



Glossary

A

ability mastery of a way of doing something. Requires the capacity to perceive external stimuli and use them to act effectively, gaining in speed and precision. In this Handbook it has been used as a synonym of *skill*. Among other desirable behaviour patterns, educational objectives usually involve the achievement of a skill (knowing how to *do*).

activity sheet a methodological resource which outlines an educational activity step by step, describing its components and the different ways they can be made to work together. These sheets offer the Adult Leaders and young people a wide range of possible activities to propose to the Patrol or the Unit, just as they are or with alterations or variations.

adherence to the Promise and Law an element of the Scout Method which consists of a personal invitation to each young person to make his or her Scout Promise and thus freely undertake, in the presence of the peer group, a commitment to be true to his or her word and do his or her best to keep the Scout Law.

adolescence the period or stage in the life of a boy or girl during which sexual and social maturity occurs. This usually begins with the biological changes of puberty and ends with the person's entry to the adult world.

adulthood period in which the human body reaches full development. This stage begins at around the age of 25 as an extension of youth and lasts until people are considered to be older adults. The divisions between the three stages are indistinct and depend on the individual.

advancement plan traditional expression used to refer to a

set of tests or requirements that young people had to pass or meet in order to "advance" in their personal progress. Neither the term nor the concept of setting tests or requirements have been used in the method proposed in this Handbook, as they 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 ability to reach and maintain an inner state of freedom, equilibrium and emotional maturity, making the affective dimension a natural part of our lives.

age ranges in the Scout proposal, age groups distinguished within a development cycle for methodological purposes. In the 11 to 15 development cycle there are two age ranges: 11 to 13 and 13 to 15. Educational objectives are established for each of these age ranges.

aptitude an individual's willingness to carry out a particular task or conduct an activity, or skill in doing so.

assessment by measurement a form of assessment commonly used in formal education, which consists of comparing a given measure with an established statistical or behavioural standard. Little used in the Scout Unit.

assessment by observation a form of assessment which consists of making a value judgement with respect to a qualitative description. To this effect, the young people themselves, the Adult Leaders and other assessment agents observe, listen, analyse, compare and draw conclusions on the information they receive through these channels.

assessment of personal progress systematic and ongoing process that forms part of group life in the Scout Unit and which gathers and compiles information in order to improve the young person's participation, raise his or her level of achievement of objectives and determine the extent to which his or her behaviour coincides with or diverges from the proposed objectives.

assessment/evaluation agents anyone who is or is likely to be in a position to supply a valid opinion about the development and outcome of an activity or the personal progress of the boys and girls. In the Scout Unit the assessment and evaluation agents are the young people themselves, the Adult Leaders, the parents and other people who are occasionally involved in activities, such as an expert called in to help with a particular subject; or people who are in a position to make value judgements concerning the young people's achievements, such as their teachers.

Assistant Patrol Leader a boy or girl who is elected directly by the other members of the Patrol, whose main task is to assist the Patrol Leader in his or her responsibilities of coordination.

Assistant Unit Leader an adult or young person over 18 who is a member of the Unit Team and participates in conducting the programme of activities, encourages the young people, contributes to monitoring personal development and takes part in the educational and administrative tasks of the Adult Leaders.

Association badge badge which shows that the wearer belongs to a National Scout Association which is recognized by the World Organization of the Scout Movement. In the Scout Unit it

can be given as soon as the young person joins, when he or she begins to wear the uniform, or at the investiture ceremony, together with the neckerchief.

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

autonomy this is one of the purposes of education and refers to the ability of an individual to govern him or herself, to achieve self-mastery and determine his or her own behaviour.

B

back-up activities specific tasks within or outside the Unit, suggested to the boy or girl by the monitoring Adult Leader. They are intended to give the person experiences that will help to reinforce a particular type of behaviour which has proven 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 its 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” or “behaviour patterns”.

belonging to a peer group one of the three essential urges that underpin the symbolic framework in the Scout Unit, together with the taste for exploring and interest in taking over new territory.

body image an individual's inner image of his or her own body. From the ages of 11 to 15, this image is altered by the changes that occur in the first stage of adolescence.

C

capacity aptitude and skill for carrying out a physical or mental act, whether innate or learned. We usually distinguish between general capacities, which are related to all types of tasks but especially in the cognitive or intellectual domain, and specific skills, which have to do with a particular type of task.

carrying out activities one of the central phases of the programme cycle, conducted together with assessment, which consists of carrying out the established plan of activities.

celebrations term used in this Handbook to refer to both parties and the Scout Unit ceremonies.

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.

competence ability to carry out determined activities or tasks.

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.

