A low-angle, black and white photograph of a person climbing a tall, vertical wooden wall. The climber is shirtless, wearing a harness and climbing shoes, and is pulling on a rope. The wall is made of large wooden planks. The title 'The educational OBJECTIVES' is overlaid on the top right, with a large yellow '9' to the left of the word 'educational'.

The 9educational OBJECTIVES



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THE NATURE OF THE EDUCATIONAL OBJECTIVES



SCOUTING OFFERS YOUNG PEOPLE OBJECTIVES TO ACHIEVE



Every human activity is directed at achieving objectives, even if it is not expressed as such and even if we are not aware of it.

Like everything else we do, education has objectives. However, unlike routine activities which may have objectives although we see no need to specify them, we cannot approach educational activities without clearly defining the objectives they are intended to achieve.

In addition, educational processes not only have their own immediate objectives, they also ask people who are participating in them to try to achieve certain personal objectives, to make a conscious effort to attain a model of desirable behaviour which enables them to grow. It is this conscious effort to achieve personal objectives that makes the process truly educational.

In the Scout Unit we therefore have a set of objectives –designed as a grid– which we propose to the young people. These objectives have the following purposes:



To develop all the dimensions of the personality.



To establish a framework by which each young person can achieve that purpose in accordance with their age and individual character.



To serve as a basis on which to assess their personal growth.

THE OBJECTIVES ARE A PROPOSAL AND ARE NOT INTENDED TO REPRESENT PERFECT “MODEL” PEOPLE



The values of Scouting –as set forth in the educational proposal and the Scout Law– can be clearly seen in the set of objectives that are offered to the young people.

However, this set of objectives is not intended to represent a “model” person or way of being. The aim is not to produce identical people based on a perfect value “prototype”, since each young person is unique, with unique needs, aspirations and abilities.

The set of objectives is therefore *a proposal* which offers young people the opportunity to develop their own personal development objectives. By means of an *interplay* between that proposal and what each young person wants of him or herself, they assimilate or adapt the educational objectives for the age group and make them into their own *personal objectives*.

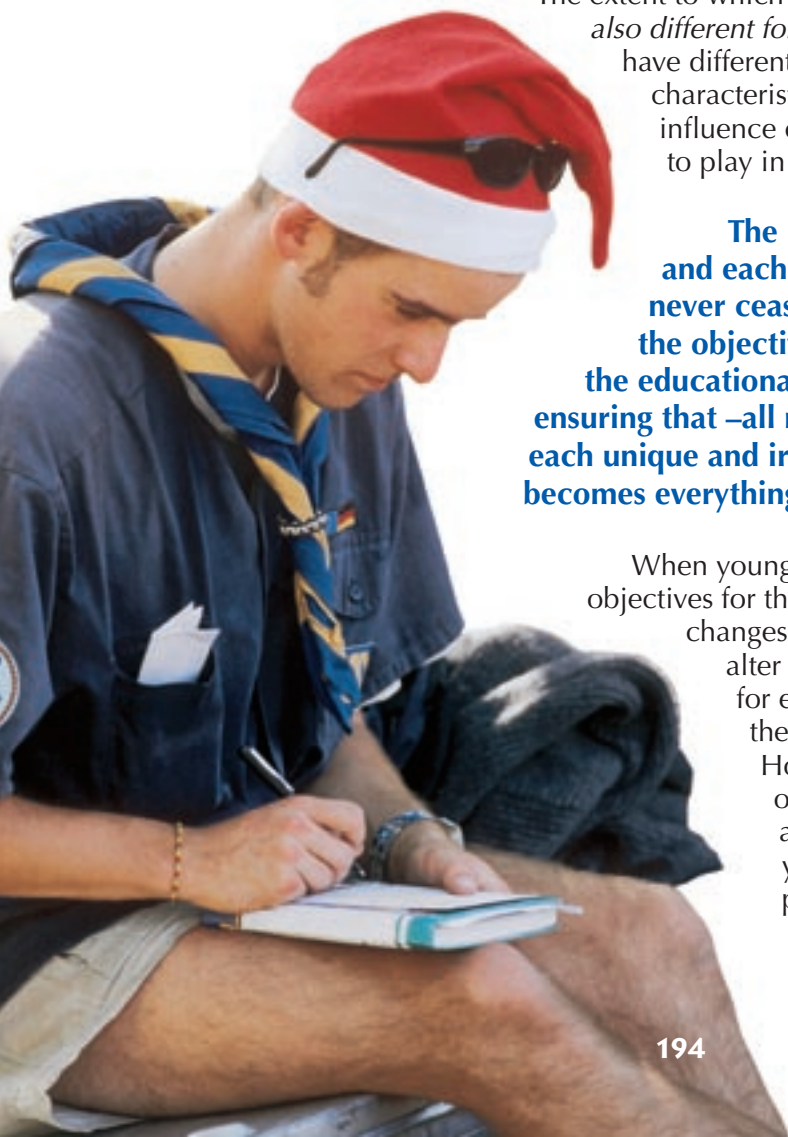
Of course, *different age groups will adapt their objectives to a greater or lesser extent*. As young people become aware of what they want to do with their lives, they become more active in tailoring and defining their own objectives and the framework of the original proposal becomes less determining.

From 11 to 15, a stage when young people are beginning to be more autonomous, the framework proposal and their own opinions are likely to have a similar weight in their decisions. As they develop, the proposal will increasingly become merely referential.

The extent to which they personalize their objectives is *also different for each young person*, since they all have different growth patterns. Their personal characteristics and circumstances have an influence on how great a part they are likely to play in defining their personal objectives.

The interplay between the proposal and each young person's aspirations never ceases: the proposal is always there, the objectives are always personal and the educational process is always directed at ensuring that –all motivated by the same values– each unique and irreplaceable young person becomes everything he or she is able to be.

When young people consider the educational objectives for their age group and decide to make changes to them, they may add objectives or alter the means or time frame envisaged for existing objectives, in order to tailor them better to their individual needs. However, no objectives should be omitted, since each corresponds to a Scouting value or to something young people need to achieve as part of the process of maturing.



THE EDUCATIONAL OBJECTIVES ARE ACHIEVED THROUGH EVERYTHING THE YOUNG PEOPLE DO WITHIN SCOUTING AND OUTSIDE IT



With the exception of the systematic acquisition of knowledge, which is basically the responsibility of school, the set of educational objectives refers to everything that young people do and involves all the dimensions of their personalities.

It is therefore *a programme of objectives for life* and not just for Scouting as such. Thus the young people will attain these objectives through a wide variety of activities and experiences, some of which will involve their Patrol and Scout Unit and some of which will not.

Since the Adult Leaders are responsible for motivating the Scouts' progress and guiding and assessing their development on the basis of the objectives set, they should be aware of all the young people's activities and how these contribute to or interfere with the achievement of their objectives. The same goes for the Patrol. For it to perform its role as a learning community, its internal life should involve each young person and everything that he or she is, inside or outside Scouting.

As well as what happens in the Patrol and the Unit, we must therefore consider the emotional environment in the young people's home, their school, their non-Scout friends and the sports they play. We must also take into account their sociocultural environment, their family's financial circumstances, their psychological state, the influence television has on them and many other factors which have a constant influence on their personality.

