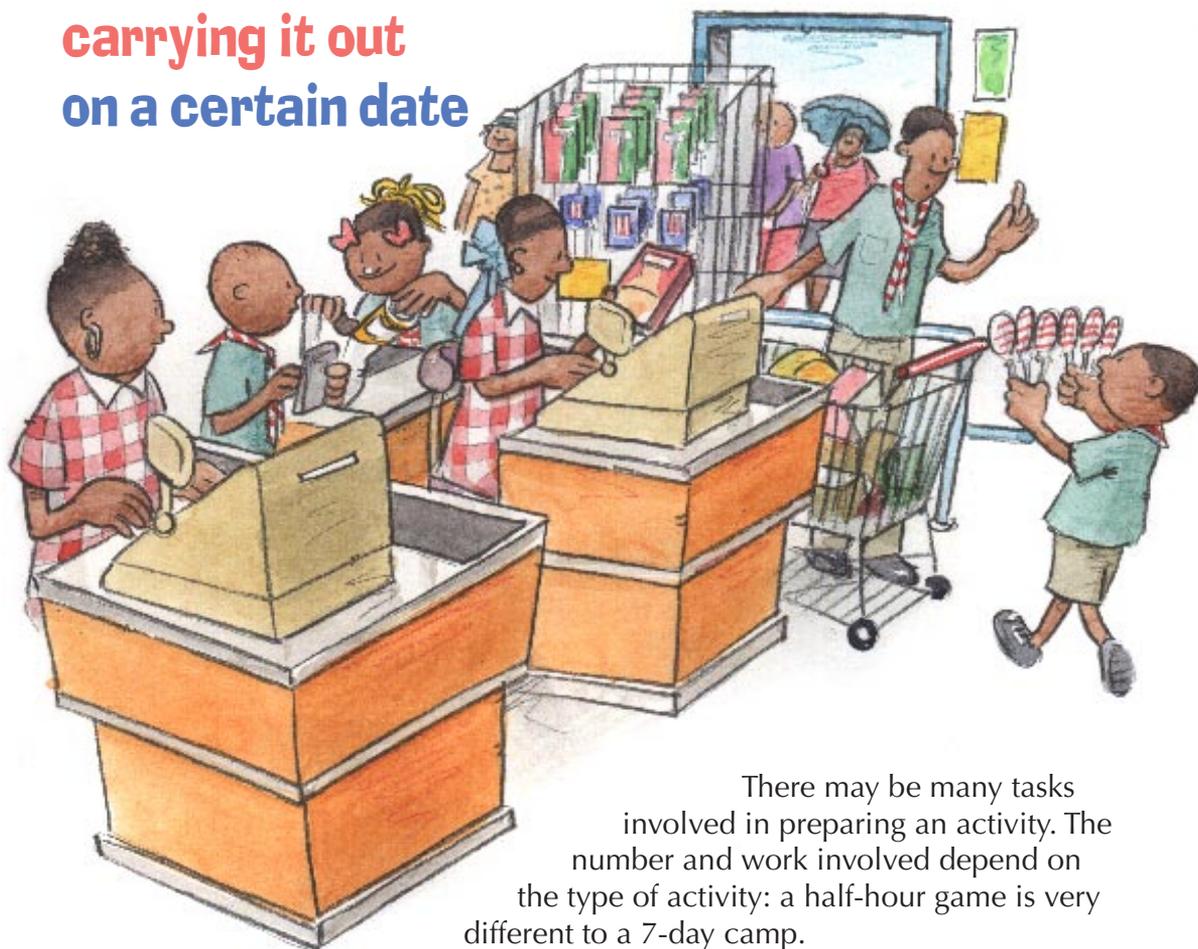


## Once you have designed the activity you need to prepare for carrying it out on a certain date



There may be many tasks involved in preparing an activity. The number and work involved depend on the type of activity: a half-hour game is very different to a 7-day camp.

However, when you are preparing any activity, it is very useful to have a look at the "route sheet" below:

Although various leaders and even outside experts may be involved in an activity, one person should always be **in charge of the activity**, and everyone else reports to them.

**Does everyone know who is running the activity?**



Any activity, however attractive it may be, needs to be **promoted** and this needs to be planned in advance.

**How is the activity to be promoted? Who will do it? What materials are to be used? Who will obtain or make them?**



The **place** where the activity is held is a key factor in its success. The outcome of the activity is affected by the place's size, degree of privacy, appropriate surroundings, tidiness and cleanliness, noise levels and the absence or presence of anything which may excite or inhibit the children. Even more so in the case of an activity outside the den. In the case of camps and outings it is essential to visit the place well in advance and check carefully if the activity can realistically be carried out there.

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**Have the place and the person responsible for finding and preparing it been identified? Have you visited the place and checked that it is suitable? Have you checked if you need permission to use it?**



Some short activities take place in one go, while others, especially the longer ones, can have several **phases** with different durations and requirements.

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**Have you gone over the various phases of the activity and designated someone to be responsible for each?**



Almost all activities have **variations**. Sometimes opting for one excludes all the others, but sometimes a single activity can involve several variations, either one after the other or simultaneously.

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**Have you prepared the materials you will need for the different variations you intend to use?**



The activities are prepared with the **participation of the children** except for those tasks which are beyond their abilities.

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**Are the children taking part in the preparations for the activity?**



When we need **external human resources** we need to arouse their enthusiasm and get them to commit to the project in advance. We cannot have an early morning's fishing without a fishing expert, or a brief photography course without the help of a professional or amateur who knows about the subject.

**Are the people you need from outside the pack committed and can you guarantee their participation?**



One dark night on a hill outside the city, everyone is ready and waiting to look at the stars. But the person responsible for obtaining the telescope, who arrives late, remembers only on arrival that he was supposed to pick it up on the way. Anyone who has had an experience like this one will never forget the importance of **materials**.

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**Have you checked if the materials you need for the activity have been obtained or made?**



Many activities have no **cost**, but others which last longer or use more materials, such as camps or long-duration variable activities, need funding to be obtained and administered properly.

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**Do you have the resources you need? Is someone in charge of administering them? Are there rules for accounting for your funds?**



The person in charge of the activity should **supervise** continually, checking that allotted tasks are being carried out, until the activity is fully prepared.

**Have you checked that everything is ready before you begin the activity?**



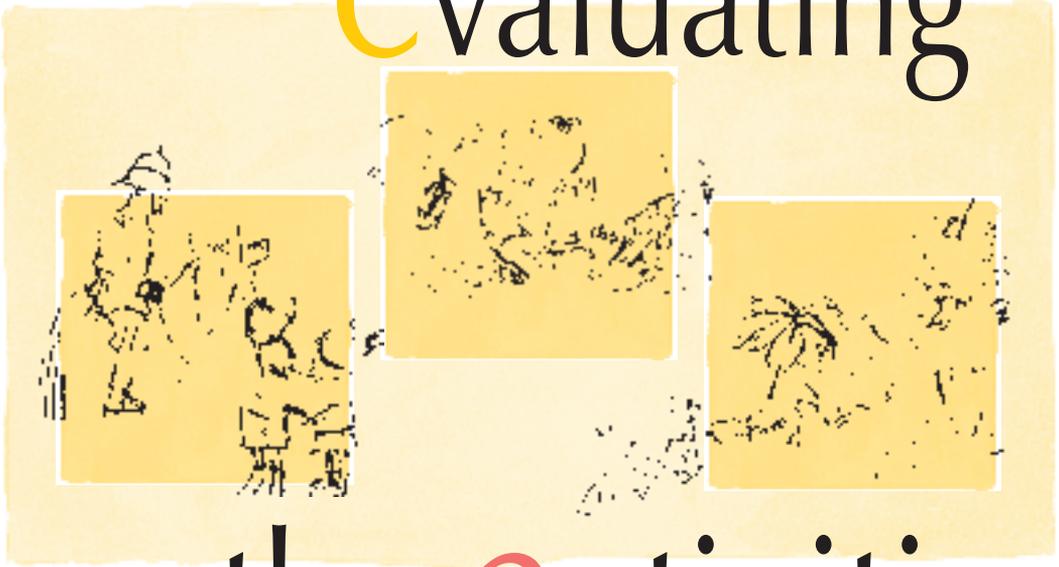
**When you design and prepare an activity you may have to make changes to the original calendar, since this is when you establish definitively the amount of time you will need for the activity. If the calendar is flexible as recommended, there will be no difficulty in making adjustments.**



# 15

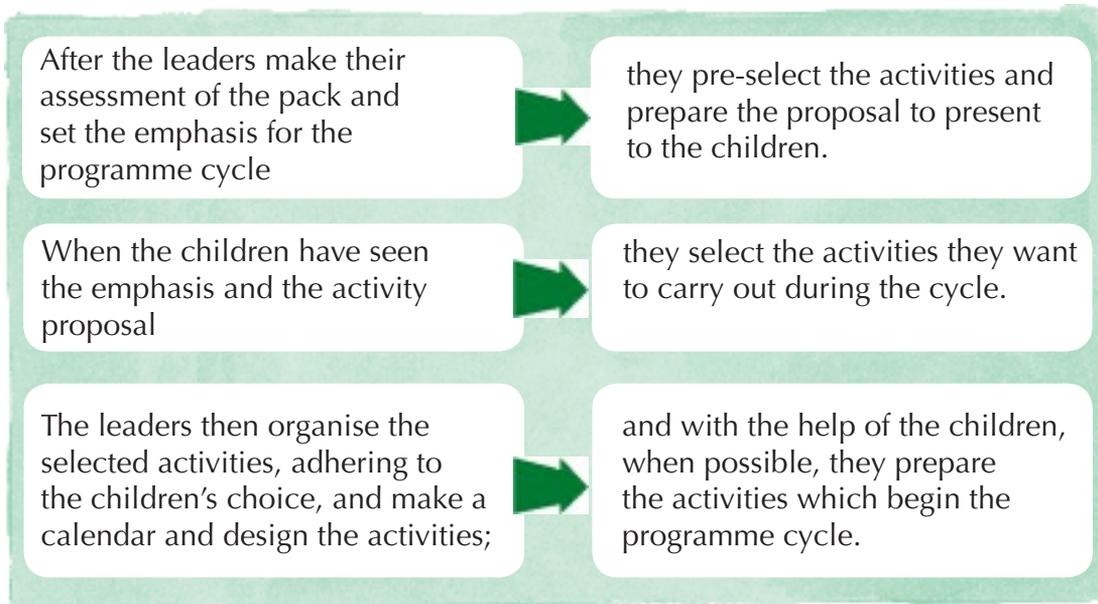
chapter

# Carrying out and evaluating



the activities

## Carrying out an activity puts our plan into action and it is a celebration for the children



### And now it is time to put our plan into action!

Carrying out and assessing the activities is the central part of the programme cycle. It will take several weeks and you should keep to the calendar as closely as possible.

For the children each activity should be like a celebration which fills them with enthusiasm and holds their attention. This is the only way they will have the experiences that gradually lead them to achieve their personal objectives.

## Before an activity nothing is ever lost by checking that everything is ready

How far in advance you need to check the preparations for an activity depends on how long the activity itself lasts: a least a week before for the longer activities and probably only a few minutes before the shortest ones.

You need to check all the parts of the activity that required preparation and anything else that may be relevant at that point in time, such as **who is in charge, the motivation, steps of the activity, variations and materials required.**

You should also check that all the leaders are clear about the activity before the start, so that they can explain it clearly, answer the children's questions and avoid losing control of the situation.



**During the weeks and days before an event like a long camp -which in itself involves lots of small and not so small tasks- you will need to check constantly on the preparations being made by the children, leaders, parents and any outside people who are involved.**

**After several camps, the leaders in your pack will have the experience to make up their own "check list". This will enable them to check quickly and thoroughly if everything is ready on time, and avoid things being overlooked. You can make a similar list for all the relatively standard activities.**

## The leaders

### work as a team

All the leaders take part in the activities: they all help and are involved to differing degrees in the result. This team-working is necessary not only for the activity itself to be successful, but also so that the cubs see that all the leaders are involved and this makes them feel that what is going on is important.

This does not mean that the leaders have to be tripping over each other all doing the same things at the same time. Tasks are supposed to be allotted before the activity begins, and each person has a specific role to play. Likewise, there is nothing to prevent different leaders taking responsibility for different steps and aspects of a single activity in the case of a long duration activity, like a camp.

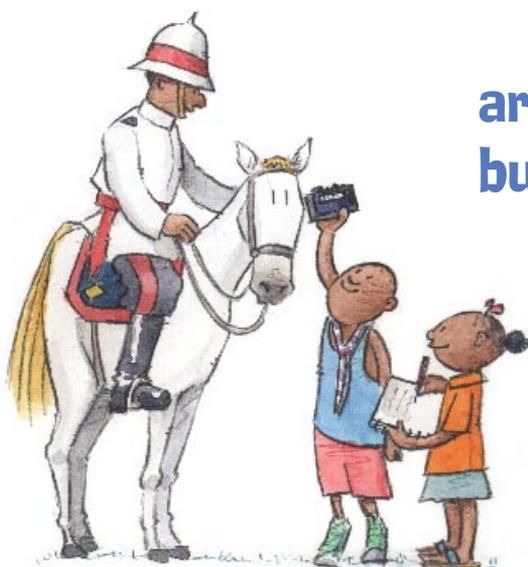
Apart from other considerations, team-working is important because it is not good practice for a leader to carry out an activity alone with the children, while the rest go off and attend to other business, shut themselves away to attend to "what comes next" or just rest. We must also remember that functions are shared out equally among the leaders. It is not healthy for some to feel they can run the pack from a distance, avoid heavy tasks, take part when they feel like it, arrive late or get up late in camp.

Often practices such as these can give rise to privileges of "rank" which in some scout groups are considered to correspond to certain leaders. This approach to being a pack leader is wrong. A leaders' team is about people taking on different, but fairly distributed tasks. There should be no hierarchy or privileges of any kind.



**Team working does not detract from the responsibility of the leader who is in charge of the activity, who needs to make sure that it keeps to its objectives and parameters and does not get out of hand. This can be more difficult in activities which involve a lot of physical exertion, but by working together the team can support the children who need it and keep the situation under control.**

## Order and discipline are not imposed, but accepted naturally



When we talk about the role of the leaders in the activities, we ought to mention the subject of order and discipline in the pack.

In scouting we never impose order and discipline. It also goes without saying -and is only mentioned for the benefit of non-scout readers- that any kind of physical or psychological violence is totally alien to the scouting spirit. The same goes for any kind of reprimand or

sanction which in any way undermines or degrades a child, whether in their own eyes or in the eyes of others.

In the pack and in scouting in general, order and discipline are freely accepted and kept because they are a natural and logical way to do things, they are a basic necessity for group life. That is the only practical way to do the things that we do and springs from willing adherence to the promise and law. The richness of group life is conducive to a pleasant atmosphere of close, natural and respectful relationships, in which it should be almost unnecessary to worry about telling the children what they "cannot or must not do".

In addition, the programme of activities chosen by the children is so attractive and occupies all their time and energy "doing the things they do" that there is no time left for "doing what they shouldn't be doing". That is why we say that order and discipline are freely and naturally accepted and practised and we

If, in spite of this, the pack spirit does not create its own natural discipline, and after having exhausted every other avenue, it may be a good idea to insist on some rules, at least temporarily. In such a case, you need to consider the following:

 In the first instance, the leaders should encourage the children themselves to propose the rules. If the leaders suggest some rules, they must be sure that the children understand them and the reasons for them. In all cases rules must be drawn up in agreement with the children.

 Once the rules have been made, the leaders ensure that everyone fully understands them, remind the children of them every so often if necessary and make sure that new members of the pack have them explained simply in a timely way.

 It is not a good idea to let the pack drift along with no direction, letting discipline be a matter of discretion on the pretext of maintaining good relationships. However, you must never forget that children are children and most of their reactions and types of behaviour are to be expected for their age and are not deliberate attempts to break rules.

 We must never lose our patience or act on impulse, however serious an instance of rule-breaking may seem to us. An unthinking reaction is always out of proportion.