D

democratic games simulation games in which the young people play different roles depending on the environment which is being imitated; the main aim is to reach a majority decision on which activities to carry out during the following programme cycle.

design of the Scout Unit understood as a task pertaining to the Team of Adult Leaders, which consists of considering how to coordinate the elements of the Scout Method to work as a coherent whole in a given situation. The tasks involved in designing a Scout Unit vary widely and require a comprehensive grasp of the Scout Method, an ability to gauge the surroundings and knowledge of the young people who make up the Unit.

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. In spite of this difference, however, the two terms are often understood to be the same for the purposes of this Handbook.

development cycles periods determined by the developmental features of children and young people. The development cycles form the basis of the Sections in Scouting. The period from the ages of 11 to 15 is considered a development cycle and forms the basis of the Scout Section.

E

educational ability aptitude and skill for contributing to the education of another person. This is one of the requirements to be a Scout Leader, especially to work directly with youth programme.

educational activities all the activities carried out within or outside the Scout Unit which offer the young person experiences that enable him or her to acquire and practise the type of behaviour envisaged in the respective objective.

educational agents individuals, 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 manner).

educational emphasis priority, tone or accent which is given to the programme cycle. It is defined by means of a comparison between the analysis conducted of the Unit and the objectives it has set itself. It is a means of moving closer to the vision by strengthening the positive aspects, attenuating or eliminating the negative ones and directing corrective action during the coming programme cycle.

educational mediation the action of an educational agent who serves as an intermediary between the person who is learning and that which is being learnt. In Scouting educational mediation refers basically to the action of the Adult Leader, who oversees the educational value of the activities and establishes personal links which help the young people to achieve their objectives.

educational objectives these are generally cognitive abilities, attitudes and skills which the education process is intended to achieve in the individual who is being educated.

educational objectives of the Scout Unit set of knowledge, attitudes and skills, established in accordance with certain final objectives, which young people can and ought to achieve between the ages of 11 and 15. They consist of a sequence of intermediate steps which are defined for each age range, cover all the growth areas and are worded in language that the young people can readily accept as their own.

educational proposal of the Scout Movement a declaration on the nature, principles and Method of Scouting, written for adults and young people. The values proposed for Scouts are expressed in the Scout Law.

educational relationship in a broad 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 young people and their Adult Leaders, in which the boys and girls take an active part in gaining experiences and achieving their objectives, and the Leaders act as facilitators, accompanying them in their growth.

educational system in the broadest sense, an educational system is understood to be the institutional synthesis of the legal and pedagogical principles of those governing a State. In a more concrete sense, it is the particular and objective way in which a country plans and conducts the education of its people at a given point in its history. In this Handbook, the term refers to Scouting's educational proposal in its entirety, which comprises the mission, the principles, the Scout Method and the programme of activities.

elements of the Scout Method the components of the Scout Method. The key elements are: learning by doing, stimulating adult presence, progressive system of objectives and activities, adherence to the Promise and Law, the symbolic framework, the Patrol System, life in nature, learning through play and serving others.

empathy the ability to feel oneself what another person is feeling, and thus understand both the person and the feeling by "putting oneself in someone else's shoes".

essential urges used to denote the predominant focuses of interest in young people in the first stage of adolescence: the taste for exploration, the interest in taking over a territory and the need to belong to a peer group. These underpin the structure of the symbolic framework in the Scout Unit.

evaluation game rapid evaluation mechanism which serves to establish the participants' opinion of an activity while it is still in progress.

evaluation of activities observation of the development and outcome of an activity in order to establish whether it could be conducted better and whether the objectives set in advance have been achieved.

evaluation/assessment systematic and ongoing activity, the main purpose of which is to gather information on the educational process, in order to enhance that process and raise the quality of learning on the part of the girls and boys. It may refer to the young person (assessment of personal development); to the instrument (evaluation of the activities); or to the Adult Leader (performance assessment).

event badge badge which indicates that a boy or girl has taken part in a particular event. It is worn on the uniform temporarily, during the event and for a certain time afterwards.

experience the perceptions that young people have when they take part in educational activities. Usually repeated, the experience enables them to acquire and practise the type of behaviour (knowledge, attitude or skill) envisaged in the respective educational objective. 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 young people carry out outside the environment of the Patrol or Scout Unit and which have no direct link with its programme of activities.

F

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 at the age of about 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. Fixed activities in the Scout Unit include camps, campfires, the regular meetings and the ceremonies.

formal education an intentional and organized activity conducted by an educational establishment within a legally-established education system, the purpose of which is to encourage in children and young people changes in behaviour, attitude, disposition and abilities, by means of teaching methods and learning of contents.

formal group a group that is deliberately created by the authority of an organization to carry forward objectives that are predefined by the organization, in order to achieve its goals.