For this reason, each Adult Leader should be responsible for monitoring and assessing the development of one Patrol only, or eight young people at most. This is the only way a Leader can hope to do his or her job properly. A Leader should have this responsibility for at least a year, so that he or she can spend enough time with the young people to get to know them well, encourage them and carry out an effective monitoring exercise.



This approach to personal progress –which is based on Baden-Powell’s own recommendations– is easy to take when we apply all the elements of the Scout Method. The intimate environment generated by the *Patrol System* and the trust created by *group life* help the young people to open up, share their concerns and reveal their true selves. The integration between Scout life and their life as a whole is something that happens very naturally.

Applying the Scout Method in this way represents a challenge to certain views of Scout progress that have become common in a number of Units.

In fact, if we were to view progress as no more than a series of tasks to be carried out in the Patrol or Unit, the Adult Leaders and Patrol Leaders could simply observe the performance of these tasks and ignore the effect that the rest of their lives has on the young people’s development.

But when you are working on the basis of objectives that involve all the dimensions of the personality, it is not enough to look at how the young people are progressing within the confines of the

Patrol or Unit. You also need to be aware of whether their non-Scout activities, at home, in the neighbourhood and at school, are helping to bring them towards the behaviour contemplated in the objectives.





OBJECTIVES ARE NOT “MARKED” AS IF THEY WERE TESTS OR EXAMS

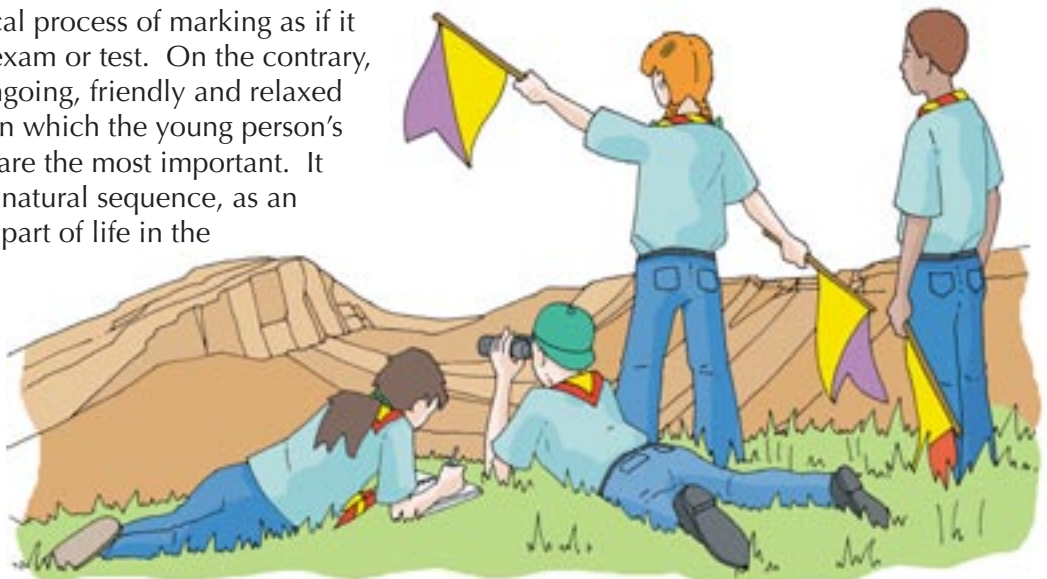
The educational objectives are assessed by the young people themselves, by their peers and by the Adult Leaders, who observe their progress over a long period of time. In practice, the Patrol and the Adult Leader responsible for monitoring it are observing and assessing all the time. At the end of a *programme cycle* –which we will discuss further later– everyone involved shares their opinions.

The young person’s opinion is the outcome of his or her self-assessment, which is compared inside the Patrol Council with the opinions of his or her peers (peer assessment). The Adult Leaders form their opinion on the basis of their own observation and the impressions of the other Adult Leaders, as well as the parents, teachers and other agents who are associated with the young person’s development. We call the complete process “360-degree assessment”, since it traces a full circle gathering the opinion of everyone involved, as shown in the figure in chapter 11 concerning personal progress assessment.

The opinion of the monitoring Adult Leader and that of the young person may or may not coincide. Hence the importance of arriving at a consensus. If the discrepancy remains and the young person holds firm to his or her point of view, priority will be afforded to the self-assessment.

Once agreement has been reached or the young person’s point of view acknowledged, the recognition obtained is recorded in the young person’s Log by way of encouragement, with a seal at the respective objective. The seals are differentiated by growth area, as described at the end of this chapter.

Clearly, assessing the achievement of objectives is not intended to be an act of authoritarianism or control. It is not a mechanical process of marking as if it were an exam or test. On the contrary, it is an ongoing, friendly and relaxed process, in which the young person’s opinions are the most important. It follows a natural sequence, as an accepted part of life in the group.



WE MUST LOOK AT TWO TYPES OF OBJECTIVES: FINAL OBJECTIVES AND AGE GROUP OBJECTIVES



Scouting's proposal of objectives takes two forms: *the final objectives and the educational objectives for the age group, or intermediate objectives.*



The *final objectives* set out the kind of behaviour that young people might expect to have attained in each growth area when the time comes to leave Scouting, about the age of 20.

These mark the “end of the Scout trail” since, although its benefits are for life, the contribution that Scouting can make to a person's development lasts only for a certain period.

These objectives are therefore “final” in terms of what Scouting has to offer, but they are not the end of the personal development process. Individuals never stop learning and developing; that is a lifelong process.

The final objectives serve to establish intermediate objectives for all the Sections of Scouting. These intermediate objectives are consistent with each other and with the final objectives, so that all the parts of the educational process work together as a coordinated whole.

Although we do not work directly with the final objectives in the Scout Unit, as Adult Leaders we should be aware of them as a frame of reference.

They explain the purpose of both the intermediate objectives we propose to the Scouts, and of any other objectives that the Scouts may wish to add.



The *educational objectives for the age group* are a sequence of steps towards each of the final objectives and they propose models of behaviour for the Scouts to achieve in accordance with their age.



