

Scouts Australia Youth Program Review



21 May 2015

Fellow Scouting members and friends of Scouting,

The Youth Program Review (YPR) is conducting a wide variety of research to ensure we develop the best possible youth program for our future youth members. This research features a multi-faceted approach using our own teams, external demographers and researchers, exploration of previous research and working with other similar National Scout Organisations.

The following research was completed by a team of volunteers as part of Stage 3 of the YPR, exploring a whole range of information to build some foundations for our future “one program”. The questions for these topics were derived from feedback and related discussion and workshopping of initial YPR research.

“One Program” is the mantra under which this stage of the review has worked, recognising that although we use age sections, these must be strongly linked and united in working progressively towards a common goal, facilitating the development of individual young people.

Stage 3 was all about developing the big-picture concepts of a future youth program for Australian Scouting, concepts that will drive the ideas and detail that will emerge from Stage 4.

All the proposals contained in this report have been supported for further development in Stage 4. No decision has been made to implement these proposals.

Share your considered and constructive thoughts at ypr.scouts.com.au; through discussion great ideas can evolve.

Yours in Scouting,

YPR team

RECOMMENDATION PAPER

Title	<i>The Areas of Personal Growth</i>	YPR Paper No.	3-3-3
Stage 3 Topic	3-3 Areas of Personal Growth	Status	Published
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1 EXECUTIVE SUMMARY

This report focuses on the Areas of Personal Growth (AoPG) in Australian Scouting.

Scouting's founder, Lord Robert Baden-Powell stated that part of the aim of Scout training was to "improve the standard of our future citizenhood, especially in character and health", and for youth to become "individually efficient, morally and physically." Likewise, the purpose of Scouting as set out in the World Organisation of the Scout Movement (WOSM) Constitution, is to "contribute to the development of young people in achieving their full physical, intellectual, emotional, social and spiritual potentials"¹. To help achieve this, Australian Scouting has the AoPG.

The AoPG are what Scouts aims for a person to develop in themselves. In order for Scouts to remain a relevant youth organisation, they should also reflect what Australian society wishes to see instilled in its young people. It was found that the key values and skills desired by Australian parents can be easily considered to fit within the current AoPG.

Current understanding of the AoPG within Scouting is poor, with the lowest level of awareness in the younger sections, increasing with the sections, but remaining lower than is desired. The AoPG are central to what we want to achieve as a movement, and therefore awareness must be increased.

As a result, methods to improve the awareness, understanding and confidence with the AoPG were investigated.

The current AoPG definitions, taken from the WOSM Document *Renewed Approach to Programme (RAP)*, are not easy for Scouts in Australia today to identify with, especially for those belonging to the younger sections. It is recommended that Scouts Australia adopt a new set of age-appropriate definitions for each AoPG that give increasing detail going up through the sections, within an overarching definition. It is also recommended that the AoPG be given a new and consistent branding, in the form of a colour and an icon. This will allow for better retention of what is learnt through the AoPG.

In order for all members to have an awareness and sound understanding, the AoPG must be easily accessible to all Scouts. Therefore, the AoPG, with their definitions and brand, should be presented as part of sectional resources, provided to all youth members and adult leaders of each section.

Finally, Leaders must be more aware of the AoPG than at present. Currently, Leader training provides detailed information on the AoPG at the Advanced level. While this information would need to be updated to reflect the new definitions and branding of the AoPG, it is otherwise satisfactory. However, more information about the AoPG should be included in Leader training at the Basic level.

If these measures are taken, the AoPG will be better understood by Leaders and Youth members, and will facilitate better programs and development of individuals in Scouting.

¹ World Organisation of the Scout Movement, *Constitution of the World Organisation of the Scout Movement* (2011), p.3.

2 INTRODUCTION

The purpose of the Youth Program Review (YPR) Areas of Personal Growth (AoPG) team was to look at the key skills, values and qualities we foster in young people to develop themselves. In doing so the team looked at what should be the AoPG in the 21st Century Australia and how do we help our youth members to develop these skills, values and qualities.

More specifically however the group was to deliver outcomes in four main areas:

- Create a scope & sequence for each AoPG outlining its relevance, the skills we are developing, how we achieve it and how to embed in the program
- Create a document that can be easily transferred to publications and other resources and is written in a format that is understood by youth members and adults
- Provide key directions for how the AoPG must be integrated into both the program and award scheme
- Make recommendations for adult training and further resources.

In his seminal work *Scouting for Boys*, Lord Robert Baden-Powell states that the training of a Scout is focussed upon individual character, handicraft and hobbies, physical health and service.² Scouting's purpose, therefore, was to help youth develop into healthy, well-rounded members of society. This was later enshrined in Article 1 of the WOSM Constitution:

*"The purpose of the Scout Movement is to contribute to the development of young people in achieving their full physical, intellectual, emotional, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities."*³

This is the foundation for the AoPG.

According to current training materials, there are six AoPG: Social Development, Physical Development, Intellectual Development, Character Development, Emotional Development and Spiritual Development. They are sometimes referred to as SPICES.

Despite their position central to Scouting's aim, awareness and use of the Areas of Personal Growth is not what it should be, as demonstrated in the following sections. Some members are unaware of what the AoPG are, others are unsure what they mean. Many programs feature many of the AoPG, but often leave out some. Our focus groups showed that leaders were often subconsciously programming in accordance with at least some of the AoPG without really understanding that this is what they were doing.

The team undertook a range of methods to investigating the place of the AoPG in Australian Scouting, and how better to embed it in the program. From these investigations, a number of recommendations have been made, including that the 6 current AoPG be retained but redefined.

² Baden-Powell, *Scouting for Boys* (1908), p4.

³ World Organisation of the Scout Movement, *Constitution of the World Organisation of the Scout Movement* (2011), p.3.

3 METHODS

The Areas of Personal Growth have been researched through literature analysis, discussion and consultation with Scouting members, and surveys. All of this research was targeted to one or more guiding questions.

Question	Research Methods
What are the expectations of the World Organization with respect to the AoPG?	Literature Analysis
What does each of the AoPG mean to Australian society?	Literature Analysis & McCrindle Research
How do the AoPG evolve across child and youth developmental stages?	Literature Analysis
What skills and character qualities does our community desire for our youth members when they leave Scouting?	McCrindle Research & Survey (discarded)
How are these skills and qualities best developed through the program? (links, journey, learning outcomes)	Not researched – Recommended for Stage 4
How do we embed the AoPG into a revised program? How do we best communicate the concept of AoPG?	Discussion/Consultation & Analysis of other National Scouting Organisations' (NSO) materials
What expertise do our leaders (youth & adult) have in program delivery and evaluation against the AoPG? How disciplined are we?	Discussion/Consultation, Online Survey & Analysis of Training materials
What is required to ensure all youth members and adults in Scouting understand the purpose of the AoPG?	Discussion/Consultation, Online Survey & Analysis of other NSO's materials
How do we link AoPG to the development and competence of the individual?	Discussion/Consultation
What resources or adaptations do we need to make (and at what level) to accommodate for young people with special needs and for diverse communities, to ensure individuals are still developed in all AoPG areas?	Discussion/Consultation
How do we ensure the AoPG are understood by youth members, especially Joeys and Cubs? Is this important?	Analysis of other NSO's materials

LITERATURE ANALYSIS AND THE WOSM POSITION ON AOPG

As the Areas of Personal Growth are a WOSM concept, introduced in the Purpose of the Scout Movement under the WOSM Constitution, it was necessary to gain an understanding of the AoPG from a WOSM perspective. To do this, the team analysed the *Renewed Approach to Program (RAP, 2005)*, a major WOSM document. The WOSM perspective was then compared with the current Scouts Australia position on the AoPG.

From this analysis and further literature analysis, documents outlining the WOSM definition and academic position regarding development in that area were created for Physical, Intellectual, Emotional and Social development (introduced by WOSM Constitution) and Character development (introduced by RAP). Spiritual was left for YPR Team 3-2. These summaries are appended as Appendices A-E.

UNDERSTANDING OF AOPG WITHIN SCOUTING

It was also necessary to learn the current understanding of and attitudes towards the AoPG within Scouting. This was achieved by several methods.

Firstly, the team undertook discussions with current Scouting members, predominantly from South Australia, but not exclusively. These discussions took place at many different Scouting meetings – Branch Youth Council, District and Branch Leader Meetings, and a Leader Training Course. Discussions focused on understanding of the AoPG (by Leaders and Youth), integration within programs and activities, and confidence with using them as a programming tool.

The team also ran an online survey in collaboration with YPR Team 3-5. It surveyed current Scouting members, asking them to express what each AoPG means to them, and how it featured in the program. The survey was run through the online survey tool SurveyMonkey, and promoted through various Scouting social media pages. The survey questions were tailored to the age/section of the respondent. The full list of AoPG questions can be seen in [Appendix F](#). Overall, there were 285 participants.

To see explicitly whether the AoPG were implemented in programs, a range of sectional programs from across the country were collected from the respective formations. These were then analysed to see which AoPG were programmed for, and in which AoPG programs lacked.

With regard to the understanding of the AoPG by Adult Leaders, and by extension how they are equipped to lead youth on the matter, we analysed national training materials. Although delivery of Adult Leader training may vary across branches, it was assumed that the material is reliable indicator of course content.

PUBLIC ATTITUDES REGARDING AOPG

To ascertain public attitudes with regard to what the AoPG mean, literature on the relevant areas was used, as well as the research by McCrindle on the topic.

In order to know what skills and character qualities our community wishes for Scouting to facilitate, an analysis was made of the market research undertaken by McCrindle.^{4,5}

Another survey was run, in a shopping centre in the suburbs of Adelaide, also to assess public attitudes surrounding the AoPG. This survey asked participants what qualities young people need to learn, and what qualities they would expect Scouting to teach its members. However, the survey had poor participation, and the team elected to discard it, as it was too small a sample.

EMBEDDING AOPG IN THE PROGRAM

To see how best to embed the AoPG in the program, analysis of materials of other NSOs was made. Ireland and Canada were assessed, with Ireland being focussed upon as a superior example for its more explicit emphasis on the AoPG. The analysis focussed upon how the AoPG are presented in Section handbooks, in terms of definitions, examples and iconography.

Consultations were also undertaken with the South Australian Branch Commissioner for Special Needs (who has professional experience in the area) with regard to resources and adaptations for young people with special needs.

⁴McCrindle, *Understanding the Needs and Desires of Australian Families for a National Youth Program* 2014.

⁵McCrindle, *Understanding the Factors Shaping the World of Generation Alpha and Generation Z* 2014.

4 RESULTS

WOSM POSITION ON THE AOPG

The WOSM position on the AoPG is found in RAP. It conceptualizes that the six AoPG are six dimensions of an individual's personality, and should each be considered as part of a whole. This is illustrated as the six surfaces of a cube.

RAP goes on to provide a definition for each AoPG, and indicates a set of key 'educational trails', as follows.