G

gang although the word is also used to refer to groups that assemble for criminal or illicit purposes, one of its meanings refers to the informal group of friends who meet to enjoy their friendship and give each other support.

group in terms of organizational theory, a group is understood to be a set of individuals within which the behaviour or performance of one is influenced by the behaviour or performance of the rest.

Group badge badge representing the Scout Group to which the Unit belongs. It is given when the girl or boy 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’s main tasks are to make the Group Plan, coordinate the work of the Units, support the Leaders and evaluate results.

group life atmosphere in the Scout Unit, created by the activities that are carried out and the relationship that grows up among its members. It is a function of the degree to which the elements of the Scout Method are applied.

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

growth area each of the dimensions of the personality which together form the totality of the human being. They are approached separately for the methodological purposes of Scouting’s educational proposal. The growth areas are: physical development, creativity, character, affective development, social development and spiritual development.

H

history of purpose general explanation of why the Unit needs to evolve and how this evolution is part of something wider, part of a “bigger picture”. The history of purpose comes from the universal values of Scouting, the history of the Scout Group the Unit belongs to, the values of the sponsoring institution, the struggles and conquests of the past and the “legends” that are passed down about the Unit’s great moments. This creates a horizon on which personal dreams and goals stand out as landmarks on a longer journey and maintains the stability of the Unit.

holistic/integrated development one of the purposes of Scouting, which is aimed at the simultaneous and balanced development of all the areas of children's and young people's personality, providing opportunities for the personality to unfold fully in all dimensions.

horizontal Patrol a Patrol whose members are of a similar age. This facilitates the integration of the young people and makes it easier to carry out activities that are attractive to all of them. Monitoring within the Patrol occurs to a lesser extent than in vertical Patrols and, as all the members leave within a relatively short span of time, it is more difficult to forge traditions and ensure the continuity of the Patrol with new members.

identity in Latin, this word meant *nature of what is the same*, i.e. not having differences or variations. In psychological terms identity refers to being oneself, to being what we say we are. It implies constancy in one's self-awareness in different situations and over time: acknowledgement that the self that was present at a different time or in a different place is the same as the self here and now.

informal group a group which grows out of individual efforts and develops around shared interests and friendship, rather than for an intentional purpose.

informal group rules the standards that the members of the group share and that are important to them. These rules are usually established to take into account those aspects that are most significant for the members. They are passed on verbally and not in written form; they are not explicitly defined but are nevertheless somehow known to the entire group. The

main rules present in almost all young peer groups include standards that encourage mutual trust based on truth, loyalty and commitment among the members.

instantaneous activities also called "surprise activities", these are spontaneous activities which are not programmed in the Unit's activity calendar, and are intended to attract the young people's attention, create a moment of fun or use up some unforeseen free time.

internal activities those which are envisaged in the Patrol or Scout Unit's programme of activities. They can take place in the Unit or outside it.

internal culture of the Patrol the rules that a Patrol creates for itself, which are related to the way in which it does things. The culture changes as the Patrol evolves.

internal structure of the Patrol one of the elements related to the informal group's *own identity*. The internal structure, which develops spontaneously and is in constant flux, refers to the model of relationship between the different positions within the group.

introductory period a process of variable length which begins when a boy or girl joins the Scout Unit and ends when he or she receives the badge for the progress stage on which he or she will start working. During this time the young person is integrated into the Unit and becomes familiar with the system of objectives and activities.

Investiture ceremony to formally recognize a young person's entry into the Scout Unit, at 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 real which through the act of learning passes from unknown to known. Generally all educational objectives contain, among other types of desirable behaviour, the attainment of knowledge. Everything in this domain is referred to as *cognitive*.

learning the process by which an individual assimilates contents, acquires practical skills, changes an attitude or adopts new strategies of action and/or acquisition of knowledge.

learning by doing an element of the Scout Method which refers to active education, through which young people learn for themselves, by observation, discovery, doing things, innovating and experimenting.

learning field an intangible but real structure, which criss-crosses a Scout Unit in all directions, influencing the behaviour of all its members and facilitating learning. The factors that interact to generate a learning field include: the relevance of the Method, the interest that is taken in each young person's development, incentives to participate, creativity and innovation, unrestricted flow of information, acknowledgement of achievements, encouragement of diverging opinions, the Adult Leaders' willingness to listen and respect for the Patrol System.

learning potential in organizational theory this is the process by which an individual or an organization learns to learn. In education, it is also known as metacognition, and Baden-Powell called it "self-education".

learning through play an element of the Scout Method which promotes learning by encouraging young people to have a “playful attitude” and by using play as an activity to contribute to social integration.

learning through serving an element of the Scout Method which, as a projection of the Movement’s social principles, encourages young people to show solidarity, carry out specific service activities and become increasingly involved with the development of their communities.

life in nature this is one of Scouting’s principles and also an element of the Method. As a principle, it is an invitation to children and young people to make the outdoors part of their personal lifestyle, and to make a commitment to help conserve, maintain and renew the natural world. But the Scout Method also considers life in the outdoors to be an educational tool, as it enables young people to discover the world, develop their bodies, exercise their freedom in their own way, use their creative skills, discover and marvel at Creation and enjoy other educational benefits which would be difficult to experience in any other way.