 In cases where you can no longer avoid pointing out unsuitable behaviour to a child, the best way is by talking about it, explaining clearly, kindly but firmly, how important it is to live by some rules in order to be happy and to work together as a group. No child should ever be reproached in public for breaking a rule, nor should routine pack tasks be assigned as punishment for inappropriate behaviour. Even when these tasks may appear unpleasant, they must be seen as a voluntary contribution to the common good and not a difficult task reserved for "those who behave badly".

 There is usually a cause for every repeated or persistent misbehaviour. Try to find the cause rather than correct the behaviour, by taking the time to speak with the child.

 We must always remember that we are "big brothers and sisters" who want the best for our younger siblings. As such we guide, protect and correct them without ever punishing.

As soon as the atmosphere and enjoyment of group life makes pre-established rules unnecessary, the leaders can stop referring to them and return to letting the children's natural sociable inclination regulate pack behaviour.

## Motivation sparks off enthusiasm and is always necessary

Since the children were the ones to select the activities, they are likely to show a keen interest as soon as you announce an activity that they have chosen.

However, motivation is always necessary, since at this age children's interest comes and goes quickly and circumstances might have changed between the time they chose the activity and the time when it actually begins.

So motivation, which determines how keen children are to throw themselves into something, starts not just before the **beginning** of an activity, but long **before**, especially with medium and long duration activities. It takes place in different ways, creating an atmosphere that keeps up their expectations until the day or the moment that the activity begins.

The motivation must continue **during** the activity, to keep up their enthusiasm and self-confidence, which tends to wane when difficulties arise and the path towards the goal or result is not as smooth as it seemed at the beginning.

For these reasons it is a good idea to have different ways to motivate the same activity and be ready to use them at different times.

## Carrying out an activity is a celebration for everyone

For an activity to produce the individual experiences we hope it will, each child must enjoy it and experience it as a celebration. Thus there are some aspects you should bear in mind:

-  All the children need to have something interesting to do in the activity. No-one must be left out while the rest of the pack is having fun. An activity has *participants*, not *spectators*.
-  At the same time, participation in an activity is voluntary. Anyone who is forced to take part will not feel that they are part of any festivities, so that if at any time a child does not want to join in or to continue, they must not be obliged to do so. However, from the moment a child shows signs of such self-exclusion, the leaders must pay close attention and take the time to talk to the child and find out what the problem is.



- ✦ Although everyone understands that the result is important, the children should be encouraged to enjoy the activity for its own sake, independently of what they may or may not achieve by it. This will help to teach them little by little to take an interest in life for its own sake and develop strong personal stability which is not hinged on success or failure.
- ✦ The different tasks involved in the activity should be shared out fairly, on the basis of the participants' abilities and nothing else. You should take special care not to be influenced by stereotypical ideas about gender, such as giving challenging tasks to the boys and more passive ones to the girls.
- ✦ You must be alert to safety at all times. Children of this age can expend a huge amount of energy in a very short time, but they do not always control that expenditure, and so they can become exhausted very suddenly if demands on their energy are kept up for long periods of time. If there are disabled children in the pack, special attention should be paid to them at all times.
- ✦ The same goes for emotional integrity. You must be extremely careful to ensure that those who lose or who do not achieve the results they hoped for are not humiliated, that slower children are not left out or that less popular children are not ignored.

## The leaders keep up

### “the momentum”

## of an activity

Activities must always have a certain momentum. The leaders, especially the person in charge of the activity, are responsible for *keeping up the momentum*. Let's see what this idea involves:



The activity may be a little "cold" to start with but it will warm up gradually. You can accelerate this process with some extra motivation, depending on the type of activity, but what will help most is your own attitude. Never give in too easily if the children are not terribly enthusiastic at first. A leader brimming with enthusiasm will soon pass it on to the children.



Infectious enthusiasm does not require you to make a huge song and dance or become an instant star attraction. On the contrary, most often quiet persistence will do the trick - a hardly felt presence, disappearing and reappearing as necessary.



Try to avoid being too direct when you are in contact with the children during an activity to support, clarify or encourage them. You cannot expect to be able to direct, guide or resolve all the aspects of every situation. It is a good idea to let the children really experience the problems that arise, since that is the only way they will find solutions and learn to think for themselves.



Try to avoid gaps, which usually come down to lack of preparation. When they have been caused by unforeseen circumstances, you need to make whatever alterations are necessary or reinforce the programme in whatever way you can to solve the problem that broke the momentum. It is always useful to have some alternative "gap-filler" or replacement activities up your sleeve for occasions like this, like surprise activities, evaluation games, variations on the current activity or simply another activity.

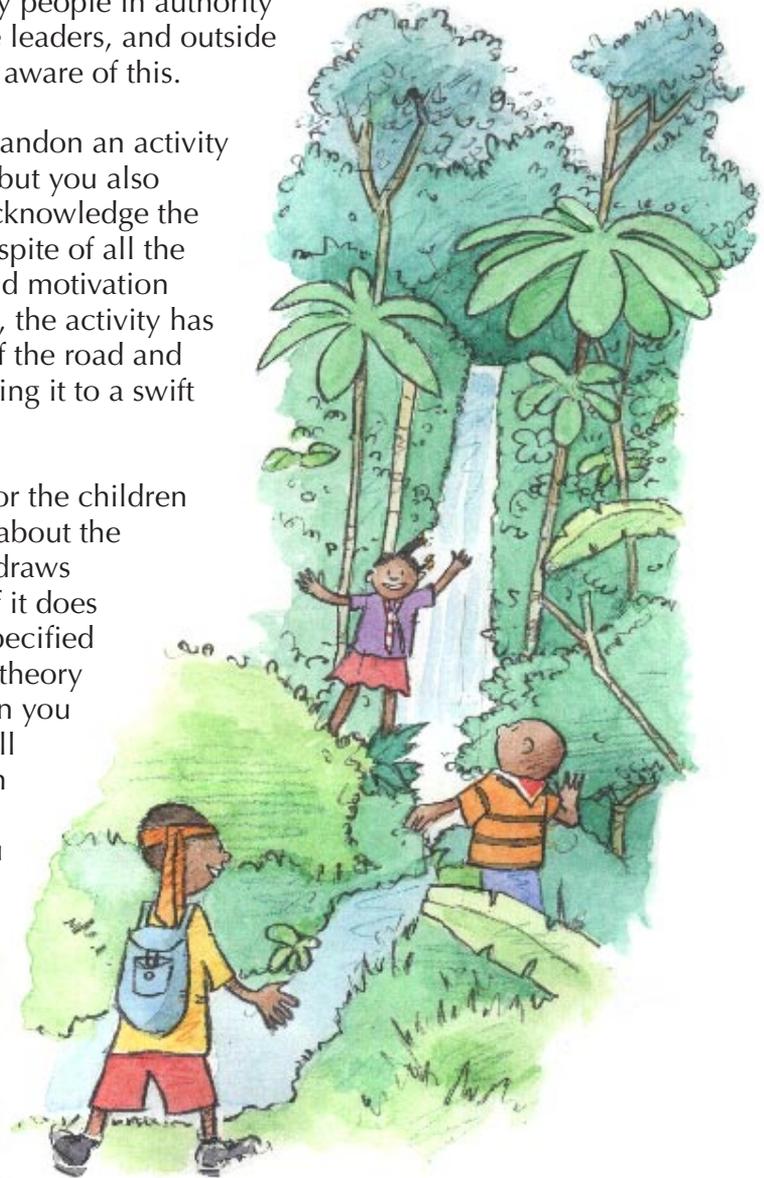


During activities that occupy a whole pack meeting and more passive activities, even though there are no gaps, it is a good idea to intersperse songs, dances, applause, and other activities involving movement. These enable the children to let off steam and help them concentrate on the main activity.

When people from outside the pack are involved in activities, such as an expert to help them learn a special technique, as far as possible this should be carefully planned and timed to form part of the context of the activity and not cause a break in the momentum. This means that people who are kind enough to lend us their services need to know their role beforehand, and know that they cannot turn it into a separate show of their own. The only people in authority in the pack are the leaders, and outside people need to be aware of this.

You must never abandon an activity at the first hurdle, but you also need to learn to acknowledge the point at which, in spite of all the encouragement and motivation you could think of, the activity has come to the end of the road and the best thing is bring it to a swift conclusion.

It is always good for the children to be enthusiastic about the activity even as it draws towards the end. If it does not finish at any specified time and could in theory go on for ever, then you should finish it well before the children lose interest. This will mean that you can do it again on a different occasion, just as it is or with variations.



**You should remember that outdoor activities like outings and camps tend to be slower than those which take place in the den where the pack has its usual meetings. This means that when you plan them you have to remember that you will be able to do fewer things in the same length of time and that the whole pace is different.**



### **Some things are especially important for maintaining momentum in normal pack meetings:**

-  A leader is the first person on the scene. He or she is there when the children arrive and is present until the start of the meeting. This inspires confidence in the parents of children who arrive early, cuts risks and makes a time of potential anxiety and boredom into an opportunity to spend time getting to know the children.
-  The same goes for the time after the meeting. A leader must always remain with any children who are waiting to be picked up or who are still in the den for whatever reason. A leader is always the last to leave after all the cubs have gone home.
-  The sixes can take turns to carry out simple routine tasks which are repeated every week. This helps them to learn skills and develop attitudes of service and responsibility. These routine tasks might include den housework, getting the flag ready for hoisting, putting up or handing out notices, maintaining equipment and tidying furniture. It will help the momentum of the meeting if these tasks are carried out smoothly without having to make an issue of them.

## **We have to look after things and be trustworthy**

In order to deserve the trust of people who lend us things for our work and donate equipment to the pack, we must be trustworthy. This means giving back things that we borrow on time and in as good a condition as we receive them, looking after the buildings and rooms we are allowed to use as if they were our own and keeping our equipment in excellent condition, fit to be used right away.

The same goes for arrival and departure times for camps and outings, being punctual at meetings and looking after the places and properties where we camp. We should always try to leave the places where we camp cleaner than they were before we arrived.

Any scout leaders who do not meet these obligations will soon find doors closed to them. The sad thing is that doors close not only for these scout leaders, which may be no more than they deserve, but they also close to scouting in general, which then suffers because of one person's irresponsibility.

Fortunately, those who are responsible will earn a reputation which will be a great asset and their most important calling card, both in scouting and outside it, because they are people who can be trusted.

## Be alert for health and safety matters

There are potential risks in all activities and it is the leaders' duty to guard against them and to know what to do if an accident should happen despite all our precautions.

Our equipment, our materials, the route we choose for an excursion, our means of transport, the venue of an activity, the location of the kitchen, handling of the cooking fire, the food the children eat, the clothing we recommend they bring, the location of the tents ...everything we do and everything we use may involve a degree of risk and could potentially cause an illness or an accident. We must pay just as much attention to these things as we do to the children's immediate safety.

### Here are some key recommendations which are useful in any situation or environment and which leaders need to know and follow:

**Prevent:** take some time and use your imagination to identify all the potential risks that are implicit in everything we do, work out how to minimise this risk and set clear limits.

**Inform:** let everyone know, clearly and directly, what the risks are, in order to discourage dangerous behaviour. When appropriate, you can use a system of notices and signs.



### Keep up prevention and information:

prevention is an ongoing requirement. Repeat information about risks or hazards frequently and keep signs in good repair.

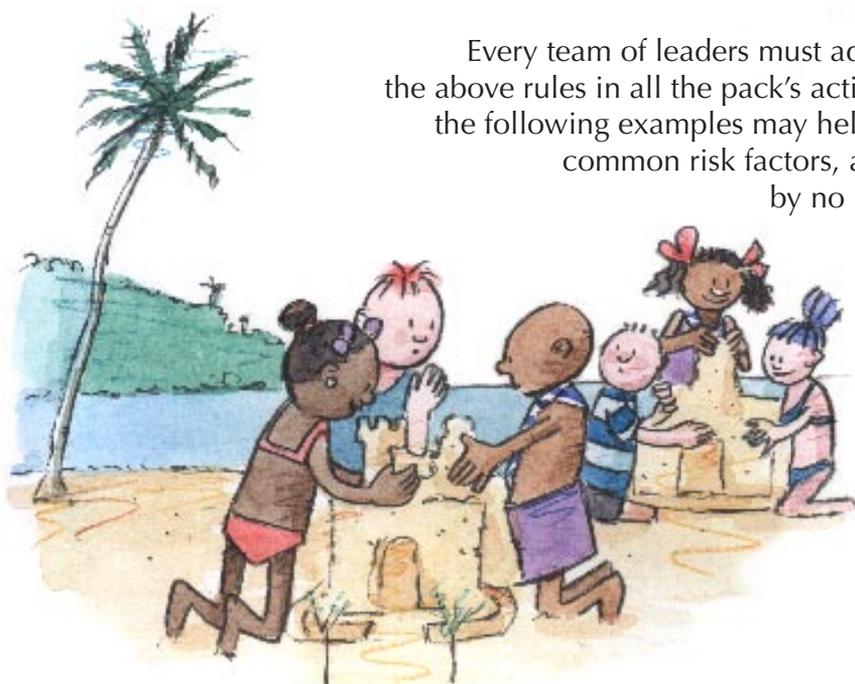
### Be ready to give effective assistance:

despite all preventative measures and information, there is always the possibility of an accident or hazardous situation. You must be prepared to:

- know what to do in each case;
- have everything you need to provide assistance immediately at hand;
- know what measures to take to avoid leaving other potentially risky areas uncovered while you are providing assistance.

## Risk factors

Every team of leaders must adhere rigorously to the above rules in all the pack's activities. In addition, the following examples may help to identify some common risk factors, although this list is by no means exhaustive.



### Equipment and materials

- Keep boxes of materials in good condition, with no protruding splinters, wires, sharp or pointed bits of metal.
- The children should only use tools they are able to handle, and always with great care. They must **never** use knives, scalpels or axes.
- Children are not to carry heavy or bulky loads.
- Tents must be checked over and repaired immediately after use and put away clean and in a dry place. Before going camping, they should be put up, checked and aired.

## Transport

- Ensure all vehicles used are in good condition, with their mechanical checks and vehicle documents in order. Make sure drivers are qualified.
- Getting on and off the vehicle must be an orderly process under leader supervision, and the participants must be counted each time they set off. For long trips it is a good idea for the children to have numbers and to shout them out as they get on the bus or vehicle.
- During the journey the children must all have a seat. Order must be kept, with no physical games of any kind and children must be prevented from sticking their heads, arms or legs out the windows. It is usually a good idea for the leaders to sit "strategically" among the children.
- Ensure you have adequate insurance.

## Food

- Children should not keep food in their rucksacks or their tents, and should not eat in their tents.
- If you use perishable food -dairy products, meat or fish- you must have some way of keeping it cold.
- Ensure you provide for special dietary requirements, when necessary.
- In camp drinking and cooking water must be guaranteed safe, at close proximity and easily accessible.
- Carefully check use and sell-by dates on the foods you buy and keep food cool, dry and in a high place on outings and camps, in clean containers, properly sealed, away from animals and insects.

## Clothing

- It is a good idea for each child to pack their rucksacks themselves so that they know where each item is and can find it quickly.
- You should produce a list of the clothing children will need for outings and camps, depending on the time of year and the typical temperatures of the place you are going.
- Avoid the children getting their clothes wet, or worse, spending long periods of time in wet clothes. Being cold for any length of time, sudden temperature changes and wet shoes and socks are to be avoided at all costs.
- Try to ensure the children always have a change of clothes.

## Health and medicines

- The pack must always have a full, well stocked first aid kit handy. Check the expiry date on the medicines regularly.
- You should know the use and dosage of medicines for common ailments. Do not allow the children to dose themselves and avoid people who are not properly qualified making diagnoses.
- Take care that the children are not over-exposed to the sun at its strongest hours, and ensure they have appropriate protection against sunburn.
- Any patient with symptoms beyond common childhood afflictions during a routine outdoor excursion must be referred immediately to a doctor.
- When you are camping at any distance from the city, you must travel with all the cubs' up-to-date medical records.
- A single leader must be in charge of the times and doses of medicines of any children undergoing treatment.
- Always be alert to the possibility of dehydration, sunstroke and diarrhoea, which are the most common ailments in camp. Look out for constipation also, which can be caused by a change in water or can be psychological if children are unused to using rudimentary sanitary facilities.
- All the leaders must know first aid.