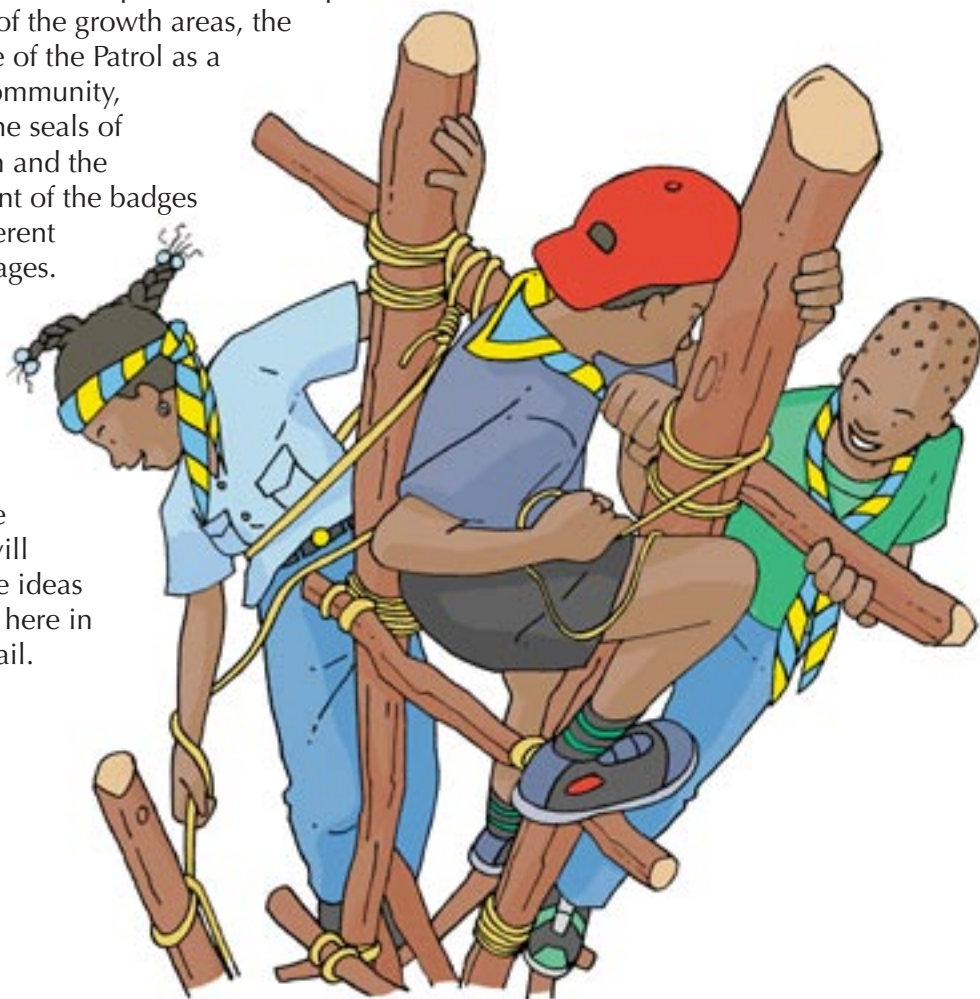
Like the final objectives, the objectives for the age group cover all the growth areas, seeking to help develop all the dimensions of the personality of young people in a balanced way.

There are two columns of educational objectives in the Unit: one for the stage of adolescence from 11 to 13, and the other for the 13 to 15 age group. In both, the ages are an approximate guide, as in all cases where age is used as a reference for behaviour.

The educational objectives for the age group are presented to the young people, discussed and agreed upon on an individual basis. The process is relatively short, but it does require a certain amount of time, which we call the *introductory period*. This process involves the young person him or herself, the Patrol Council and the monitoring Adult Leader.

Together, the activities that are carried out in the Unit give the Scouts experiences that help them to achieve their objectives. Their interest in attaining these objectives is stimulated by means of discussions with the Adult Leaders, the testimonies of the explorers who are presented as models of the growth areas, the internal life of the Patrol as a learning community, the Logs, the seals of recognition and the achievement of the badges for the different progress stages.

When we talk about the programme cycle we will develop the ideas mentioned here in greater detail.



THE EDUCATIONAL OBJECTIVES ARE SEQUENTIAL AND CONSISTENT



Grasping these two basic features of the set of objectives will help you to understand the objectives, use them and whose development you monitor and assess about them with the young people



The objectives are *sequential*. They follow on one from the other, in order to give the growth process continuity.

A young person cannot “respect” the rules of coexistence, for example, if he or she does not first “know” these rules. Neither can he or she “express what he or she thinks without aggressiveness” about other people’s opinions without first having “listened” respectfully to these opinions.



Likewise, *the set works as a whole*, since there are objectives which follow on from or complement each other although they are located in different growth areas.

For example, if a young person can truly say that he or she is capable of “accepting and evaluating criticisms made about his or her behaviour” (11 to 13, character), he or she will then be in a position to “share feelings and emotions with his or her Patrol” (13 to 15, affective development).

These two features –*sequence and unity*– mean that we cannot leave aside or omit objectives, or choose to do some one year and leave the rest for later. Young people from 11 to 13 “interact” with all the objectives of the respective column. Their efforts to progress, their self-assessment and their assessment by others are based on all the objectives. The same goes for young people from 13 to 15 with respect to the second column.

If a Scout Unit offered the option of choosing only a certain number of objectives to be achieved during the year and a young person did not choose, for example, the objective that refers to concern for his or her personal appearance and bodily cleanliness, would that mean that that he or she would be entitled to ignore cleanliness the whole year long and the Leaders would not have to assess that particular aspect of his or her behaviour? That would be absurd, since the objectives work as a whole, to reflect the totality of the personality of a young person, who grows in all aspects at the same time.

Even more extreme examples could be mentioned. What would happen if, on the basis of this supposed possibility of dividing objectives into annual or bi-annual groups, a young person decided to leave for another period the objectives that concern loyalty to the Scout Law? The values of Scouting would not then constitute parameters for the behaviour of the young person during a given period, which would leave the entire system bereft of content or logic.

THE EDUCATIONAL OBJECTIVES ARE PRESENTED IN THIS HANDBOOK AND IN THE YOUNG PEOPLE'S LOGS



In the set of objectives in the following pages, each final objective –together with the corresponding intermediate educational objectives– is preceded by a paragraph which reminds us of the principle behind it and its relevance to this age group.

This short description also helps the Adult Leader to explain the intentionality of each group of objectives to the young people, using simple words and examples that they will easily understand.

Likewise, the educational objectives for the age group have been written in the first person using language which is appropriate for the level of development of the young people they are intended for. The final objectives, however, are expressed in the third person, in a version that is intended to be understood by the Adult Leaders and young people over the age of 17 who work directly with these objectives.



The educational objectives are grouped by growth area, and are located in separate columns according to age group. Obviously, the columns of objectives for the other Sections do not appear here. The only addition is the column of final objectives, as shown below.



11 TO 13

Educational objectives that are proposed to young people of this age. These objectives are applied to the first two progress stages and figure in the Logs for the Track and Trail stages.

13 TO 15

Educational objectives that are proposed to young people of this age. These objectives are applied to the second two progress stages and figure in the Logs for the Course and Traverse stages.

FINAL OBJECTIVE

Behaviour which can be expected when a young person leaves Scouting, expressed in language suitable for an adult.



THE PROPOSAL OF OBJECTIVES



PHYSICAL DEVELOPMENT



Puberty is a metamorphosis. Physical growth speeds up, the secondary sexual characteristics appear and, in the space of a very short time, our boys and girls look like adults to us. The people around them have trouble recognizing them, as indeed they do themselves. Taking in this new body, accepting what it is like and learning to govern it are essential tasks in adolescence.

11 TO 13

- I take part in activities that help keep my body strong and healthy.

13 TO 15

- I respect my body and that of others.

FINAL OBJECTIVE

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

Rapid physical changes often make young people tired and anxious. They need to identify, try out and master new impulses and all kinds of new potential that they begin to sense they have. Awkward and uncoordinated, they often fear not being “normal”. Ignorance of their physical possibilities and bodily processes, in combination with their emotional instability, can lead them to behave imprudently or display aggressive reactions toward themselves or others. It is very important for adolescents to understand that these changes are normal, regain their body references, try out their capacities and limits, and understand how these changes affect what they are like as people.