Log publication for girls and boys, which complements the programme conducted in the Scout Unit and facilitates monitoring and assessment of personal progress. There are four Logs, one for each progress stage.

long-term nature one of the elements of the peer group, together with the principle of voluntary formation and the need for its own identity. This element refers to the fact that the peer group is a stable group with stable members which, through

the experience and actions of its members, builds a history, establishes traditions and shares a commitment.



maturing the appearance of specific biologically determined morphological and behavioural changes which are not linked to any learning process. The interaction between maturing and learning result in development. However, young people’s quantitative and qualitative progress towards maturity has been approached here as a single concept denoted by the terms of *growth*, *development* and *progress*.

maturity refers to a pattern of the development process, and is commonly used to mean an ultimate state of personal realization. It is applicable to the individual as a whole referring to the mature personality; 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 mostly to refer to the affective dimension, when we speak about balance and emotional maturity.

mission of Scouting equivalent to the purpose of Scouting. This is the same for Scouts the world over and is set forth in the educational proposal of the associations. The mission of Scouting is to contribute to the education of young people through a value system based on the personal, social and spiritual principles enshrined in the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society. This is achieved by means of the Scout Method, which makes each individual the principal agent in his or her

development as a self-reliant, supportive, responsible and committed person.

mixed Patrol a Patrol with members of both sexes.

mixed Unit a Unit with members of both sexes. This may take different forms: a Unit comprising mixed Patrols; a Unit composed of single-sex Patrols, in which case there will be girls’ and boys’ Patrols; or both mixed and single-sex Patrols within the same Unit.

moral conscience uniquely human faculty which enables men and women to distinguish right and wrong and implies the perception of ethical rules and values that steer their actions and life’s plan.

motivation set of variables that activate behaviour and/or steer it in a given direction to achieve an objective.

motto a phrase which encapsulates the Promise and reminds the young people of it. The Scout motto is *be prepared*.



need for affiliation need of all human beings which is manifested as a desire to feel part of a group and be acknowledged by it.

non-formal education intentional, educational activity which works independently of the formal education system or in parallel with it. Its purpose may be the shaping 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 active learning processes and with an emphasis on personal relationships.

O

objective in the general sense, the purposeful and intentional nature of all human activity which is directed, to a greater or lesser degree, at the achievement of a result. Educational activities cannot conceivably be undertaken without defining the objectives they are intended to achieve.

objectives of an activity specific results, mostly observable, which an activity is expected to generate, both in terms of concrete outputs and in terms of the behaviour that the children acquire as a consequence of taking part in them.

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.

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

own identity one of the elements of the informal group, along with voluntary formation and long-term nature. Refers to the awareness that the "way the group is" must remain constant over time and in different situations.

P

Patrol in the Scout Unit, a form of organization and learning by which young friends voluntarily form a small group that has its own identity, with the intention that it should be long term, in

order to enjoy their friendship, give each other support in their personal development, make a commitment to a shared purpose and interact with other similar groups.

Patrol Record Book book used to record all the important facts and events in the life of a Patrol and its members. It is a private book, kept in a special place and shown to other people only if the Patrol so wishes. Responsibility for keeping the book up to date is assigned periodically to a member of the Patrol, although all the members may write in it.

Patrol corner the space or place –ideally of its own– which the Patrol uses to hold meetings and keep its belongings. It is one of the main symbols of the Patrol's identity and it is a basic expression of the need to take over territory that is particular to this age group. When the Patrol camps with the Unit, this need for a space of their own must be reflected in its choice of site, which should be sufficiently independent of the rest to provide intimacy and a life of its own.

Patrol Council decision-making body in the Patrol and its only formal structure. It comprises all the Patrol's members and is chaired by the Patrol Leader. It is responsible for a number of important issues such as deciding on the Patrol's activities, establishing the proposal of Unit activities that the Patrol will make to the Assembly, evaluating the activities, hearing its members' assessment of their own progress and contributing to it, electing a Patrol Leader and Assistant Patrol Leader and designating the other positions in the Patrol.