## Cooking and campfires

- The cooking facilities must be stable, set up on firm ground and protected from the wind.
- In the pack the cooking is done by the leaders, the parents, volunteers from the senior sections or specially hired staff. As a general rule, the children do not cook, are not allowed into the cooking area and are not allowed to use sharp instruments.
- Whenever a fire is lit, there must always be an adult close by who is responsible for it and can prevent curious children from playing with it.
- There must always be a water source close to a fire or a container with enough water to put it out quickly. At the end of the red flower, special care must be taken to ensure that the fire is properly out.
- No flammable material should be used for lighting inside the tents.
- You do not play with fire in camp. Indeed, you never play with fire.

## Bathing and swimming

- The leaders must always check the bathing site: what the bottom is like, any currents, depth, temperature, obstacles, holes, etc.
- Children only bathe in the area permitted and under constant leader supervision.
- It is a good idea to have a system of locating and counting children quickly, like swimming in pairs or having small groups each supervised by a leader.
- All the leaders must be able to swim and at least one of them must have life-saving skills. If that is not the case, then swimming is off the programme.
- Life-saving equipment should be available for instant use.
- All participants in any activity or water game involving boats or rafts of any kind must wear life-jackets, without exception.

## General outdoor safety

- You should try to avoid steep sided water courses, abrupt gorges, trees with long fronds or brittle branches over water rapids, which are attractive to children and can cause accidents.
- Pay attention also to the possibility of aggressive or poisonous insects or animals and allergenic plants.
- Games of physical skill must never be played on paved surfaces or involve any sharp, pointed or heavy equipment.
- Remove extraneous objects from play areas and their surroundings. Objects below knee height and leaning against walls should also be removed.
- If the camp has no drainage and you have to build privies, they must be downwind from the camp, at a slight distance but easily accessible, meet basic standards of comfort and hygiene and have night lighting. They should be treated regularly with non-contaminating chemical products.
- Until organic waste can be removed to a suitable place, it should be kept in a closed container away from germs, insects and animals. If it is not possible to remove it from the camp area, then it must be buried at the depth recommended for the soil type and treated in such a way that it breaks down into the subsoil without polluting it.

## All the activities are evaluated by how well their objectives were met

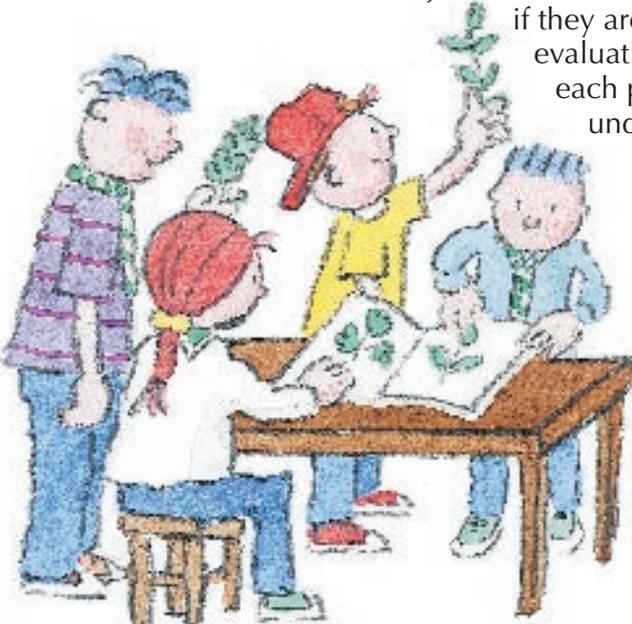
Evaluating an activity means **observing its development** to see whether it is possible to improve the way it is carried out and **analysing its outcome** in order to establish whether the objectives proposed at the outset have been achieved, i.e., if the participants achieved what it was hoped they would achieve in the activity.

We must always remember that the objectives of an activity are different from the personal educational objectives, which refer to the types of behaviour which each child has set him or herself to achieve over a period of time.

When we evaluate an activity we are obviously interested in the objectives of the activity, not the children's personal educational objectives. The assessment of the children's personal objectives is another matter which we will look at in chapter 16.

## To make a reliable evaluation we need written objectives

In order to be able to evaluate an activity it is therefore extremely important that objectives have been assigned to it, and that they have been written down. If there are no objectives, then there can be no evaluation; and if they are not written down, then the evaluation will be ambiguous, since each person will have a different understanding of what the activity was expected to achieve.



In addition, if the objectives are vague, there will be an inevitable temptation to reduce the distance between them and the results that were actually achieved, thus exaggerating the achievements and thinking that things have been achieved when they haven't.

**Does this mean that we have to write down  
the objectives for all the activities,  
whether fixed or variable, short or long duration?**

**Not always!  
And it depends if they are fixed or variable activities!**

The **variable activities**, given the variety of their aims and contents, **should have their objectives written down.**

Exceptions are:

-  *Instantaneous activities*: there would be no sense in writing down objectives for these, given their surprise nature;
-  the *individual back-up activities*, since these are suggestions made to a child by the leader who is monitoring and assessing his or her personal progress, and the objectives do not need to be written down;
-  the *individual tasks within a group activity*, which only amount to dividing up tasks; and
-  the *proficiencies*, for which the objectives may or may not be written down: this comes down to the judgement of the respective leader and monitor; and the agreement they have reached with the child.

The **fixed activities**, on the other hand, generally **do not need their objectives written down**, given that their content is always pretty much the same and they are carried out in a fairly standard way. This is the case of the weekly meetings, games, stories, songs, dances, ceremonies, etc.

However, there are some exceptional cases in which objectives may be written down for the purposes of subsequent assessment:

-  *Camps* and *"hunts"*: although these are fixed activities, their content can be very diverse; and
-  the *red flower* which, although a relatively fixed activity, can have different themes.

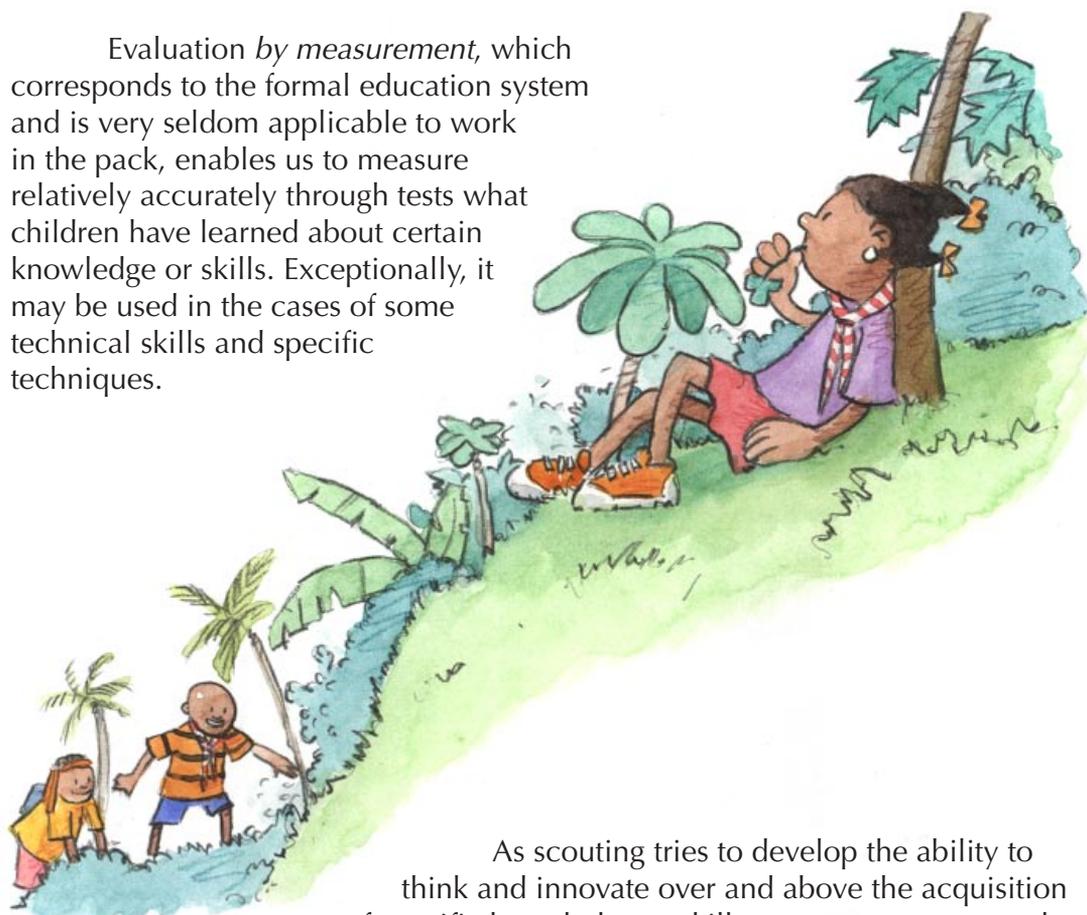
# Activities are evaluated

## by observation

The way we evaluate activities in non-formal education is *by observation*. The children, the leaders, parents and other people who have a part to play in evaluation observe while they take part in the activities, both the details and general aspects. They observe in different ways: watching, listening, analysing, comparing and drawing conclusions.

Even activities intended to help attain technical knowledge can be assessed this way. For example, if people appear in photos with their heads or feet cut off you can deduce that the children do not know the rules of setting up a picture.

Evaluation *by measurement*, which corresponds to the formal education system and is very seldom applicable to work in the pack, enables us to measure relatively accurately through tests what children have learned about certain knowledge or skills. Exceptionally, it may be used in the cases of some technical skills and specific techniques.



As scouting tries to develop the ability to think and innovate over and above the acquisition of specific knowledge or skills, measurement can only be a very limited tool for us. Likewise, activities aimed at knowledge or abilities that can be measured are very limited in the pack. In any case, measurement would be of very little use in determining the achievement of attitudes, either in the pack or in the formal education system.

## do we evaluate activities?

**There are 2 points at which it is a good idea to evaluate activities in the pack:**



### During the activity

It is a good idea to evaluate long duration activities in the course of the activity. This also goes for medium duration ones involving several phases. This type of evaluation will usually be done by the leaders only, but occasionally third parties who are providing specialist support may also be involved.

With these activities, the evaluation seeks to determine if any corrective or back-up action is needed. If not all the children are taking part, we have to find a way to get them all involved. If the activity is dragging out, we have to speed it up. If there is not much interest in it, we have to design additional motivation. If it is going off at a tangent, we should see if it can be turned into two parallel activities.

In order to incorporate whatever corrective action is deemed to be necessary as a result of this evaluation, the leaders will need to be flexible, imaginative and prepared to rethink and reinvent on the spot.



### At the end of the activity

It is a good idea to evaluate all activities when they come to an end. Even the quickest ones should be evaluated though the evaluation is as brief as the activity itself.

In this evaluation, the children and the leaders share their opinions about what they have done. Other people who have taken part in the activity can also be involved in this.

For the children this is a general type of evaluation, referring to the organisation, development and results of the activity, and only exceptionally to their own participation, that of their companions and the leaders.

The leaders listen to what the children have to say, share their thoughts with them and draw conclusions together.

It is also a good opportunity for the team of leaders to analyse itself, to look at how everyone carried out their responsibilities in the activity.

## Who

# evaluates the activity?

We can distinguish five "agents" who assess similar or different aspects:



### **The children themselves evaluate their own individual participation**

Each child tells the pack or the six briefly about their own individual part in the activity, in their own way, in their own words, naturally and spontaneously.

In activities lasting for a day or more, all the pack members should have the opportunity to express their opinion. In the medium duration ones, it is sufficient that only the ones who want to give their opinion do so; and in short activities it is not necessary at all.

This assessment normally takes place at the end of an activity, but can also occasionally take place during the activity. This may happen with a long duration activity which has been prepared with a great deal of interest but is not working out as well as expected. In this case, the assessment of all the participants may help to get it off the ground again.



### **All the children as a group evaluate the activity and occasionally they assess the participation of their companions and the leaders**

Following on from the previous evaluation or as the start of a separate process the whole pack meets in sixes or special groups for an informal chat about the activity in general and how much they enjoyed it or not.

The time spent on this evaluation should be in proportion to the importance of the activity and the time it took to carry out.

Occasionally, the group evaluation may contemplate the work of the team of leaders, which will provide valuable information about how the children perceive us.

Exceptionally, the children may be asked to say something about their companions' participation in the activity. In this case we should take the precaution of asking them to be careful not to hurt anyone's feelings and mention only aspects which the children are in a position to do something about.



**The leaders, who evaluate the activity, and assess the participation of the children and their own performance**

The leaders' assessment is essential, and there are three different occasions and ways of carrying it out.

- Together with the children's evaluation and interspersed with it, backing up, adding to and perhaps qualifying some opinions or raising any aspects not mentioned;
- with the children, but after their evaluation, as a kind of final recapitulation, which they must take care is not perceived as correcting what the children have said; and
- during a leaders' team meeting.

In the first two instances they will refer almost exclusively to the outcome of the activity and the participation of the children. In the third, the evaluation broadens to include an assessment of their own performance. This is the leaders' self-assessment.

## The parents evaluate the activity and the way their children react to it

Although it is both feasible and useful, it is not often that the parents have any input into the evaluation of the activities.

They will have something to say when they have participated in or helped with an activity. Also after seeing the impact that a long duration activity has on their children, or when the children have had to carry out part of the activity at home and the parents have had the opportunity to see what they are doing.

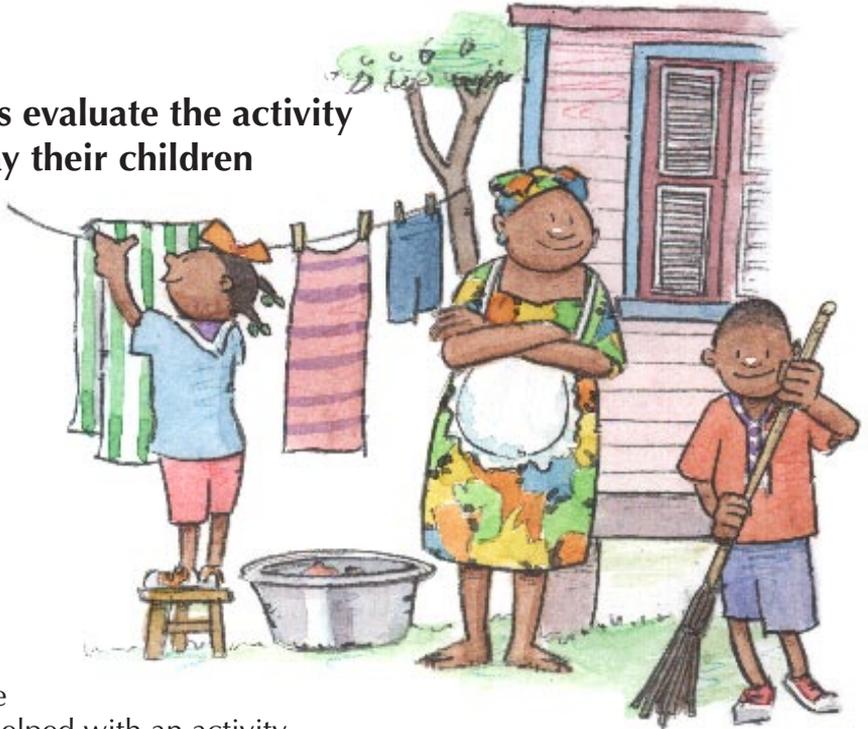
This evaluation may happen during an activity, but it is more likely to be at the end. It is something that may also be discussed at general meetings at which the children are present or in informal meetings between parents and leaders. The leaders should wait for such informal occasions alone with the parents to ask them to comment on their own children's reactions to the activities.

## Other people who may only evaluate the activity

Evaluation by other people is only possible when they have been involved in the activity.

This will be the case of evaluation by a specialist who took part in an activity which involved acquiring certain knowledge; or a teacher, when the activity has involved the school.

Other people's evaluation will always refer to the development and outcome of the activity and will generally take place at the end. The exception to this is the long duration activities, in which their opinion may be very useful in the course of the activity, in case corrective action or alterations of any kind are required.