11 TO 13

- I notice the changes that are happening in my body.
- I try to avoid situations which can damage my own or my friends' health.
- I know what I can and can't do with my body.
- I try not to be aggressive in games and activities.

13 TO 15

- I understand that the changes happening in my body affect what I am like as a person.
- I know what to do in case of illness or accident.
- I try to overcome the physical difficulties caused by my growing.
- I talk to my friends to solve problems that come up between us.

FINAL OBJECTIVE

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

Adolescence is the age of “sexualization”. The adolescent realizes that the physical changes have given his or her body a new shape and he or she builds a new body image as a man or a woman. Adolescents discover their body as having to do with relationships and seduction, but they are also brought up short by cultural rules and the fear of being judged by others. Some adolescents judge themselves harshly and reject the self-image that they discover: they feel they are too skinny or too fat, too tall or too small, or are depressed by some other feature of their bodies. They may react by showing an excessive interest in their appearance or, on the contrary, they may appear to lose all interest and reject standards of hygiene and cleanliness.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I take care of my personal appearance and keep myself clean. • I help to clean and tidy my house and the places where I study and play. 	<ul style="list-style-type: none"> • I take care of my personal appearance and always try to be clean and tidy. • I keep my room and my things clean and tidy. • I look after, clean and tidy the places where I camp. 	<p>Values his or her appearance and takes care of his or her personal hygiene and that of his or her surroundings.</p>

Becoming aware of one’s body includes assuming an appropriate degree of responsibility for its balanced development. During adolescence, when young people are growing quickly, eating habits are very important. Every day we learn more about foods and the substances they contain, and we know what purpose is served by different foods and which we should avoid in excess. We must use this knowledge to help adolescents to eat a healthy and balanced diet, since there are considerable risks of eating disorders at this age.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I eat food that helps me grow and I eat at the proper times. • I know why cleanliness is important when preparing and eating food. 	<ul style="list-style-type: none"> • I know which foods help me to grow and which don’t. • I can make simple meals and be clean and tidy in the process. 	<p>Keeps to a simple and appropriate diet.</p>

During the first stage of adolescence, especially between 13 and 15, with so many new concerns and activities, young people often lose the childhood habit of using their time in an orderly manner. Now they need to assimilate and accept for themselves the rules that used to be imposed by their parents for maintaining a balance: waking and sleeping hours, times for work and study, effort and rest, recreational activities, leisure and so on.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I devote a reasonable and sufficient amount of time to studying. • I like to take part in different recreational activities. 	<ul style="list-style-type: none"> • I organize my time well to study, spend time with my family and be with my friends. • I can choose between different recreational activities. 	<p>Achieves a balanced distribution of time between his or her different obligations, practising appropriate forms of leisure activity.</p>

Faced with the task of recovering the body references that have been lost as a result of rapid physical growth, the adolescent needs to define the scope of his or her new physical abilities and learn to handle them. Life in the outdoors, regular physical activities and sports and games all help in this task and contribute to harmonious development. Acquiring skills and improving their performance in these activities also helps young people to improve their self-image and make progress in defining their own identity.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I take part in the games, outings and camps that my Patrol organizes. • I play a sport regularly. • I know and play different sports and 	<ul style="list-style-type: none"> • I help to prepare games, outings and camps for my Patrol and Unit. • I make an effort to improve my performance in the sport I play and I know how to win and lose. • I prepare games for different occasions. 	<p>Frequently takes part in outdoor life with other people and participates in sporting and recreational activities.</p>

CREATIVITY

Between the ages of 12 and 15 adolescents reach a new stage of intellectual development: they are capable of reasoning in abstract ideas by means of hypothesis and deduction. They become curious and hungry for knowledge, which is a tendency that we must encourage and support. The search for new information, in particular through reading, and the ability to analyse it for themselves, should be applauded and aided. Some young people who have problems with their school performance believe themselves to be “not very clever” and repress their natural desire to learn more and try out new solutions. The non-formal framework of Scout activities can give them the opportunity to recover their confidence in their abilities and start making progress again.



11 TO 13

- I learn new things apart from what I am taught at school.
- I am interested in knowing more about what goes on around me.
- I find my own reading material and can relate it to the things that happen to me.

13 TO 15

- I make an effort to find out more about the things that interest me.
- I draw my own conclusions from the things that happen around me.
- I am interested in reading about different subjects.

FINAL OBJECTIVE

Continually expands his or her knowledge by learning systematically and for him or herself.

Experimental logical reasoning –formulating a hypothesis, verifying it through experimenting and arriving at a solution– is a form of thought that the adolescent acquires gradually. This intellectual operation relates initially to concrete objects and later to abstract concepts. This “experimental method” hones intelligence and creativity and widens knowledge. Planning and organizing activities represents particularly fertile ground for developing the ability to think ahead. Working as a team helps them to gather information and to compare and analyse ideas.

11 TO 13

- I say what I think about the things that happen to me.
- I help to prepare the subjects that we talk about in my Patrol.
- I take part in organizing my Patrol’s outings.

13 TO 15

- I can analyse a situation from several points of view.
- I propose subjects to talk about in my Patrol.
- I organize original activities to do with my Patrol.

FINAL OBJECTIVE

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

Practical creativity –involving manual activity and investigation and putting technical solutions into practice– is both a typical need felt by young people and a feature of the “Scout style” which must not be neglected. It develops the ability to study problems and find solutions for them, and generates an enjoyment of technology. Abstract logical reasoning is heightened and empowered by reasoning in relation to practical and concrete ideas.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I improve my manual skills. • I know and use some camping and pioneering techniques. 	<ul style="list-style-type: none"> • I help maintain and repair my Patrol’s meeting place and equipment. • I take part in designing and setting up camp infrastructure. 	<p>Combines theoretical and practical knowledge through the constant application of his or her technical and manual skills.</p>

During adolescence the young person’s personality and interests are being structured. The adolescent discovers that he or she has all kinds of unexpected potential. We must help them to be aware of this potential and to develop it, so that they can gradually discover what they personally can contribute to their Patrol and, later, to the wider society. Discovering these aptitudes and interests and then comparing them with social possibilities helps them to make choices about their future vocation, while understanding and respecting the opinions of others.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I choose and complete a proficiency. • I use my proficiencies to solve day-to-day problems. 	<ul style="list-style-type: none"> • I learn more about the proficiencies I have chosen. • I use my proficiencies in service activities. 	<p>Chooses his or her vocation taking into consideration his or her own aptitudes, possibilities and interests, and values those of others without prejudice.</p>

Developing self-knowledge and the ability to express ourselves is part of expanding our knowledge. Creativity is not just for technical things, but for art as well. The progressive mastery of different expressive techniques enables the adolescent to discover him or herself and communicate his or her ideas and feelings in an aesthetically pleasing manner.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I take part enthusiastically in my Unit's artistic activities. • I express my thoughts and experiences in the Patrol Record Book. 	<ul style="list-style-type: none"> • I express my artistic interests and skills through different techniques. • I like to sing and I know lots of songs. • I help to prepare materials for artistic sketches. 	<p>Expresses what he or she thinks and feels through different media, creating a pleasant atmosphere around him or her as he or she lives and works, to facilitate communication and mutual enrichment among people.</p>

