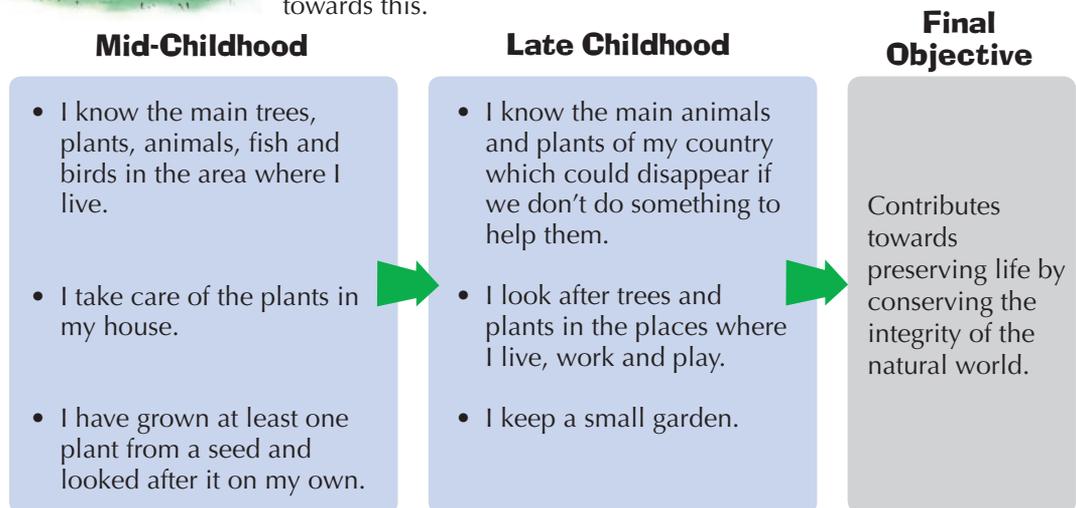


**Social development**

Peace comes not only from fairness among people, but also understanding among nations. For this we need to develop an attitude of openness to other cultures from childhood in order to have that multicultural awareness that facilitates understanding.



The more developed, independent and complex human beings and society become, the more they depend in innumerable ways on the delicate balance between millions of plant and animal species which exists in a given environment. This balance, or *ecological system*, has been severely affected by industrial growth, which has seriously contaminated our water, air and earth. Our life in the future depends on finding a solution to this problem, and we must all make a contribution towards this.



# Spiritual Development



In everything that we do we seek the meaning of our life. Since the answer seems to be beyond human comprehension, we try to find it in our daily existence, in which we see signs and messages from God: the physical world, a testimony to the One who created it; our life with other people, full of reflections and echoes of something eternal; and ourselves, part of the physical world but possessors of a mental clarity and scope of awareness that no other being has.



## Mid-Childhood

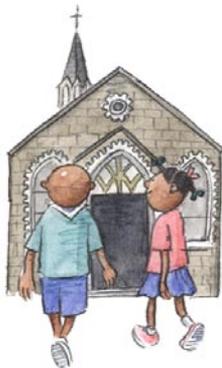
- I like nature and life in the outdoors very much.
- I take notice of the other cubs' good turns and I appreciate them.

## Late Childhood

- I have learned to recognise nature as God's work.
- I like it when people do good turns for others.

## Final Objective

Seeks God at all times, both personally and with his or her community, learning to recognise Him in humanity and in Creation.



Sooner or later in our search for answers, sometimes when we least expect it, like a candle in the darkness, a calling or a sudden and deep certainty which gives our life meaning, God makes his presence known in our daily existence. At this moment we create personal, intimate and mutual links with Him, renewing our souls, accepting faith and making it part of everything we do.

## Mid-Childhood

- I am interested in learning more about God and my religion.
- I take part with my family in the celebrations of my religion.
- I take part in the religious celebrations that are held in the pack.

## Late Childhood

- I ask other people when there are things that I want to know about my religion.
- I take part in activities in which I learn about my religion.
- I help in the religious celebrations in the pack.

## Final Objective

Adheres to spiritual principles, is loyal to the religion which expresses them and accepts the duties resulting from them.



## Spiritual Development



Humans are the only beings on the earth capable of wondering at the mystery of our origins, of appearing before God with mind and heart to praise, thank and listen to Him, make requests and offerings at different times and in different ways. We can speak to Him at moments of happiness or sadness, health or illness, in the street or somewhere special, alone or together, saying a well known prayer or in our own words, in silence or out loud, when the sun rises or when the day ends. This variety builds our natural and spontaneous relationship with God.

### Mid-Childhood

- I take part in the prayers we say in the pack.
- I know the main prayers of the pack.
- I take part when we say prayers together as a family.

### Late Childhood

- I understand that it is important to pray together in the pack.
- I pray at important times of the day.
- Sometimes I lead the prayers that we say in the pack.

### Final Objective

Practises personal prayer and prayer with his or her community, as an expression of love for God as a way of relating to Him.



Making our faith part of daily life is more than turning to God in times of need, reflection or celebration. It is accepting what our faith tells us in response to our questions about existence. It is passing from a childlike acceptance of God to an adult and personal faith. It is something far stronger and deeper than a religion we accept because we were born to it or because its ideology suits us, because it is socially acceptable or psychologically reassuring. It is the faith of great works, living faith, in which God is present in everyday acts.

### Mid-Childhood

- I know the story of some people who have been true to their faith.
- I understand that the things I learn about my religion have to show in the way that I behave with my family.

### Late Childhood

- I realise when people are living in accordance with the teachings of their religion.
- I understand that the teachings of my religion have to show in the way that I behave with my friends and companions.

### Final Objective

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



## Spiritual Development



Becoming an active member of our religious community and trying to set an example of our faith should not close our minds to other religious thinking or make us defend our own beliefs in a petty or aggressive way. The joyful certainty of God and expressing our love for Him gives us profound peace of mind: nothing disturbs the real believer, who is open to those who do not believe, tolerant of other beliefs and interested in dialogue with other faiths.

### Mid-Childhood

- I know that there are people who are very good and who do not have the same religion as I have.



### Late Childhood

- All my companions are important, even if they don't have the same religion as me.
- I know that there are other religions that are different from mine.



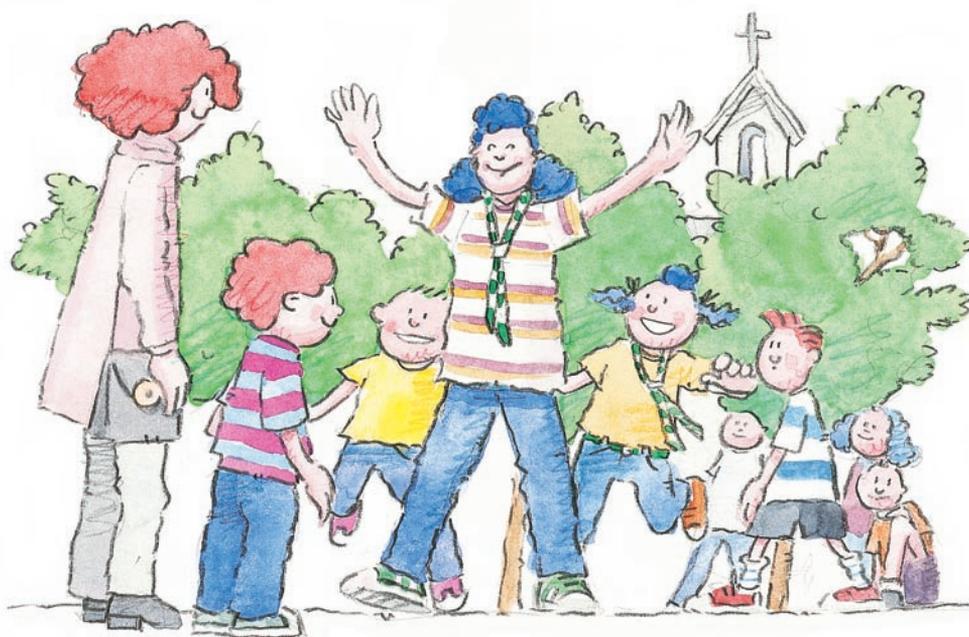
### Final Objective

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

# How do we work with objectives in the pack?

## Firstly, the child joins the pack

When a boy or girl joins the pack we have to give him or her a huge welcome, put him or her into a six and... let the game begin!