WOSM DEFINITION - PHYSICAL DEVELOPMENT

Definition: *Becoming responsible for the growth and functioning of one's own body.*

- Educational trails:
- a) Identifying needs
 - b) Maintenance (keeping fit and healthy)
 - c) Efficiency

WOSM DEFINITION - INTELLECTUAL DEVELOPMENT

Definition: *Developing one's ability to think, innovate and use information in an original way to adapt to new situations.*

- Educational trails:
- a) Collecting information
 - b) Processing Information
 - c) Problem-solving

WOSM DEFINITION - AFFECTIVE DEVELOPMENT

(This is more commonly referred to as Emotional Development)

Definition: *Recognising one's own feelings and learning to express them in order to attain and maintain an inner state of freedom, balance and emotional maturity.*

- Educational trails:
- a) Self-discovery and awareness
 - b) Self-expression
 - c) Responsibility and self-control

WOSM DEFINITION - SOCIAL DEVELOPMENT

Definition: *Acquiring the concept of inter-dependence with others and developing one's ability to cooperate and lead.*

- Educational trails:
- a) Relationships and communication
 - b) Cooperation and leadership
 - c) Solidarity and service

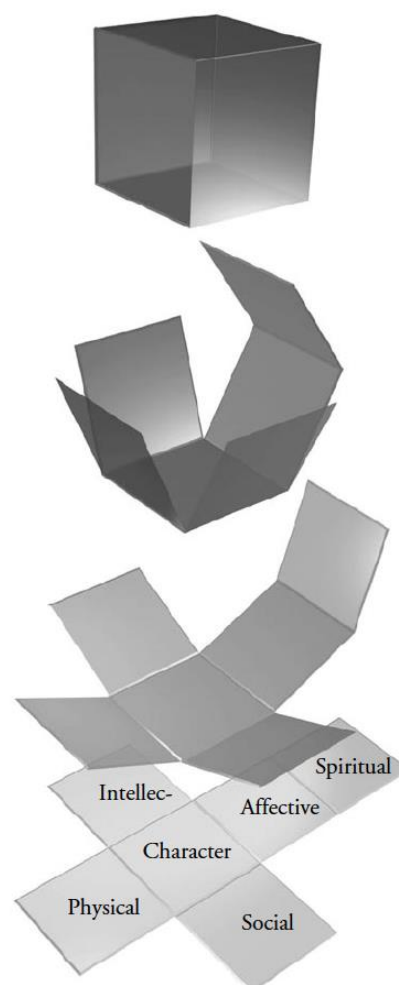


Figure 1 - RAP Depiction of AoPG
(Renewed Approach to Program p22)

WOSM DEFINITION - SPIRITUAL DEVELOPMENT

Definition: *Acquiring a deeper knowledge and understanding of the spiritual heritage of one's own community, discovering the Spiritual Reality which gives meaning to life and drawing conclusions for one's daily life, whilst respecting the spiritual choices of others.*

Educational trails: a) Welcome

b) Wonder

c) Work

d) Wisdom

e) Worship

f) Spiritual discovery

WOSM DEFINITION - CHARACTER DEVELOPMENT

Definition: *Recognising one's responsibility towards oneself and one's right to develop, learn and grow in search of happiness whilst respecting others. Learning to assert oneself, make one's own decisions, set aims and identify the necessary steps to achieve them.*

Educational trails: a) Identity

b) Autonomy

c) Commitment

For further detail, please refer to [Appendices A-E](#) (Team 3-3 documents on the AoPG) and [Appendix G](#) (RAP Excerpt on AoPG).

CURRENT AUSTRALIAN POSITION ON AOPG

The current position of Australian Scouting on the AoPG is very similar to that which is found in RAP. The documents "*Understanding the Areas of Personal Growth and the Scout Method*" for each respective section use the same definitions as found in RAP. The educational trails from RAP are also found in these resources, although they are titled 'key topics' instead. One key difference between RAP and the Australian position is that the WOSM AoPG of Affective Development is instead named Emotional Development. Despite the name change, the AoPG is explained the same in both.⁶

The Australian material on the AoPG also contains symbols for each AoPG. These are discussed later in the report.

⁶ *Understanding the AoPG and the Scout Method* (2013) for Joeys, Cubs, Scouts, Venturers and Rovers.

UNDERSTANDING OF AOPG WITHIN SCOUTING

To assess the current level of understanding of the AoPG within Scouting, the methods of consultation/discussion and an online survey were used.

DISCUSSIONS AND CONSULTATIONS

Nine different Adult Leader groups took part in consultations. These consultations focussed on that group’s confidence with the AoPG, and their opinions on how effective and useful they are in their current form. The groups were led through a series of questions, but generally needed little prompting.

Of the nine groups consulted, only one group considered themselves highly confident with the AoPG. Four considered themselves moderately confident, and four had low confidence. These last four groups all expressed difficulty in programming for the AoPG.

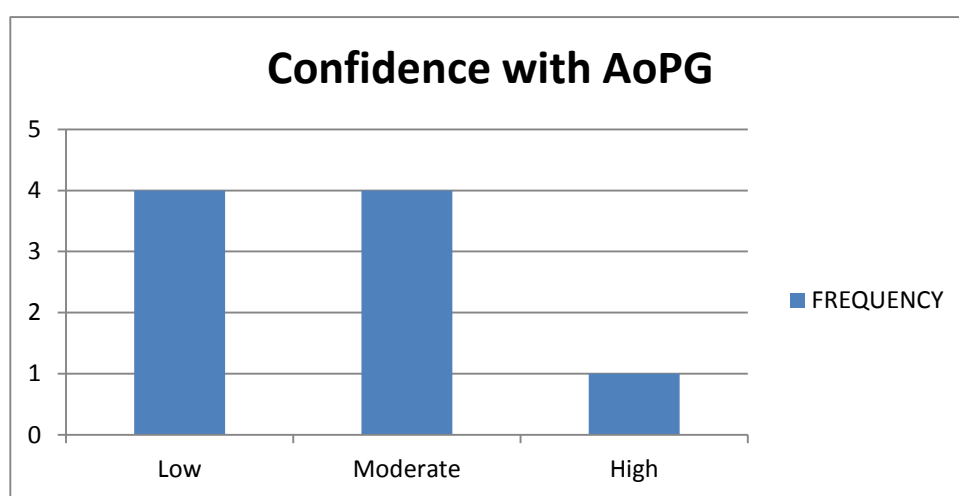


Figure 2 - Confidence with AoPG

These nine groups also had a variety of opinions on the usefulness and accessibility of the AoPG. The most common opinions were that leaders needed support to implement the AoPG, and that at present the AoPG are not effectively integrated into sectional programs

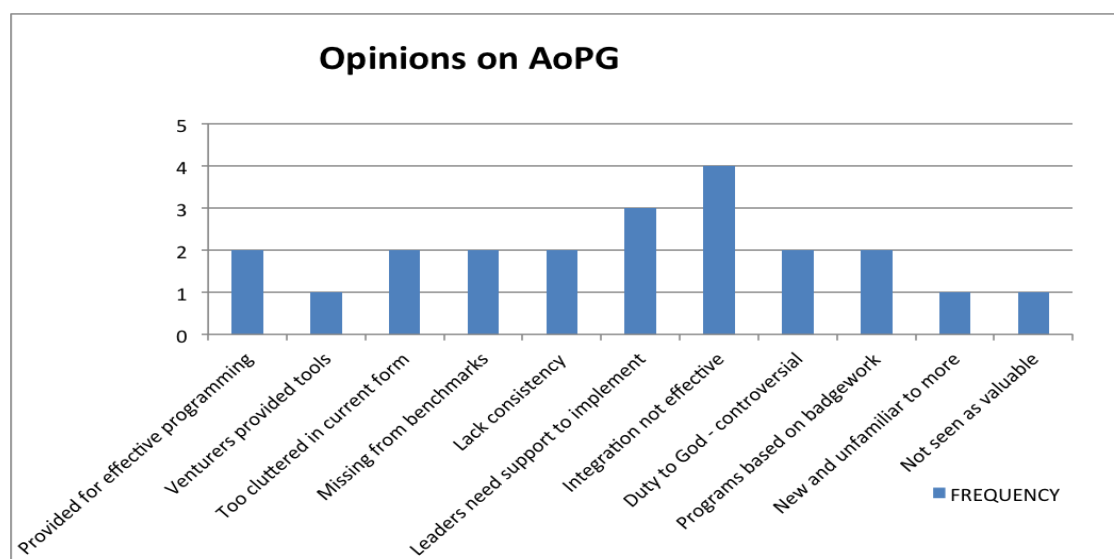


Figure 3 - Opinions on AoPG

SURVEY OF SCOUTING MEMBERS

The survey had a total of 285 responses. These responses came from a variety of sections, ages and branches.

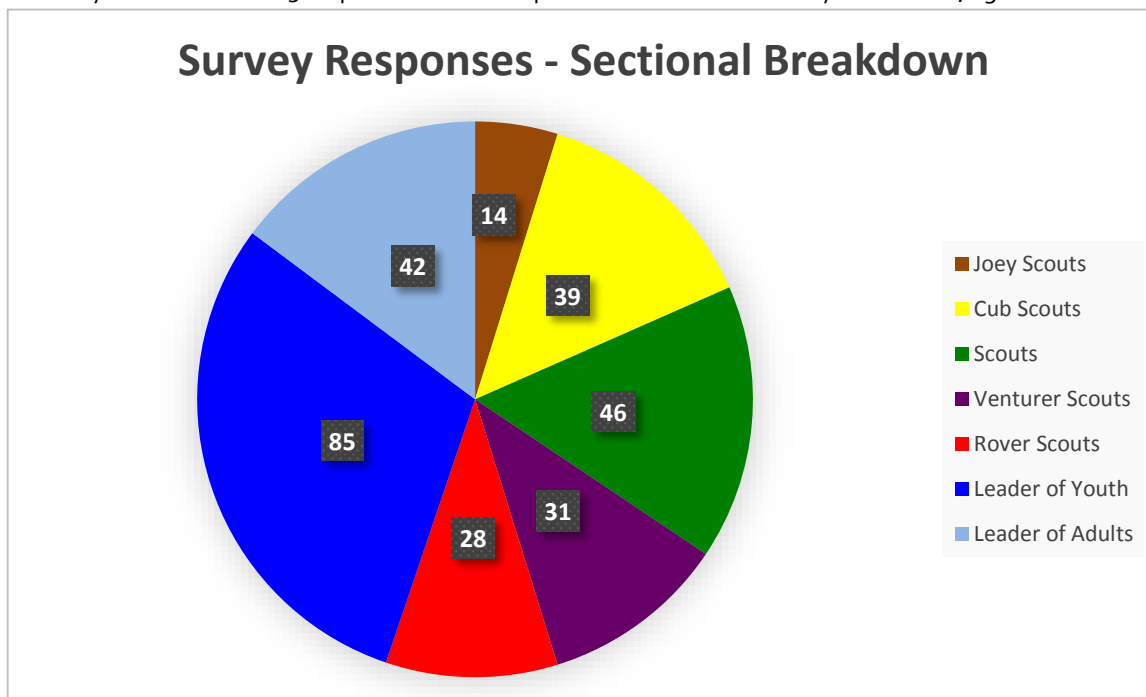


Figure 4 - Survey Section Breakdown

55% of responses were marked as made by youth members, 45% by leaders.