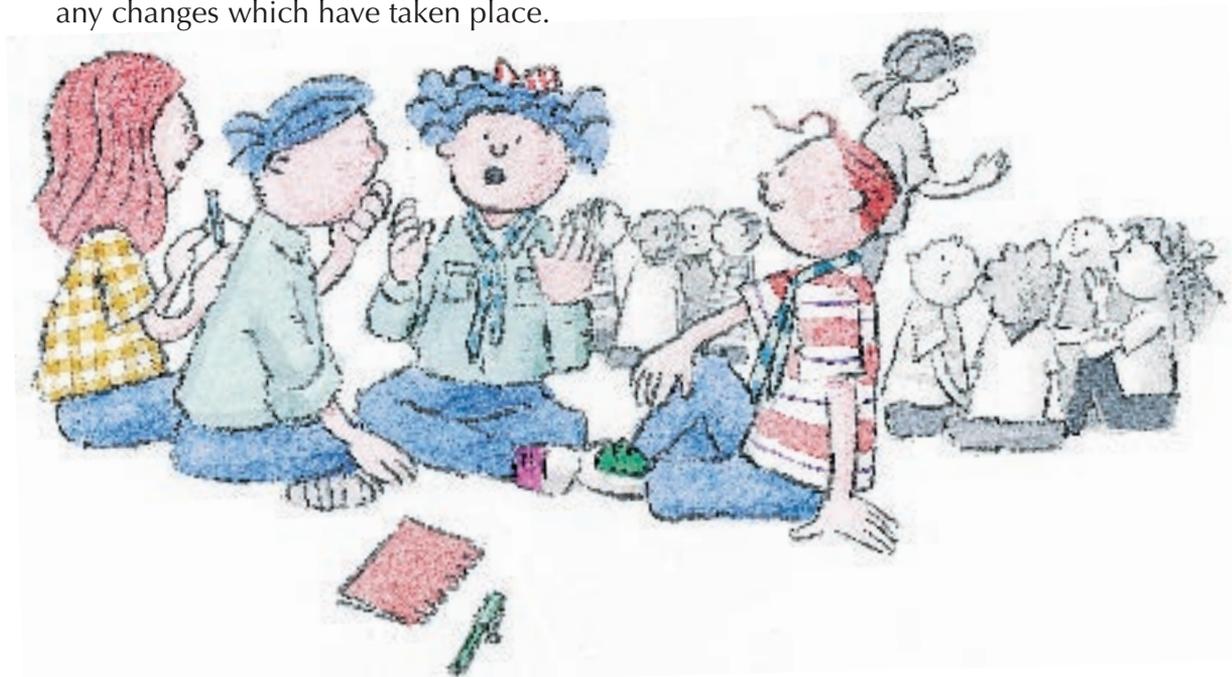


# Evaluation of an activity and assessment of the children's personal development

Several times in this Handbook we have emphasised the need for a clear distinction between the evaluation of an activity and the assessment of the children's personal development. These are done for different reasons, are of a different nature and are carried out in different ways.

However, as you would expect and as experienced leaders know, both are fed by the same observations.

When you observe the development of an activity, you cannot avoid seeing at the same time how certain boys and girls are performing and noting any changes which have taken place.



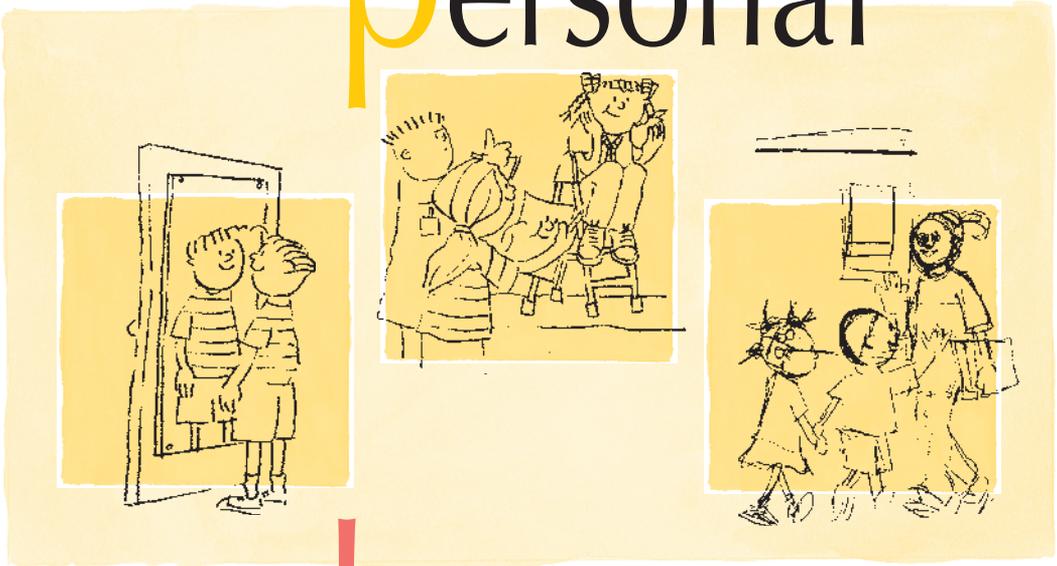
**This means that when leaders observe the development and results of an activity, it is absolutely normal to accumulate information about the children's personal development too. At the end of the programme cycle, after a few months and after several activities, this information will enable them to reach a conclusion about each child's personal objectives. At this point the leaders can share their conclusions with the children whose development they monitor and assess.**

**Evaluation of an activity and assessment of personal development are different, although they draw on the same observations and develop in parallel. However personal development assessment is concluded only at the end of the cycle, as we will see in more detail in chapter 16.**



chapter **16**

Assessing  
personal



d evelopment

## Assessing personal development is a process

**that is part of pack life**

While we are watching how an activity develops, it is inevitable that we will be looking at how the children are performing and looking for any changes in them.

Thus assessment of personal development is a systematic and continual process that forms *part of the group life in the pack*. It involves gathering information which enables us to help the children get more from their participation in the pack, improve their achievement of objectives and determine how close they are to achieving the proposed personal objectives.

Assessment is a subsystem within the pack system. It is part of everything that happens and is carried out simultaneously.



**When we talk about "personal development" we are referring to a child's gradual progress towards the types of behaviour envisaged in the objectives. Since this progress involves all aspects of the personality, it must be understood in the widest sense, including all the variations on the ideas of growth and development. Although growth and development have subtly different meanings, they are used interchangeably in this Handbook as synonyms of personal development.**

## A child's harmonious development can only be assessed by observation

The pack educational objectives, which the children make into their own personal objectives at the end of the introductory period, propose three different categories of behaviour. These are obtaining knowledge (knowing), assimilating attitudes (knowing how to *be*), and learning skills (knowing how to *do*). In some cases it is easy to distinguish between the three, but they are generally intertwined and one type of suggested behaviour will often involve all three categories.

Thus a child's harmonious development is something that we can only assess by observation, since it involves so many subjective factors that are all equally applicable and valuable.

Some aspects of a child's development *can* be measured, such as body weight or acquisition of a certain piece of knowledge. However this is methodology absolutely alien to the pack environment, and would require the leaders to have knowledge they do not necessarily have and would side-track us into an obsession with numerical scores of doubtful use. We must accept that we cannot measure the unmeasurable.

The fact that a leader is a teacher or a doctor may qualify him or her to measure knowledge or health in the course of their profession. But that makes not one bit of difference to us; the scout method does not vary according to the areas of expertise of individual leaders.

We observe development all the time in the pack, through all the means pack life offers us to do so. The children give off signals all the time which help the leaders to determine the point they have reached in the natural progress and development towards achieving their objectives.



**We must remember that the task of the pack and the leaders is to *contribute* to children's development by *working with* other educational agents, but we never impinge on the functions that correspond to these agents.**

**For example, the leaders may observe that a child has difficulty in keeping good eating habits. There are many things we can do in pack life to help to resolve that situation, but the parents are the ones who are ultimately responsible for solving the problem.**

**The same goes for specific knowledge about a given subject. It is for the school to measure this if measuring is possible and useful. All we can do in the pack is observe a child's degree of intellectual development and share our concerns with the teachers.**

## Observing

### takes time and love

Assessment by observation requires a special environment, which is of course our group life in the pack: a pleasant atmosphere, full of interesting things to do and stimulation for children. It is also a warm and sincere atmosphere, in which the children and leaders develop deep, intense relationships and trust each other fully, unafraid to share personal things.

This is why the leaders need to cultivate certain qualities, such as vision, time, patience and love.

**You need a certain kind of vision** to realise the importance, scope and depth of the educational task that you are committed to. Accompanying a child on the journey of development is no trivial matter, it is a privilege and a responsibility, the size and possibilities of which you need to be aware. Educating is much more than assessing the achievement of objectives.

**You need time**, unhurried quality time, with no interruptions. Time not only to share with a child during the usual pack meetings, but also to make as many useful contacts as possible, both in the meetings and outside them, with the family, friends, visiting the school, talking to the teachers, sharing a sport or hobby. This is time that enables us to talk about everything we have to talk about, listen to everything that has to be heard, think of everything that needs to be said and say the right thing, at the right time and with respect. A time to share, since the process is just as important as the result: it is not only a question of checking if the child attained the objective or not, but also knowing how they attained it.

For all these reasons, **you also need patience**. You cannot draw firm conclusions from an isolated act you have witnessed by chance. To form valid judgements, especially about other people, we need to know them, watch, listen, monitor and relate to them, gather information and draw well-founded conclusions.

**Administering a test or exam are things that need some technical skills. But accompanying a child on the journey of development is something that requires voluntary and generous devotion -to the child and to the tasks- for the simple pleasure of helping, with no more reason than the desire to do it. And that means caring about the happiness of others as much as our own, an attitude which we would recognise as love.**





**Remember that each leader may not monitor more than 6 children. It is not possible to effectively assess the personal development of more than 6.**

**It is also not a good idea for all the leaders to assess all the children in the pack indiscriminately. This type of mass observation only leads to a general appreciation, which may be useful for complementing a more solid opinion, but alone it is not enough to determine the attainment of objectives.**

**For the leaders to carry out their work effectively, they need to observe and share time with "their" cubs over a relatively long period. Since the information they accumulate in the process is very valuable, and represents time invested, it is not a good idea for the leaders to change, work by rota or take turns. This is why it is recommended that leaders stay in this post for at least a year. They can of course stay longer unless there is any particular reason for them not to.**

**When they do change, it should be done gradually, being very careful of the children's feelings. The incoming leader needs to be given all the information that has been gathered, summarised in writing in the child's personal file.**

## **Assessing also means accompanying, supporting, encouraging, correcting**

As we have seen, assessment is a process which not only compiles information to determine how close children's behaviour is to the objectives they have set themselves. It is also intended to help children get more from the pack and improve their progress towards their objectives. Thus any assessment should be carried out in such a way as to raise the child's self-esteem, even when pointing out an error.

Consequently, as we have already seen, it is a process that is closely linked to the development of the activities and the life of the pack, which means that it involves accompanying, supporting, encouraging and correcting.

For the same reason, we say that it is a *constant process* and not something that takes place only at the end of a programme cycle. Of course that is when we draw our conclusions, but they are the result of a long process which runs alongside all the activities that form part of life in the pack.

## When do we

### assess personal progress?

Although assessment is an ongoing process, it has some milestones we should mention:

- **When the child joins the pack and we establish their "entrance level"**

This is the assessment we carry out when a child joins the pack, during their *introductory period*. After introducing the objectives and discussing them with the child, the leader and child agree on where the child is in terms of these objectives, which determines the progress stage that the child will begin working on.

- **In the course of the programme cycle, when we gather information about a child's progress and we accompany, support, encourage and correct**

This assessment begins straight after the introductory period, since the child has been participating fully in the activities with the other children from the moment of joining the pack. This period of assessment involves accumulating information throughout the programme cycle, while supporting the child and if necessary proposing corrective action. It ends with the conclusions that are drawn at the end of the cycle.

- **At the end of a programme cycle, when we draw conclusions about the objectives that have been achieved by the child during the cycle**

At the end of a cycle, the child and leader together decide which objectives can be considered to have been attained during the cycle, and the child is given the relevant stickers to put in his or her Booklet. This assessment finishes with the end-of-cycle party and, if appropriate, the badge for a new progress stage.

- **When we finish the assessments of subsequent cycles, we assess whether the types of behaviour acquired in previous cycles have remained**

At the end of each cycle we assess not only the objectives achieved during that cycle, but also how many of the ones reached during previous cycles have stood the test of time.

## Who assesses a child's personal growth?

As we saw when we looked at the different milestones in the assessment process, the child and the leader are the two main actors in the process, but there are also others who are involved and whose opinions are relevant. Let us look at who is involved in assessment in more detail:

### **The children themselves, who carry out a self-assessment**

The children's self-assessment is the most important part of the personal growth assessment process. All the children examine the personal objectives in their Booklet, think honestly about themselves and decide how far they think they have progressed.

A little before the end of a programme cycle, the leaders responsible for each child invite "their" cubs to carry out this self-assessment and arrange individual meetings to talk about the results. The children are encouraged to give the matter some thought beforehand, make notes in their Booklet if they wish and talk about it with their friends, parents or whoever they wish.

Most children will have reflected and thought critically about themselves during the course of the cycle, even if unconsciously, without needing to be encouraged. This might be thought of as a kind of spontaneous self-assessment, and that is quite enough. It is not a good idea to encourage any other kind of self-assessment during the process. It is not pleasant to be constantly put under pressure to examine ourselves and there is no educational advantage in creating an obsession with self-assessment.





## The other children in the pack, who give their opinions about their companions' progress

Assessment by the other members of the pack, which is normally done by six or in groups of friends, is optional and is always done after self-assessment and before the last conversation with the leader who assesses the child's progress. This is a brief assessment and should not be done in whole pack gatherings.

It can come about in different ways: • if one of the members of the six has asked for it or given the impression that they need it, which is not particularly common; • if the six took the initiative, with the agreement of its members, which is more common in experienced sixes or with older children; • if the leaders encouraged it, which might happen in many different circumstances: there may be relationship problems that need to be solved before concluding an assessment, information may be needed from the peer group or the leaders may think it beneficial for a certain child to hear the opinions of their best friends.



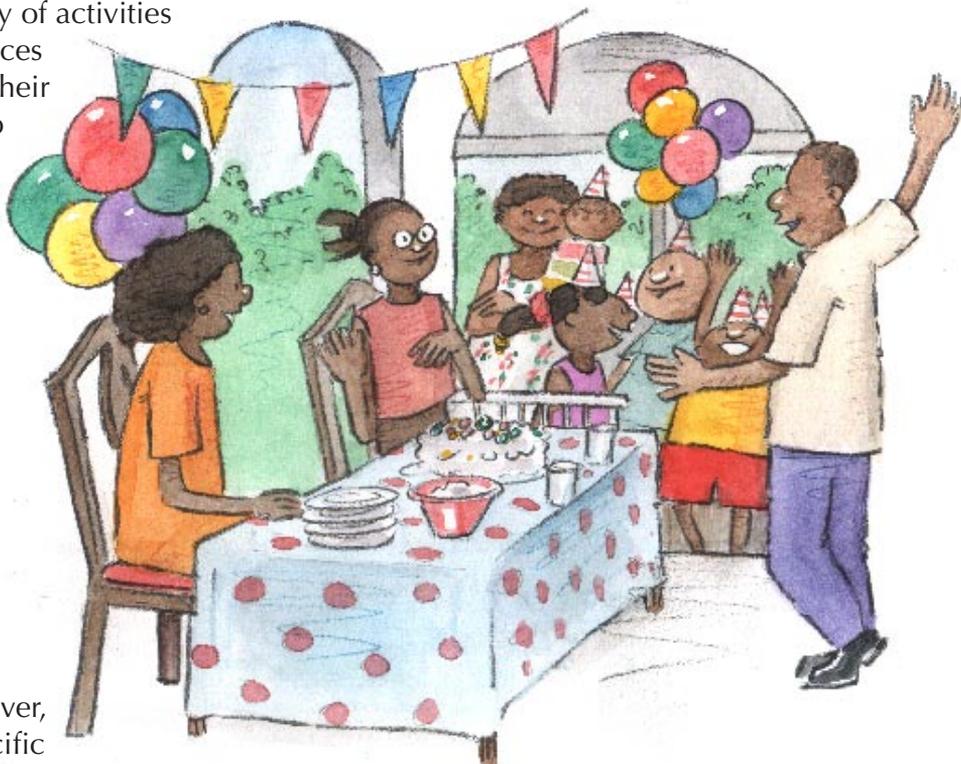
This assessment gives the leaders valuable information about how the children perceive their companions. It is very useful for the children because they get used to supporting each other and acknowledging each other's merits. However we must be aware that this situation can set off arguments and confrontations, given the variety of opinions that will be given and the different tones that the children may use.