What do we mean by that?

That the child should join in right away with everything that is going on and participate fully in the activities which are taking place at that point in time as if they had always been there. There should be no differences with any of the other children. The purpose of this first contact with the *pleasant community that has fun and does interesting things* is that the child should feel part of that community as quickly as possible.

When the child joins, or beforehand, the leaders must choose one of their team to monitor and assess the child's progress. This *big brother or sister* who will take especial care of that child should maintain this responsibility for at least a year.

At the end of the child's first meeting, this leader should approach them and have a little talk with them, as informally as possible: How did it go? Did you enjoy yourself? Did you like the meeting? What did you think of the other cubs? Did they give you anything to do during the week?

This is a good opportunity to give the child a little welcome gift or to make a special gesture of some sort. You could take the child home and, if you have not done so already, introduce yourself to the family, tell them a little about the scout group and see how the child has reacted to the "first day in the pack".

This first contact can take place in any number of ways. The important thing is that from the very first meeting, as the responsible leader, you start an ongoing dialogue with the new pack member. How you do this will depend to a great extent on the child him or herself, how you like to work and the circumstances in which the child joined the pack.

From the point of view of the scout method, this first dialogue is the beginning of an *introductory period*. This is not one of the progress stages, as we will see further on.

## Secondly

### an introductory period

The introductory period is a short process of variable duration which may last up to 3 months. It begins with the initial contact we have already talked about and it ends when the child is given the badge for the stage that they are to start working on.

On this last point we must remember that some children don't join the pack until they are older than 7, and so you need to know where they are up to in terms of objectives in order to work out which progress stage is best for them.

The introductory period is a personal thing, and each child experiences it individually, even in the case that several children join the pack at the same time. In addition, the child experiences this introductory phase while participating fully in the other pack activities.

## What happens during this period from the **child's point of view**?



They get used to the pack and learn to recognise the names and symbols.



They make new friends and gain confidence in the leaders, especially in the one in charge of their follow-up and assessment, the one who follows their progress through the pack.



They join a six more or less permanently. We say "more or less" because participation in any six is always temporary. However, it is "permanent" in the sense that the child will stay in the six he or she feels most at ease in (after trying several) for the remainder of the programme cycle.



Finally, they become just one more member of the pack and are enthusiastic about staying.

## And what happens from the **leader's point of view**?



You make friends with the child.



You provide the child with all they need or want to know about the pack and the scout group.



You observe what the child says, does and how he or she reacts, in order to try to discover his or her needs, aspirations, abilities, interests and areas of potential. In short, you try to get to know the child and his or her surroundings as well as possible.



You form an opinion about the child's level with respect to the objectives proposed for his or her age.

## Thirdly

# presenting, talking about and deciding on objectives

This introductory period is a process in which you are in very close contact with the boy or girl whose progress you are to monitor. Like any two people embarking on a new friendship, you will find many opportunities to meet.

When you think the time is right, when some trust has built up between you and you think you know the child reasonably well, it is time to think about **presenting** the pack objectives.



Of course this presentation is not a formal talk or lecture of any kind, but one or several of the many informal conversations which take place in different circumstances over the period. New cubs will have seen the other cubs' Booklets and the game of putting the stickers in them when objectives have been achieved. They will have noticed the progress chart on the den wall and more than once will have asked when they can join in. They will be waiting for the opportunity to discuss the subject.



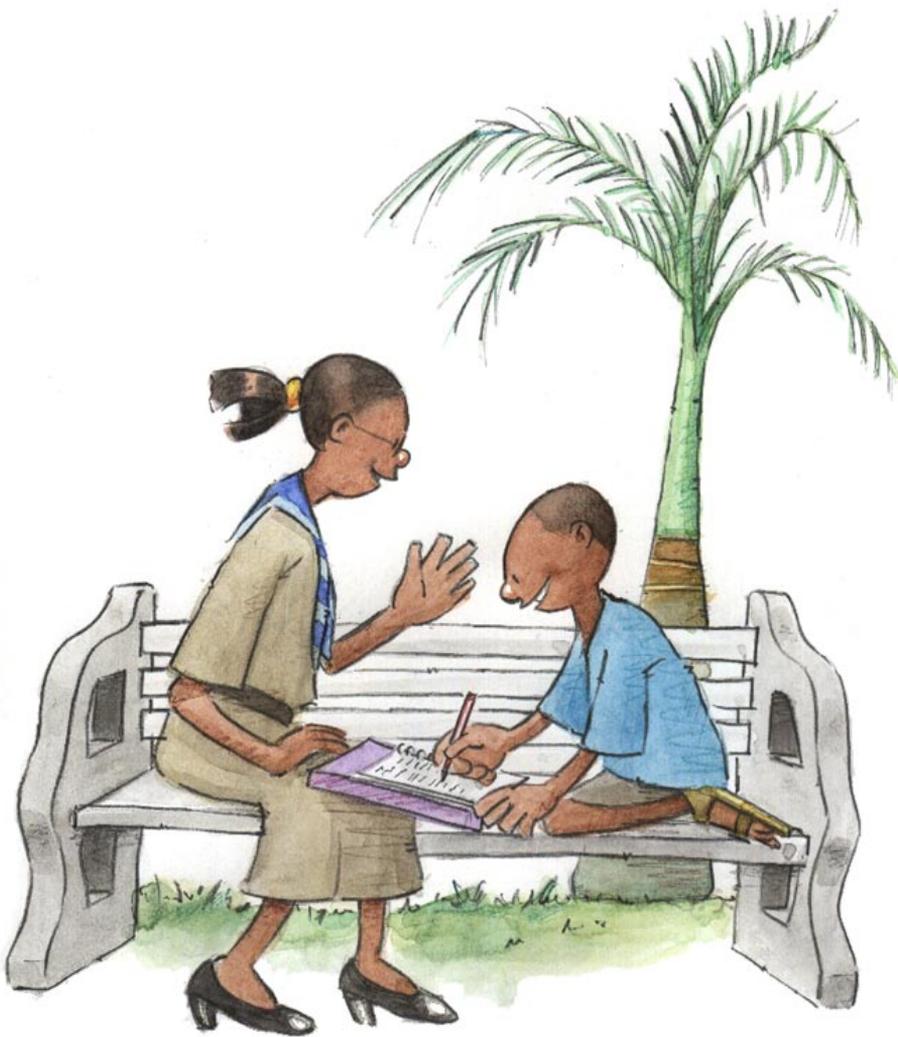
The presentation is not a one-off event either, but consists of several sessions, probably by growth area. Presenting, talking about and agreeing objectives is, if you like, a process within the introductory process.



We don't use just one way of presenting objectives, but several: stories about the characters who symbolise each area, giving the child the Booklet the leader considers appropriate, talking about the objectives that the child is likely to find most difficult, asking the child to read certain things, etc.