Patrol Leader a boy or girl who is directly elected by the other Patrol members and whose main

task is to coordinate the work of the Patrol.

Patrol System one of the elements of the Scout Method which is underpinned by one of the essential urges of young people: the need to belong to an informal group of friends or peer group. By organizing the peer group, the Patrol System transforms it into a learning community.

personal card document containing personal information about each young person in the Unit, including individual and family details and essential medical information.

personal educational objectives these are the Scout Unit educational objectives once the young person has personalized them, by understanding, adapting and adding to them.

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

personal progress young people's progress in achieving their educational objectives. Personal progress is observed and monitored constantly and, at the end of each programme cycle, the young people and their Adult Leaders reach an agreement on which objectives have been achieved during the cycle. 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 progress sheet document used by the Adult Leader responsible for monitoring and assessing a young person's

development to record the personal objectives which they both agree have been achieved, the progress stages reached and observations on the personal growth of the boy or girl in question, drawn from different sources and from a variety of assessment mechanisms.

Personal Training Adviser the Scout leader who monitors and supports another Adult Leader during the training process. This person must operate in the same part of the organization or as closely as possible to the trainee; he or she must have more knowledge or experience of the same activity within Scouting than the trainee; have a similar level of education to him or her; be more mature or more experienced in life; and be qualified by the Association to carry out the responsibility.

Personal Training Plan a plan which is devised jointly by an Adult Leader and his or her Personal Training Adviser. It consists of the modules and training activities both agree will be useful for the Leader's tasks.

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.

preparation of activities the preparations needed to carry out an activity on a given date. The tasks vary according to the type of activity, but usually include appointing someone to be responsible for the activity, determining how the participants will be motivated, preparing the venue, considering the various stages of the activity

and its possible variations, and obtaining materials.

pre-selection of activities defining a prior selection of activities. The Patrol Council pre-selects Patrol activities, while the Unit Council pre-selects both Patrol and Unit activities.

principles of Scouting a frame of reference of essential Scouting values which comprise its ideology and form the basis of the educational proposal. They are divided into four groups, encompassing our relationship with ourselves, with others, with the world and with God.

proficiencies complementary, individual and voluntary activities which the young people carry out in parallel to the Unit's calendar of activities. Their purpose is to encourage the young people to acquire and use skills in the context of a specific subject, stimulate the development of innate abilities, encourage the exploration of new hobbies, boost self-esteem, and help them to become better qualified to serve others.

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

programme cycle period of approximately three to four months, in which the progress of the Unit is analysed; activities are selected, organized, carried out and evaluated; and the young people's personal development is assessed and acknowledged.

progress badge badge which shows the progress stage on which the boy or girl is currently working. It is given at the beginning of the respective stage.

progress stages stages which recognize a young person's progress, on the basis of achievement of their personal objectives. The Unit has four progress stages: track, trail, course and traverse.

project in the programme of activities, a project is a set of activities that form part of a wider, usually long-term initiative, in which the Patrols undertake different activities that work together towards a common objective.

Promise a fundamental element of the Scout Method consisting of a young person's free and voluntary undertaking, to him or herself and to others, to love God, serve his or her country, work for peace and be true to the Scout Law.

Promise badge badge which shows that the young person has made his or her Promise. It is given at the Promise Ceremony.

proposal of activities attractive proposal of activities to be carried out during a particular programme cycle. The Unit Council puts the proposal to the patrols, who accept, amend or build on it, then take it in their turn before the Unit.

puberty physiological ability to procreate. This is the starting point of adolescence and is marked by the appearance of *secondary sexual characteristics*. The age at which puberty begins varies depending on sex, race, heredity considerations, habitat and other factors.

purpose of Scouting the central objective of Scouting, or mission, which consists of the holistic development and ongoing education of young people, helping them to become self-reliant, supportive, responsible and committed individuals able to participate in building a better world.

R

role in social sciences, this denotes the set of behavioural expectations that an individual is called upon to meet in a particular situation or in association with his or her status. It may refer to the behaviour that others expect of a person in a given role (expected role); to the behaviour that the person who has a given role believes he or she ought to exhibit (perceived role); or to the behaviour actually exhibited by the person who performs a given role (represented role).

S

Scout Law educational tool by means of which the values of Scouting's educational proposal that can be understood and internalized by young people are expressed in accessible language. Young people make a commitment to the Law when they make their Promise.

Scout Leader adult or young person of at least 18 years of age who represents an example of the educational proposal and who is characterized by personal integrity, emotional maturity, social integration and the ability to act assertively and work in a team with other people. There are 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 administrative and management services in the Association; and *training*, training leaders in these three different lines.