For this reason it is recommended that a leader is always present. He or she will only intervene if necessary to control any outbursts or aggressiveness, to ensure that the opinions are always respectful of others' feelings and refer only to other children's achievements or failings in a constructive way and always limited to things that can be overcome.



## **The parents who witness the impact of the pack on their children**

The parents, the main educators of their children, are essential in the process of assessing the cubs' progress. In addition, we establish objectives for the children to achieve not only in the scouting environment, but also through a great variety of activities and experiences that involve their whole life, so an ongoing relationship with the parents is essential.



However, from the specific perspective of assessments, there are certain special circumstances in which we usually need contact with the parents: • they should be present in the pack at special moments in the child's progress; • to help overcome aspects of development that are particularly difficult for the children; • to deal with problems that might require specialist intervention.

Although indispensable for giving us an insight into the context in which the children develop and any changes they experience, from the point of view of the pack the assessment of the parents is complementary. This means that it has an important influence, but it is not a substitute for the consensus between the leader and the child, which we will speak of shortly.

For parent assessment to work properly, the leader needs to approach the parents beforehand, get to know them, let them get to know him or her, establish links and little by little become accepted in the family environment. Parents will not easily consent to talk about their children with a person that they have not already learned to trust.



**Other people,  
especially the children's teachers,  
who contribute their experience  
of the changes in their pupils**

Assessment by other people, or by third parties, is only necessary when they have a significant influence on the child's education and development.

Obvious examples are the child's school teachers or the religious authorities of the child's place of worship.

This assessment is also complementary, since although it provides valuable information and in many cases will be essential for approving certain objectives, it is not a substitute for the consensus between the child and the leader. This consensus is always the central factor in determining which objectives can be considered to be approved.



Like parental assessment, third party assessment requires the leader to make contact beforehand, identifying him or herself as an important agent in the child's development. This is essential in the case of the school because teachers may find it difficult to accept that a volunteer, who is not necessarily an educator by profession, can make a valid contribution to a child's development, and is worth talking to about it. This is particularly likely to be the case when the scout group is not part of the school. We need to overcome that resistance, and become part of that school community.

 **The leaders,  
who try to reach a consensus with the children,  
to conclude the assessment of one cycle and begin the next**



The leaders' assessment and subsequent consensus with each child is the final step of this process. As we have seen, a leader assesses each child when he or she joins the pack and throughout the whole programme cycle. This involves agreeing with the child on the objectives that will be considered approved initially and then supporting, encouraging, and making suggestions aimed at helping the child to make the most of the pack and achieve his or her personal objectives.

The initial and ongoing assessments enable the leaders to gather information to add to the opinions of the other children and, when appropriate, the impressions of the parents and other people. All this then enables the leaders to form an opinion about the objectives that the child has achieved during the respective cycle, before the cycle actually comes to an end.

A final conversation gives the leaders the opportunity to listen to "their" cubs self-assessment, compare it to their own observations and explain what they think. Then leader and child try to arrive at a consensus on which objectives both of them consider were achieved during the cycle. This consensus concludes the assessment process.

This conversation is just one of the many that the leader and child will have during the cycle, so it will not be difficult to do it in a relaxed way. The criteria used for assessment are set by the leaders as a team, but in the dialogue with the child the leader who follows their progress should be free to arrive at the consensus he or she considers appropriate.

Of course the leader's opinion will have a strong impact on the final consensus, but in no way should the leader's opinion be considered more important than the child's simply because it is theirs. On the contrary, as leaders we must always be willing to question our own points of view, bearing in mind that, if there is any discrepancy, it is probably more beneficial for the child for us to accept their self-assessment than to insist on them accepting ours.

## Pay attention to changes of Booklets and objectives

When the child passes from the tender-pad to leaping wolf stage, or from trail-finder wolf to hunting wolf stage, there are no changes of objectives, but there is a new Booklet. You will need to give the child enough stickers to mark out in the new Booklet the objectives that had already been approved in the previous one.

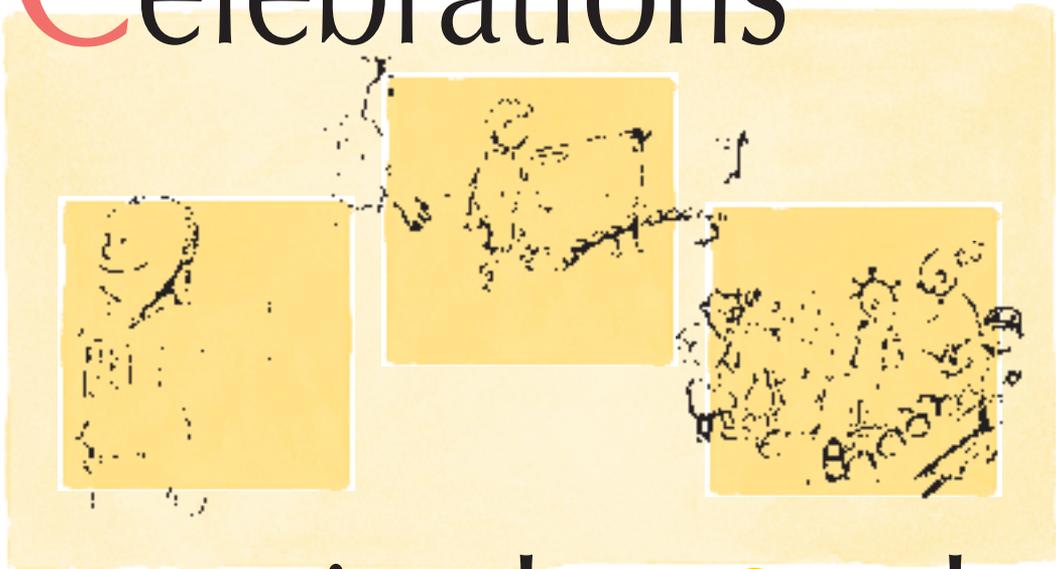
When the child passes from leaping wolf to trail-finder wolf stage, there is not only a new Booklet, but also new objectives. These require the same process of presentation, dialogue and consensus as in the introductory period.

**The pack always has plenty of reasons, or pretexts, for celebrating and having a party. Talking of parties, we are close to reaching the end of this Handbook and it would do us no harm to have a party. If for no other reason, at least we can talk about what parties are like in the pack.**



chapter **17**

# Celebrations



in the **p**ack

# Celebrating is part of pack life

Everything that happens in the pack is life; and celebrations, whether ceremonies or parties, are part of life.

Every step, every effort to make progress is recognised by a gesture or a word. And through that gesture or word, a child's personal choice becomes a formal commitment and their achievements are publicly recognised. Boys and girls, as witnesses and companions, welcome their brother or sister's option and celebrate their achievements. And then comes the celebration, an expression of the joy everyone feels at the progress of each individual.

A celebration is an intense moment. It is not an "add-on" to the programme or a "filler" activity, and neither is it a disturbance in pack life. If all activity is life, then a celebration is like a deeper breath, but still one of many, part of all the rest.

How you fit celebrations into the activity plan depends on the children's progress, since in most cases there is no single time for them to carry out a particular act. Peter and Elizabeth must not be obliged to fit in with a plan to "do the promises" on a given date. Rather the pack must fit in with whenever Peter and Elizabeth decide the time is right to make their promise.



For the same reason, for the children a ceremony is much more than just being there. From the moment the decision is taken, we can start to talk about the *investiture ceremony*, the promise or the step that is coming: the matter is raised at the Council Rock, it is on the notice board and everyone knows about it. This helps us to create an atmosphere of anticipation that reinforces the sense of symbolism, binds the pack ever closer together and encourages shared reflection about the values that are part of all our activities.

## Celebrations involve the traditions of each scout group

Although the Scout Movement is a single organisation in terms of its mission, principles and method, the way it is applied has a different face in each scout group depending on its individual character. This diversity also applies to the parties and ceremonies. Although their meaning is the same and they may be carried out in a similar way, each scout group will incorporate its own traditions and individual style.

This means that some celebrations are accompanied by symbolic gestures, special songs or greetings particular to the group. It is important to ensure that these are meaningful and appropriate additions to the main event which highlight the central theme of the celebration. They should never be distractions, and never in any way excessive or vulgar.

## Ceremonies must be brief and meaningful

Our pack ceremonies should be **brief**, not only because it is appropriate to their simplicity, but also because the most important participants are the children, and children of this age cannot concentrate on one thing for much longer than 15 to 30 minutes at a time.

In addition, each ceremony should be limited to one purpose or central theme, so it is not a good idea to:

- roll a whole series of acts in a single occasion under the pretext of offering an overview of pack life;
- repeat large numbers of the same ceremony on the same occasion, like mass promises;
- or weigh the ceremony down with long preambles, numerous speeches or too many symbols.

The purpose of a ceremony is to highlight the importance of a step, an achievement or a commitment, to express something that we all think is important in a beautiful way. It should be kept simple so that no-one has any difficulty in understanding the proceedings. Every gesture, every word, every movement, every sign, should have a meaning that is clear to everyone.

### **A ceremony will be more meaningful if the proceedings are explained to everyone who is involved beforehand:**

*The main actor* so that he or she can take part in "his" or "her" ceremony calmly and without making mistakes, and concentrate on the content more than the words or movements;

*All the participants* so that they are in the right frame of mind and can participate fully; and

*the guests* so that they can behave appropriately.

# Impeccable and dynamic

If, as scouts, we are to be proud of doing nothing by halves, then the preparations and the ceremony itself are excellent opportunities to show it. And apart from anything else, the children are the most important people in the ceremony, and they will appreciate it if an act in their honour is given the importance it deserves.

To make a ceremony **impeccable** we need to:

All use the dress agreed, usually clean full scout uniform.

Have everything we need in place before the ceremony starts, such as flags, badges, items of uniform, documents, etc.

All know in advance what to do, where to go and how to move, which will avoid stuttering, mistakes and embarrassments.

Ensure that we have invited everyone who is to take part and checked that they will be able to come.

In addition, it is much more fun to take part in a **dynamic** ceremony which, although solemn, does not dampen the children's own natural cheerfulness. Several things help us to achieve this tone:

Everything that needs to be said is spoken clearly and concisely out loud, well articulated and without hesitation.

The act should be a continuous process, with no interruptions or gaps: people, objects and sounds appear in the order and time planned. Avoid long interventions by someone acting as a master of ceremonies, a role which is unnecessary and best avoided. Avoid long silences waiting for a volunteer to speak by planning all these things in advance.

Have the participants sing appropriate songs before, during and after the ceremony. As well as being part of the scout spirit, singing relaxes people and enables them to concentrate on what is happening.

Everyone acts, moves, has something to do. Cubs need to have reasons to change their position: a greeting, an applause, a shout, always active and alert.

## The right time and place

The **right time** is when the person concerned is ready and prepared. This might be because they have made a choice, such as the investiture and the promise; or it might have been decided to give a child some special recognition for their progress, in agreement with them, such as a progress badge or the step up to the next section.

You need to know how to wait for the right time. Otherwise, the ceremony is an imitation of the real thing, a mockery of scout values and a lack of respect to the children.

For the same reason, it is not a good idea to include a ceremony at the last minute in the programme of a celebration, party or outing. A ceremony is always motivated by one or several people who need it as part of their progress, and should not be hurried for the sole reason of honouring an important guest or offering a spectacle to the crowd.

The **appropriate place** for a ceremony is in the open air, in the midst of nature. But that is not enough, there are some further considerations:

Open air does not mean putting up with 20 minutes in the beating sun, in the rain, at freezing point, or swamped in a cloud of mosquitoes. The place and time have to be chosen carefully bearing in mind the nature of each ceremony: a moonlit night in the woods, a sunset, a bright morning in camp.

If it is held at the den, it is best outside, in clean and tidy surroundings decorated in a simple and meaningful way.

In scout groups in which the children all share a religion, or if a child requests it, a ceremony in the church or temple can be very beautiful and moving.

It is not appropriate to hold a ceremony in a public place, such as a park or square, since it is an intimate act which has to do with the pack and should not be exposed to the curiosity of outsiders. Neither should it be done on a platform or stage, since the idea is that all the cubs are actors and not spectators at a show.

## Above all

### natural and truthful

All ceremonies should be simple expressions of beautiful ideas. Any words should be said naturally, using the natural words, gestures and signs that come from the hearts and minds of children. No pretence or imitations. What is, is expressed as it is. In its truth lies its beauty.

To avoid distorting the ceremony, it is a good idea to:

Use symbols that everyone understands. No obscure signs or jumbled ideas.

Go for gestures and movements that the children can do easily and naturally. Do not make them stand rigidly, walk like robots or carry out parade manoeuvres.

Speak naturally, avoiding theatrical effects that are inappropriate for the pack environment, such as deep voices, barked orders or obscure vocabulary.

Always smile, use simple, direct language and try to use a kind tone of voice, which will make the children feel and look comfortable and happy. Never forget that you can be serious without being sad or authoritarian and that a pack ceremony is a vigorous expression of childish vitality.

## Moments of celebration

linked to

### personal development

There are many moments to celebrate in the pack, but only 4 of them are linked to the children's personal development:



The **investiture** in which a boy or girl becomes an official member of the pack. This ceremony can be done individually or in a group, depending on the circumstances.

The **promise**, which the child decides when to make, which involves making a personal commitment to the pack law.

The **progress badge ceremony** which happens at the end of the programme cycle for those children who have achieved a certain proportion of their personal objectives.

The **step up** to the next section, when together the child and the leaders decide that the time has come to move on from the Pack.

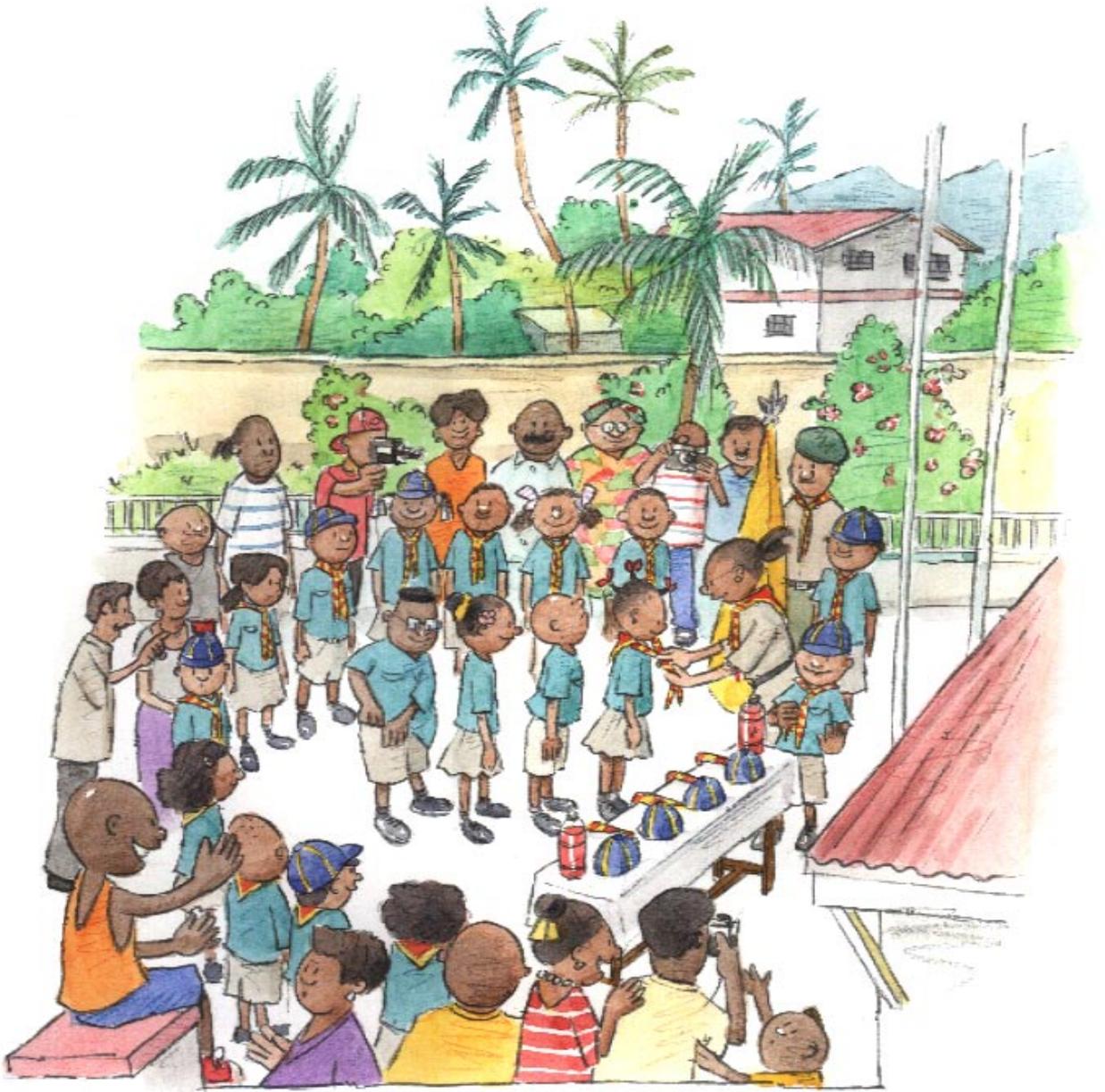
## The pack celebrates the investiture of new cubs

As we saw when we spoke of educational objectives, during the *introductory period* the child makes new friends and gains confidence in the leaders, joins a six more or less permanently and becomes one more cub in the pack, and recognises the names and symbols used in the pack environment. The investiture can take place at any time during this period, when the child decides to carry on being part of the pack.