**Talking** about the objectives can take place at the same time as presenting them, afterwards, or even before. Talking about them before you have "officially" presented them is often difficult to avoid because children of this age are full of questions. Often they themselves will bring up a subject that we had not thought they were ready to deal with or while we are thinking about the best way of broaching it.

If the child shows no immediate reaction to what we say -which does not happen very often- it is better to wait for a time and try to talk about it again, explain more, use new images and new ways of thinking about it.



Since at this stage the child's choice of objectives is strongly influenced by the pack objectives, defining them is basically a process of understanding them and getting the child to adapt them to what he or she needs and wants.

Any variation in wording, any new aspects, alterations or new objectives that the child wants to include are added to the objective itself in whatever way the child wants, in his or her own Booklet and in his or her own words. The blank page at the end of each growth area in the Booklets can also be used.



**Once this stage is successfully completed, the pack educational objectives have become the child's own personal objectives.**

**All that remains to finish off this process of agreeing on the objectives is to decide with the child which progress stage he or she will start working on. This depends on how many objectives in the respective column you both agree can be considered to have been achieved.**

# The end of the

## introductory period

Once consensus has been reached on the objectives, the introductory period can be considered to be over.

Some important events are associated with this:



The objectives which are considered to be achieved are noted in the child's *Booklet*. This is done by placing a sticker with the symbolic character for the growth area beside the objective.



A similar register is kept in the *progress monitoring sheet*, which the leaders keep in each child's personal file.



The objectives achieved can also be marked on the *progress chart*. This is an optional chart which some packs put up on the den wall to keep a visible record of all the cubs' progress, using the same stickers.



The cub receives the badge for the stage that it has been agreed they will start their progress on. This badge is given at the beginning of the stage and not during the course of it or at the end, since it is an encouragement and not a prize or award. Also, if it were given at the end, the badge for the fourth stage would hardly be used at all and it would merge with the move to the next section, and the motivation associated with the two separate events would be lost.

A brief ceremony can be held at any time during the introductory period to hand the new cub the pack's scout group neckerchief. The child's parents can be invited to this ceremony. Some ideas for this ceremony are provided in chapter 17.

In spite of all these things that happen at the end of the introductory period, we must remember that boys and girls are members of the pack from the moment they join and participate with full rights in the Council Rock. The only difference is that until the ceremony when they receive their neckerchief they wear their uniform without it.

## The progress stages

The progress stages are intended to motivate progress through the recognition of the achievement of personal objectives. When the child progresses to the next stage, he or she receives a new badge to wear on his or her uniform.

There are 4 progress stages and the leaders can be quite flexible about handing out the badges. However, the following should be used for general guidance.

### **Tender-pad wolf stage**



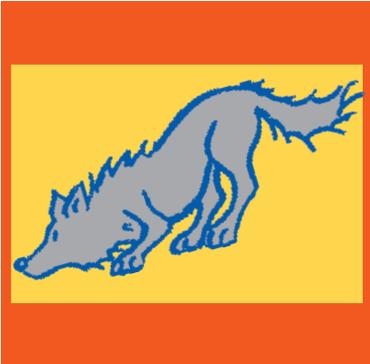
**When the child begins to work with the personal objectives for mid-childhood.**

### **Leaping wolf stage**



**When the cub has achieved about half of the mid-childhood objectives.**

## **Trail-finder wolf stage**



**From the time when the child has reached all or almost all of their personal objectives for mid-childhood.**

## **Hunting wolf stage**



**When the cub has successfully completed at least half of the late childhood objectives.**

Each of the stages has its own Booklet with the mid-childhood objectives for the stages of tender-pad wolf and leaping wolf, and the late childhood objectives for trail-finder and hunting wolves.

As mentioned previously, when a child over 8 joins the pack, he or she does not begin with the tender-pad wolf stage, but whichever stage the introductory process establishes is best for his or her level of maturity, according to the mechanisms we have already looked at.

As we have seen, the set of objectives is a programme for life and not just for scout activity as such. Consequently, it is likely that an older child will have reached many of the pack objectives without ever having been in the pack. It would be nonsense for a child of 9 years of age to begin with the tender-pad wolf stage just as a child of 7 would be asked to do simply because they are "new" to the pack. This is the advantage of the introductory period.



**The progress stages encourage *motivation* through *recognition*, which makes children try a little harder all the time in their personal growth, but the badges are not an end in themselves.**

chapter **10**

# The **e**ducational



# activities

## To achieve the objectives

### we carry out activities

In scouting children and young people *learn by doing*. In the pack this means that we do everything in the form of *activities*.

The children are the main actors in these activities. They are often the ones to propose and always the ones to choose them, and they take an active part in preparing, carrying out and assessing them.

The activities help give the children the personal experiences which enable them to develop the behaviour patterns envisaged in the objectives.

There is no better way to learn to appreciate nature than by planting a tree with one's own hands and looking after it while it grows. There is no better way to develop concern for others than by sharing what we have with our friends and companions.

Through this *discovery learning*, children assimilate things in a more profound and lasting way, and it encourages them to take an active interest in their own education.

## Children learn through the experiences the activities give them

The activities give the children the individual experiences. So the *activity* is one thing -something everyone does together; and the *experience* is another- something that each individual has during the activity.

### Activity

- What is happening externally, the action which involves everyone.
- A tool which generates different situations.

### Experience

- The internal part; it happens inside each person. It is what each person gets from the action.
- What happens inside each child when they are exposed to these different situations.

**The truly educational part is the experience,  
since this is the personal relationship that each child has with reality.  
This is what helps the child to acquire and practise  
the behaviour envisaged in the objective.**

## Several important considerations arise from this distinction:



A single activity can generate different experiences in the children who are taking part, depending on many things, including the nature of each individual.



An activity can go very well indeed and be very successful for the group as a whole, but it is still possible that some children do not react to the activity in the way we intended i.e. they do not develop the desired behaviour.



On the other hand, an activity can be generally considered not to have been very successful, and yet have generated experiences which help some of the children to acquire the desired behaviour.



Since the experience is based on the child's own perception of reality, as leaders we cannot affect, manipulate or foresee it with any degree of certainty. However, we can influence the activities, to try to make them generate or facilitate experiences conducive to the acquisition of the behaviour envisaged in the objectives.