Scout Method system of progressive self-education based on the interaction of a number of elements, of which the most important are the team system,

a stimulating adult presence, the progressive system of objectives and activities, learning by doing, adherence to the Promise and Law, the symbolic framework, life in nature, learning through play and serving others.

Scout Section includes boys and girls between the ages of 11 and 15 who are members of a Scout Association, the structures they belong to or which support them and the Adult Leaders who serve them at all levels.

Scout Unit name given in the Scout Group to the Section comprising boys and/or girls from the ages of 11 to 15. A Scout Unit is a federation of unlike but internally cohesive Patrols.

Section includes all the youth members of a Scout Association whose age places them in the same development cycle, in addition to the structures they belong to or which support them and the Adult Leaders serving at all levels. The Sections are given different names but correspond to the Cub or Junior Section (7 to 11), the Scout or Intermediate Section (11 to 15), and the Senior Sections (15 to 21).

selection of activities determining the activities to be carried out during a programme cycle. Patrol activities are selected by Patrol Council, and Unit activities by Unit Council.

self-assessment action taken by an individual to evaluate his or her work, acts or activities and the result of these. Self-assessment requires the capacity to analyse one's own ability to achieve the objectives proposed and participation in the learning processes needed to attain them.

self-education strictly speaking, this refers to education of the person solely by his or her own action, by contrast with hetero-

education, which is achieved with the participation of external agents. In an absolute sense, self-education is impossible to attain, but the term has been used to emphasize the participation and responsibility of each individual in his or her own learning, focusing on the experience of the learner rather than the teaching process conducted by the teacher or other external agent.

self-esteem the positive or negative consideration in which an individual holds him or herself or the attitude to one's own person. Self-esteem is formed by means of a process of assimilation and reflection, in which young people internalize successive self-assessments and the opinions of others, and use these as criteria for their own behaviour.

service as a principle of the Movement this is a value, since it invites young people to adopt a permanent attitude of solidarity with the community. As an element of the Scout Method, learning through service is encouraged as a way of exploring reality; gaining self-knowledge and building the self-image; discovering other cultural and social dimensions; and encouraging initiatives to change and improve group life.

sexual characteristics morphological and physiological features present in organisms that are related to their sexuality or simply to their reproductive activity. *Primary* sexual characteristics affect the gonads, testicles and ovaries, in other words the organs that are directly involved in the processes of copulation and reproduction. *Secondary* sexual characteristics refer to the physical alterations that are related to sex or reproduction, such as pubic and underarm hair, changes in the tone of voice, odorous perspiration, etc.

sexual maturity the state of having attained full and complete biological ability to carry out the species' functions of procreation.

sexuality in the broad sense, sexuality is a set of anatomical and physiological conditions that characterize each sex. In humans, it also involves a set of psychological and social phenomena which are highly significant for the person and for society. It is also closely associated with the sphere of feelings and emotions and with the domain of values, extending beyond the reproductive function and genitality.

single-sex Patrol a Patrol whose members are all girls or all boys.

skill ability, art or mastery of a way of doing something. A skill is usually associated with a specific activity, and thus implies mastery of specific ways of conducting a given task. In this Handbook, it is often used as a synonym of *ability*.

small group system an element of the Method which encourages the formation of small groups of young people of a similar age, as a means to facilitate socialization and identification with shared objectives, teach young people to establish strong bonds with others, entrust progressively greater responsibilities, boost self-confidence and create a situation which is particularly conducive to growth and development.

social development one of the growth areas in the Scout educational system, which refers to an individual's relationship 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

community organization which promotes the creation of the Scout Group, provides different kinds of services to support its activities and usually supplies the premises in which the Group operates.

status a position which an individual is acknowledged to have by the other members of the group. In formal groups, status is based chiefly on the position held in the formal organization. In informal groups, by contrast, status may be based on any circumstance that the group perceives as relevant. The Patrol is an informal group, in which the young people assign status among themselves on the basis of age, time in the Patrol, experience, affective bonds, personal considerations and specific skills.

stimulating adult presence

element of the Method which involves the adult educator in the young people's process, as a testimony to the values of Scouting, helping them to discover things that they might not have discovered alone.

symbol a representation of reality which can be perceived sensorially, because it has features which are associated with that reality by means of a socially accepted convention. All symbols are composed of a signifier and a signified. The signifier is the perceptible image of something and the signified is the concept to which the signifier refers.

symbolic framework

methodological resource of a symbolic nature, which is represented for this age group by the expression *exploring*

new territory with a group of friends. The symbolic framework acts as a signifier of young people's urge to move into new dimensions of their life and their personality, together with their peers. In practice it is expressed through constant evocation and the symbolic transfer of the testimonies of the great explorations and their protagonists. Great explorers are understood to be all those who have opened up new paths for humanity. The symbolic framework is one of the elements of the Scout Method.