We should remember that the child has been a member of the pack right from the moment he or she joined and wears the uniform, but without the neckerchief. After a time, when the child has shown an interest in continuing, the investiture completes and concludes the welcome process and the child is given the neckerchief as a symbol.

When the moment of investiture coincides with the end of the introductory period, the child can also receive the badge for the stage on which he or she is about to start working.

The investiture ceremony can take place simply at the end of a usual pack meeting, creating a slightly more formal moment. The parents of the children who are being welcomed should be present and the ceremony can close with a short get-together.



Some packs make this celebration an occasion for the whole scout group to meet and celebrate. This is the future that is joining and that is something to celebrate! In this event, investiture only happens from time to time, when there are several children joining. The party turns into a bigger event, attended by the new members' families and the authorities of the sponsoring institution and the association. A special place is set up and decorated for the occasion and giving the symbols can be part of a religious celebration if wished. The ceremony ends with a party to express everyone's joy at the growth of the pack.

In packs which operate in schools, especially in those which take in all the cubs from one level each year, a ceremony of this size is generally held annually, not long after the start of the academic year. In this case there are also simpler ceremonies for children who join during the year.

## The **promise ceremony** celebrates personal commitment to the **pack law**

As we explained in chapter 7, the child makes his or her promise after the introductory period when he or she feels ready and asks to do it. The leaders never doubt or question the motivation behind this request, but simply find a special moment and a suitable place for this ceremony, within a few weeks at the most.

The promise ceremony has a very special place among the pack celebrations. The personal commitment to the pack law which each child makes before their companions is the central theme of the ceremony. The symbol the child receives as sign of this commitment is the promise badge.





This ceremony needs no reason other than the news that a boy or girl has asked to make their promise. The date and place are announced. The parents also need to be informed, because it is very important for them to be at the ceremony. The leader might meet the parents to explain what it involves and to suggest that they congratulate their child, encourage them, help them to get ready and make the child feel that they appreciate the decision for the important thing it is.

**Only one cub makes their promise at a promise ceremony, which should ideally take place during a camp and not be mixed with any other ceremony. If for some unavoidable reason several children have to make their promises in a single ceremony, then there should be no more than two or three and each of them must have their own individual moment to express their commitment.**

If it is not possible for the parents to be present in camp, then the child needs to decide, in agreement with the parents, whether he or she prefers to make the promise in camp, or on another occasion with their parents there. In any case, if the parents are not physically there, they can be there in spirit by sending a personal letter or a little message which is read out at the appropriate moment, if the child wishes.

There are many ways to bring a promise ceremony alive, depending on the traditions of each scout group. The pack and the parents gather solemnly around, the pack leader explains the significance of the promise, and another leader briefly speaks about the child who will make their promise. Another cub or a parent says a few words just as briefly and then the child is invited to make the promise to always do their best, love God and their country and keep the pack law.

Each child says their promise on their own as best they can, not repeating it after a leader. After the promise is made the cub receives the promise badge and the leaders can perhaps give the child a special gift as a souvenir of this special day.

Some symbols of this ceremony are the scout or pack flag, the promise badge and a lighted torch or candle, as a symbol of the clarity which begins to shine in the life of the child who has made his or her promise.

# Development is recognised through progress badges



When we looked at progress stages in chapter 9, we said that the cubs are motivated and encouraged by the recognition of their progress and that these stages are identified by a progress badge which the children wear on their uniform. Each of these badges is given as soon as it has been agreed between the child and leader that their progress merits a change of progress stage.

This means that the central theme of the ceremony is personal excellence, symbolised by the new progress badge for the stage that the child will begin to work on.

This is a simple, very cheerful celebration which is held at the end of a programme cycle, after the assessment of the progress that the children have made during that cycle. It generally does not contemplate the involvement of people from outside the pack, and always involves several children, since there are normally several changing stage at the end of a programme cycle. Although the ceremony is shared, each child has their own individual moment for receiving their new badge.

It is not necessary to pad the ceremony out with too many different parts. Before giving the badge to a child, a few words of recognition and encouragement by the leader in charge of monitoring the child's development are sufficient. Afterwards the celebration party begins, and the good cheer continues.

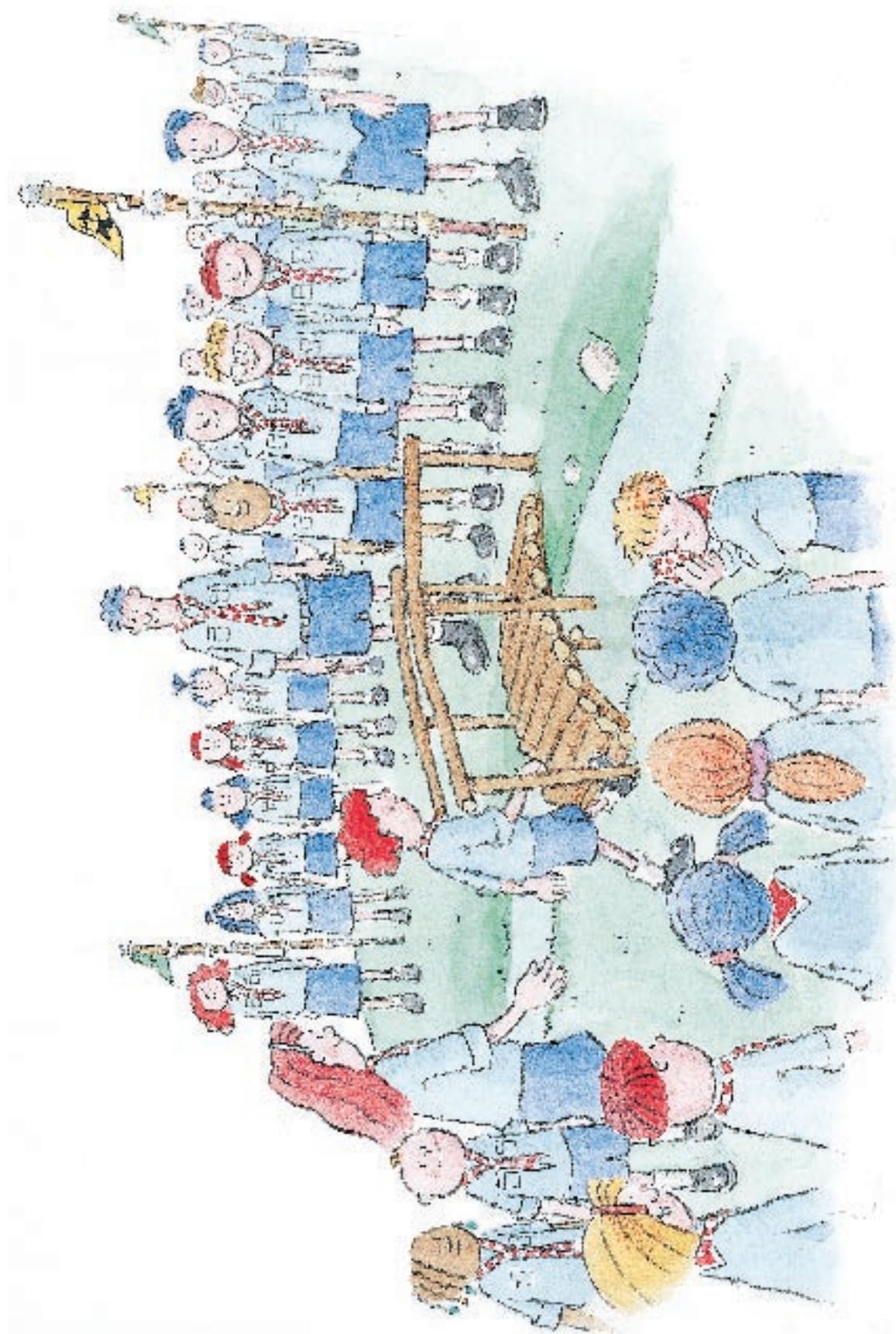
The proficiency badges approved during a cycle can be awarded at the same time or in separate, individual ceremonies which are similar to this one, although without a party afterwards.

## Time to go: the step up to the next section

The last of the ceremonies relating to personal development is the step up to the next section, which happens when the cubs have completed their time in the pack. This might be because they have reached the end of the path of personal objectives or because their growth pattern in all the areas is such that it would be better for them to continue their scout activity in the older group. This will be determined by the child and the leaders together.

The central theme of this celebration from the perspective of the pack is the farewell, and like all farewells it is a mixture of sadness for a time that is over and joy at new expectations for the future.

The most commonly used symbol for this is crossing an obstacle or completing a course, representing passage from one situation to another, with the pack at the end where the cub starts off and the unit from the next section at the other end. Bear in mind that if that section is not mixed and a boy and a girl are crossing over in the same ceremony, both units from the next section will need to be present.



Both the obstacle and the course are figurative: crossing a bridge, jumping a fallen trunk, walking to the other end of a formation of cubs or climbing a small hillock from the top of which the other unit can be seen. This step is much more meaningful if it is done in nature, and to get the two units together there is no better occasion than a group camp.

Like the promise ceremony, each cub should have their own individual moment. If for some reason several children are stepping up at the same time, their numbers should be limited and each of them has their own personal moment for farewell and welcome.

Remember that you will need two or more units for this ceremony and so it will need to be planned in co-operation with them and involve the group leader. The place should be chosen with care since the units have to be located in such a way that they can see each other and the obstacle or course is between the two.

During the ceremony, the cub who is leaving the pack usually shares the grand howl for one last time or renews the promise. All the leaders encourage and congratulate the cub, often giving small gifts prepared by the sixes. They conclude with a farewell song while the pack leader accompanies the child to the obstacle or beginning of the course.

After the child has crossed the obstacle or completed the course, he or she is received by the leader of the other unit, accompanied by the patrol that the child will join. After the welcome, the child gives up the pack badges and receives the one for the first progress stage of the next section.

The ceremony finishes with songs and shows of affection and pleasure that the unit has a new member.

## **Other parties** celebrate **the pack's shared history and help to form its traditions**

As well as the ceremonies linked to the personal development the pack has other occasions to celebrate life together.

These celebrations help us to remember the pack's most beautiful moments and highlight sources of joy and pride for everyone. This is a way to strengthen the collective memory, create a sense of belonging and, over time, the pack acquires its own tradition.

These are a few examples of the days and occasions that packs often celebrate:



The anniversary of the scout group and also of the pack, if it is different.



Francis of Assisi's day, on 4th October, which many packs consider *the day of the cub*.



The day that the name of the group is remembered, which might have to do with one of our country's historical figures, a patron saint or an important event.



The anniversary or day we celebrate the institution that sponsors our group.



National, regional or religious holidays of the community in which the pack operates.



**According to its own customs and individual style, the pack can also share other, more personal, celebrations such as birthdays, weddings, births and events related to each person's religious life, when appropriate.**



chapter **18**

Pack



administration

The fact that the pack is an educational community does not mean that we can forget all about administration. On the contrary, if we establish and maintain a minimum of efficient organisation, it will be easier to turn our good ideas into concrete and lasting results that will benefit the children more.

## Recording information about each cub

The need to give each child individual attention and monitor their development makes it a good idea to keep a **personal file** for each. Packs who do their work well usually do this. The person responsible for this file is the leader who monitors and assesses the child in question.



The first document to put into this file is the **personal card**, which has two parts:

The first part is for the **child's personal details** including full name, date of birth, address, telephone number, school and details about the parents, including their occupation, place of work and how to locate them in an emergency. It may include any other details that the leaders consider appropriate.

The second part is for **essential medical information**, such as blood group, any allergies to substances or medicines, conditions the child has or illnesses they have had, any treatment they are undergoing and any relevant medical insurance details. This information is absolutely essential and *must* be kept up to date. You will need to have it with you every time you go on camp. In an emergency it may even save a child's life.



The personal file also has a **progress sheet** on which to note observations from assessments, summaries of interviews with the parents and other relevant people, the objectives considered to be achieved at the end of each programme cycle, the back-up activities suggested, the proficiencies approved and the dates the child completes his or her progress stages.

On this sheet you can also note the date the child joined the pack, when they received their neckerchief, their attendance at meetings, the day they made their promise, the main camps they have taken part in and any other information you consider important.



Both the personal card and the progress sheet are practical tools which we need to use and refer to frequently in our task as leaders. They are not documents which can be left to languish at the back of a drawer. If you like you can make the card and sheet into a single document.



In the personal file we also enter **any other information or documentation about the child** which is thought to be important for recording the story of their time in the pack.



We must not forget that each child keeps their own **Booklet** up to date, where they keep track of their progress and a lot of other information which is also in the **file** kept by the leaders. Some packs also keep a **progress chart** on the den wall, which shows the objectives achieved by all the cubs.

# Accounting for expenses and controlling finances

Whether it comes from an operations budget from the group committee, camp subscriptions, fund-raising activities for new equipment or any other source, the leaders are always administering money which does not belong to them.

Any negligence in this sensitive area can cause serious problems, so it must be carried out efficiently and transparently, and there are some basic rules which must always be observed:



The leaders must share this task with the parents. It must never be left solely to the leaders, much less to a single leader. Involving the parents helps to relieve the leaders of some administrative and accounting tasks for which they are not necessarily well qualified and acts as a guarantee to the community and to third parties that the finances are properly supervised and administered.



At the first parents' meeting each year, you can ask the parents to elect one or several of their number to take charge of the treasury. Explain that this means being responsible for administering the pack's funds or supervising their administration. If several people are elected, one can be chosen to be treasurer. This person authorises all movements of funds as per the rules established by the elected parents and the leader or leaders in charge of finances.



You should keep a detailed book of income and expenditure and each expense must be backed up with a receipt.

The simplest way of doing this is to keep a cash book to record income and expenditure in separate columns, with the date, purpose, amount and reference number of the receipt relating to each transaction. You can keep the numbered receipts for each month in a separate file.



At agreed intervals, or at least every six months, and also after large-scale activities the accounts are submitted to the parents and group committee for approval within a reasonable period. The responsible leader should keep copies of these reports or rendering of accounts and, if possible, a record of the respective approvals.

## Maintenance of equipment and materials

Over time the pack will constantly increase and renew the equipment and materials it uses for its activities, both small things like lamps, pans, ropes, tools, balls and other equipment for games and bigger things like stoves, canvases and tents.

Each of these pieces of equipment is the fruit of some effort. Someone took the trouble to raise the funds to obtain them and make them available for everyone. Their care and maintenance should be considered an important part of the leaders' administrative tasks.