(It must be noted that there were some anomalies in the data collected. For example, the sectional breakdown did not match exactly to the age profiles)

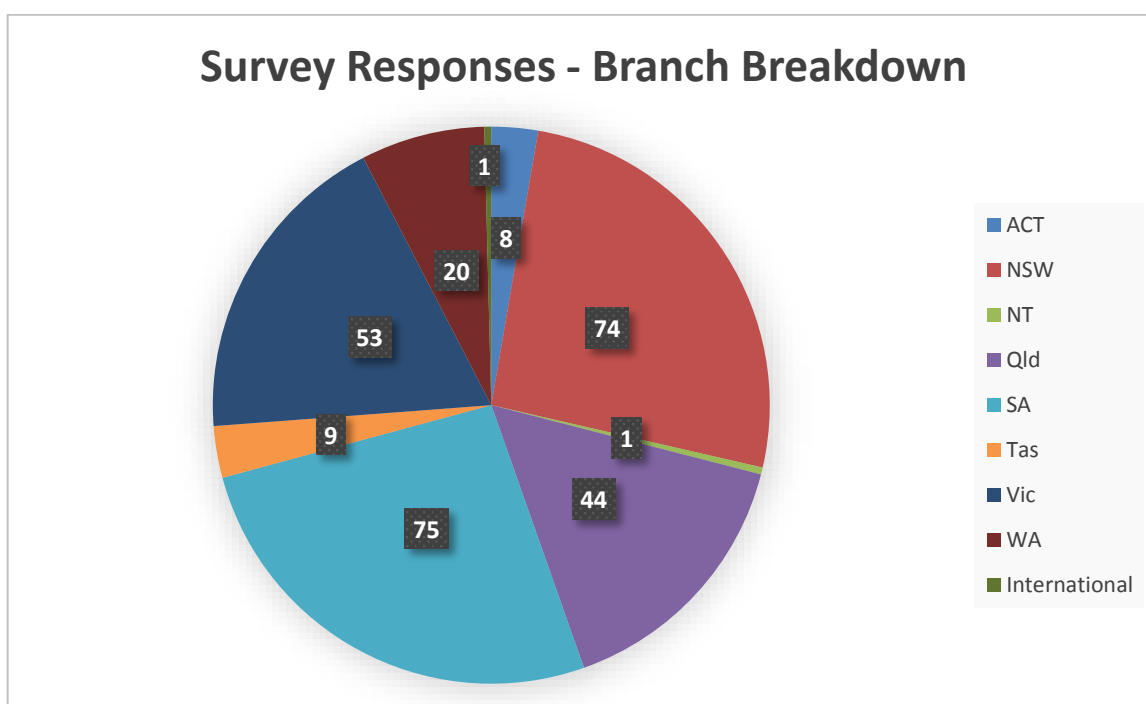


Figure 5 - Survey Branch Breakdown

Despite the large number and broad demographic spread of respondents, the survey was poorly completed, with on average less than half of respondents answering their respective questions on the AoPG, instead choosing to skip the question.

This can be seen as partly due to the nature of the questions demanding free-text answers, however, as the questions were simple and asked for brief examples, this impact should not be overstated.

The full set of AoPG questions can be seen at [Appendix F](#).

Sections	Average Percentage of Responses to AoPG Questions
Joeys	35.7%
Cubs	41.0%
Scouts	45.7%
Venturers	45.2%
Rovers	50.0%
Leaders of Youth	47.1%
Leaders of Adults	66.7%
Overall	48.3%

This low percentage of respondents can be seen to demonstrate that too few members of Scouting in Australia have a working understanding of the AoPG. Furthermore, despite the section-targeted questions, response rates generally increased with the sections. The most significant difference across the responses was the much higher response rate among Leaders of Adults, at 66.7%, compared to Leaders of Youth at 47.1% and Rovers at 50%.

ANALYSIS OF NATIONAL TRAINING MATERIALS

The AoPG are introduced at the Basic level, in the Basic Sectional Techniques modules on Programming and Sectional Knowledge for Joeys through to Rovers respectively. However, this introduction is merely stating what the six areas are, rather than any detailed analysis or discussion.

The AoPG receive much more attention at the Advanced level, in the Advanced Module – Personal Growth, which is applicable to all sections. This module gives specific detail to each AoPG, with definitions and examples.

All of these modules reference the *Understanding the Areas of Personal Growth and the Scout Method* documentation from 2013.

ANALYSIS OF NATIONAL AND BRANCH WEBSITES

To ascertain whether the Branches of Scouts Australia were consistent with regard to the AoPG, Branch websites were surveyed.

The website for Queensland Branch does not include any reference to the AoPG. The Western Australian Branch website lists five Areas of Personal *Development* and six Areas of Personal *Growth*.⁷ Every other Australian Branch website lists five Areas of Personal *Development*: spiritual, physical, intellectual, emotional,

⁷ *Aim, Goals and Values*, Scouts WA 2015. www.scoutswa.com.au/aim. Accessed 14 Feb 2015, *Areas of Personal Growth*, Scouts WA 2015. www.scoutswa.com.au/aopg. Accessed 14 Feb 2015.

and social development.⁸ The Scouts Australia website was the only one to include character development as an AoPG.⁹ The term “Areas of Personal Growth” was not used on most of the official National or Branch websites in association with the “development of young people”.

This material shows that the term “Areas of Personal Growth” is not in common, or indeed consistent usage, and there is confusion about the number of AoPG. It is unsurprising that the surveys show that both youth and adult members lack knowledge of the term AoPG, or lack knowledge about the AoPG, or are confused about the AoPG.

PUBLIC ATTITUDES RELATING TO AOPG

To ascertain public attitudes regarding the AoPG, the team analysed the 2 stages of McCrindle Research.

PHASE 2 - UNDERSTANDING THE NEEDS AND DESIRES OF AUSTRALIAN FAMILIES FOR A NATIONAL YOUTH PROGRAM¹⁰

The most significant values that parents are looking to be instilled in their children are:

- Honesty
- Respect
- Trustworthiness
- Responsibility
- Confidence

These are generally regarded within the McCrindle Phase 2 report as coming within the area of Character Development. However, an assertion can be made that confidence and responsibility are part of Social Development, though no evidence is provided for this.

Keeping the program fun is how Scouts attracts and retains youth members. Hence activities that provide for development must also be fun. Outdoor activities were seen as one of the big selling points for scouts.

Parents place a strong emphasis on learning life, communication and social skills.

Around 30% of parents (36% national parents, 27% scouting parents) consider the inclusion of spiritual development in the program as extremely or very important.¹¹

Seeing their children develop is important to parents (over 70% extremely or very important). Scouting parents highlighted a number of reasons to get involved in scouts, including getting “...involved in a social, community-oriented and supportive environment, gain new life and social skills and build new friendship opportunities.”¹²

Life, communication and social skills were seen as especially important. The comment in the report is “Scouts Australia could emphasise the aspects of its program that focus on developing life skills, communication skills, and social skills, in order to attract a broader spread of Australian families.”¹³

⁸ *Aims, Principles and Goals of Scouting*, Scouts SA 2015. <http://www.sa.scouts.com.au/aim>. Accessed 14 Feb 2015, *Mission*, Scouts Tasmania 2015.

http://www.tas.scouts.com.au/index.php?option=com_content&%20view=article&id=47&Itemid=61. Accessed 14 Feb 2015, *Scouts (11-14 years old)*, Scouts ACT 2015. <http://www.scoutsact.com.au/scouts.html>. Accessed 14 Feb 2015, *Welcome to Scouts Australia Northern Territory Branch*, Scouts NT 2015. <http://www.nt.scouts.com.au>. Accessed 14 Feb 2015, *What Is Scouting?*, Scouts Victoria 2015. <http://www.vicscouts.com.au/about-us/what-is-scouting.html>. Accessed 14 Feb 2015, *What Is Scouts?*, Scouts NSW 2015. <http://www.nsw.scouts.com.au/what-is-scouts>. Accessed 14 Feb 2015.

⁹ *Mission, Aim & Principles*, Scouts Australia. www.scouts.com.au/about-us/mission-aim-principles. Accessed 14 Feb 2015.

¹⁰ McCrindle, *Understanding the needs and desires of Australian families for a national youth program* 2014.

¹¹ *Ibid*, p24.

¹² *Ibid*, p30.

¹³ *Ibid*, p37.

Training in life skills is seen as one of the two most important and relevant activities that scouts offers by both scouting and non-scouting parents.¹⁴

PHASE 3 - UNDERSTANDING THE FACTORS SHAPING THE WORLD OF GENERATION ALPHA AND GENERATION Z¹⁵

The McCrindle Phase 3 report looks at social research factors based on ABS data and McCrindle research. The scoping study description states:

"...this analysis highlights the cultural and situational context facing today's young people, outlining the key trends shaping Generation Zed and Generation Alpha relationally, emotionally, socially, spiritually, vocationally, educationally and financially. These areas closely reflect the core values of Scouts Australia and their identified areas of personal growth – social, physical, intellectual, character, emotional and spiritual development."

This shows that the generational challenges facing young people today can be considered to be reflected and addressed within Scouts by the AoPG. The report makes some assertions based on the social evidence provided, but in a number of cases the assertion has no evidence to directly support it.

The Phase 3 report concludes that the youth of today are living in a time of massive technological, demographic and social changes, and that Scouting has an opportunity to equip them for that.

ANALYSIS OF IRISH AOPG MATERIAL

Scouting Ireland recently adopted a streamline and consistent set of definitions for the Areas of Personal Growth. The definitions were designed to be relevant to and understood by youth members in all five sections.

For the Beaver and Cub sections each AoPG is personified by a character. Each character has a character description, symbol and colour. For example, in the 'Beaver Scout Adventure', Zena represents Physical Development. Zena "Loves the outdoor activities" and always has more fun outside with friends. Her page is accompanied by the green square that symbolises Physical Development.¹⁶ At no point in the Beaver or Cub handbooks are the Areas of Personal Growth explicitly named or defined, but both provide examples.

For the older sections of Scouts, Ventures and Rovers the AoPG are simply stated by their definitions, which relate directly to the youth in that age range. For the Venturer Section, the AoPG are presented in a separate handbook, including the definitions and a set of questions intended to provoke reflection on each AoPG.

For a full breakdown of the Irish definitions and supporting material, please see [Appendix H](#).

5 DISCUSSION & INTERPRETATION OF RESULTS

The poor understanding of the AoPG in Australian Scouting can be traced to a number of factors.

1. Unsuitable definitions of AoPG for Australian Youth Programming purpose
2. Low emphasis on information about the AoPG for Adult Leaders
3. Lack of material on AoPG for Youth members

¹⁴ Ibid, p53.

¹⁵ McCrindle, *Understanding the factors shaping the world of generation alpha and generation Z* 2014.

¹⁶ 'The Beaver Scout Adventure', Scouting Ireland, 11.

DEFINITIONS OF AOPG NOT SUITED FOR USE IN YOUTH PROGRAM

Scouts Australia uses the definitions of the AoPG found in RAP. While these definitions are appropriate in a WOSM context, they are not sufficient for Scouts in Australia. Firstly, the definitions use the impersonal subject pronoun 'one'. Whilst being grammatically correct, it is not used in common language, making the definitions less relevant. Furthermore, it is rather impersonal, which goes against the whole notion of the AoPG being personal.

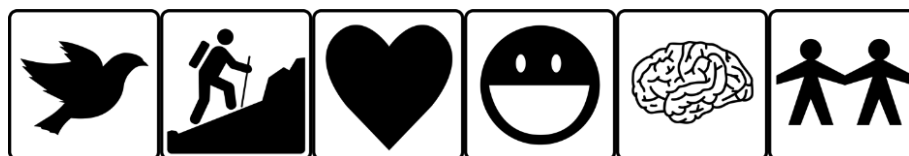
Additionally, the language used in the RAP definitions is quite complex, with the use of words like *interdependence* and *functioning*. It is not too complex for the typical adult, however it reduces the accessibility of the AoPG definitions to younger members. This makes it more difficult for younger members to have a good understanding of the AoPG, which may explain the lower response rates to the AoPG among the younger sections, as was found in the survey.

LOW EMPHASIS OF AOPG INFORMATION

Although the response rate for regarding the AoPG generally increased across the age ranges, even in the senior sections, this rate was far too low for an aspect so central to Scouting as the AoPG. The cause of this can be seen to be in part the lack of emphasis on the AoPG in Leader Training. The attention given to the AoPG in Advanced Leader Training is commendable, however it has the feel of being too little too late, as many Leaders undertaking their Advanced Training have already developed habits in their programming. Moreover, not all Leaders go on to achieve their advanced, with many stopping at the basic level. As such, many Leaders miss out on detailed training on the AoPG. This is demonstrated by the significantly higher response rate among Leaders of Adults, most of who should have completed Advanced Training, when compared with Leaders of Youth, who are required to hold only Basic Training. This also explains the low response rates among Youth Members. If the leaders are untrained in the AoPG, it follows that the youth whom they lead will be unaware.