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 forms the core of what they do. The activities give the young people personal experiences that gradually lead them to achieve the objectives proposed for the different stages of their development.

T

taking over a territory one of the three essential urges that underpin Scouting's symbolic framework, together with the taste for exploration and the need to belong to a peer group. It reflects young people's need to discover and generate new spheres that are broader than their childhood horizons, in which to express and project themselves.

taste for exploration one of the three essential urges that underpin the symbolic framework in the Scout Section. A response to young people's need to explore the changes in themselves, discover their potential and find new identifications which will make up their future identity as adults.

Team of Adult Leaders or Unit Team group of Adult Leaders who undertake the different tasks that correspond to the adult educator in a Scout Unit, such as designing the Unit, safeguarding the mission, administering the vision, motivating, generating commitments and monitoring the young people's development. The Unit Team should comprise at least one Adult Leader for every eight young people.

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

training module a training activity which offers Adult Leaders the opportunity to learn and practise specific skills required for the performance of their tasks, adapted to their own personal situation. The flexible module-based training system is very different from a rigid scheme based on a series of courses which are identical for all the participants.

U

Unit analysis phase of the programme cycle which joins one cycle to the next and is devoted to analysing the results of the programme cycle that is ending.

Unit Assembly one of the three components of the Scout Unit structure, together with the Unit Council and the Team of Adult Leaders. It sets down rules for co-existence, decides on the Unit activities and comprises all the members of the Unit, although the Adult Leaders are non-voting participants.

Unit Book simple book of resolutions used to record decisions reached by the Unit Council and Unit Assembly.

Unit Council one of the three components of the Scout Unit structure, together with the Unit Assembly and the Team of Adult Leaders. It comprises the Patrol Leaders and Assistant Patrol Leaders and the Team of Adult Leaders and meets at least once a month. This Council is usually coordinated by the Unit Leader and has a dual purpose: it is a government body, responsible for operations, and an instance of learning for its members.

Unit Leader member of the Team of Adult Leaders who coordinates the team in addition to the tasks he or she shares with the Assistant Unit Leaders.

Unit vision image which the Scout Unit has of its own future and a response to the question, "Where are we going?". It is a *shared vision* expressed by means of annual objectives, which are set down in the Plan of the Scout Group to which the Unit belongs.

V

values in a general and simple sense, everything that does not leave us indifferent, which satisfies our needs or is worthwhile. Scout values are contained in the Scout Law proposed to young people.

variable activities activities with different contents, which contribute in a specific way to achieving the objectives. They are not often repeated, unless the young people wish to do so.

vertical Patrol a Patrol whose members' ages vary within the Scout Section range (11 to 15). Given the mixture of ages in a vertical Patrol, it can be more difficult to establish the essential convergence of interests among the members and to carry out activities suitable for everyone. However, this diversity means that the newer members benefit from the experience of the older ones.

voluntary formation voluntary formation or membership is one of the key elements of the informal group and refers to the fact that the option to be part of a particular group –or not– is a matter of personal choice for each young person and of acceptance by the rest of the group.

Y

youth programme strictly speaking, everything children and young people do in Scouting. It is often understood in a wider sense to include the way they do things (the Method), and why they do them (the mission, purpose or principles). In this Handbook the term has been used in the strict sense, to mean "set of activities". The word "youth" emphasizes the fact that the young people themselves propose and choose the programme, which affords priority to its dynamic nature and places adults in a facilitating role. The expression "youth programme" as opposed to "Scout programme" highlights the fact that it is intended for all young people and not just Scouts, and that it is a programme for life and not only Scout activity as such.

THE AUTHORS

PREPARATION OF CONTENTS AND DRAFTING

Dominique Bénard, Alberto Del Brutto,
Felipe Fantini, Loreto González,
Gerardo González, Gabriel Oldenburg,
Juan Palacios and Luiz Cesar de Simas Horn