In addition, it is very educational for the cubs to acquire the habit of looking after what they have, even more so if it belongs to everyone.

## Some suggestions to help with this task:



All the equipment should be put away clean, in a dry and secure place, ideally in numbered metal chests, with the exception of tents which make bulky packages and should be stored in strong bags. The equipment is kept under lock and key and a leader is nominated to be responsible for the keys.



The equipment is only taken out by the responsible leader, who gives it personally to the person in charge of the respective activity, and that person is responsible for bringing it back clean and in good condition after the activity.



Equipment which is damaged or broken is repaired as soon as the activity is over. Do not store equipment which is still damp or in bad condition. The main camp budgets should consider an item for repairing tents and replacing equipment at least once a year.



Do not lend pack equipment for use outside the scout group.



The responsible leader keeps an up-to-date inventory of the pack's equipment and materials.

**If you follow these rules, the pack will always have equipment in good condition that will last a long time.**



**And if you use all the ideas we have talked about in this book ...**



**You will be part of an excellent pack!**

appendix

# Glossary



Three types of expression have been included in this glossary: • traditional concepts which it has been thought necessary to reiterate or recover; • those used in educational environments, in order to specify how they are intended to be understood in this Handbook; and • new concepts incorporated into the scout programme in recent years, particularly since the creation by the ISO of the *method for creation and continuous updating of the youth programme*, known as *Macpro*.

This glossary does not include: • traditional concepts that have been used in this Handbook in the usual way; • places, characters and expressions from the Jungle Books; or • concepts mentioned only once and defined sufficiently in the text or which are self-explanatory.



**account book:**

a book in which to record all the pack's income and expenditure in an orderly fashion. The upkeep and order of the account book is a joint task for the parents and leaders.

**activity evaluation:**

observation of the development and outcome of an activity, to determine if it can be improved and if the objectives proposed have been achieved.

**activity objectives:**

specific results, most of them observable, which it is hoped that an activity will generate, both in terms of concrete products and in terms of the behaviour that the children acquire as a consequence of taking part in them.

**activity proposal:**

attractive proposal which the leaders make to the pack containing the activities that they have pre-selected, in order for the children to express their opinion and decide which ones to carry out in a given programme cycle.

**activity sheet:**

a methodological resource which outlines an educational activity step by step, describing its different component parts and how they can work together. These sheets offer the leaders a set of possible activities to propose to the

children as they are or make alterations or variations.

**advancement plan:**

traditional expression used to refer to a set of tests or requirements that children had to pass or meet in order to "advance" in their personal progress. Both the term and the concept of setting tests or requirements have been abandoned in the method proposed in this Handbook, as practices which are incompatible with a system of progress based on personal educational objectives.

**affective development:**

one of the growth areas defined in the scout educational system, referring to the development of the ability to reach and maintain an inner state of freedom, equilibrium and emotional maturity, making the affective aspect a natural part of our lives.

**age ranges:**

age groups distinguished within a development cycle in the scout proposal for methodological purposes. In the development cycle intermediate childhood there are two age ranges: mid-childhood and late childhood. There are educational objectives for each of these age ranges.

**assessment agents:**

those who contribute or may

contribute to assessing the development and outcome of an activity or who may be asked to give an opinion about the children's personal development. The assessment agents in the pack are the children themselves, the leaders, the parents and other people who are occasionally involved in activities, like specialists, or people who are in a position to express value judgements about the children's achievements, such as teachers.

**assessment by measurement:**

means of assessment usually used in formal education, consisting of comparing a certain measurement with a statistical average or with determined behaviour patterns. Seldom used in the pack.

**assessment by observation:**

a means of assessment consisting of a value judgement about a qualitative description. With this in view, the leaders and other assessment agents watch, listen, analyse, compare and draw conclusions about the information they have obtained.

**assessment game:**

a rapid assessment mechanism, which gives the leaders an appreciation of the participants' opinion about an activity while it is still in progress.

**assessment:**

systematic and ongoing activity, the main function of which is to gather information about the educational process, helping to improve that process and helping children and young people to learn better. It may refer to the child (assessment of personal development); to the means (evaluation of activities); or to the leaders (performance assessment).

**assistant pack leader:**

an adult or young person of at least 18 years of age, who is a member of the unit team and whose work involves developing the programme of activities, encouraging the participation of the cubs, contributing to monitoring their personal development and generally participating in the leaders' educational and administrative tasks.

**association badge:**

badge which shows the wearer's National Scout Association recognised by the World Organization of the Scout Movement. In the pack this can be given as soon as the child begins to wear the uniform or during the investiture ceremony, at the same time as the neckerchief.

**attitude:**

a relatively stable predisposition towards a certain type of behaviour. Generally all educational objectives include, among other desirable types of behaviour, the development of a particular attitude (knowing how to *be*).

**back-up activities:**

specific tasks within or outside the pack, suggested to the child by the leader who is monitoring and assessing their personal development, in order for the child to acquire experiences conducive to reinforcing a

given type of behaviour which has been difficult to attain.

**behaviour:**

traditionally understood to be the way in which people act and react as observed by other people. Thus defined, behaviour is external and objective, but today the expression is understood in a wider sense, to include the internal processes, such as motivation and purpose, which are associated with external manifestations. In this Handbook the term has been used in this wider sense, with the knowledge, attitudes and skills proposed in the objectives referred to as "types of behaviour".

**booklet:**

a publication aimed at children, which complements the pack programme and facilitates monitoring and assessing personal development. There are four booklets, one for each progress stage.

**carrying out activities:**

one of the central phases of the programme cycle together with assessment, which consists of putting into practice the activities which have been selected, organised and prepared.

**celebrations:** term used in this Handbook to refer to both parties and ceremonies in the pack.

**character:**

one of the growth areas defined in the scout educational system, which refers to the will to govern our strengths and impulses according to the principles we believe to be correct. Character is what makes our behaviour typical of us.

**Council Rock:**

top decision-making body in the pack, comprising all its members, both leaders and cubs. One of its most important tasks is to approve the plan of activities for a programme cycle.

**creativity:**

one of the growth areas of the scout educational system which refers to the ability to think, innovate and use information in an original and relevant way.

**democratic games:**

games of simulation in which the children play different roles according to the environment which is being used; and the main aim of which is to express the will of the majority on which activities to carry out during the following programme cycle.

**designing activities:**

a task for the leaders which involves determining the different parts of an activity and how they fit together. This includes objectives, place, duration, participants, human resources and materials, costs, steps or phases, risks, variations and evaluation.

**development cycles:**

periods determined by the characteristic development of children and young people. The development cycles form the basis of the division of the scout sections. The development cycles defined in the Interamerican Region programme policy are *intermediate childhood*, *pre-adolescence* and *adolescence*, which correspond respectively to the junior section (7 to 11), intermediate section (11 to 15) and the senior sections (15 to 20), which may be given different names in different countries and are sometimes subdivided.

**development:**

evolution of the individual and his or her functions and abilities towards types of behaviour which are considered better. Its scope differs from *growth* in that development is a process which requires input as opposed to something which just happens, since although it is linked to physical growth, it also involves qualitative aspects. However, in spite of this difference, the two terms are often understood to be the same for the purposes of this Handbook.

**educational activities:**

a set of tasks or actions which offer the child the experiences which enable him or her to acquire and practise the type of behaviour envisaged in the respective objective.

**educational agents:**

people, groups, institutions or environments which are involved in the educational process. They may be intentional agents, such as the family and the school; or incidental agents, such as the media, peer groups, etc.

**educational attitude:**

a pre-disposition to contribute to the education of others. It comprises a cognitive or intellectual aspect (knowing what we want to teach), an affective aspect (personal involvement and commitment to the educational process) and a reactive component (the ability to react to different situations in an appropriate way).

**educational ability:**

aptitude and skill for contributing to the education of another person. This is one of the conditions for being a scout leader, especially if the person is working directly with youth programme.

**educational emphasis:**

general overview of the future in response to the pack assessment, which seeks to strengthen the positive aspects, correct the negative ones and direct corrective action during the coming programme cycle.

**educational mediation:**

the action of an educational agent which serves as an intermediary between the person who is learning and that which is being learnt. Educational mediation in scouting refers basically to the action of the leader, who oversees the educational value of the activities and establishes personal links which help the children to achieve their objectives.

**educational nucleus:**

this term refers to the team system, a way of organising the children which is the basis of their integration into the educational environment and into scouting. The teams have different functions and varying degrees of independence depending on the age group concerned and the method of the respective section.

**educational objectives:**

these are generally knowledge, attitudes and skills which the educational process is intended to achieve in the individual who is being educated. Scouting's educational proposal distinguishes between final objectives and intermediate objectives. In the pack, the intermediate objectives are called pack educational objectives.

**Educational Proposal of the Scout Movement:**

a declaration on the nature, principles and method of the Scout Movement, formulated for adults and young people. For cubs it is expressed through the pack law.

**educational relationship:**

in a wide sense, the relationship that develops between people who are participating in an educational process. In scouting, this is an interactive relationship of communication and collaboration between children and leaders, in which the children take an active part in gaining experiences and achieving their objectives, and the leaders act as guides or facilitators, helping the children to discover the world.

**experience:**

the generally repeated perceptions that children receive from taking part in educational activities, which enable them to acquire and practise the type of behaviour (knowledge, attitude or skill) envisaged in the respective educational objective. The personal experience is a key concept in the scout educational system, based on learning by doing. This is the way the term is intended to be understood in this Handbook.

**external activities:**

those activities which children carry out outside the pack environment and which have no direct link with the pack.

**final objectives:**

these describe the types of behaviour that young people may expect to have attained in each growth area when the time comes to leave scouting about the age of 20. They are "final" in terms of what scouting can offer, but they are not final for the person, because we continue to learn throughout our lives. The final objectives are based on scouting's educational proposal and are the concrete, detailed expression of its profile on leaving.

**fixed activities:**

those which need to be carried out continually, always in much the same way, to create the environment envisaged by the scout method. They are fixed pack activities, such as camps, the red flower, the weekly meetings and the ceremonies.

**formal education:**

the intentional and organised activity of an educational establishment within a legally-established education system, the purpose of which is to promote in children and young people changes in behaviour, attitude, disposition and abilities through teaching and learning process with cultural content.

**group badge:**

badge which shows the wearer's scout group. It is given as soon as the child begins to wear the uniform.

**group committee:**

top decision-making body in the scout group. It comprises the group leaders, parents representatives, representatives of the sponsoring institution and the group's religious adviser. The group committee meets about once a month and its main tasks are to make the group plan, co-ordinate the work of all the units, support the leaders and assess results.

**group life:**

atmosphere which exists in the pack as a result of the activities and the relationships which develop between its members. The quality of the group life depends on how intensely the elements of the scout method are applied.

**growth area:**

a dimension of the personality as viewed by scouting's educational proposal. Approached separately for methodological purposes,

the growth areas together nevertheless span the whole range of human expression. They are: physical development, creativity, character, affective development, social development and spiritual development.

**growth:**

term used in the biological sense to refer to the quantitative aspects of the increase in body mass in the successive stages from the birth to maturity of an individual. In many parts of this Handbook the expression has been used as a synonym of *development*, although development is wider in meaning.

**hunt:**

the name given to day-outings. Some packs give this name to any activity which means leaving the den, even indoor activities, in the tradition of wolf hunt raids.

**inspirational background:**

fantasy environment provided by the story of the free people of the wolves and other fables from Rudyard Kipling's jungle books, which help the children to understand the values through symbolism and the constant evocation of the episodes from these fables.

**instantaneous activities:**

also called "surprise activities", these are spontaneous activities not programmed in the pack's activity calendar, and are intended to focus the children's attention, create a moment of fun or fill some unforeseen free time.

**integral (holistic) development:**

part of the scouting's mission, which is aimed at the simultaneous and balanced

development of all the areas of children's and young people's personality, bringing about opportunities for the personality to unfold fully in all aspects.

**intermediate childhood:**

development cycle from the ages of 7 to 11 inclusive. This cycle is divided into two age ranges: mid-childhood and late childhood.

**internal activities:**

those which are envisaged in the pack's programme of activities, and can take place in the pack or outside it.

**introductory period:**

a process of variable length which begins when a child joins the pack and ends when he or she receives the badge for the progress stage to be embarked on. During this time the new member takes part in all the activities with the other children, gets to know the other cubs and the leaders, gets used to the names and symbols and adopts some personal objectives.

**investiture:**

ceremony to formally recognise a child's entry into the pack, in which he or she is given the neckerchief as a symbol of the group and of belonging to the Scout Movement.

**knowledge:**

used in this Handbook in the pedagogical sense, meaning acquired understanding of something which is real and which through the act of learning passes from unknown to known. Generally all educational objectives involve, among other types of desirable behaviour, the attainment of knowledge (knowing). Everything relating to this field is referred to as *cognitive*.



### **late childhood:**

second age range in intermediate childhood, which takes in the ages of 9 to 11 inclusive.

### **learning by doing:**

an element of the scout method which refers to active education and which implies that children learn for themselves, through observation, discovery, doing things, innovating and experimenting.

### **life in nature:**

this is one of scouting's principles and at the same time an element of the method. As a principle, it is an invitation to young people and children to make life in the outdoors part of their own life, and to commit themselves to conserving, maintaining and renewing the natural world. But life in the outdoors is also considered by the scout method to be an educational tool which enables children to discover the world, develop their bodies, discover and marvel at Creation and enjoy other educational benefits which would be difficult to experience in any other way.



### **maturing:**

the appearance of specific biologically determined morphological and behavioural changes which are not linked to any learning process. However, the word has not been used in this Handbook, and the quantitative and qualitative progress of a child towards maturity have been approached as a single idea with the terms *growth*, *development* and *progress*.

### **maturity:**

this term refers to the culmination of the

development process, often describing it as a final state of personal realisation. It is used when talking about the individual as a whole referring to the mature personality, and to refer to particular dimensions of the individual, such as social maturity, or to functions or skills, such as reading maturity. In this Handbook it has been used in the affective dimension, when we have spoken about equilibrium, and emotional maturity.

### **mid-childhood**

first age range in intermediate childhood, which takes in the ages of 7 to 9 inclusive.

### **mission of the Scout Movement:**

Scouting's central objective, consisting of the holistic development and ongoing education of children and young people.

### **motto:**

a phrase which encapsulates the promise and reminds the children of it. The pack members assimilate it as a commitment and as something which guides their behaviour. The motto for cubs is *do your best*.



### **non-formal education:**

intentional, educational activity which works independently of the formal education system or in parallel with it, and the purpose of which can be the formation of a certain aspect of the individual's life, the harmonious development of all the aspects of the personality or the acquisition of skills for professional and social development, generally through processes of active learning and emphasising personal relationships.



### **ongoing education:**

part of scouting's mission which involves promoting individual learning, self-teaching and constantly trying to do our best, in the belief that we learn constantly throughout our entire lives.

### **organising activities:**

organising the activities into a coherent calendar for a programme cycle. A balance needs to be established between the growth areas, between fixed and variable activities and between short, medium and long duration activities.



### **pack assessment:**

an activity carried out by the team of leaders between cycles. Its purpose is to draw conclusions about the pack's current situation, establish the educational emphasis of the next cycle and define the characteristics of the activity proposal which will be presented to the children.

### **pack educational objectives:**

set of desirable knowledge, attitudes and skills defined in accordance with the final objectives, which children between the ages of 7 and 11 are capable of achieving. They are made up of a sequence of steps which are described for each age range, cover all the growth areas and are worded in a way that children can identify with.

### **pack law:**

educational tool through which the values of the scout educational proposal that children can grasp and practise are expressed in a way that is easy for them to understand.

**personal card:**

document containing personal information about each child in the pack, including individual and family data and essential medical information.

**personal educational objectives:**

these are the pack educational objectives after each child has made them his or her own, by understanding and adapting them and including any additional objectives he or she wishes, all of which happens alongside an ongoing dialogue with the leader who is responsible for monitoring and assessing the child's personal development.

**personal file:**

an individual file which the leaders keep for each pack member, which includes the *personal card* and *progress sheet*, as well as any other information or paperwork which is considered important with regard to each child in the pack.