Training is not the only way that Leaders can learn about the AoPG. The "*Understanding the Areas of Personal Growth and the Scout Method*" documents for each respective section are a method by which Leaders can learn about the AoPG. However, regarding the AoPG, these partly restate the information provided in RAP. One positive change made from RAP is the inclusion of symbols for each AoPG.

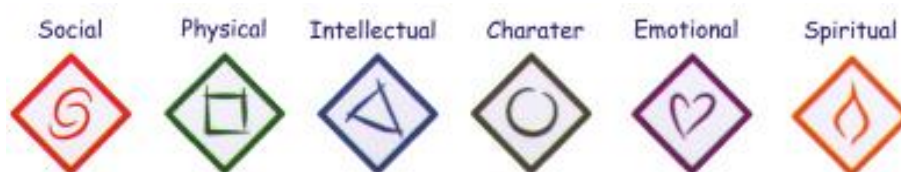
From left to right: Spiritual, Physical, Emotional, Character, Intellectual and Social.¹⁷



While the inclusion of icons is commendable, they are not really self-explanatory and have the potential to be easily misinterpreted. From a consistency and style perspective they are not in scheme and have the look and feel that they have been sourced from a vector image stockpile. Moreover, the icons are not used with any consistency, and if shown to Scouts are unlikely to elicit immediate recognition of the AoPG for the simple reason that they are seldom seen.

This can be compared to the icons found in the Irish system:

¹⁷ Scouts Australia, *Understanding the Areas of Personal Growth and the Scout Method* 2013



Although these icons are no more self-explanatory than those found in Australian publications, they are shown in the colour of each respective AoPG. Furthermore, these icons, and the colours for the AoPG are found throughout sectional materials whenever something refers to an AoPG. This is in stark contrast to Australia, where the AoPG are scarcely mentioned in materials for Youth. These constant reminders of the AoPG place a much greater emphasis on the AoPG and allow for all members of Scouts in Ireland to be aware of the AoPG. When coupled with the AoPG definitions used in Irish materials, it appears as though Irish Scouts have the materials to give their members a thorough understanding of the AoPG from the youngest Sections through to Leaders, despite any shortcomings in the delivery of adult training.

PUBLIC ATTITUDES RELATING TO THE AOPG

The research by McCrindle identified a number of key values and skills which parents want instilled in their children. These can all be considered as aspects of the existing AoPG. The following table shows how the values and skills outlined in the McCrindle report can be seen as fitting within the 6 AoPG.

Value/Skill	Key AoPG
Honesty	Character
Respect	Character, Social, Spiritual
Trustworthiness	Character, Social
Responsibility	Character, Social, Spiritual
Confidence	Character, Social, Emotional, Intellectual
Outdoor Activities	Character, Physical, Intellectual
Social Skills	Character, Social, Emotional
Life Skills	All AoPG

As such, it appears that the current AoPG address the key values and skills wanted by parents. This means that it is not necessary to change the AoPG to include anything that is currently lacking.

ADDRESSING POOR UNDERSTANDING OF THE AOPG

If understanding of the AoPG is poor, it follows that steps must be taken to address this. The issues that we identified with the current definitions were the use of the pronoun 'one', and the complexity of language for younger members.

To address both of these issues, a new set of definitions is proposed.

In order for the AoPG definitions to be understood and embraced by members of younger sections, the definitions must be written in language appropriate for children, and preferably in language they would use themselves. However, the same must be said for adults. A definition of physical development presented in language suitable for a six-year-old is unlikely to be embraced by an adult, just as a definition in more complex language is unlikely to be embraced by a child. Consequentially, it is necessary for the AoPG to be defined separately across the different sections of Scouting.

There is a view that it is unnecessary for a youth member to be familiar with the AoPG and any definitions of them, as long as they are programmed for. However, as Scouts Australia strives to be a youth-led organisation, youth members should have a contribution to programming, increasing through the Sections. Youth members being familiar with the AoPG will mean their voice is more informed and improve their contribution in the program, which is something that youth members want.¹⁸ Furthermore, it is argued that there is a growing tendency for children to be 'authority-dependant'.¹⁹ This means that children are becoming reliant upon adult direction in making decisions. Keeping the AoPG separate from younger members would contribute to this, and goes against the notion of Scouts being a youth-led movement and the Scout Method aspect of learning by doing.

The other way that the current definitions encourage this authority-dependant way of thinking is the use of the subject pronoun 'one'. 'One' is impersonal and technical. It removes the individual from the definition, whereas the first person or the second person (I, you) directly includes the individual in a definition. This inclusion, and emphasis on the self negates from this authority-dependence, as by having a definition centred upon them, the individual becomes responsible for it. It is also much more likely to be embraced by children.²⁰

With this in mind, Team 3-3 developed sets of definitions for Social, Physical, Intellectual Character and Emotional Development. Team 3-2 developed a set for Spiritual Development, given the depth of their research in that AoPG. Each set contains a definition for five different age ranges: 6-7, 8-10, 11-14, 15-17 and 18-26, as well as an overarching definition. These five age ranges are in line with the current sectional breakdown, but could be adapted to reflect any changes to the sectional age ranges.

The breakdown of the proposed definitions can be seen on the next two pages.

¹⁸ BDRC Jones Donald, *Project Scouts Australia – Research to support strategies for retention of 10-15 year olds* 2014.

¹⁹ "Doing the right thing because it's the best thing to do" *Play is the Way*, McCaskill, 2.

²⁰ McCaskill, 2.

AoPG	Overarching Definition	6-7	8-10	11-14	15-18	18-25
Social	<i>Social development refers to the notion of belonging to a group and relationships with others. This may be from small groups of peers to larger communities, as well as understanding differences between people.</i>	Knowing how to make friends and be friendly	Knowing how to make friends and understanding people's differences	Accepting and welcoming others, acknowledging their differences and engaging with my community	Understanding my position as a part of my community, accepting people different from myself	Understanding my position as a part a global society, accepting and embracing people different from myself
Physical	<i>Physical development refers to a person's relationship with their body. It includes active care for health, as well as the pursuit of physical skill and fitness.</i>	Looking after my body	Looking after the wellbeing of my body	Being responsible for my health and the improvement of my physical skills	Being responsible for the care and improvement of my health and fitness	Being proactive about the care and improvement of my health and fitness
Intellectual	<i>Intellectual development refers to cognitive function. It encompasses the acquisition of knowledge and skills and the application of learning in different circumstances.</i>	Learning and solving problems	Learning and using what I know to solve problems	Using my skills and knowledge to overcome different challenges	Improving my ability to think and plan, to face different challenges	Improving my ability to think, plan and innovate and use information in an original way, adapting to different situations
Character	<i>Character development refers to the pursuit of personal best. It includes positive attitude, respect and making an effort beyond what</i>	Being cheerful and doing my best	Being cheerful, respectful and always doing my best	'Showing respect for myself and others and doing my best	Becoming my own person, doing my best and respecting others	Striving for my own personal best and

	<i>benefits the self. Character is the product of all the Areas of Personal Growth.</i>					making a positive contribution to society
Emotional	<i>Emotional development refers to the need for understanding of emotions. It includes awareness of how a person is feeling, expressing emotions in a positive manner, and respecting the emotional needs of others.</i>	Knowing how I am feeling	Understanding how I am feeling and thinking about how others feel	Being able to express my own feelings and respect the feelings of others	Being able to confidently express my emotions in a positive manner and respecting the emotions of others	Being able to acknowledge and confidently express my emotions in a positive manner, while acknowledging and respecting the emotions of others
Spiritual	<i>Spiritual development refers to the development of a person's feelings or beliefs regarding their purpose in life, connection to others and place in the world around them. These spiritual feelings or beliefs may change as a person develops and guide their actions throughout their life.</i>	Appreciating the world around me	Understanding that people have different beliefs and expressing thanks to others'	Beginning to explore different religions and belief systems, developing a sense of connection to others, and taking time to stop and reflect	Forming my own beliefs about my purpose and improving my sense of connection to others and the world	Being able to express my beliefs about my purpose, respecting those of others, and understanding how my beliefs influence my actions

2 alternative sets of learning objectives corresponding to these definitions have been developed. These are attached as [Appendix I](#).

EXPLANATION OF PROPOSED DEFINITIONS

To develop these definitions, the Irish SPICES Model was used.²¹ However, unlike the Irish system, we have included definitions for the youngest age ranges. This is because by including a definition in appropriate language for this age group, we encourage younger members to take ownership of their development in that AoPG. The Irish Model on the other hand, simply includes examples to introduce the colour scheme and icons for the AoPG. Furthermore, by including definitions at each age range, the concept of One Program, whereas to switch from examples and characters to definitions at a section change is an additional disconnect in the programs of the different sections.

Across the six different AoPG, the sectional definitions build upon each other through the increasing ages, right up to the overarching definition. This emphasises the developmental basis of the AoPG, as there is constant progression.

To emphasise the personal basis of the AoPG, the definitions are written in the first person (I/me/my). This places the focus on the personal nature of the AoPG, specific to the individual, and also assigns responsibility for personal development to the individual. This also makes the definitions more relatable for the youngest age-ranges.

If properly implemented, these new definitions will improve understanding of the AoPG throughout Scouts, especially among the younger sections.

IMPLEMENTATION OF NEW DEFINITIONS

In order for new definitions to be effective, they must be properly implemented. A good example of this can be seen in the Irish material.

To ensure maximum awareness and retention of the AoPG they must be visible to youth members. This is consistent with the concept that young people have a desire to learn and want to see purpose in what they are doing through Scouting²². To achieve this, the AoPG should each be assigned a colour and an icon. All presentation of the AoPG in publications should be accompanied by the appropriate icon, and where possible, be in the appropriate colour.

For all of this to have any effect, these new definitions, in the appropriate colour and with the equivalent icon, must be available to youth members. As such, they should be presented as part of sectional handbooks, for every youth member.

Leaders must also be trained in the new approach to the AoPG. This needs to be all leaders, and not only those who go on to complete their advanced training. Therefore the AoPG need to be given emphasis at the Basic level of Leader training.

If these new definitions are well presented for youth members in publications and all Adult Leaders are well informed of the AoPG and how they relate to their section, understanding of the AoPG will be dramatically improved. This will allow for greater personal development of youth members in all sections, and will see greater success in Scouts instilling the values and skills that Australian society desires.

²¹ The complete Irish SPICES Definitions are attached as [Appendix G](#)

²² BDRC Jones Donald

6 CONCLUSION

1. The current AoPG are satisfactory in addressing the desires of Australian society with regard to the skills and values they want developed by Scouting.
2. The current understanding and awareness of the AoPG in Australian Scouting is poor.
3. Greater emphasis needs to be placed on the AoPG to ensure better understanding and use of the AoPG.