## Why does this distinction matter for our work as leaders?



**The pack programme must involve a variety of activities.**



**Activities cannot be improvised. They need to be chosen, prepared, developed and evaluated properly.**



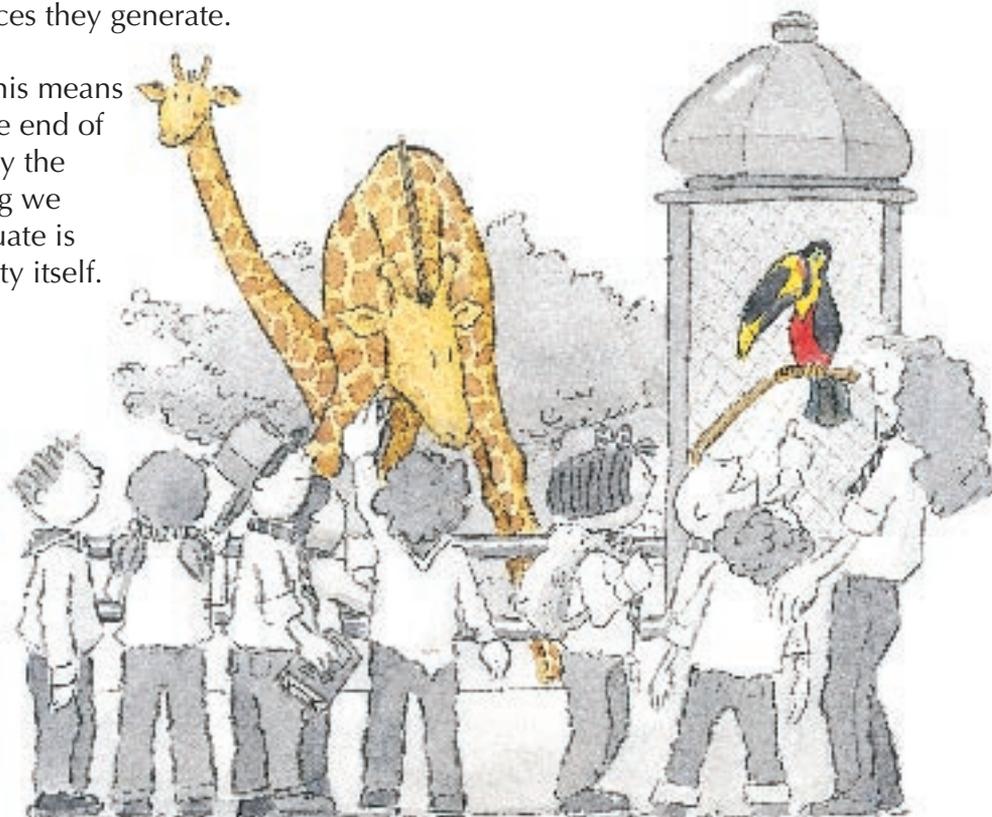
**It is not enough to carry out activities, and it is not even enough for them to be successful. We must also be alert to the personal experience that each child draws from the activity, and we do this by monitoring their individual progress.**

## The activities help to achieve the educational objectives gradually and indirectly

There is no direct, immediate cause and effect relationship between the activities and the pack educational objectives. The activity does not automatically lead to the achievement of the desired objective.

It is the whole range of the pack's activities that, little by little, helps the children to achieve the objectives through the multiple and often repeated experiences they generate.

This means that at the end of an activity the only thing we can evaluate is the activity itself.



We can only assess the children's personal growth, i.e. their progress, every so often.

## Internal and external activities

In chapter 9 we mentioned that the personal objectives span the whole of the children's lives, involving a great variety of activities, many of which do not happen in the pack.

We should therefore distinguish between *internal* and *external* activities.

**Internal activities** are those which are instigated by the programme of activities, whether they happen within the pack or outside it.

**External activities** are those which the children do outside the pack, and which bear no direct relation to it.

Of course the actions of the cub scout leaders are concerned essentially with the internal activities, but it would be a mistake to think that we can disregard the external ones all together.

As well as being cubs, the children in the pack are school pupils, the children of a family, maybe members of a church. They probably practise at least one sport, perhaps they play a musical instrument, and of course they are just one more child among their group of friends, to mention but a few of their roles.

If we propose to encourage progress, guide their development and help to assess all their objectives, we need to be aware of our cubs' activities in all their roles, since each role has an influence on the development of the personality.

Of course you cannot evaluate each and every activity that children are involved in outside scouting, still less can you influence or affect these. However, you must be prepared to consider their effects on the children and the way the children view their role in each activity when you are assessing their progress.

## Fixed and variable activities

We have seen that it is the whole range of the children's activities that gives them the experience that helps them to achieve their objectives; and previously we had mentioned that the activities create the atmosphere of the pack that we call *group life*.

This means that the activities not only help to achieve objectives, but they are also a vehicle for the various elements that make up the scout method.

The dual function of the activities enables us to distinguish between **fixed** and **variable** activities.

## **A fixed activity is one which**

is usually carried out in the same way and generally relates to the same subject;

we need to carry out continually to create the right atmosphere for the scout method; and

contributes in a general way to achieving the objectives.

## **On the other hand, the variable activities**

are carried out in different ways and refer to very diverse subjects, depending on the children's interests;

are not repeated, unless the children particularly want to and only after a certain length of time; and

contribute to achieving one or more clearly defined educational objectives.

An example of **fixed activities** are the pack ceremonies. Each ceremony is pretty much the same however many times we hold it, and its repetition helps create the pack atmosphere. The ceremonies are not intended to achieve any specific educational objectives, but they are nevertheless related to several aspects of the personality and thus contribute in a general way to the achievement of objectives across the growth areas.

What we have said about the ceremonies goes for all the pack's fixed activities, such as meetings, outings, the way the sixes work, looking after the den, the songs, games, dances, stories, etc.

**Variable activities** might include: a sketch based on the silent cinema; a trip through a city market photographing picturesque scenes; or setting up a wormery. The content of the activities is totally different each time, none of them can be constantly repeated and each one contributes to the achievement of different, clearly identified educational objectives.

As the name suggests, variable activities include the most diverse sorts of activities generally depending on what the children want to do and the needs of the community in which the pack operates.

There are certain criteria for a variable activity to be included in the pack programme. It must be challenging, useful, attractive and rewarding. Anything that represents a challenge, is useful for the children's personal growth, attracts them and makes them feel that they have achieved something is an educational activity and of interest to the pack.



### Why is the distinction between fixed and variable activities important?

#### Fixed activities

- Help to "administer the method".
- Contribute to creating the pack atmosphere and give the cubs typically "scout" experiences.

#### Variable activities

- Consider the children's many interests and open their minds to the diversity of life and the world.
- Reflect the needs of the community.



**The key to a really varied and worthwhile programme of activities lies in achieving an appropriate balance between these two types of educational activities, always remembering that the children participate actively in this process.**

**The leaders attempt to strike the right balance at the beginning of a programme cycle, first when they pre-select the activities and then when they organise them, as we shall see in the following chapters.**

### **A programme with too many fixed activities and not enough variable ones**

can make for a "introverted" pack, which is self-centred and isolated from the world around it. This does not prepare children for life but for scouting alone;

could affect the children's harmonious development, making it difficult to assess their progress in relation to the different growth areas, which is done specifically through the experiences generated by the variable activities.

### **On the other hand, a programme with too many variable activities**

runs the risk of de-characterising the pack. It may well still be an attractive community for children with an emphasis on service, but it will have no "scout flavour", which would jeopardise the cohesion of the group and the children's sense of belonging;

would diminish the overall educational impact of the method, by diluting the scout atmosphere which is created by the continuity of the fixed activities.