**personal progress assessment:**

systematic and ongoing process which is part of group life in the pack and which gathers information to help the child get more out of participation in the pack, improve their achievement of objectives and determine how close they are to achieving their personal objectives.

**personal progress:**

the gradual achievement of the educational objectives by the children. Personal progress is monitored constantly and, at the end of each programme cycle, the children and the leaders agree on the objectives which have been achieved during the cycle. A record is made of each objective attained by putting a sticker in the child's Booklet. When a certain amount of progress has been made, the child then

moves up to the next progress stage. Although there are slight differences between the terms, personal progress is used in this Handbook as a synonym of *growth* and also of *personal development*.

**personal training adviser:**

the scout leader who monitors and supports another leader during the training process. This person must operate in the same part of the organisation or as closely as possible to the trainee; he or she must be of a compatible cultural level, more mature or more experienced than the trainee, and qualified by the association to carry out the function.

**personal training plan:**

document which sets out the modules, training activities and experiences that have been identified as useful for a leader to take part in, as agreed between that leader and his or her personal training adviser.

**personality:**

a way of being particular to human beings which includes all their features or dimensions.

**physical development:**

one of the growth areas defined in the scout educational system, which refers to individual responsibility for the development and functioning of one's own body.

**preparing activities:**

the preparations needed to carry out an activity on a given date and which involve tasks which vary depending on the type of activity. Among these tasks are appointing someone to be responsible for the activity, determining how to raise the children's enthusiasm, preparing the venue, considering the various stages of the activity and its possible variations and obtaining materials.

**pre-selecting activities:**

the prior selection of activities by the leaders to propose to the children, who will decide which ones they would like to carry out during a given programme cycle. Pre-selection is carried out in accordance with certain criteria, such as consistency with the educational emphasis and balance between the different growth areas.

**principles of the Scout Movement:**

a frame of reference of essential scouting values which comprise its ideology and which form the basis of the Educational Proposal. They are ordered into four groups which consider our relationship with ourselves, with others, with the world and with God.

**proficiencies:**

complementary, individual and voluntary activities parallel to the pack's calendar of activities. Their purpose is to encourage the children to acquire and use skills in the context of a specific subject, stimulate the development of innate abilities, encourage the exploration of new hobbies and improve self-esteem.

**proficiency badge:**

badge which shows a proficiency which a child has developed over a period of time. It is awarded when the proficiency is achieved.

**programme cycle:**

period of two to four months, in which the pack activities are selected, organised, carried out and assessed, at the same time as assessing and recognising the children's personal development.

**progress badge:**

badge which shows the progress stage that the child is currently working on. It is given at the beginning of the respective stage.

**progress chart:**

a chart which some packs hang on the den wall to record each child's personal progress.

**progress sheet:**

document used by the leader responsible for monitoring and assessing a child's development to note the personal objectives which he or she, in agreement with the child, considers to be achieved, the progress stages approved and any other relevant observations about the child's growth and development, drawn from various sources and progress assessment mechanisms.

**progress stages:**

stages which recognise a child's progress, assessed through the achievement of their personal objectives. The pack has four progress stages: tender-pad wolf, leaping wolf, trail-finder wolf and hunting wolf.

**promise badge:**

badge which shows that the child has made his or her promise. It is given at the promise ceremony.

**promise:**

a fundamental element of the scout method consisting of a child's free and voluntary commitment to him or herself and to others to always do their best, to love God and their country and to keep the pack law.

**scout leader:**

adult of at least 18 years of age who represents an example of the educational proposal and who is characterised by personal integrity, emotional maturity, social integration and ability to act assertively and work in a team with other people. There are many different "lines" in which a person can work as a scout leader: *youth leadership*, in

direct educational contact with young people and children, in any of the sections of the Movement; *institutional management*, lending their services in administrative tasks and management within the association; and *training*, training leaders in these three different lines.

**scout method:**

system of progressive self-education based on the interaction of several elements, such as the team system, a stimulating adult presence, the progressive system of objectives and activities, learning by doing, keeping the promise and law, the symbolic framework, life in nature, learning through play, serving others, etc.

**section:**

includes all the young people in a scout association of the age which corresponds to the same development cycle, the structures they belong to or which support them and the leaders who serve at all levels. Different names are used in different associations, but the basic sections are *junior section* (7 to 11), *intermediate section* (11 to 15), and *senior sections* (15 to 21). Sometimes sections are differentiated by sex within a development cycle, especially from the ages of 11 to 15.

**selecting activities:**

determining which activities the pack will carry out during a programme cycle. The children do this by means of *democratic games*.

**self-assessment:**

the act of assessing one's own work or activities and the results. Self-assessment requires the ability to evaluate our possibilities of reaching the objectives we have set and participation in the learning processes which enable us to achieve them.

**service:**

as a principle of the Movement it is a value, since it invites young people to adopt a permanent attitude of concern for others, standing together with the community. As an element of the scout method, learning through service is promoted as a way of exploring reality; gaining self-knowledge and building the self-image; discovering other cultural and social dimensions; and encouraging initiatives for change and improvement in group life.

**six:**

a group which is created by subdivision of the pack for operational purposes and comprises six boys and/or girls. This division is useful for organising games, selecting, preparing and assessing activities, assessing personal progress, carrying out routine tasks, improving pack safety conditions, etc.

**sixer:**

boy or girl elected directly by their companions to co-ordinate the six during a programme cycle. The sixers have no attributes other than those given to them by the leaders.

**skill:**

mastery of a certain way of doing something. It implies the ability to perceive external stimuli and translate them into effective action, carried out with speed and precision. Generally all educational objectives involve, among other types of desirable behaviour, the development of a particular skill (knowing how to do).

**social development:**

one of the growth areas in the scout educational system, which refers to the relationship of an individual to society, with a particular emphasis on learning to use freedom and developing concern for others.

**spiritual development:**

one of the growth areas of the scout educational system. It refers to establishing personal, intimate and mutual links with God, making faith part of our daily lives and respecting the religious beliefs of others.

**sponsoring institution:**

body in the community which promotes the creation of the scout group, provides support services for its activities and usually provides the physical space in which the group operates.

**symbolic framework:**

a set of methodological resources which help to create the atmosphere in the pack, comprising names, symbols, songs, games, gestures, greetings and many other educational elements most of which are associated with the free people of the wolves.

**system of objectives and activities:**

analogous to "youth programme" or "scout programme", but referring more specifically to the set of educational objectives and activities that scouting offers to children and young people and which form the core of the programme. The activities enable the children to have the personal experiences which gradually lead them to achieve the objectives proposed for the different stages of their development.

**team of leaders or unit team:**

group of men and women of at least 18 years of age committed to the principles of scouting and responsible for running and guiding the pack towards its objectives, sharing the different functions

of administration and organisation. The unit team should have at least one leader for every six children.

**team system:**

an element of the method which promotes the sense of belonging to small groups of young people of a similar age as a means of accelerating social integration, facilitating identification with shared objectives, learning to forge deep relationships with other people; accepting increasing amounts of responsibility, promoting self-confidence and creating a special place to grow and develop.

**technical appendix:**

a document which accompanies an activity sheet when it requires specific technical information.

**training module:**

a training activity which offers scout leaders the opportunity to learn and practise specific skills which they need for their task. The set of modules makes up a grid of training opportunities capable of responding to the wide variety of leaders' needs and motivations. Each leader can then adapt the grid to their own situation to complete their job profile, taking their individual history and the task they carry out in the organisation into consideration. The flexible module-based training system is very different from a rigid traditional scheme based on a series of courses which are identical for everyone.

**unit leader:**

the member of the team of leaders who, as well as sharing tasks with assistant leaders, coordinates the programme, the application of the method and the management of the unit.

**unit:**

basic structure of a section, comprising the children or young people of the ages corresponding to a single development cycle, who carry out the scout programme together and who have the same leaders and governing bodies. For example, from the ages of 7 to 11, the unit is the pack. Some scout groups call the unit a *section*.

**variable activities:**

activities involving varied subjects, which contribute to achieving the objectives in a specific way and which are not often repeated, unless the children wish to do so.

**youth programme:**

strictly speaking, everything that children and young people do in scouting. It is often understood in a wider sense to include the way they do things (method) and the basis for doing them (mission, principles). In this Handbook the term has been used in the strictest sense, as a synonym of "system of objectives and activities". The word "youth" emphasises that it is the children and young people themselves who propose or choose their programme, which highlights its dynamic nature and places adults in a facilitating role, rather than imposing a rigid, pre-established programme. The expression "youth programme" is also used as opposed to "scout programme" to highlight that it is intended for all young people and not just scouts, and that it is a programme for life and not just for scout activity as such.

## The authors

The original Spanish version of this book was produced jointly by the Interamerican Scout Office (ISO) and Scouts de Argentina, União dos Escoteiros do Brasil, Asociación de Scouts de El Salvador, Asociación de Scouts de México and Asociación de Scouts del Perú, who set up a task force in August 1996 and met on three subsequent occasions at the ISO headquarters in Santiago.

The members of this group who took part in drafting and analysing the original texts are: Jorge Fernández and Antonio Farías of Argentina; Osny Câmara Fagundes of Brazil; Ileana de Fernández of El Salvador; Miguel Martagón of Mexico; Rosa Segura of Peru; and Loreto González, Carolina Carrasco, Felipe Fantini, Alberto Del Brutto and Gerardo González of the ISO.

Valuable assistance for this book was provided by: Isabel Amor, Gloria Sanzi and Carlos Moreno of Argentina; Ernesto Navas of El Salvador; the Reverend Guido Blanchette of Chile; Leonel Requena of Venezuela; and Patricia Dupont, Mayí Allemand, Gabriel Oldenburg and Roberto Torres of the ISO.

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The illustrations are the work of Mariano Ramos, handwritten texts are by María Jesús González and the layout and design is by Maritza Pelz. Origination is by Cystema SA and the book was printed at Morgan SA.

The book was edited by Gerardo González, Regional Director of the ISO, who also directed the work.

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The English translation of this book is the work of Sally Shaw. The revision of the work in English and its adaptation to the situation of the Caribbean scout associations was carried out at a Seminar held at Gilwell Park, London, England from 15 to 17 January 1998, under the auspices and with the sponsorship of the ISO and The Scout Association (UK).

On that occasion those who participated in the revision of the book were: Inell E. Williams, Bahamas District Commissioner; Alma Eiley, Deputy National Training Commissioner, Belize; Lesley Lea, Manchester Deputy District Commissioner and Damian Bird, Assistant Chief Commissioner, both from Jamaica; Mary Mathurin, Headquarters Commissioner for Cub Scouts, Saint Lucia; Doreen Williams, National Programme Commissioner and Terrence Caesar, District Commissioner, Trinidad & Tobago; Edris James, Acting Scout Commissioner, Antigua & Barbuda; and Winston Hayle, Executive Commissioner, Cayman Islands.

Stephen Peck, Programme and Training Director and Peter Evans, Deputy Programme and Training Director for the Cub Section, both from The Scout Association (UK), also contributed to the revision of the text in English.

Jacqueline Collier, Youth Programme Director of the European Scout Office and Jim Sharp, Programme Service Director of the World Scout Bureau, participated in the revision of the English texts and also took part in the Seminar at Gilwell.

Michael Hudson, Alberto Del Brutto and Gerardo González participated from the Interamerican Scout Office. Ralph Ross, Scouts Canada International Committee Member and Vice Chairperson of the Interamerican Scout Committee, reviewed the texts prior to printing.

The drawings inspired by the landscapes and atmosphere of the Caribbean are by Mariano Ramos, who spent 3 weeks in St. Lucia and Trinidad and Tobago in February 1998. The English lyrics of the Cub Song were adapted by Sally Shaw and Sebastián Gray; and the musical arrangement by Jaime Riquelme and José Tomás González. Origination is by Cystema S.A. and printing is by Morgan S.A., with a print run of 3,000 copies.

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Renewed Approach  
to Programme



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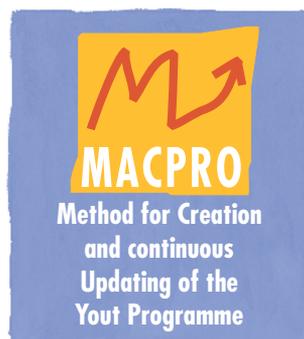
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## STARTEGY

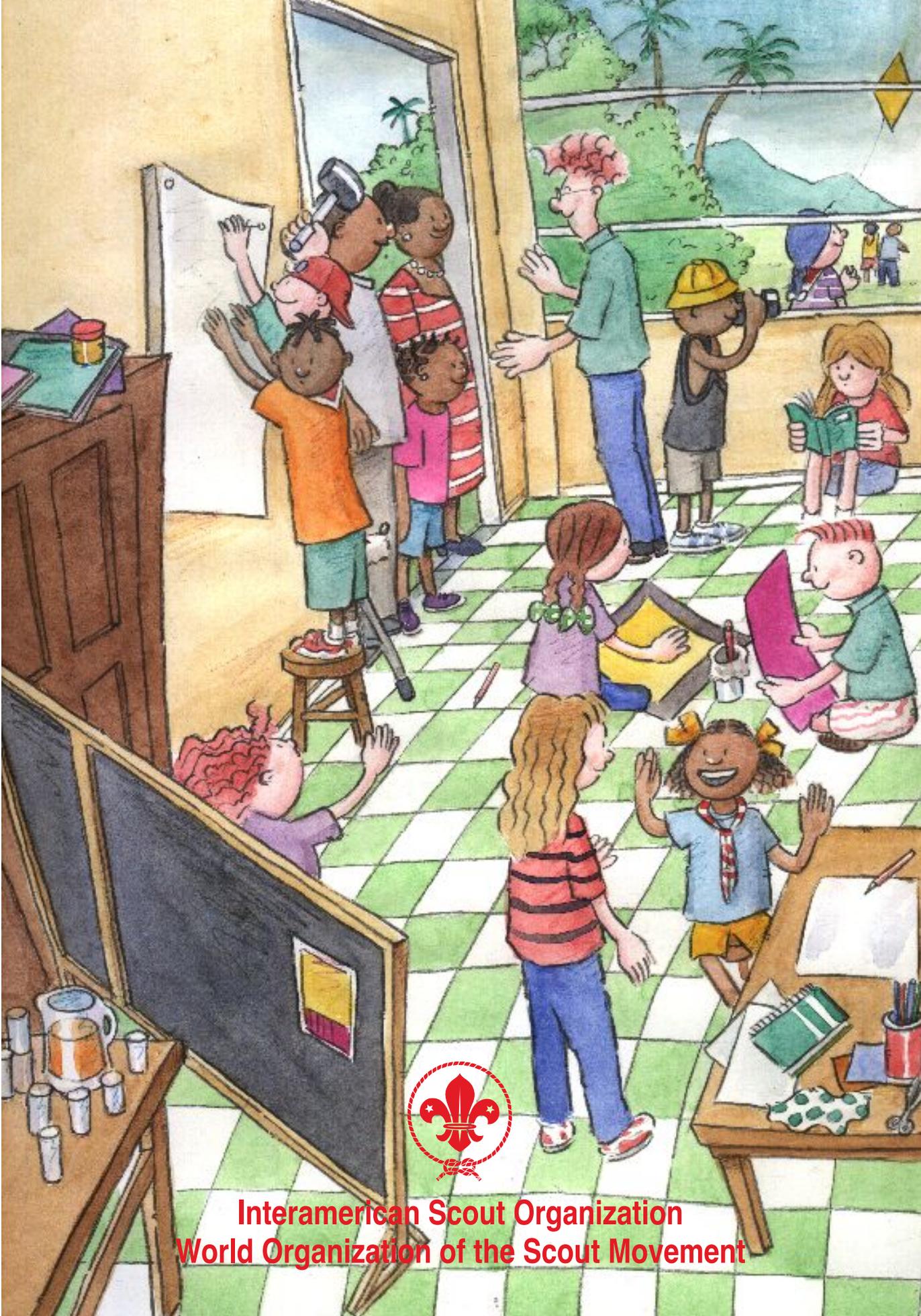
THIS DOCUMENT IS A  
PART OF THE IMPLEMEN-  
TATION OF THE STRATEGY



This Handbook is part of a series of publications scheduled in the Regional Plan; and completes the publication of the documents envisaged for the development of Macpro in the Junior Section.







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World Organization of the Scout Movement**