7 RECOMMENDATIONS

This paper recommends that:

1. Scouts Australia retains the six Areas of Personal Growth that are currently in place. They should continue to refer to them as the Areas of Personal Growth, with the acronym SPICES to be used as an additional memory aid.
2. The Areas of Personal Growth be redefined for use within Australian Scouting. Each Area of Personal Growth should have an age-appropriate definition for each section, in the first person, and an overarching definition. We propose the definitions found on pages 17-18.
3. The Areas of Personal Growth be held with more prominence for both adult and youth members so that it is clear where, when and how the areas are being developed for youth members.
 - We propose that a colour and icon are allocated for each Area of Personal Growth to support this, for use in all publications. The colours are to be distinct, and each icon effectively communicate the concept of the Areas of Personal Growth, while being stylistically consistent across all publications.
4. The Areas of Personal Growth be presented for each section as part of a sectional handbook to be accessed by all members of that section.
5. Detailed information on the Areas of Personal Growth be taught at the Basic level of Leader training.

RECOMMENDATIONS 1 – 5 SUPPORTED BY NOC TO BE PASSED TO LATER STAGES OF THE YPR TO FURTHER EVOLVE AND DEVELOP

8 REFERENCES

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9 APPENDICES

- A. Social Development Summary
- B. Physical Development Summary
- C. Intellectual Development Summary
- D. Character Development Summary
- E. Emotional Development Summary
- F. Survey Questions on the AoPG
- G. RAP Extract on the AoPG
- H. Irish Definitions of the AoPG
- I. Proposed Learning Outcomes of the AoPG

APPENDIX A – SUMMARY OF SOCIAL DEVELOPMENT

DEFINITION

Social development is a wide-ranging Area of Personal Growth that encompasses a child's ability to interact with and around all other people from the youngest children to the oldest adult. Social interaction is at the core of human existence and progress. It is a constant process that does not end with the conclusion of young adulthood.

WOSM

WOSM defines social development as:

Acquiring the concept of interdependence with others and developing one's ability to cooperate and lead.

WOSM divides this AoPG into three educational trails:

- Relationships and communication
 - developing youth members as accepting, empathetic and moral communicators
- Cooperation and leadership
 - developing youth members' teamwork and leadership skills as well as their sense of identity in a group
 - developing their responsibility
- Solidarity and service
 - developing youth members' social awareness at the community level and beyond

It is expected by NSOs that the AoPG (or SPICES) are included in the program at all levels.

IMPORTANCE

Kids Matter suggests that social development in children is important because it is a major part of most areas of their lives. From the earliest age, an infant engages in social interaction with their parents and guardians. Merely calling for food or comfort as a newborn is a form of communication. Much of children's social development at this early stage comes from the home. They then progress to structured settings such as kindergartens, preschools and then inevitably school. In both settings, children are taught social values and expectations. This is an important process as it helps children to later establish their own moral identity.

Social development is as much about exploring the self as it is about exploring our interaction with others. It relates to people being aware of their own personality and *social* identity. It is important therefore that young people have the opportunity to learn about themselves in this way. Too often institutions place high emphasis on external social skills but these are only superficial without a solid awareness of self, including but not limited to self-esteem, self-talk and self-respect.

All humans across the world are 'social beings' and the third educational trail (solidarity and service) seeks to foster a real world understanding of social interaction that extends beyond the boundaries of the young person's immediate social environment. This is important in building empathy for others and understanding their place within the wide world.

IMPLEMENTATION

Scouting is inherently a social activity. It does not need to be proven that when youth members enter a Scout hall or attend any Scouting event, they are entering an environment that is driven by social interaction. Ceremonies, receiving and giving instructions as well as meeting new people or welcoming visitors all entail an element of social interaction. The issue with the implementation of social development in the Youth Program is therefore not in whether there is enough; the issue lies in how it is thoughtfully and actively implemented into activities by leaders.

SOCIETAL DESIRES

Mention the word 'social' in any conversation nowadays and people's minds will often shift to 'social media'. There is no doubt that social media is becoming synonymous with social interaction. Scouts Australia recognizes in official documents the possibilities that social media opens up for Scouting and its potential both internally and externally. A desire for their children to have social experiences is common factors in shaping parents' decisions to have their children join Scouting.

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WOSM, 2013 *Youth Program Policy Draft*

APPENDIX B – SUMMARY OF PHYSICAL DEVELOPMENT

DEFINITION

The needs of the physical development of a young person will vary depending on social context, biology, innate ability and a range of other factors. Some youth will develop at a faster or slower rate compared to their peers. Physical development can be considered to be easier to identify and easier to develop compared to the other Areas of Personal Growth.

WOSM defines physical development as:

Becoming responsible for the growth and functioning of one's body

(Renewed Approach to Programming Toolbox)

Over the time frame of youth development, physical development is generally centred on the self and easy to identify and measure characteristics such as height, weight and movement ability. WOSM further clarifies the physical development by asking the Scout to be aware of the needs and the changes of the body over the developmental timeframe, along with ways to maintain a healthy sound body.

It is expected by NSOs that the AoPG or SPICES are included in the program at all levels.

IMPORTANCE

As an easy identifier of development, it is difficult to divorce physical growth from any other facet of development. Most educational theorists that have focused on child development, including psychologists, have acknowledged that physical growth and the characteristics that are associated with the growth of a child link into other areas such as social interaction, cognition, ability to learn and having a connection with the environment (and so on). Theorists such as Bandura, Piaget, Vygotsky, Kohlberg argue that there are various stages of development some fluid (for some theorists) and some rigid (for some theorists). Whilst there is a general disagreement in the wider scientific community in regard to youth development, there is consensus that:

- People develop at different rates
- Development is relatively orderly
- Development takes place gradually and over time

(Woolfolk and Margetts)

As for why it is important to include physical development as an Area of Personal Growth in the context of Australian has a connection to the paradigm and conventional thinking of the wider general society and alternate educational opportunities to Scouting. In Australia, in a standard stream schooling (i.e. not Steiner or Montessori) the universal paradigm leans toward rote learning and academic performance and does leave out the prospect of learning about how to be a good citizen. In most cases, in most Scout Groups across Australia there is consensus that Scouting does cover this shortfall for citizenship.

In the new Australian Curriculum, due to be rolled out over the coming years, aims to broaden the scope of what is taught in schools. In regard to the teaching and allowing for learning about physical aspects of becoming a good fully participating citizen, the Health and Physical Education curriculum allows for guidance for teachers to introduce concepts that cover healthy eating and maintaining a healthy lifestyle. Unfortunately, in most cases for example in country schools due to time restraints in depth education about being healthy and being aware of a person's body generally only gets less than 40 hours per year and drops off at approximately Year 11

(depending on State/Territory). Scouting can cover this drop off at the Venturer Scout section and well into Rover Scouts (which does not necessarily happen).

It is because of this drop-off and because of the small amount of time that is utilized and the limited scope that is covered by curricula and in other outlets such as organized sport that Scouting can potentially pick up the shortfall of reinforcement of a person being responsible for themselves. Scouting therefore should explicitly acknowledge and highlight the needs of youth and their physical development. However conversely, Scouting should not solely take responsibility for shortfall in other facets of a youth's life. Even in this day and age, it takes a village to raise a child and this needs to be taken in account – Scouting can only do so much.

IMPLEMENTATION

The inclusion of physical activities and other physical-based insights are one of the easier to implement. It is quite normal to see all sections just run around kicking a ball or using a roll of newspaper as a hockey stick. So in that respect just getting youth to be active and to move around can cover the Physical Area of Personal Growth, however WOSM does go deeper and encourages that youth be made aware of ways to be responsible for their bodies – that is healthcare, hygiene, nutrition, the use of senses and allowing for disabilities. Thus, the active movement needs to be complemented with some theoretical reinforcement.

SOCIETAL DESIRES

It is widely acknowledged that Australia is one of the most unhealthy and overweight countries in the world and it is expected by Governments, non-Government organisations and individuals that something be done about this epidemic. Thus there is an air that it is important that to be a fully functioning and fully participating citizen in Australian society includes being a healthy person in both body and mind. Of course allowances do need to be made for disability and to avoid discrimination. Sports persons are idolized for reasons that include that they look good and are healthy (generally).

INTERNATIONALLY

As the Areas of Personal Growth have been in one way or another have been passed down from WOSM in a variety of ways. Many countries have successfully implemented (or implementing) and trained Scouts in leadership/mentor roles what the AoPG cover and could cover. Scouting Ireland and Scouts Canada have recently performed reviews to implement the AoPG with a renewed focus. This is well documented throughout Scouts Australia's Youth Program Review preliminary research. Pfadfinder und Pfadfinderinnen Oesterreichs (Scouts and Guides Austria) have also made it clear from the outset that follow both WOSMs and WAGGGS requirements in regards to development of youth.

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APPENDIX C – SUMMARY OF INTELLECTUAL DEVELOPMENT

DEFINITION

Like each Area of Personnel Growth (AoPG) intellectual development is diverse, wide ranging and differs between age group of youth members. Broadly speaking intellectual development aims to *develop one's ability to think, innovate and use information in an original way to adapt to new situations*.

The World Organisation of the Scout Movement (WOSM), states that helping youth members achieve their full potential in intellectual development is one of the key goals of the Scouting Movement²³. WOSM goes on to further define the educational trails (priorities) of Intellectual Development as being:

- **Collecting information**
 - Curiosity.
 - Exploration.
 - Investigation.
 - Observation.

- **Processing information**
 - Analysing data
 - Sorting and classifying
 - Memorising.

- **Problem-solving**
 - Spirit of invention and creativity.
 - Experimenting.
 - Hypotheses and deduction²⁴

As such national scout organisations (NSO's) - Scouts Australia included - are obliged to include intellectual development in their program.

IMPORTANCE

The importance of intellectual development, also known as cognitive development, is laid out in the definition scouts provide - *Developing one's ability to think, innovate and use information in an original way to adapt to new situations*. A youth member that has developed these skills will be well suited to being a productive member of the community.

By including varied levels of activities that develop a youth members' intellect in the program it allows the organisation to cater for varying goals for different age groups. Intellectual development for one age group is going to be different to that of another, as such to have effective development the program needs to recognise this and adjust the activities accordingly.

Throughout a youth members time in the organisation their intellectual development goes from logical, however crude and irreversible understanding of concepts (Joyes). To organised and logical thought that is

²³ WOSM Constitution pg 3

²⁴ The Renewed Approach to Program – AoPG section

capable of problem solving (Cubs/Scouts). Finally it develops into more abstract thought based on the principles of logic and capable of forming multiple hypotheses and their outcomes (Scouts/Venturers)²⁵.

To provide effective intellectual development the organisation must have a diverse program that takes into account the different stages of intellectual development of a youth member, challenging and exercising the age specific areas of a youth member's cognition.

Fortunately the Scouts Australia recognises this and in its document *Understanding the Areas of Personal Growth and the Scout Method*, it details the various ways in which different age groups engage with the three education priorities of intellectual development²⁶.

SOCIETAL DESIRES

Society demands that young people have the best possible chance for intellectual develop during the first 18 years of their life. If University graduate qualities were an indication of the societal desires of productive members of society - admittedly this could be considered a narrow view, as not all productive members of society are university graduates). Nonetheless, productive members of society are often excellent problem solvers, who are curious "life-long" learners, and who can effectively analyse and process information to name a few things^{27,28,29}. Each of these attributes is however developed upon in the Scouts education trails for intellectual development. So that means, the organisation is focussing some of the right priorities.

Formal learning in education institutions cover a lot of the development youth members require, however the scouting organisation allows for intellectual development in a non-formal environment – particularly in an outdoors environment. Various studies have shown the positive affects a life in nature and the outdoors have on cognitive development of children and youth members. Experience with the outdoors and learning in an outside environment – such as that which might be found at Scout activities – has been shown to increase children's concentration and self-discipline; improved their awareness, reasoning and observational skills; did better in reading, writing, maths, science and social studies; were better at working in teams; and showed improved behaviour overall.