BIBLIOGRAPHICAL RESEARCH

Loreto Jansana

REVISION OF CONTENTS AND TEXTS OF THE SPANISH ORIGINAL

Jorge Fernández, José Accaputo, Héctor Carrer,
Isabel Amor and Mónica Leiva, Argentina
Jorge Fuentes, Bolivia
Osny Câmara Fagundes,
Luiz Cesar de Simas Horn
and Marcos Carvalho, Brazil
Omar Rincón, Gabriel Merchán and
Juan Francisco Maradei, Colombia
María Esther López, Oscar Calderón
and Mauricio Castro, Costa Rica
Jorge Becerra and Carlos Lalama, Ecuador
Danilo Bonilla and Manuel Romero, El Salvador
Madelyn Paiz, Guatemala
Salvador Padilla and Omar Lugo, Mexico
Leonel Marín, Nicaragua
Fernando Sánchez, Julio Arosemena
and Luis Arango, Panama
Elena Ojeda de Ruiz Díaz, Paraguay
Víctor Cuestas, Peru
Humberto Artilles, Julio Escoto
and Dionisio Hernández, Dominican Republic
Pedro Correa, Venezuela
Melissa Martins Casagrande and Arturo Romboli,
Interamerican Youth Network

ENGLISH TRANSLATION

Sally Shaw

REVISION OF CONTENTS AND TEXTS OF THE ENGLISH VERSION

Jerome Roberts and Sandra Fahie, Anguilla
Joseph Pickering, Bahamas
Reynold McLean, Errol Green,
Everton Mayers, Wayne Downes, Nigel Taylor
and V. Owen Springer, Barbados

Nephtali Palma, Belize
Dean Tittley, British Virgin Islands
Gary Mendonca, Guyana
Bernadeth Dolphin, St. Kitts and Nevis
John van Dillenburg, Suriname
Terrence Caesar, Trinidad and Tobago

John Neysmith, Canada
Basil Forbes, Barbados
Interamerican Scout Committee

Dominique Bénard and Jacqueline Collier
World Programme Service
World Scout Bureau

Jocelyne Gendrin-Guinebault
European Scout Office

Alberto Del Brutto and Ron Richardson
Interamerican Scout Office

Jacques Moreillon
World Scout Bureau

ILLUSTRATIONS

Mariano Ramos

GRAPHIC DESIGN

Maritza Pelz
Caterina Calderón

PHOTOGRAPHY

Jesús Inostroza

ORIGINATION

Procolor Limitada

PRINTING

Morgan S.A., Santiago, Chile

PRODUCTION

Interamerican Scout Office

EDITING AND DIRECTING

Gerardo González

CREDITS AND ACKNOWLEDGEMENTS

The descriptions of the characteristics of adolescents in this book are substantiated in *Adolescencia y Educación* (3rd edition, San José, 1997), by the Chilean psychologist Dina Krauskopf, Professor Emeritus of the University of Costa Rica; and in the Harvard University study entitled *Raising Teens: A Synthesis of Research and a Foundation for Action*, by A. Rae Simpson, Ph.D., Center for Health Communication, Harvard School of Public Health, Boston, United States, 2001.

The accounts of how the Patrol works as an informal group are based on concepts developed by the psychologist Edgar Schein (*Organizational Psychology*, Prentice-Hall Humanities / Social Science, 3rd edition, 1980). A number of ideas on the role of leaders, development of organizations and team learning come from *The fifth discipline fieldbook*, by Peter Senge and others, published by Doubleday, 1994. The wheel of learning is an adaptation of the taxonomy of learning styles expounded by David Kolb and the concept of the learning field was developed by Margaret J. Wheatley (*Leadership and the new science*, Berrett-Koehler Publishers, San Francisco; Spanish edition published by Editorial Granica S. A., Barcelona, 1994).

A number of the photographs used were supplied by the Dominican Scout Association, and some were taken for the ISO photographic records by amateur photographers during the 19th World Scout Jamboree (Pícarquín, Chile, 1998-1999). All the other photographs are the work of Jesús Inostroza.

Some of the Scout stamps were provided on loan by Scout Associations and by the Asia-Pacific Regional Office, while others were lent from the private collections of Sergio Guim, Braulio Vera and Fernando Marchant.

Several illustrations were inspired by the designs of the renowned French illustrator Pierre Joubert.



Our thanks go to Scouts Canada, which provided funding for the Seminar conducted to revise the English-language text, which was held in Barbados, in January 2002, and for the dissemination of the material in the Caribbean.

We are also grateful to Boy Scouts of America, which provided financial backing for the dissemination of this book in English and Spanish and for the training of Adult Leaders in Central America, South America and the Caribbean; and to Scouts de France which helped to finance the French edition.

The European Scout Office helped to finance this edition in English; the Interamerican Scout Office helped to fund the Spanish, Portuguese, English and French editions; and the World Scout Bureau contributed to the financing of the Spanish and French editions.



Renewed Approach
to Programme

This book is a joint publication by the World Programme Service, the European Scout Office and the Interamerican Scout Office. It forms part of the priorities established in the strategy "Towards 2007 and beyond".



Method for Creation
and continuous
Updating of the
Youth Programme