From childhood the young people have been immersed in a world of technology. There is a danger that they may view this world as mere users or consumers, pressing a button for an immediate result, without trying to understand and master things and never knowing about the technical processes that generate the result. Our task as educators is to help the adolescent dig deeper and learn more about the technology that makes the modern world work, so that he or she can act as a protagonist –not just a consumer– able to criticize constructively and innovate. We must also help him or her to discover the significance of technology as a tool for creating a more humane society and a better world.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I can identify the main parts of a problem. • I know different methods of communication and I can use some of them. 	<ul style="list-style-type: none"> • I know how the main services I normally use work, like the telephone, electricity, radio, television and some others. • I have taken part in a project that provides a novel solution to a common technical problem. 	<p>Values science and technology as ways to understand and help humankind, society and the world.</p>

CHARACTER



The adolescent is torn out of the world of childhood by a multitude of physical, intellectual and social changes that are thrust upon him or her. As a child, he or she enjoyed stability and familiarity. In the space of a very short time, these are placed in doubt and young boys and girls are thrown into a world of confusion, assaulted by so many new urges and interests that they almost fail to recognize themselves. This step can be painful, but it is necessary for building their future identity. As well as helping them to understand what is happening, the mission of the responsible adult is to encourage them to get to know themselves, give them confidence and help them learn to be self-critical and to accept criticism. This support will help them to rebuild their identity.

11 TO 13

- I like to take part in activities which help me get to know myself.
- I listen to the criticisms other people make of me and I think about them.
- I know I can improve every day.

13 TO 15

- I think about the way I am and try to be better every day.
- I can be self-critical.
- I know that I can do things and do them well.

FINAL OBJECTIVE

Recognizes his or her possibilities and limitations, has a critical awareness of him or herself, accepts the way he or she is and preserves a good self-image.

At first, adolescents tend to be passive about the changes that are raining down upon them. They may even miss the “lost paradise” of childhood and attempt to recover it in order to win back some security. We must help them to avoid this regressive tendency and encourage them to explore the new world that is opening up to them. It is time for them to reach out to grasp the future and be responsible for their own development! The system of personal progress, the roles undertaken in the Patrol and the recognition of progress achieved are just some of the tools the Scout Method gives us to encourage and support them in assuming this responsibility.

11 TO 13

- I set myself goals to improve.
- I do things that help me to reach my goals.
- I offer to help in my Patrol and at home.

13 TO 15

- I keep trying harder to overcome my shortcomings.
- I persevere with the things I want to achieve.
- When I commit myself to doing something, I do it.

FINAL OBJECTIVE

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

Initially, the adolescent is undisciplined and questions authority and the rules of parents and adults in general. This is a necessary and decisive stage for attaining moral autonomy. If the young person fails to build personal moral values, the consequences may be serious for his or her future balance. Educators must not try to suppress this questioning attitude: on the contrary they must encourage and support it. The Scout Method offers a totally original tool for helping in this: the Scout Law, a code of values to which the young person is invited to make a voluntary commitment. Far from being a set of prohibitions, this is a reference which is expressed in positive terms. It enables the young people to evaluate and determine group life and the shared rules of coexistence together with their peers.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I know and understand the Scout Promise and Law. • I have promised to try to live true to the Scout Promise and Law. 	<ul style="list-style-type: none"> • I understand that what the Promise and Law ask of me is important for my life. • I make an effort to live true to the Scout Promise and Law. 	<p>Found his or her life's plan on the values contained in the Scout Promise and Law.</p>

As the young person becomes capable of logical reasoning and moral autonomy, he or she also acquires the ability to assess other people on the basis of their acts, recognize certain personal characteristics and perceive shortcomings and inconsistencies. From the age of about 12, moral principles come to be assimilated personally, as a way of sharing rights and duties within the peer group, on the basis of mutual loyalty. They begin to judge other people's acts on the basis of this loyalty. The educational task consists of ensuring that young people learn to judge their own acts too, demand consistency of themselves and be an example of the rules they have accepted and the values to which they have made a commitment.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I know what being loyal means. • I try to be loyal to what I believe, to myself and to others. • I take part in activities that show the importance of acting in a loyal way. 	<ul style="list-style-type: none"> • I understand that it is important to act consistently with the way I think. • I make an effort to do things according to the way I think. • I help to make sure that we are committed to what we believe in my Patrol. 	<p>Acts consistently with the values which inspire him or her.</p>

Building one's own identity, reaching moral autonomy and being consistent with the values one has accepted all contribute to gradually defining a certain attitude to life. An attitude that springs from self-objectivization and self-confidence, from a spirit of adventure and discovery, from responsibility for the given word and a sense of humour for overcoming difficulties and failures. Adolescents have that attitude naturally. They love novelty, the unforeseen and adventure, and they "attack life with enthusiasm". We must help them to consolidate and develop their joy of living.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I face up to and solve problems cheerfully. • I help to ensure that there is a cheerful atmosphere in the Unit. • I show that I am cheerful without making fun of other people. 	<ul style="list-style-type: none"> • I am cheerful. • I share my cheerfulness with my friends and family. • I help to ensure that we can be cheerful in my Unit without offending anyone. 	<p>Approaches life cheerfully and with a sense of humour.</p>

The system of "self-government" that the Scout Method proposes –with its Patrols (small autonomous groups), the Unit Council (the government of the society of young people) and the Unit Assembly (the "legislative" power) in which group life is evaluated to define and review the rules of shared coexistence in the light of the Scout Law– is the main tool of education for autonomy and responsibility. But it is also a type of learning that makes the young people aware of the importance of being part of a team and contributing to the workings of a democratic group.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I appreciate the advice I am given in the Patrol. • I respect the decisions that are taken in my Patrol, even when I don't agree with them. 	<ul style="list-style-type: none"> • I help my companions in the Patrol to improve. • I give opinions and take responsibilities in the Patrol Council. 	<p>Recognizes the group he or she belongs to as a source of support for his or her personal growth and for the fulfilment of his or her life's plan.</p>

AFFECTIVE DEVELOPMENT

Early adolescence is a time of very confused feelings.



As well as questioning the authority of adults and rebelling against imposed rules, young people miss the security of childhood. While they seek to affirm themselves and be treated “like grown-ups”, they also doubt themselves and need to be treated with the old familiar affection. They swing easily from feverish activity to total inactivity, from anger to tears, from open rebellion to a craving for emotional security. To achieve greater stability, young people need to learn to recognize and accept their feelings and share their emotions, to gradually achieve a state of emotional balance.

11 TO 13

- I realize when things make me afraid and I can talk about them.
- I realize why I react in the way that I sometimes do.
- I look for support in my Patrol when I feel sad or confused.

13 TO 15

- I try to control my reactions, even in difficult or unexpected situations.
- I know that it is normal that I sometimes prefer to be alone, or that I don't dare to do something, or that I feel insecure or angry; and I try to deal with these feelings.
- I share my feelings and emotions with my Patrol.

FINAL OBJECTIVE

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

In order to progress towards a more defined personal identity and greater emotional stability it is important that the young people learn to express their opinions and feelings without inhibitions or aggressiveness. Group life in the Patrol and Unit should encourage them to express themselves openly, without hurting anyone's feelings, thus enabling others to express themselves too and accepting their opinions and feelings. Adolescence is also the age of friendships. Young people choose each other within the small groups, first on the basis of shared interests and then on the basis of affinity. This affinity is often exclusive and of a very emotive nature. They have to be helped to discover that friendship with some people does not necessarily rule out a relationship with others.