## **The main fixed activities in the pack**

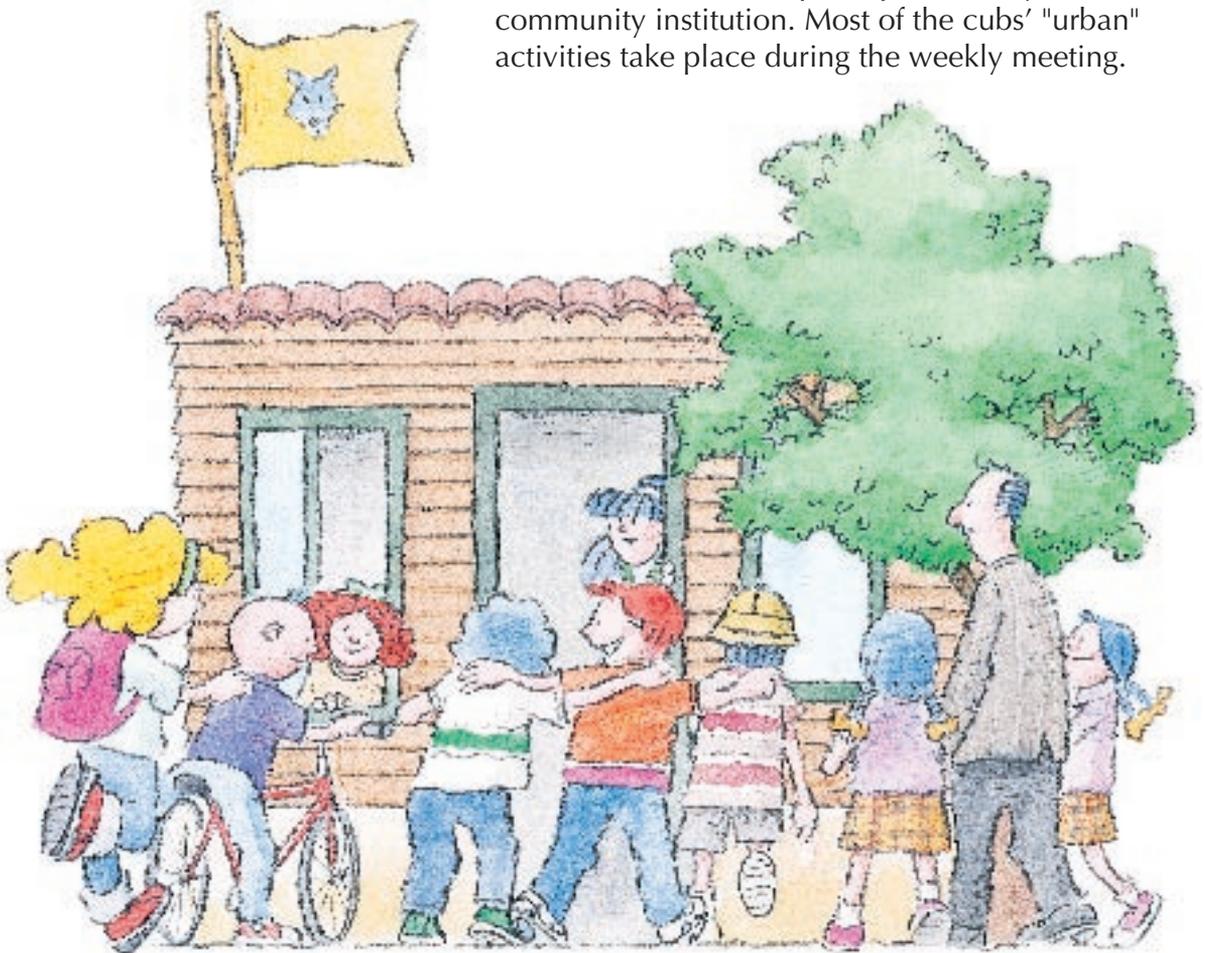
In practice, the fixed activities tend to happen in a fairly standardised way and they do not vary much from one pack to another.

However, there are variations in the way they are carried out, and so it is a good idea to review this frequently. We should continually ask ourselves how we could improve or vary them to stop them turning into a mindless routine and losing their attractiveness and educational value.

We will go on to look at the main fixed activities. Some others, such as the ceremonies and some administrative tasks, are discussed at the end of this Handbook.

## The weekly meeting

The pack meets for about 3 hours once a week at the den or a place provided by a community institution. Most of the cubs' "urban" activities take place during the weekly meeting.



Normally the meeting begins and ends with a greeting or brief symbolic act: hoisting the flag, saying a prayer, singing a song, meeting the other units in the group, celebrating a special day or hearing the main news since the last meeting.

Most of the meeting is taken up with preparing, carrying out or evaluating some of the fixed or variable activities planned in the activity calendar for the respective programme cycle.

There are also some routine tasks, such as cleaning and tidying the den, writing up the pack log book, bringing subs up to date, etc.

## Some points should be borne in mind to avoid the weekly meeting losing its significance:

It doesn't necessarily have to last three hours. Every so often, ideally every 5 or 6 weeks, it can take a whole day, to accommodate a variable activity that needs more time.

On some occasions -such as during a long-term variable activity- almost all of the available time will be taken up with part of a single activity.

The requirements of the variable activities mean that sometimes the meeting will not be in the den, but elsewhere in the neighbourhood or town. And the whole pack need not always be together: some activities may require the cubs to meet by work groups. Remember that each group must always be accompanied by a leader.

The meeting need not be in the city. It could take place in the nearby countryside.

Activities and the administrative tasks should be combined during the meeting. Try not to separate them into two blocks, since this would have the effect of dividing the meeting into two parts: the fun part and the boring part.

In any event, the weekly meetings should always be very active, with no long gaps. Children are bored by passive meetings.

And finally, meetings should not be limited to weekend pack meetings. The children can also meet during the week, either in sixes or groups formed for specific activities. This is what children usually do with their friends.

## Camps and "hunts"

A pack usually goes camping 3 to 5 times a year for a total of about 15 days. Each camp can last from 2 to 5 days, except for the camp at the end of a year's activities, which can last a full week.

There are some things that distinguish pack camps from those of the older sections, in view of the ages of the children:

- ✎ All the children camp together, whether in a big house or hostel in the countryside, in one big tent or in smaller tents pitched very close together. The distribution of sleeping quarters between boys and girls depends on the customs of the pack and the leaders' own experience.
- ✎ A leader must be present at all times during all the activities the children carry out around the camp.
- ✎ The food must be prepared by a special team, comprising parents or members of the senior sections of the same scout group.



"Hunts" are day outings. Some packs use this name, in the tradition of the wolf hunt, for any occasion on which the pack leaves the den, even for an activity which does not happen outdoors. The length and frequency of hunts depends on the activities planned for the respective programme cycle.

No activity which could possibly put the children's health or safety at risk, frighten them or make them inhibited is ever allowed in camp or on outings, even under the pretext of encouraging skills.



**Camps and hunts are the pack's approach to life in the outdoors, which has an educational impact that cannot be replaced by anything else.**

**Through life in the open air cubs have the opportunity to discover natural rhythms, use all of their senses, develop their imagination and lose their fear of the unknown. It also helps them to discover the importance of standing together, experience life in simple and basic conditions, marvel at Creation, discover themselves and learn new things that are very far from a city-dweller's everyday life.**

**Nothing can replace the experience of a night under the stars, the birdsong of the early morning or the sound of the wind in the forest. No activity generates as many educational experiences as a weekend in pack camp.**



## Games

The pack plays for the simple pleasure of playing. Play is the natural occupation of children, whether structured with pre-established objectives, in the form of a sport or simply natural high spirits. As an educational tool it creates a great number of emotions and ways of relating to the world.

**For games to be successful,  
we must:**



**Know lots of games or have plenty of material to draw on.**

**Choose the right game for the occasion.**

**Prepare what we need in advance.**

**Set simple rules and explain them clearly at the start: children need to know at the outset how the game is played and how someone wins or loses.**

**Provide constant encouragement without becoming players in the game.**

**Let the game run its course and not interrupt it without a good reason.**

**Not leave anyone out, unless they are "out" and, in that case, if the way the game works permits, they ought to be allowed to join in again quickly.**

**Finish the game before the children begin to lose interest, provided that the ending can be controlled (some games need to finish in their own time or the aim is frustrated). A game that ends at the right time will be remembered with pleasure and the children will want to play it again.**

**Make sure the loser is never laughed at and that the winner is congratulated.**

**Not play the same game too often.**

**Evaluate the games and the tasks assigned to the leaders.**

All kinds of games can be played in the pack: inside and out, small games and big ones, games proposed by the leaders or invented by the children.