It is clear that Scouts has already got many of the priorities for intellectual development in line with societal demands. Further, the nature of many scout activities – being outdoors – enables youth members to be given the opportunity to greater intellectual development than that they would receive in purely a formal, classroom education. The question remains how best we can incorporate intellectual development into the scout program.

IMPLEMENTATION

Unlike some of the other areas of personal growth, intellectual development does not always lend itself to being done without prior planning. Of course throughout a program youth member's intellect will be challenged, they will have to learn, remember and teach new skills. Throughout camps youth member s will often experiment and be innovative in what they do. The Renewed Approach to Program provides a good plan on how the education objectives of intellectual development differ between ages³⁰. Using this, a leader or section group should be able to plan activities based around developing these educational objectives of each priority; Collecting information, processing information and problem solving.

²⁵ <http://www.kidspot.com.au/discoverycentre/Development-Development-Cognitive-development-in-babies-and-children+5357+553+article.htm>

²⁶ http://www.scoutswa.com.au/_data/page/596/AoPG_-_Cub_Method_Doc_V1_2012.pdf

²⁷ <http://www.adelaide.edu.au/learning/strategy/gradattributes/>

²⁸ <http://www.flinders.edu.au/graduate-qualities/>

²⁹ <http://w3.unisa.edu.au/gradquals/>

³⁰ http://scout.org/sites/default/files/library_files/RAP_Toolbox_EN.pdf, pg 52

APPENDIX D – SUMMARY OF CHARACTER DEVELOPMENT

DEFINITION

WOSM defines “Character” as “*Recognising one’s responsibility towards oneself and one’s right to develop, learn and grow in search of happiness whilst respecting others. Learning to assert oneself, make one’s own decisions, set aims and identify the necessary steps to achieve them*”. In terms of the SPICES, Character development encompasses the other five Areas of Personal Growth (AoPG) – Social, Physical, Intellectual, Emotional and Spiritual development. The concept of Character development is very personal to each individual and will mean something completely different from one person to the next.

Character is something that you cannot realistically measure; it is something that is judged personally and by a person’s peers. Although some elements may have the potential to actually show a development, such as Physical development, when all components are combined it is impossible to credibly compare two people’s development in Character. To have a good Character basis, a person must have a healthy balance of all Areas of Personal Growth; however, for each individual, this balance would be tailored to their own desires.

IMPORTANCE

Scouting is aimed to develop boys and girls in all aspects of their life to become well-rounded and morally responsible citizens. It is important to develop all Areas of Personal Growth in order to grow as a Scout, and furthermore as a human being.

It is necessary to highlight the importance to develop **all** Areas of Personal Growth rather than just a couple. A person cannot show traits of good character without having reflected on each aspect of development and have developed elements of Character where they see necessary. Without the consideration of the other five “SPICES” and the personal judgment regarding development, it is difficult to develop in terms of character.

WOSM

As stated before, WOSM defines Character development as “*Recognising one’s responsibility towards oneself and one’s right to develop, learn and grow in search of happiness whilst respecting others. Learning to assert oneself, make one’s own decisions, set aims and identify the necessary steps to achieve them*”.

WOSM divides this Area of Personal Growth into three educational trails:

1. Identity
 - Discovering and asserting oneself; setting objectives for personal progression.
2. Autonomy
 - Being able to judge things for oneself; being able to take decisions, make choices and accept the consequences.
3. Commitment
 - Being able to judge risks and act accordingly; committing oneself to a project; persevering in spite of difficulties.

IMPLEMENTATION

Since Character development comprises of each Area of Personal Growth, every activity planned into the program contributes to the overall progression of a person’s Character. Whether it be hiking, construction, debates, Jamborees, etc. it all fits in, one way or another, with the overarching subject of Character. However, it is also necessary to allow a balance of each AoPG in the program and to provide each member in Scouting the opportunity to receive the appropriate attention from each AoPG that they require for their personal

Character development. Areas such as Physical and Social are easy enough to deliver in a variety of ways suitable for each member, such as rock-climbing, orienteering, camping, etc. Conversely, areas such as Emotional and Spiritual are could be considered harder to incorporate into the program in a fun and diverse method, due to the varying needs of each member. Incorporating activities such as Scout's Owns, trust activities, etc. that could be driven by youth members could be one way to implement these AoPG into the program while being tailored to the member's need, leading to a more successful development in those areas.

SOCIETAL DESIRES

It is the general aim for most societies to develop each and every human through childhood and adolescents to become well-rounded citizens. It would be very difficult to support a community without educating and equipping youth with the skills to be able to successfully take over when they are older and to have the correct sense of right and wrong for the benefit of all. For society to correctly allow for character development, it is vital that there are suitable resources and opportunities to guide youth to form their own personal morals and to help each individual to remain supportive of their own values. The ultimately comes from maintaining the quality of schools and other education institutes, the backing of healthy family relationships, the encouragement of extra-curricular activities and the participation in specialized programs, such as Scouting, tailored to the needs of each individual. Society's responsibility for character development in youth is essential to creating mature, accountable and morally attentive citizens for the future's benefit.

APPENDIX E – SUMMARY OF EMOTIONAL DEVELOPMENT

DEFINITION

Child development progresses through phases of emotional development along with physical and mental development. It can be seen that all children differ in their individual development.

When a child develops emotionally there is the emergence of a child's experience, expression, understanding, and regulation of emotions from birth through to late adolescence. It also comprises how growth and changes in these processes concerning emotions occur and forms one of the areas of personal growth in the world wide scouting movement.

IMPORTANCE

Emotions are not as easy to study or recognize as can be achieved with learning development, and for many decades the study of emotional development lagged behind studies in other areas of child development. However, by the early twenty-first century researchers had developed several theories on emotional development.

By about age 7 to 11 years, children are better able to regulate their emotions and to use a variety of self-control skills. They have usually developed an understanding concerning the expected outcome of using a particular emotion in front of others. These displays control how they express their emotions.

School-aged children begin developing skills to cope with emotions, even if those skills are at very basic levels. For example, children may change their recollection of situations and behaviours or reconstruct scenarios to make them seem less negative emotionally. The ability to suppress negative emotions is a part of normal development, as well as other influences, such as gender, the specific situation, cultural influences, and the person likely to receive the displayed emotion.

In adolescence emotions still are developing. In fact, the adolescent years are often considered an emotional period of development. Although adolescents start to develop independence from their parents or carers, they begin to display social signs of independence. These can include gaining employment and driving. Their emotional development to being more individualistic is represented by conflict and usually negative emotions. One reason for the negative emotions may be learning development of abstract thinking abilities. Because adolescents can imagine and develop complex and theoretical scenarios for romance or in response to other relationships, they may suffer resulting emotional stress. In turn, social problems become more complex, and adolescents look to their peers to help provide a basis for how to manage the emotions they feel.

Family issues and struggles with growing levels of independence, with imposed curfews, academic pressure, and romantic and other peer interactions, all place a great deal of pressure on adolescent emotions. Stronger perceptions of self from earlier childhood may give way to self-doubt or feelings of inadequacy. As adolescents begin to realize that their emotions are separate from their parents' emotions, they begin to have "emotional autonomy". Adolescents can feel pulled between the close emotional ties they have with their parents and a need to develop independent emotional responses. If depression is going to occur, it usually starts during adolescence. It is more common in girls than in boys.

IMPLEMENTATION

Supported by Erikson's Theory of psychosocial development, Emotional development does not occur in isolation. Cognitive, neural and behavioural development interact with emotional development and social and cultural influences. Various emotional development theories have been proposed, and there is general agreement on age-related milestones in emotional development.

SOCIETAL DESIRES

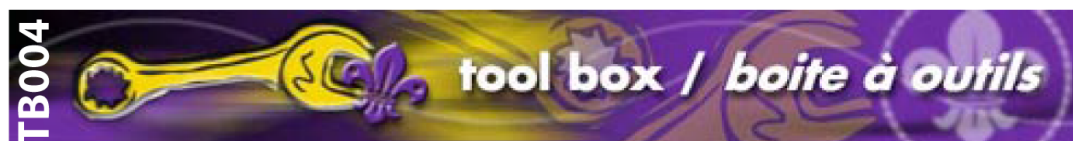
Social and emotional development are strongly linked and sometimes studied or reported together. Parents and other caregivers always play an important role in a child’s emotional development, but as a child's world expands, other influences in the social context can also play a part in emotional development. Studies have shown that parents agree to having very little information on emotional development, even though they also agree that their actions have a great influence on their children's emotional development.

The pyramid model (Shown below) developed by Fox, Dunlap, Hemmeter, Joseph, and Strain in 2003 commences with positive, supportive relationships with parents, teachers, and other professionals. Professionals agree that students who have an emotional issue need a structured learning environment. However, data from the Special Education Elementary Longitudinal Study and the National Longitudinal Transition Study-2, reported in 2006, showed that elementary and middle school students with emotional issues tended to spend more time in special education classes than students with disabilities. This study also showed that 75% of students with emotional issues were receiving extra time to complete academic exams. A low percentage needed to receive mental health services.



APPENDIX F – SURVEY QUESTIONS ON THE AOPG

Area	Joey Scout/Cub Scout	Scout	Venturer Scout, Rover Scout and Adults in Scouting (VRA)
Social	Q15: What are some things you like doing with your friends or to make new friends in Joeys/Cubs?	Q27: What things do you like doing with your friends or to make new ones in Scouts? Why do you think you do them?	Q35: What does Social Development mean to you? How does this feature in your program?
Physical	Q10: What are some physical activities you do in Joeys/Cubs?	Q22: What are some physical activities you do in Scouts? Why do you think you do them?	Q36: What does Physical Development mean to you? How does this feature in your program?
Intellectual	Q11: What are some activities you do in Joeys/Cubs that make you think of new ideas?	Q23: What activities do you do in Scouts that develop you intellectually? Why do you think you do them?	Q37: What does Intellectual Development mean to you? How does this feature in your program?
Character	Q12: What are some things you learn about in Joeys/Cubs that you think might help you be a good person?	Q24: What things do you learn about in Scouts that help you be a good person? Why do you think you do them?	Q38: What does Character Development mean to you? How does this feature in your program?
Emotional	Q13: What are some things you do in Joeys/Cubs that really challenge your feelings?	Q25: What things do you do in Scouts that develop you emotionally? Why do you think you do them?	Q39: What does Emotional Development mean to you? How does this feature in your program?
Spiritual	Q14: What are some things you do in Joeys/Cubs that make you reflect on what you've learnt?	Q26: What things do you do in Scouts that make you think about your place in the world? Why do you think you do them?	Q40: What does Spiritual Development mean to you? How does this feature in your program?
(Recall)			Q34: To the best of your knowledge, what are the Areas of Personal Growth (SPICES)?



Areas of Personal Growth

In Aids to Scoutmastership, Baden-Powell wrote:

“The aim of the Scout training is to improve the standard of our future citizenship, especially in character and health; to replace self with service, to make the lads individually efficient, morally and physically, with the object of using that efficiency for service for their fellow-men.”

In article 1 of the Constitution of the World Organization of the Scout Movement, the purpose of Scouting is summarised as follows:

“The purpose of the Scout Movement is to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities.”

The Renewed Approach to Programme recognises five areas of personal growth plus one (Character development):

- Physical development;
- Intellectual development;
- Affective or emotional development;
- Social development;
- Spiritual development.

Character development should be added at a different level. It is the dimension of personal identity and will (fig. 1). It unifies all the other areas in a process of personal growth. Without the dimension of character, the person cannot be the actor of his/her own development.