11 TO 13

- I listen to other people's opinions and if I don't agree I say so respectfully.
- I can say “no” when I think that something is wrong.
- I am loyal to my friends without leaving out or being mean to those who are not my particular friends.

13 TO 15

- I say what I think showing respect for other people.
- I stick to my opinion when I am sure that it is right.
- I appreciate my friends and don't get angry with them over silly things.

FINAL OBJECTIVE

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

The need for affection and emotion, which is natural at this age, provides an opportunity to rediscover, value and assimilate the feeling of love. Love is understood as giving of oneself and in its many forms: in the family, with friends, in relationships with a partner, through solidarity with those who suffer. Identifying this feeling helps to overcome the tendency to be self-centred, acknowledge other people and value them for what they are, not for what they have. Young people discover generosity, learning to give more than they are strictly obliged to, and gratitude which expects nothing in return.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I like to love and be loved. • I am interested in other people and I am generous. 	<ul style="list-style-type: none"> • I understand the importance of love in my life. • I am always willing to help the others in the Patrol. • I appreciate people for what they are. 	<p>Build his or her personal happiness on love, serving others without seeking recompense and valuing them for what they are.</p>

The discovery of sexuality goes hand in hand with the recognition of the difference between the sexes. This entails two educational tasks. First, the young person needs to understand that human sexuality is much more than a set of impulses and biological processes or an opportunity for physical pleasure, and that understanding it is not just a matter of sex education and safe experimentation. It also means learning about oneself –as a man or a woman– and discovering the other sex, with all the similarities and differences that enrich the relationship between them. Second, becoming aware of oneself as a man or a woman should not be confused with the gender roles that are created by society, which are often imbued with stereotypes and prejudice. Each young person needs to be helped to recognize the human dignity in the other sex, at once the same and different.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I find out in an appropriate manner about what it means to be a man or a woman. • I understand that human sexuality has to do with love. • I share the chores we are asked to do at home equally with my brothers and sisters. 	<ul style="list-style-type: none"> • I share what I know about male and female sexuality with others, without being embarrassed or making fun. • I am preparing to make my sexuality a part of love. • I believe men and women to be equal in dignity. 	<p>Knows, accepts and respects his or her sexuality and that of others as an expression of love.</p>

Questioning our parents' authority is a necessary step to achieving moral autonomy and personal identity. Upset and worried by the new attitudes they see in their children, parents can sometimes be tempted to react by tightening their authority, failing to understand what exactly is being questioned and why. The Scout Leader can help parents to understand their children's reactions better, and help the young people to question their own reactions. Adult Leaders in Scouting are in a position to help establish better communication, mutual understanding and a renewed relationship. The emotional wellbeing that adolescents experience in their family relationships and the support they receive today will sooner or later influence the type of family they will form as adults.

11 TO 13

- I tell my family about what we do in the Scouts and I try to get them to take part in the activities to which they are invited.
- I like to do things with my family and I help to organize them in whatever way I am asked.

13 TO 15

- I am affectionate with my family and I accept the decisions that are made at home.
- I talk to my parents about what they think is good for me and my brothers and sisters.
- I am always willing to help my brothers and sisters.

FINAL OBJECTIVE

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

SOCIAL DEVELOPMENT

When children are asked their opinion about someone, they generally limit themselves to describing some superficial features. Adolescents, however, gradually become able to judge personality, since they begin to discover people as individuals and in greater depth. They begin to put themselves in the place of others and to perceive things from other people's point of view. They progressively gain an understanding of the concept of moral values associated with a social ideal. This development, which takes them along the road from freedom to solidarity –and which can be blocked by negative experiences– means learning that exercising rights goes hand in hand with fulfilling obligations and that everyone has the same rights, whatever their economic and social status, culture, ethnic origin or religion.



11 TO 13

- I try to ensure that we respect our companions, whatever they are like as people.
- I carry out the commitments I undertake.
- I talk with my Patrol about human rights.

13 TO 15

- I respect everyone, whatever their ideas, social class and way of life.
- I help my Patrol in the commitments we undertake.
- I don't like it when human rights are not respected and I say so.
- I take part in activities about people's rights.

FINAL OBJECTIVE

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

The “social pact” which underlies every democratic society prescribes that all authority comes from the people and is exercised in benefit of them. Our objective is to help young people to discover this notion of authority at the service of the community and help them to experience it within the Patrol and Unit through the system of “self-government” provided by the Scout Method. Learning about authority at the service of the common good includes critical and constructive participation, responsible decision-making, the possibility of dissent, exercise of one’s own authority, cooperation with authority and also respect for legitimately established authority.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I understand what my responsibilities are when I hold a position. • I take part in elections in my Patrol and I cooperate with those who are elected. • I work with the others to achieve the goals we have set ourselves. 	<ul style="list-style-type: none"> • I know how decisions are made in my country and who is involved in making them. • I am respectful when I state my opinion about people in positions of authority. • I take the opinions of others into account when I have to take decisions that affect them. 	<p>Recognizes and respects legitimately established forms of authority and uses it in the service of others.</p>

The adolescent gradually comes to understand that if everyone used their freedom to do as they pleased, in fact no one could really be free. What would happen is that some, normally the strongest, would use their freedom to prevent others from using theirs. Young people thus begin to accept rules as a kind of tacit pact between people, to regulate, order and facilitate the integration of individual freedoms. This reasoning enables them to learn that rules are not immutable, but can be changed by mutual consent. This understanding of rules –which is the basis of coexistence in a democratic society– does not necessarily happen naturally and needs to be stimulated through group life. Assessments in the Patrol and Unit enable them to discuss shared life and decide what rules are needed to defuse tensions and resolve problems.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I know and respect the main rules of coexistence. • I say what I think when we make rules in the Patrol, among my friends or at school. 	<ul style="list-style-type: none"> • I respect the rules of coexistence in the different places where I do things, even if I don’t always agree with them. • I say what I like or don’t like about the rules in the different places where I do things. 	<p>Complies with the rules which society has created for itself, evaluating them responsibly and considering the possibility of changing them.</p>

Life in society is not just a matter of conceptual understanding of solidarity, rights, the role of authority and the purpose of rules. At this stage of adolescence these concepts are evidenced in the smaller spheres of personal life, the neighbourhood, school or the local area. This is where young people show their social integration and commitment to others through concrete action. First they need to know how the local community works, develop an attitude of service and take part in the Patrol's social activities. At the end of this stage they will come to understand more universal phenomena and their political interpretation. But from the start the young person learns to "think locally and act globally".

