

Journey from Learning Objectives to Programme

In order to fully understand the Journey from the Learning Objectives to Programme we must first, briefly examine how the process was started.

Timeline

January 2003- Scouting Ireland Started

RAP – Process started - the methodology outlined in the Renewed Approach to Programme document as devised by the World Organisation of Scout Movements.

August 2004 - Educational Proposal – ascertained the needs and aspirations of young people in Ireland. The goals of Scouting Ireland were examined.

October 2004 – Educational Trails - The Educational Trails have been developed in respect of each of the areas of personal growth outlined in the aim of the Association, building on the Educational Proposal.

October 2005 – Learning Objectives – learning objectives were developed for each of the six areas of personal growth (SPICES) across the different stages of development. There were 36 learning objectives identified across the six stages of development.

September 2006 – Sample handbooks developed for the pilot scheme – Strong emphasis placed on the stages of development.

May 2009 – Age ranges modified as per national council

December 2009 – Handbooks developed with regard to the new age ranges.

The handbooks and other resources were developed according to the Principles of the Youth Programme which are ;

Development of Young People and Improvement of society

through

Fun, Friendship, Adventure and Challenge

- Programme based on personal development of young people
- Adults facilitate young people in taking responsibility for their personal development
- Young People take increasing responsibility for implementation of Programme
- Adults act as mentors/enablers
- One Youth Programme
- Detail of Programme varies in line with development of Young People and the Role of the Adult
- The Scout Method must be applied in its entirety

How the Programme Works

- Young People plan their implementation of the Youth Programme in the form of Programme Cycles in partnership with Adults
- The Programme Cycle is implemented through Activities
- Activities are carried out using the Scout Method
- Activities are designed to help achieve Learning Objectives
- Activities and the Programme Cycle are evaluated
- Learning Objectives are reflected upon by individual young people

Beaver Programme

The beaver programme is designed to be an age appropriate unique personal journey for each beaver scout. Therefore there is no prescribed method for completing the journey.

The beaver scout does not need to be aware of the learning objectives but should be aware of the six SPICES. The beaver scout should be aware of the character that represents each of the SPICES.

Example :

Area of Personal Growth – PHYSICAL

Educational Objective - Taking Care of Myself

Learning Objective - Understand what food is good for me

Character – Zena

Challenge where SPICE stamp can be earned

1. Market and trading
5. warrior training
6. the highland
- 12 festival
- 15 the sun
- 16 environment
- 17 water
- 28 backwoods
- 36 halloween

Most scouting activities hold the potential to hit all thirty six learning objectives through various tweaks on the challenge or how the challenge is perceived.

The scouter should be aware of the learning objectives and should clarify when needed at a log chew.

A tool will be developed to easily identify what learning objectives can be achieved in each of the activity challenges.

The beaver scouts should plan what SPICES they can achieve in an activity. While doing the activity the beaver scouts should be aware that they are doing a SPICE and place something in their memory bag. During the review of the memory bag the SPICE stamp should be placed on the map and book marked.

Main points of the Educational Trails Document

Character

Accepting myself and recognising my own potential for growth and what it is I can become. Developing myself in a manner consistent with a set of values and with mutual respect and understanding for others.

1. Commitment/Principles

- To appreciate right from wrong and understand the importance of our actions
- Commitment to a set of values and beliefs
- Believe in myself, accept outcomes of actions & learn the true value and importance of all things

2. Practice

- To be a good citizen, and take responsibility
- Strive to fulfill your own potential
- Set personal goals

3. Development

- Imagination, Ideas & Creativity
- Understanding of ways and means of learning

Physical

Understanding my body and my physical capabilities, while developing skills through appropriate physical challenges.

1. Understanding/knowledge

- Assess our capabilities
- Appreciate the different abilities of others

2. Develop/Challenge/grow/learn

- Explore new challenges
- Experience adventure safely
- Develop new skills
- Practice what you learn
- Re-assess our capabilities
- Consolidation

3. Taking care of ones self

- Understanding Diet & Lifestyle
- Health & Hygiene
- Exercise & Activities

Emotional

Having the confidence and security to be aware of and express my emotions, and to understand and accept them. Learning how to deal with situations and people I meet everyday while having respect for other people's emotions and being aware of the impact of my actions.