The main change which the Renewed approach to Programme is proposing is the inclusion of the area called emotional development. Emotional development is not

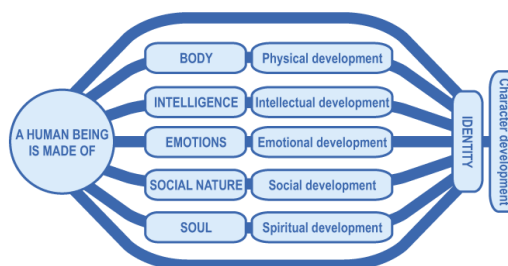


Fig. 1

mentioned in the constitution of the World organization of the Scout Movement because when that section of the constitution was written, some 25 years ago, that area of personal growth was less known and understood, and the constitution was not amended since. This is not a departure from the original proposal of the Founder, since in his writings he often stressed the notion of happiness and the “capacity of enjoyment”, as well as self-expression. We consider that the area of emotions and feelings, which is essential to an individual’s well-being, has generally been somewhat neglected in Scout programmes and should be the focus of renewed interest. Affective or emotional development is therefore mentioned in all recent educational publication of the WOSM.

The definition of the areas of personal growth is the necessary starting point to develop a Scout programme.

1. Concept

Scouting takes all the dimensions of the human personality into account and, therefore, identifies several areas of growth on which the Scouting’s educational objectives are based.

The areas of growth should not be considered separate elements, but as parts of a

whole. *RAP* proposes the model illustrated in *fig. 1*.

These six dimensions have been presented on the same level as separate areas in order to make them easier to analyse. In fact, they are all interrelated and form a whole, the human personality.

Let us illustrate this with a concrete example: making a cube from cardboard. You start by drawing the six faces of the cube in the form of a cross on the cardboard. The six faces are identical and are on the same level, just like the six areas of growth described above. However, to build a cube, it is necessary to join each of the six faces to the others on different planes (*fig. 2*). In the same way, when the human personality is developing, the six areas of growth interact with each other, but they can only be described correctly from different perspectives. The human personality is a whole integrating all the areas of growth. The character occupies a central position: it unifies a person and forms his or her identity.

The body seems to be at the root of everything else: emotions, intelligence and social nature. It is through one's senses and body that one discovers the world and communicates with others. However, physical development is itself influenced by emotions and social relationships. Disorders such as obesity are often due to emotional or relationship problems. The spiritual dimension is related to the meaning of life. It cannot develop independently from one's relationship with others and with oneself; it is based on sociability, intelligence and affectivity. Finally the character is the dimension which unifies a person and forms his or her identity.

It would be a serious error to consider each area of growth independently from the others. The human personality cannot be cut into slices. On the contrary, the aim of education is to help the child and then the young person to gradually build up an identity and develop

his or her autonomy, in other words the ability to unify all the dimensions of his or her personality into a coherent life plan. It is for this reason that Baden-Powell placed so much emphasis on the development of character.

It will be necessary to draw conclusions from this when we deal with educational objectives. We can define an educational objective targeting one main area of growth, but in

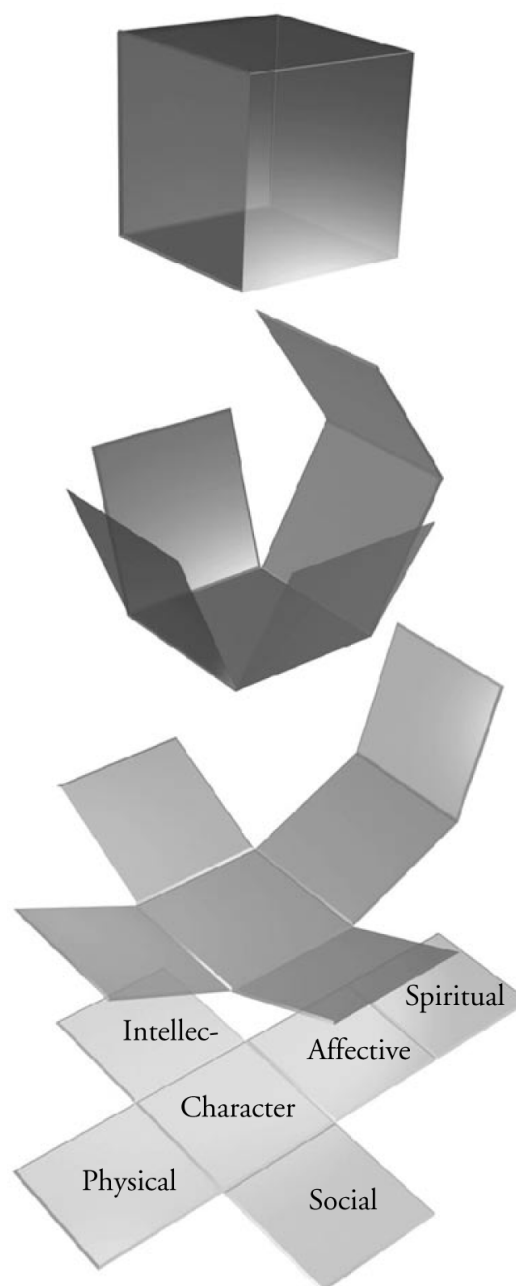


Fig. 2

reality it is bound to have an impact on other areas. We cannot choose to develop only our body, character or social nature. Whichever area is aimed for, the personality as a whole will be affected.

We are dealing here with the fundamental, invariable elements of the Scout programme. Therefore, national associations need to check that their programmes cover all the dimensions of the individual's personality.

Educational trails

In each area of personal growth it is necessary to identify educational priorities or trails, taking into account the needs and aspirations of young people in your particular social and cultural context.

From each educational trail you can then build coherent educational objectives. Here too we have proposed some examples, but you are encouraged to find the formulation which best corresponds to the situation faced by young people in your country.

For example, in the area of intellectual development, we propose three priorities or educational trails: collecting information; processing information; problem-solving. This choice is based on the need for young people in our society of mass communications to be encouraged to think for themselves instead of letting themselves be influenced by the media. It is possible to identify other urgent needs and to translate them into different educational trails.

The areas of personal growth and the educational trails are necessary to establish the educational objectives on which you will develop your programme.

1. Physical development

Definition

Becoming responsible for the growth and functioning of one's own body.

Educational trails

a. Identifying needs

- Understanding how one's body functions.
- Understanding the changes in one's body.
- Understanding the relationships between one's body and the environment, the body's needs and its natural rhythms (oxygen, balanced nutrition, sleep).
- Respecting one's body, avoiding abuse.

b. Maintenance (keeping fit and healthy)

- Healthcare, hygiene.
- Nutrition.
- Exercise.

c. Efficiency

- Developing one's senses: touch, sight, smell, hearing, taste.
- Developing one's resistance, strength, suppleness, agility, self-control.
- Compensating for disabilities.

2. Intellectual development

Definition

Developing one's ability to think, innovate and use information in an original way to adapt to new situations.

Educational trails

a. Collecting information

- Curiosity.
- Exploration.
- Investigation.
- Observation.

b. Processing information

- Analysing data.
- Sorting and classifying.
- Memorising.

c. Problem-solving

- Spirit of invention and creativity.
- Experimenting.
- Hypotheses and deduction.

3. Affective development

Definition

Recognising one's own feelings and learning to express them in order to attain and maintain an inner state of freedom, balance and emotional maturity.

Educational trails

a. Self-discovery and awareness

- Recognising and accepting one's emotions.
- Discovering oneself.

b. Self-expression

- Expressing one's feelings using various creative means.

c. Responsibility and self-control

- Controlling feelings and emotions in order to respect one's integrity and that of others.
- Responding in a responsible manner to feelings directed towards oneself.
- Controlling aggression.

4. Social development

Definition

Acquiring the concept of interdependence with others and developing one's ability to cooperate and lead.

Educational trails

a. Relationships and communication

- Developing an appreciation of relationships with others (accepting differences, welcoming and listening).
- Acquiring communication skills.
- Equal partnership between men and women.
- Rejecting social or nationalistic stereotypes and prejudices.

b. Cooperation and leadership

- Learning how to cooperate: building a team spirit; taking on a role within a group; developing, respecting and evaluating communal rules; understanding interdependence and reciprocity; managing a collective project; training in citizenship.
- Taking on responsibilities in order to serve others.

c. Solidarity and service

- Discovering the interdependence among individuals and communities. Developing a sense of belonging to increasingly larger communities.
- Developing a sense of service and the common good: adopting the values of democracy and social justice.

5. Spiritual development

Definition

Acquiring a deeper knowledge and understanding of the spiritual heritage of one's own community, discovering the Spiritual Reality which gives meaning to life and drawing conclusions for one's daily life, whilst respecting the spiritual choices of others.

Educational trails

a. Welcome

- Listening.
- Being receptive to others.
- Showing compassion.

b. Wonder

- Being sensitive to the wonders of nature and life.
- Recognising a Spiritual Reality in it.

c. Work

- Playing an active role in one's community.
- Sharing responsibilities.
- Cooperating with others to bring about improvements.

d. Wisdom

- Developing responsibility towards oneself.
- Being able to exercise self-discipline.

e. Worship

- Recognising the meaning of past experience, being able to express it and celebrating it.

f. Spiritual discovery

- Exploring and discovering the spiritual heritage of one's community.
- Drawing conclusions for one's personal life.

6. Character development

Definition

Recognising one's responsibility towards oneself and one's right to develop, learn and grow in search of happiness whilst respecting others. Learning to assert oneself, make one's own decisions, set aims and identify the necessary steps to achieve them.

Educational trails

a. Identity

- Discovering and asserting oneself; setting objectives for personal progression.

b. Autonomy

- Being able to judge things for oneself; being able to take decisions, make choices and accept the consequences.

c. Commitment

- Being able to judge risks and act accordingly; committing oneself to a project; persevering in spite of difficulties.

APPENDIX H – IRISH DEFINITIONS OF THE AOPG

BEAVERS

AoPG	Social	Physical	Intellectual	Character	Emotional	Spiritual
Objective	Make some new friends	Take part in a beaver activity	Know how Scouting started	Help to plan an activity	Talk to your elder about an activity	Know the beaver promise and law
Characterisation	Fionn: I always have a smile for you and give help when needed. We are all friends and help each other.	Zena: My name is Zena, I love the outdoor activities and always have fun. We always have more fun outside, when we are with friends.	Star: I love solving puzzles and learning new skills. I've taught my lodge how to tie a reef knot.	Spike: I am brave and always happy, and willing to offer to help. I was afraid about spinning down the rope, but I am happy that I did.	Moon: I love to talk, sometimes about how I feel. We all shared our food and stories around the campfire and I feel happy.	Casper: I am caring and will always tell the truth. The world is a fabulous place, enjoy the world around us.

CUB SCOUTS

AoPG	Social	Physical	Intellectual	Character	Emotional	Spiritual
Name	Sarah	Phil	Isobel	Conor	Eva	Sean
Description	Sarah likes spending time with her friends and knows everybody in her neighbourhood. She is very friendly and is always willing to welcome new Cub Scouts.	He loves all sports. He keeps fit and eats healthy food, most of the time! He is always on the run.	She is really clever. She knows how to do lots of different things. She loves school and spending time with her Six.	He is the Sixer. He is kind to everyone and tries to keep things fair. He watches out for everyone, especially the younger Cub Scouts. He looks on the bright side and never gives up.	She is the Scribe. She writes the log of what they do and puts in drawings. She likes talking to people and is a good listener too.	He loves Nature, especially animals and plants. He likes to understand how the whole world works and is always asking questions.
Likes	Baking cookies to share with her friends.	Playing games with his friends.	Doing puzzles and quizzes.	Tales about knights and heroes.	Writing in her diary and making things.	Exploring Nature.
Dislikes	Mean people!	Having nothing to do!	Being treated like a stupid kid!	Bullies!	When people argue!	Homework.