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I know what the fire service, the police, hospitals, the local council and other public services in my community do. • I try to do a good turn every day. • I take part in the service activities that my Patrol organizes. • I know about the different social situations that exist in the place where I live. 	<ul style="list-style-type: none"> • I keep a list of useful addresses. • I do a good turn every day. • I propose service activities for my Patrol and Unit and help organize them. • I like to take part in activities which help to overcome social differences. • I know the different political positions that exist in my country. 	<p>Serves actively in his or her local community, contributing to the creation of a fair, participative and cooperative society.</p>

Because of electronic communication, adolescent culture –expressed through music, dress, language and style– is increasingly a uniform, globalized culture. Universal standardization carries a number of risks, including the danger of losing one's own culture. By adopting standard patterns, young people can lose the stability of their roots, which makes them more vulnerable and more easily manipulated. At an age which is crucial for social integration, it is important to help the young person to be aware of his or her cultural heritage, without shutting out intercultural discovery. The good and fair society we all aspire to can be both modern and loyal to its roots, provided that people recognize and appreciate those roots, proudly yet without discriminating against peoples who have different origins.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I know the main products of my country's culture. • I like to feel part of my country's culture. • I take part in activities in my Patrol that show my country's culture. 	<ul style="list-style-type: none"> • I know the geography of my country and how it has influenced our culture. • I appreciate my country's culture and identify with it. • I propose activities which show the values of our country's culture in my Patrol and Unit. 	<p>Adopts the values of his or her country, people and culture.</p>

Belonging to a worldwide Movement provides a special opportunity for young people. The world Scouting network should be used as an educational tool for learning about international realities, valuing diversity and overcoming racist or nationalist prejudice. This is the time of life at which young people are becoming aware of the universal values that are founded on human rights. Scouting, which is both worldwide and rooted in countless local communities, enables young people to discover inequalities and injustices and make a positive commitment to promote development and uphold peace.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I know the main symbols of Scouting. • I take part in activities organized by my Association. • I know the main native cultures of my continent. • I take part in activities and workshops in which I learn about the importance of peace and international understanding. 	<ul style="list-style-type: none"> • I know about Scouting in my country. • I take part in my Group's contacts with Scouts from other countries. • I am interested in learning in detail about a native culture of my continent. • I like to learn about how people live in other countries. 	<p>Strives for peace and understanding by promoting international cooperation, worldwide friendship and the discovery of other peoples.</p>

The more developed, autonomous and complex human beings and society become, the more they depend in innumerable ways on the delicate balance between millions of plant and animal species which exists in any given environment. This balance, or ecological system, has been severely affected by industrial growth, which has seriously polluted our water, air and soil. Our life in the future and survival as a species hinge on finding a solution to this problem. We all can and should make a contribution to this.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I know the different ecosystems in my country. • I help to clean and improve the places I go on outings and camps. • I have taken part with my Patrol in keeping a vegetable plot or similar project. 	<ul style="list-style-type: none"> • I know what the main environmental problems in my country are. • I use techniques which help to improve the environment and avoid damaging the places where I camp. • I have taken part with my Patrol in conservation projects. 	<p>Contributes to preserving life by conserving the integrity of the natural world.</p>

SPIRITUAL DEVELOPMENT

Young people often begin to experience a conflict between their image of God, commonly linked to the fantasy and to the prohibitions of childhood, and their aspiration to autonomy. They may distance themselves from God, or at least from the image they have of Him. Faced with this conflict, the task of the Scout educator is not to conduct a religious indoctrination nor overburden the activities with religious rites. It is enough to afford importance to the paths of spiritual development within group life, especially those activities in which they can explore and admire nature and life; and those which are aimed at the expression of attitudes which are uniquely human: welcoming, reflecting, listening, sharing, cooperating with others, showing solidarity with the weak and underprivileged. This way young people can discover God in a different way, as a presence in all people and in the world, right at the heart of their new aspirations.



11 TO 13

- I take special time to think with my Patrol when we go on outings or camps.
- I listen to others and learn from them.

13 TO 15

- I prepare and run some of the activities that help us to discover God in nature.
- I try to make sure that in my Patrol we listen to and learn from each other.

FINAL OBJECTIVE

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

Another essential task is to help the young person to relate the discovery of God during Scouting to the spiritual heritage passed on by the family and community. After the normal process of wondering, doubting and questioning, there comes a period when the young person assimilates that spiritual heritage personally. How this happens depends on the individual or on the will of God. That no one really knows. In the midst of the search, sooner or later, like a calling or a sudden deep certainty which gives our life meaning, God makes His presence known in our daily existence. At this moment the young person can make the transition to a more adult faith, creating personal links with God, accepting his or her faith and making it part of everything he or she does.

11 TO 13

- I know the basic principles of my faith.
- I am consistent in the commitments I have made to my religion.
- I take on tasks in the religious celebrations we hold in my Unit.

13 TO 15

- I read the sacred books of my faith and talk to adults who can help me to learn more about it.
- I take part in the celebrations and activities of my religion.
- I share my thoughts about the sacred books of my faith with my Patrol.

FINAL OBJECTIVE

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

A third concern of the Scout Leader on a spiritual level is to propose moments of assessment and celebration, that is, activities which lead the young people to analyse their experience to discover and highlight its meaning and value. Through this type of activities, which involve moments of silence, meditation and expression, the young people may feel the need to pray and celebrate. Gradually, they will learn to reach out and stand before God with minds and hearts to praise and thank Him and make requests and offerings at different times and in different ways. We can speak to Him at moments of happiness or sadness, triumph or sickness. We may talk to God walking down the street or in a special private place, alone or with others, reciting a well-known prayer or using our own words. We can pray in silence or in song, when the sun rises or the day ends. Variety helps to build a natural and spontaneous relationship with God.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I like to pray and I try to do so every day. • I always find reasons in the things I do to ask God for things and to thank Him. • I often pray with my Patrol. 	<ul style="list-style-type: none"> • I understand that prayer is a way of talking to God. • I pray to talk to God, praise Him and give thanks, offer Him the things that I do and ask Him for help with the things that happen to me. • I organize and share moments of prayer with my Patrol and my family. 	<p>Practises personal prayer and prayer with his or her community, as an expression of his or her love for God and as a way of relating to Him.</p>

Spiritual development only makes sense as part of a process of internalization and personal commitment. That is why one of the essential criteria for progress is putting the spiritual and religious values one has discovered or learned more about into practice in our daily lives. Making our faith part of life is more than turning to God at moments of need, reflection or celebration. It is accepting what our faith tells us in response to our questions about existence. It is something stronger than a religion that we accept because we were born to it, or because its ideology suits us, because it is socially acceptable or psychologically reassuring. Making the shift from a childlike, received faith to personal adult faith means having living faith, and bearing witness to what we believe in our everyday acts.

11 TO 13	13 TO 15	FINAL OBJECTIVE
<ul style="list-style-type: none"> • I try to be true to the teachings of my faith in everything that I do. • I understand why my faith asks me to help others. 	<ul style="list-style-type: none"> • It makes me happy when others see me as a person who lives true to their faith. • I invite my Patrol to help with the activities that my religious community carries out to help others. 	<p>Makes his or her religious principles part of his or her daily life, achieving consistency between his or her personal faith, personal life and participation in society.</p>

One of Scouting's essential convictions is that spiritual development should bridge the distances between people, help them to establish communion and not separate them or pit them against one another. Modern societies are societies of communication and exchange of information and ideas, multicultural and multiconfessional societies, so it is essential that young people be prepared for this diversity. They have to be free from prejudice and develop an attitude of openness and respect for faiths other than their own. The joyful certainty of God gives us profound peace of mind. Nothing shakes the believer, and so his or her faith is expressed in love for God and in openness to those who do not believe, in tolerance of other beliefs and interest in dialogue with other faiths.