### **The only games which should be avoided are:**



"city games" which require the children to travel around independently and relate to situations that they are not ready for at this age;



night-time games in camp which require motor abilities and risk measurement skills that children of this age are still developing;



games of physical skill which imply a degree of challenge beyond what children of this age can handle successfully and without risk.

There are many handbooks and publications with different kinds of games for cubs. However, none of these can replace your *personal book of games*, in which you keep a note of the best games that you have come across during your experience as a leader.

## **Stories**

Telling stories, from the Jungle Books or elsewhere, is an activity long associated with the cub pack.

### **Some recommendations for telling stories to cubs:**



You must know the story really well, or be a whiz at making up details as you go along. If you hesitate or have to go back and correct yourself the story's spell will be broken.



You need to know lots of stories. Unlike younger children, cubs lose interest if they hear the same story over again.



You have to be as enthusiastic as the children. There is nothing more dull than an adult telling children stories as if they were telling another adult. Gestures, movements, tone of voice and scene-setting are an important part of making a good story attractive for children.

Stories need to be told at the right place and time. The best time is in the evening or at night and... in camp. It can also be in the den at the end of a meeting, when the children have already used up a lot of energy, need to rest and are ready to listen quietly.

It is not necessary to make a story grisly or scary to capture children's attention. The only thing that will achieve to is to give them bad dreams.

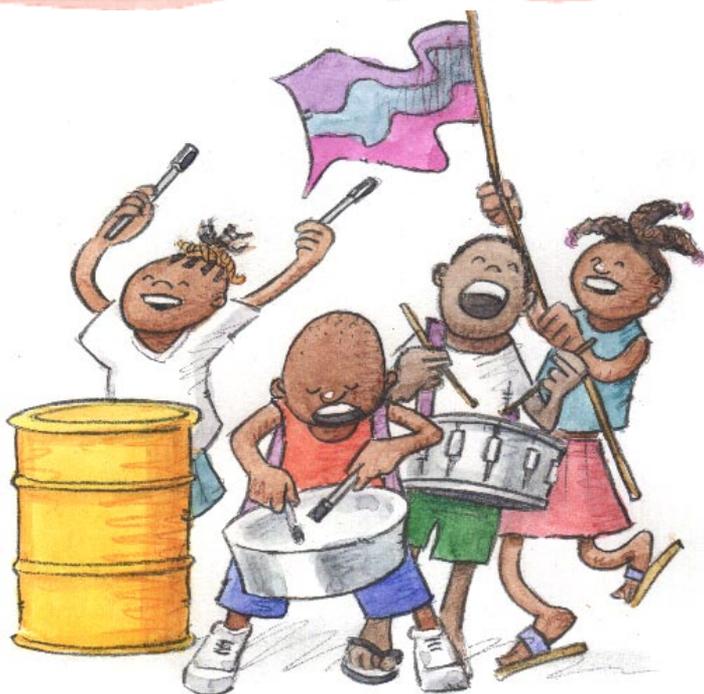
The lessons a story has to offer are self-explanatory. If the moral of the story is obvious, you should let it take its effect without adding further explanations. Children are not impressed by efforts to manipulate the conclusion.

The next day or another time the children can use the story to make up sketches, drawings, songs, games or dressing-up activities.

## Song and dance

Songs and dances play an essential part in creating the *atmosphere* in the pack. And cubs are always ready to sing.

You can learn many songs and dances for cubs from neighbouring packs, the association and more experienced leaders. And there is no shortage of song-books to add to your repertoire. A leader needs to know lots of songs for all kinds of occasions.



Songs do not necessarily have to be "scout" ones. Our country has a rich variety of folk songs which are an excellent source of material.

## The red flower



The campfire is called the red flower in the pack, as we mentioned in chapter 3. Let's look at it in more detail.

It consists basically of a meeting round the campfire with artistic activities, about an hour of "planned fun", a mixture of songs, little sketches, dances and other activities performed by the children.

Usually the red flower is reserved for the last night of camp, important anniversaries, the end of a programme cycle, Francis of Assisi's day and other special occasions.

### **Here are some recommendations for the red flower:**

Everyone helps to prepare the programme in advance and the leaders guide and supervise the activities.

The tone of the party starts off with high spirits and good cheer and gradually quietens to a mood of reflection, so the more festive activities should be programmed for the beginning and the calmer ones for the end, finally finishing with quiet and prayer.

In camp, the children go straight off to sleep when the red flower is over, unless there is a quick hot drink or soft drink to share by the embers of the fire.

Parents and relatives can sometimes be invited to red flowers that take place close to the den, although there are times when the pack needs to hold this event in private.

The red flower can have a central theme around which the activities are centred, such as the sea, life in the country, the Far West, the free people of Seeonee, the circus, astronauts, and so on.

As you can see, the red flower is a special occasion and involves a certain degree of ritual. When our cubs just want to have a good time together, we can simply organise an *evening gathering* with no particular requirements as to tone and no need for a campfire. Such an evening can even be used to plan a red flower.

# The variable activities must be challenging, useful rewarding and attractive

Let's go on to look at the variable activities.

We have already said that they can involve the most diverse things, depending basically on the children's interests and the needs of the community in which the pack operates.

The themes which most often appear among the pack's variable activities are manual skills, sports, different kinds of arts, knowledge and protection of nature, service to the community, reflection, family life, intercultural understanding, human rights and learning about peace and democracy.

The fact that these are the most common themes does not in any way rule out other areas or fields of action which may be of interest to the children.

The only requirement is that the activities we propose or design must be **challenging, useful, rewarding and attractive**.

**Challenging** means that they must involve a challenge in proportion to the children's abilities, which stimulates them to improve.

An activity which requires less effort than the cubs are capable of does not increase their abilities nor does it encourage the acquisition of new knowledge, attitudes or skills.

If, on the other hand, the challenge is way beyond their abilities and level of maturity, the children will lose heart and will not achieve the desired behaviour.

That they need to be **useful** means emphasising the need to generate experiences conducive to real learning.

To be considered educational, an activity on the spur of the moment, a repeated activity or one simply with a lot of action is not enough. It must target personal improvement, i.e. offer the opportunity to practise one of the desired behaviour patterns in the personal objectives.

That they must be **rewarding** means that they should give the cubs the feeling that they will achieve something through the activities, either because there is some advantage to be gained or because they will satisfy some kind of longing.

That they should be **attractive** means that each activity must awaken the children's interest and enthusiasm. This might be simply because they like it, because it is original or because they feel committed to a value which is implicit in it.

**The variable activities must be evaluated to ascertain whether they meet these four conditions when the activities are pre-selected and selected, as we will see in the following chapters.**

## **The activity sheets and technical appendices are very useful for leaders**

The association has published a wide range of **activity sheets** and **technical appendices**, which are constantly updated. These are intended to provide ideas for variable activities that meet our four conditions.

The **activity sheet** has a number and the activity has a name. It also indicates the growth area which benefits most in terms of the educational objectives the activity can help to achieve.

Next the activity sheet tells us where the activity is best carried out, how long it lasts, how many participants it involves, how they take part and what they will need for the activity.



It also indicates the objectives the activity is intended to achieve and the specific educational objectives it contributes to. It then describes the activity itself and gives some hints on making the most of it.

When the activity requires particular technical knowledge that the leaders might not necessarily be expected to have, this is summarised in one or more **technical appendices**. These provide the information in a readily available form, to save the leaders consulting large numbers of books or carrying out a lot of research.

The *sheets* and *appendices* are tools which stimulate the imagination and provide alternatives. They are not supposed to dispense with the leaders' or the children's creativity. The leaders and children must never stop creating activities of their own inspired by their own environment. However, the most creative people know that to make new things it is essential to have lots of information to draw on.