1. Own Emotions

- Learning to understand emotions

- Being comfortable with your emotions
- Learning how to express yourself
- Support in dealing with emotions

2. Others

- Learning to deal with people
- Empathy & Understanding
- Support & care for others
- To develop mutual respect and trust
- Scout Spirit

3. Practical Abilities

- Dealing with situations
- Building self esteem – (Internal belief)
- Experiencing a sense of achievement
- Recognising ones unique value and potential for growth

Intellectual

Having the ability to create ideas, leading to a plan of action and carrying it through to its conclusion using common sense. Being able to plan and analyse and take on board the consequences of my actions. Having the ability to understand how a team works, and my role within it. Having the ability to evaluate a situation and follow instructions as appropriate.

1. Practical Abilities

- Analyse the information, match it to needs and wants
- Problem solving
- Memory
- Commitment
- Experimentation

2. Planning

- Gathering information to lead to a plan
- Organise the information into a plan
- Set realistic targets
- Put plan into action
- Assessment, evaluation, critical analysis
- Formulate next plan/targets

3. Teamwork/Leadership

- Working in teams
- Self-governance
- Leadership
- Follow instruction
- Communicate

Social

Having a sense of belonging in a group, through friendship and interaction. Developing an understanding of social issues in my communities, and recognizing my responsibility to appreciate cultural diversities. Have fun.

1. Interaction with People

- Value of relationships
- Opportunity to develop communication and listening skills
- Learning to cooperate

- Balance between work and FUN
- Opportunity to meet new people – new friends
- To develop appropriate friendships and relationships

2. Cultural appreciation

- Learning about own & other cultures
- Appreciation of cultural diversities
- Traditions (beliefs)

3. Community & Society

- Opportunity for community involvement
- Sense of social equality – gender and sexuality
- Take responsibility – self/community/others
- Respecting others (beliefs)
- Know and abide by the law of the land
- Learn from a role model point of view, the importance of what you do
- Global/national/international – brother & sister scout
- Opportunity for community involvement

Spiritual

Having an understanding and acceptance of myself and my value as a unique human being, and an equal acceptance of the value of others. Having respect for myself and others and the world in which we live. Having a sense of responsibility for my environment and my place in it. Develop a personal awareness of a higher being and an expression and exploration of a faith.

1. Exploration

- To come to an understanding of your personal spirituality
- Create an environment and atmosphere where you can explore spirituality
- Encourage reflection, leading to spiritual activity or an experience
- Allow an atmosphere for discussion and exploration of faith to take place

2. Practice

- Expression of faith
- Learn to respect others' ideals and beliefs
- To develop and encourage an appreciation of nature and your surroundings

Example of Learning Objectives as Outlined in Document

Physical

Understanding my body and my physical capabilities, while developing skills through appropriate physical challenges.

Taking Care of Myself			
Pre-Adolescence	Early Adolescence	Adolescence	Post Adolescence
Understand what food is good for me	Demonstrate that I know the benefits of good nutrition & a balanced diet	Demonstrate that I play an ongoing & active role in maintaining my own dietary health	
Know the importance of cleanliness	Take responsibility for personal hygiene and the impact it has on others		
Be active & exercise regularly	Explore & understand the benefits of a healthy and active lifestyle	Protect and maintain my health through my choice of a healthy balanced lifestyle. Be responsible for my physical development	

Intellectual

Having the ability to create ideas, leading to a plan of action and carrying it through to its conclusion using common sense. Being able to plan and analyse and take on board the consequences of my actions. Having the ability to understand how a team works, and my role within it. Having the ability to evaluate a situation and follow instructions as appropriate.

Skills/Attitudes			
Pre-Adolescence	Early Adolescence	Adolescence	Post Adolescence
Be open to challenging myself	Be able to set myself challenges with realistic goals	Demonstrate an ability to analyse information, and match it to my needs and wants, in order to achieve a goal; and accept that there may be more than one solution to any problem Recognise that I may need resources other than my own to complete tasks	Demonstrate an ability to assess situations, identify resources, make an informed choice, form my own opinions, and recognise the best possible solution to a given situation.