11 TO 13

- I share with everyone, whether they have the same religion as I have or not.
- I know what the main religions in my country are.

13 TO 15

- I try to make sure that my Patrol respects people's religious beliefs.
- I am interested in learning about other religions.
- I am respectful about the ideas, celebrations and activities of other religions.

FINAL OBJECTIVE

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

THE PROGRESS STAGES



THE ACHIEVEMENT OF OBJECTIVES IS RECOGNIZED BY MEANS OF SEALS WHICH ARE AFFIXED IN THE LOGS

At the end of a programme cycle, when conclusions are drawn about the evaluation of the young people's progress and certain objectives are considered to have been reached, that achievement is recognized by affixing a seal in the Log beside the objective in question.

The seal signifies the acknowledgement that progress has been made in exploring new territories. It connects personal development with the symbolic framework in a visual manner.

Units often stamp the seal with the Unit or Group stamp. This gives the Log the appearance of a *passport*, which is highly appropriate for those who are crossing frontiers to explore new territories.

Each growth area has a differently designed seal.

PHYSICAL DEVELOPMENT

A dweller of the waters, from where primitive forms of life originally sprang, the fish is a symbol of life and represents the physical nature that sustains our personality. The image chosen comes from an 11th century parchment in Novgorod, Russia.



CREATIVITY

The bird, which rises and glides over new territories, symbolizes the desire to reach broader horizons, the aspiration to knowledge and the power of creative thought. This ancient representation of a bird is an ivory carving from Benin, in Africa.



CHARACTER

The turtle summons up strength, quiet determination and stability. In many cultures it figures as a symbol holding up the world, and represents wholeness of values, like character. The image chosen is a Japanese long-life emblem.



AFFECTIVE DEVELOPMENT

The flower, a token of beauty, harmony and good taste, has been used to symbolize feelings since ancient times. The flowers chosen come from the pottery of Ancient Egypt, one of the earliest known civilizations.

SOCIAL DEVELOPMENT

A builder of organizations by nature, the bee evokes the idea of tireless work in benefit of the community. The design was taken from an ancient coin of Greek Ephesus.



SPIRITUAL DEVELOPMENT



The tree is a thing of two worlds. Deeply rooted in the earth, its arms reach towards the sky and eternity, uniting heaven and earth. A symbol of longing for God, the image represents the tree of life, portrayed in a *huichol* painting from Mexico.

THE PROGRESS BADGES ARE INTENDED AS A STIMULUS AND THEY ARE GIVEN AT THE BEGINNING OF A STAGE



When a young person has achieved a certain number of objectives and had them recognized, he or she is considered to be in a position to begin a new progress stage.

The purpose of the *progress stages* is to encourage the young people -through recognition- to make headway towards their personal objectives. Each stage is identified by a badge worn on the uniform. As the criteria set out on the following pages indicate, the badges are given at the beginning of a stage and not at the end, as they are intended to be an encouragement and not a prize.

There are four progress stages. The names of each have a symbolic significance and the badges are given by the Unit Council, at the suggestion of the monitoring Adult Leader. Flexibility should be used in deciding when to award the badges, using the following as general guidelines.

TRACK STAGE

The first stage of any exploration is to follow the signs, traces, imprints and evidence left by people, animals and occurrences. These signs may be hidden in everyday things and they challenge us to follow them and set out on the adventure of discovering new territories. All we need to do is learn to see and be observant.



This badge may be given when a boy or girl begins working on the personal objectives for the 11 to 13 age group, depending on how old he or she is on joining and the number of objectives that are considered to have been achieved already. This is clear from the indications about the following stage.

TRAIL STAGE

Tracks lead us to discover new routes, or ways that others have trodden before us but that are new to us. They may still be narrow, steep and winding paths that make us struggle uphill and down, but they hold the promise that beyond the next curve we may come upon wide open plains, which will show us more clearly where we are and where we are going.



This is given when a boy or girl has achieved around half of the personal objectives for the 11 to 13 age group. This may have happened before they join –in which case he or she will begin with this stage– or after having spent some time in the Unit working on the previous stage.

COURSE STAGE

When the trail opens out over the valley and we can see our route more clearly, we consult the compass rose and chart our course on the horizon. Now the path widens and we know which way to go to achieve the purposes we have set for ourselves.



This is given when a girl or boy has achieved more or less all of the personal objectives for the 11 to 13 age group. Like the previous stage, this may have happened before he or she joins. If this is the case, he or she will begin with this stage immediately after the introductory period.

TRAVERSE STAGE

For men and women who feel the call to continue to explore new territories, the quest never ends and their mission is never over, although they must scale the highest mountains, traverse the harshest deserts or cross the widest oceans in search of new experiences and new learning, always striving to be the best they can be.



This stage begins when a girl or boy has successfully achieved approximately half of the personal objectives for the 13 to 15 age group. Although it is less common for young people to begin with this stage when they join, this may happen, depending on their age, if during the introductory period they are considered to have achieved the requisite number of objectives.

As we have seen, when a young person over the age of 11 joins the Unit, he or she does not necessarily begin with the Track stage, but with whichever stage the introductory process has established is best for his or her level of maturity, and in keeping with the general guidelines set out above.

We must remember that the set of objectives is a programme for life and not just for Scouting. It is therefore natural that some new members will have achieved many of the educational objectives without ever having been Scouts. It would be nonsensical, for example, for a new member of 13 years of age to begin with the Track Stage just as a Cub moving up from the Pack would be asked to do simply because he or she is “new” to the Unit. This is one of the advantages of the introductory period.

Chapter 11, which refers to the personal progress assessment, gives an account of the introductory period and explains the general criteria in greater detail.

As we have seen, the Logs for the Track and Trail Stages contain the objectives for the 11 to 13 age group, while the Course and Traverse Logs contain the objectives for the 13 to 15 age group.

The progress stages are intended to *motivate through recognition*, which makes the young people try a little harder all the time in their personal development, but badges and obtaining them are not ends in themselves.

THE PROMISE IS INDEPENDENT OF THE PROGRESS STAGES



The Promise is not linked to progress in achieving objectives, and there is no specific point in their personal progress when young people can or should make their Promise.



As we have discussed, and will discuss again later, a young person can make his or her Promise at any time after the end of the introductory period. The only prerequisite is that the young person wants to make the Promise and asks the Patrol Council to accept. The fact that he or she is at the beginning of the progress stages or has joined the Unit only recently are not reasons to postpone a Promise that has been proposed by the Patrol Council.



GIVING A PROGRESS BADGE IS A CAUSE FOR CELEBRATION

The badge should be given as soon as the young person has joined the respective stage. This calls for a small ceremony at which the central theme is acknowledgement of the progress made. This should be a simple, brief and personal celebration restricted to the Unit members. It can be held at the end of a meeting or during an outing or camp.

Progress badges are usually given at the end of the introductory period or after a personal progress assessment, at the end of a programme cycle. Badges may be given to several people at the ceremony, but they must all have an individual moment to receive their recognition. A few words of encouragement from the respective monitoring Adult Leader will be much appreciated and afterwards a small party is certainly in order.