The different ways in which the activity sheets and appendices can be used are described later when we talk about pre-selecting and designing activities.

## Length of the variable activities

### How long the variable activities last depends on several things:

There are *spontaneous* or *instantaneous* activities which are almost always "surprise activities" and are intended to capture the children's attention, create a moment of fun or fill some unforeseen spare time. All leaders need a ready *stock* of such activities since experience shows that they will always be needed.

*Short duration* activities which usually take up a meeting, and *medium duration* ones which can last 2 or 3 meetings. These two types of activities are the most common ones in the pack.

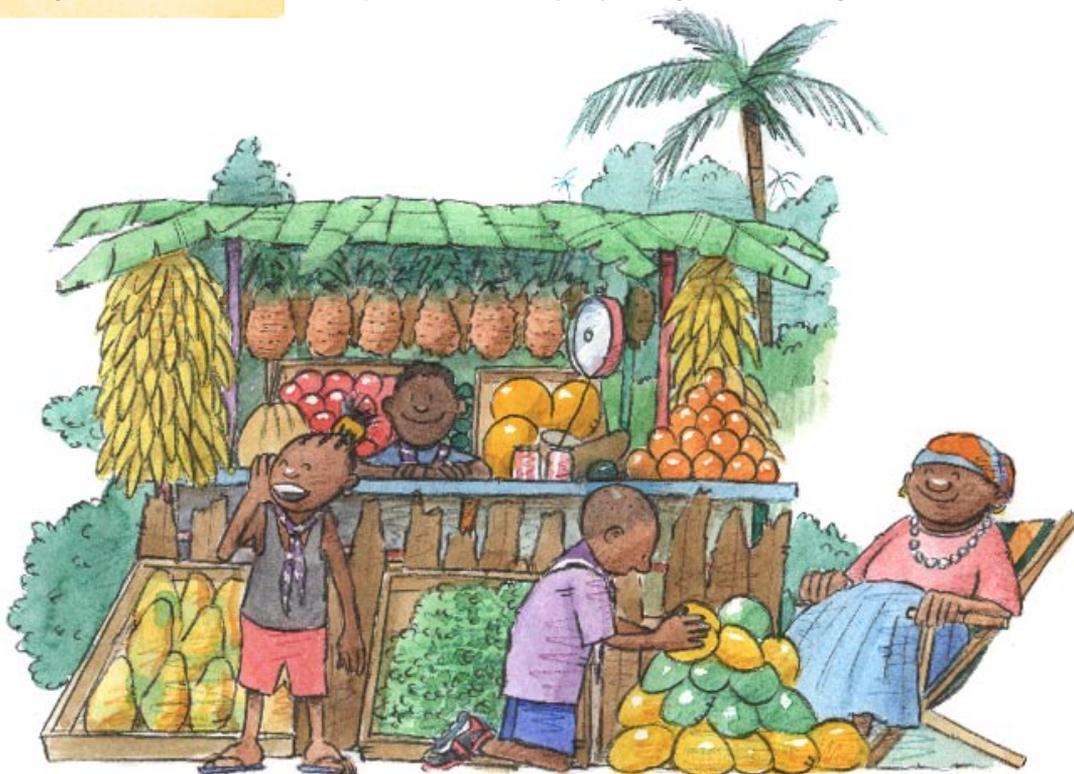
There are also *long duration* activities which may last over a month or even a whole programme cycle. Since children of this age tend not to be able to keep up their interest in one thing for so long, these activities are only programmed very occasionally in the pack.

The length of an activity is important in terms of the planning process and the children's participation in proposing and selecting activities.

**The spontaneous ones,** for example, do not require to be planned or to be taken into account in the programme cycle and the children's participation in selecting them is naturally almost nil.

**The short duration ones** need to be included in programme cycle planning, but an activity of this kind can also be set up to replace another that could not be carried out for any reason. In the first case the participation of the children in selecting it is higher than in the second.

**The medium and long duration ones** need to be carefully planned and the children are always involved in proposing or selecting them.



## The variable activities can follow on from each other or run in parallel

The variable activities can run *successively* i.e. the next activity is not started until the previous one is finished. But given the nature of some medium and long term activities, two or more activities can often be carried out at the same time quite easily.

This could happen, for example, if the pack is experimenting with hydroponics, in which the plants need a certain length of time to germinate. During the weeks while the pack is waiting for their plants to grow they will naturally carry out other activities too.

The coexistence of *simultaneous* variable activities during one or several programme cycles gives the work diversity and continuity and is part of the pack's attraction: lots of things are always "happening", which means the children do not get bored and always have outlets for their energy.

The only difficulty with this system is that the leaders need to spend more time and care on the planning process. The *programme cycle* is therefore very important.

## Activities are usually done in a group but occasionally individually

Although the experiences and achieving personal objectives are essentially individual things, the fixed and variable activities are almost always done in groups and involve the whole pack.



However, there are certain *fixed activities which are done individually*, such as joining the pack, making the promise, receiving a badge for a progress stage, the good turn, keeping up the pack log book, the step up to the next section and a few others.



Likewise, there are some *variable activities which are carried out individually*, such as back-up activities, personal tasks within a group activity and proficiencies.



*Back-up activities* are specific tasks within or outside the pack, suggested to a cub by the monitoring leader, in order to acquire experiences or to *reinforce* a type of behaviour which has been difficult to achieve. Normally these activities are not linked to the rest of the pack activities and do not need to be planned or tied in with any given programme cycle. They come from the ongoing dialogue between the leaders and the children they are monitoring.



The *personal tasks within a group activity* are the small individual jobs that each child is required to carry out as steps towards achieving an objective shared by all the children involved in an activity, and need no further explanation.



The *proficiencies* are important enough for us to look at in more detail.

## The proficiencies

### develop innate abilities

A *proficiency* is a particular area of knowledge or ability.

In order to become *proficient* you need to be dedicated and spend time studying, but everyone has to start somewhere, and we often start thanks to someone or something that stimulates us in a certain direction. Unfortunately, not all young people have the opportunity or can take advantage of it, and it is common to hear people say that they would have liked to do something in particular, but they never had the opportunity to try, or circumstances didn't allow them to.

The *proficiencies* are intended to be that starting point. They are intended to encourage children to acquire and practise skills in specific areas, develop innate abilities and explore new hobbies. As a result, they raise children's self-esteem through the confidence that comes with having a new skill.

## Proficiencies are voluntary, individual and flexible

The cubs are always encouraged to develop and acquire proficiencies, but the decision to do so is entirely their own. They are also free to choose the subject, which they can suggest themselves or choose from a list provided in the association or pack.

Proficiencies are pursued individually, at different times, outside the usual weekly meetings and their duration varies depending on the subject chosen, but may be between 2 and 6 months. This period does not have to coincide with the programme cycle, which we will be talking about in chapter 11.

A monitor is needed to provide support for each proficiency. This may be one of the leaders - not necessarily the one who monitors personal progress, unless he or she happens to be sufficiently knowledgeable in the particular area chosen. Alternatively, the leaders may identify a suitable person from outside the pack. The leaders must be reliably informed about the professional suitability and moral integrity of any outside people who are nominated for this task. Monitors have a direct relationship with the children and the leaders must be absolutely certain that this relationship will be strictly an educational one.



Once the child has chosen the proficiency and a monitor has been found, the monitor, the child and the leader responsible for following his or her progress agree on the *objectives* for the proficiency, the *actions* involved in developing it and the *requirements* for improving it.

Even when the proficiency has been chosen from a pre-established list in which these things are defined, it is a good idea to review them in the light of each individual case. The *objectives*, *actions* and *requirements* in these lists, which define the level of achievement that the child is expected to attain, should be used as a reference. These can be adapted according to the different geographical, cultural, social, financial and other individual considerations arising from the children's environment.

The leader and the monitor overseeing the proficiency must use their judgement about what is feasible for each child in each individual set of circumstances.

Cubs who successfully finish their proficiencies receive some special recognition, usually a badge. This badge may be specific to that proficiency or a generic one for a group of proficiencies. It is a good idea to use the badges provided by the association, or those which are administered at an international level.

## Proficiencies involve

### knowledge, action and service to others

A proficiency requires the child to obtain information about the chosen subject, put it into action and carry out some service using the new skill. The most important thing is having the opportunity to do things, and learning from the experience gained as a result.

Since we need a certain amount of information to do things, the child is first encouraged to look for that information unaided. In this way the proficiencies encourage children to learn for themselves.

The monitor encourages this search for information, stimulating the child to make new discoveries and helping him or her to draw conclusions from what they do and learn. Exceptionally, and only if the child's search for information has not yielded sufficient material, the monitor can give the information directly.



For the same reason, the requirements for recognising proficiency can only be assessed on the basis of what the child has actually *done*. A *photographer* who shows the photos that he has taken or an *actress* who dances at the red flower, demonstrate far more about what they have achieved than the right answers about measuring light or the techniques of body language.

The assessment will be better still if the child can show how the things he or she has done have been of use to other people: the *photographer* could illustrate the problem of litter in the local streets; and the *actress* could take part in a play in a home for the elderly.

This makes it possible for the children to realise even at this age that what we learn can help other people as well as ourselves.

## The proficiencies

### complement personal progress

Each child's personal educational objectives are like a central axis along which the personality develops, while the proficiencies are like a helix around that axis. At any point on the axis a proficiency adds depth to the learning process, an extra effort on the part of the child which complements and adds value to the overall educational process.

Since there is an almost endless variety of proficiencies, they can be used to reinforce the educational objectives in all the growth areas, not to mention that most of the proficiencies develop attitudes and skills which span several growth areas.

For example, a child might decide to do an extra proficiency to obtain the "gardener's" badge, inspired by an activity which has highlighted the value of plant life in the environment. The process of acquiring the skills which go with this proficiency takes the child far deeper into the social development educational objectives which have to do with environmental conservation. However, at the same time, acquiring the proficiency demands dedication that will influence character and the requirement for spending time out of doors will have a positive impact on physical development.

# The proficiencies increase the children's need for personal attention

In order to be able to help a child decide on and develop a proficiency, the leaders need to know more about their interests, aptitudes and possibilities, which means spending even more quality time listening to them and forging close links with the family and other adults who are involved in their education.

At the same time, the very fact that most of the children will be working on a proficiency at any given time increases the need for personalised follow-up and making the most of the leaders' time, all of which requires good forward planning.

## Proficiencies can be grouped into sets by areas of knowledge

Since the proficiencies deal with objective subject areas, they can easily be grouped into sets by fields of knowledge or activity. Below are some examples of sets and three proficiencies that might be included in each. The general content of each proficiency is described briefly.

### Science and technology

#### **Carpentry**

Develops the ability to make or repair toys or simple wooden objects using the most common tools and materials of the job.

#### **Photography**

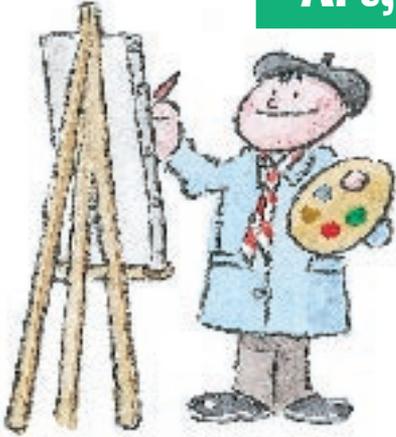
Develops skills for using photographic equipment and taking photographs of different subjects in diverse situations.



#### **Computing**

Encourages the ability to operate a computer with simple drawing or word-processing programmes, or explore information networks such as the internet.

## Art, self-expression and culture



### Drawing and painting

Stimulates self-expression through drawing and painting.

### Folklore

Encourages the knowledge and practice of local popular culture, such as playing a traditional instrument, dancing local dances or making typical crafts, clothes or food.

### Acting

Develops the ability to act, perform sketches, recite, mime, perform "magic" tricks, etc.

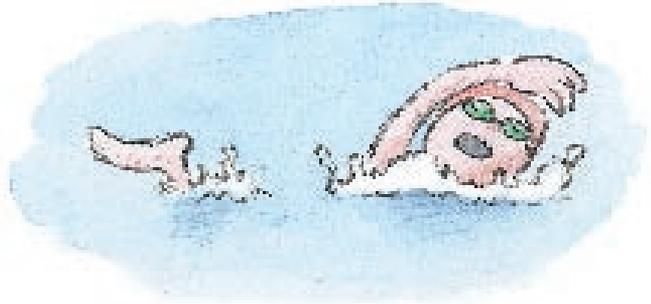
## Sport

### Cycling

Encourage the ability to travel safely by bicycle.

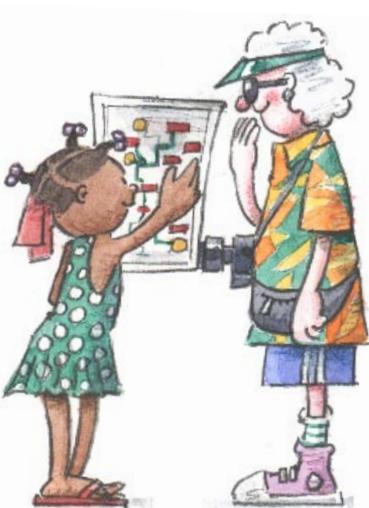
### Athletics

Promotes skills for taking part in races, jumping and throwing sports.



### Swimming

Stimulates the skill and confidence to move freely and independently in the water.



## Service to others

### First aid

Develops knowledge and skill for helping other people in the event of minor accidents.

### Safety

Develops the ability to identify hazards in the home and at school, promote preventive practices and take action in the event of an emergency.

### Orientation

Encourages a skill for helping others to find places, public services and giving directions in general.

# Life in nature

## **Gardening**

Encourages the ability to look after a garden and value plant life.

## **Pet care**

Develops skills for protecting wildlife and looking after a pet for a certain length of time.

## **Insect collecting**

Develops skills for collecting, identifying and classifying insects, and describing their role in the ecosystem.



chapter **11**

# The programme



# Cycle

# The programme cycle is the way the pack organises group life

The *programme cycle* is the mechanism by which the activities are prepared, carried out and evaluated in a sequence of orderly phases, while observing and recognising the children's personal growth.

It is also a way of organising the different elements of group life into a coherent entity. We can therefore also say that the programme cycle is the way in which *group life* is planned and developed over a period of time.

The group life and programme cycle are very closely related to each other: while group life is the result of everything that happens in the pack, the programme cycle is the means of organising everything that happens.



**The programme cycle is a *planning tool*, which we use to determine the current situation, plan the future, build on the present, assess what has happened and predict what may happen in the future if we continue the way we are going.**

**It is also a *participative planning tool*, since all the children in the pack are actively involved.**

# The programme cycle helps the leaders to organise things but the children do not need to know how its components work

Although the children take an active part in the different phases of the programme cycle and may know what they are called, the fact that these phases form part of a planning system is something known only to the leaders. The children are not necessarily aware of the planning process as such.