SCOUTS

AoPG	Social	Physical	Intellectual	Character	Emotional	Spiritual
Definition	Developing my interaction with others and the community.	Being respectful of my body.	Receiving and applying knowledge to carry out my activities.	Becoming a well-rounded person.	Being able to express my own emotions and respecting the emotions of others.	Developing my own beliefs and living by my values in everyday life.
Examples	<p>Having a sense of belonging to a group, through friendship and interaction. Developing an understanding of social issues in my communities, and recognising my responsibility to appreciate cultural diversities. Having fun.</p> <ol style="list-style-type: none"> 1. Develop your relationships with those around you. 2. Improve your communication skills. 3. Accept, respect, and learn from other cultures. 4. Be involved in your community. 	<p>Understanding my body and my physical capabilities, while developing skills through appropriate physical challenges.</p> <ol style="list-style-type: none"> 1. Eat well to play (Scout) well. 2. Be aware of your personal hygiene. 3. Maintain a balanced/active lifestyle. 4. Be comfortable with how your body works. 5. Be aware of your physical limits and hose of your Patrol. 6. Know the health consequences of your lifestyle choices. 7. Know how to access help 	<p>Having the ability to create ideas, leading to a plan of action and carrying it out through to its conclusion using common sense, Being able to plan, analyse, and understand 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.</p> <ol style="list-style-type: none"> 1. Know what information you need to achieve your goals. 2. Be open to new ides and new ways of learning. 	<p>Accepting myself as I am and recognising what I can become. Growing in line with my values. Showing respect and understanding for others.</p> <ol style="list-style-type: none"> 1. Live the Promise and Law. 2. People are more important than things – value your friends and friendship. 3. Think before you do. 4. Ensure fairness to everyone. 5. Treat others with respect. 6. Learn how to deal with differences, be aware of other people’s views, 	<p>Having the confidence and security to be aware of 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.</p> <ol style="list-style-type: none"> 1. Be aware of the feelings you experience and their affect on your life. 2. Don’t be afraid to ask for and give help. 3. Take responsibility for your own emotions. 	<p>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, others and the world in which live. Having a sense of responsibility for my environment and my place in it. Developing a personal awareness of a higher being and an expression and exploration of a faith.</p> <ol style="list-style-type: none"> 1. Demonstrate that you live the Promise and Law. 2. Ensure that you have a positive impact on the

		if/when a problem arises.	<p>3. Develop creativity, imagination, innovation and try new ideas.</p> <p>4. Learn from the decisions you have made.</p> <p>5. Work as a team member.</p>	<p>realising that differences may lead to conflict, and learn how to deal with them.</p> <p>7. Have a plan to follow your dreams.</p> <p>8. Live the Scouting Spirit.</p>	<p>4. Control your emotions.</p> <p>5. Be prepared to challenge yourself and strive to go one step further.</p> <p>6. Be open to change in your beliefs and values.</p> <p>7. Show your individuality by developing your talents.</p>	<p>environment in all you do.</p> <p>3. Reflect on the wonder of God all around you.</p> <p>4. Reflect on your experiences and how they change your beliefs.</p>
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VENTURE SCOUTS

AoPG	Social	Physical	Intellectual	Character	Emotional	Spiritual
Definition	Belonging to a group, having fun, community issues, appreciating culture differences.	Understanding your body & physical capabilities, developing through physical challenges.	Develop ideas & carry them out, analyse consequences, teamwork, evaluate situations.	Accepting yourself, potential for growth, personal value set, respecting others.	Confidence to express emotions, dealing with situations. Respect for others emotions.	My value, the value of others, respect for the environment, exploration of faith.
Questionnaire	<p>A. Do you have the right skills and attitudes to build friendships?</p> <p>B. Can you communicate with others?</p>	<p>A. Do you have a balanced diet?</p> <p>B. Do you know the importance of having good personal hygiene and how it effects others?</p>	<p>A. Are you able to solve problems?</p> <p>B. Do you see how you can learn something from every new situation?</p>	<p>A. Do you put the Promise and Law into practice?</p> <p>B. Do you know what's important in your life?</p>	<p>A. Can you deal with having an off day?</p> <p>B. Do you call on others when you have a problem?</p>	<p>A. Do you stand by your spiritual beliefs?</p> <p>B. Do you make a positive impact on the environment?</p>



	<p>C. Do you try to understand other cultures that you come into contact with?</p> <p>D. Do you get involved in your community?</p> <p>E. Can you understand how the Promise and Law fits into everyday life?</p>	<p>C. Do you make time for physical activity?</p> <p>D. How good are you at getting medical help when you are not feeling well?</p> <p>E. Do you appreciate the physical differences make society better?</p> <p>F. Do you understand the impact your choices have on you life?</p> <p>G. Do you know the affects of abuse on the human body?</p>	<p>C. Can you think outside of the box and try your own creative ideas?</p> <p>D. Can you plan, carry out and review a project?</p> <p>E. Do you know what qualities you bring to a team?</p>	<p>C. Do you try your best in everything that you do?</p> <p>D. Can you stand up for what you believe in?</p> <p>E. Do you treat others with respect?</p> <p>F. Do you try to help where you see injustice or inequality?</p> <p>G. Do you have the courage to reach for your goals?</p> <p>H. Do you embrace the Scouting Spirit?</p>	<p>C. Do you listen when someone has a problem?</p> <p>D. Can you show your feelings in a positive way?</p> <p>E. Do you have the confidence to deal with all that life can throw at you?</p> <p>F. Do you stand up for what you believe in?</p> <p>G. Do you try to develop your talents?</p>	<p>C. Do you see God in the world around you?</p> <p>D. Do you see spirituality as a vital part of your life?</p>
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ROVER SCOUTS

AoPG	Social	Physical	Intellectual	Character	Emotional	Spiritual
Definition	Feeling that you are part of a group, knowing you are part of something bigger. Developing an understanding of social issues in your community. Learning about other cultures.	Pushing yourself, reaching the limits of what you can achieve. Learn about your body and your development.	Develop your own cop-on and common sense – Plan, analyse and take on board the consequences of actions.	Self actualisation. Developing your own views and opinions while having respect for the opinions of others.	Being aware of your emotions and having the confidence to express them in the appropriate manner.	Developing your understanding of a spiritual reality and respecting the spiritual beliefs of others.

Definitions are presented in the colours used for each respective AoPG throughout the Irish publications.

APPENDIX I – LEARNING OUTCOMES OF THE AOPG

The below are two example frameworks to further assist people who will be implementing a new youth program with a focus on linking outcomes and objectives to the Areas of Personal Growth. The first framework is an adaptation of the Irish Learning Objectives model, the second being a looser, more flexible collection of concepts that should be covered in an Australian implementation of the AoPG.

LEARNING OUTCOMES

SOCIAL DEVELOPMENT

Relationships

- I value the people and the relationships in my daily life
- I develop the skills and attitudes needed to maintain and grow these people and relationships
- I am able to communicate effectively, appropriately and respectfully

Cultural Appreciation

- I am able to respect other people's cultures, customs and traditions.
- I am able to recognize the place of Aboriginal and Torres Strait Islander people, their perspectives and cultures in Australian society
- I am able to recognize and respect the immigrant, migrant, refugee and asylum seeker peoples in Australia

Community

- I am able to recognize my role and function within my community
- I am able to make a positive contribution to my community
- I am able to foster efforts toward social justice and reconciliation

Society

- I am able to fully function within society
- I am able to understand and demonstrate the Scout Law and Promise in my daily life
- I am able to recognize the actions of authorities and the impacts that these actions have on society

PHYSICAL DEVELOPMENT

Care

- I can take care of my body
- I am able to take care of my personal hygiene
- I can maintain a healthy balanced lifestyle

Understanding

- I am able to understand the effects of physical abuses can have on my body and others
- I am able to identify when my body needs help to be healthier
- I am able to judge risks and benefits of an action that will impact my physical self

Knowledge

- I am able to actively seek new advice to better progress my physical development

- I am able to apply learned knowledge in a practical and appropriate manner
- I am able share my knowledge that I have gained with respect to my health and the health of others

INTELLECTUAL DEVELOPMENT

Skills

- I am able to assess situations and work with what resources are available to make an informed decision
- I am able to be to recognize that I am responsible for my own development
- I can recognize the best possible solution to a situation

Attitudes

- I am able to work positively by myself and with others
- I am able to appreciate other learning styles and communication methods
- I am able to embrace new ideas and work with the ideas of others

Teamwork

- I am able to make a positive contribution to a team
- I am able to be an active participant within a team
- I am able to provide an even contribution to a team

Leadership

- I am able to lead a team, provide direction and support
- I am able to recognize when I am my leadership may hamper the efforts of others
- I am able to get the most out of a team

CHARACTER DEVELOPMENT

Commitment

- I can demonstrate that I have a commitment to Scouting
- I can demonstrate an appreciation for what is valuable and what is to be cherished
- I can believe in myself and strive to do my best

Development

- I am able to treat myself and others with respect
- I am able to be selfless and helpful towards others, my community, society and the world
- I am able to identify the needs of social justice, equity and equality

Practice

- I am able to live by the Scout Law
- I am able to commit to causes I put my word to
- I have the courage to dream and act on those dreams

EMOTIONAL DEVELOPMENT

Self

- I am able to recognize my emotions and the repercussions of acting on my emotions

- I am able to recognize that my emotions may affect all facets of my life
- I know that there are others out there to help with my emotions

Others

- I am tolerant of other people's emotional needs
- I am able to express myself in a constructive manner
- I am able to listen to the emotional needs of others

Wisdom

- I am able to demonstrate that I can take on life's challenges
- I am able to stand up for my personal beliefs and act on those beliefs
- I am able to recognize my abilities, my potential and the possibilities of my future

SPIRITUAL DEVELOPMENT

Exploration

- I am able to explore and search for a deeper meaning and understanding of my values and beliefs
- I am able to be tolerant and respectful of others and their values and beliefs
- I am able to appreciate that my values and beliefs form part of the ever evolving human condition

Demonstration

- I am able to express my humanity
- I am able to appreciate the environments in which I interact; natural, human, built, mental, and spiritual
- I am able to ensure that my actions are within my values and my beliefs

CONCEPTS OF THE AREAS OF PERSONAL GROWTH

Below is a second suggested framework for learning objectives to be embedded into a new youth program. This framework is centred on the main central concept for each AoPG and then breaks the concept further with possible topics and ideas that could fall under each AoPG. The list is not exhaustive nor restrictive. Some topics may be covered by more than one AoPG.

SOCIAL DEVELOPMENT

- Communicating with others
- Sharing
- Friendliness
- Socialising
- Community
- Awareness of others
- Cultural appreciation
- Interpersonal relationships
- Relationships with authorities
- Bullying and Harassment

PHYSICAL DEVELOPMENT

- Health

- Diet
- Exercise
- Sport
- Sexual Health
- Activeness

INTELLECTUAL DEVELOPMENT

- Learning
- Challenge
- Problem solving
- Seeking interest
- Lateral thinking
- Expansion of the mind

CHARACTER DEVELOPMENT

- Fairness
- Equality
- Equity
- Social Justice
- Positive outlook
- Consideration for others
- Self-belief

EMOTIONAL DEVELOPMENT

- Creativity
- Personal Beliefs
- Self-worth
- Mental health
- Freedom of self
- Freedom of expression
- Expression of feelings
- Romance
- Sexuality

SPIRITUAL DEVELOPMENT

- Religion
- Faith
- Connection to nature
- Exploration of religion
- Connection to values and beliefs
- Connection to spiritual belief system
- Understanding of the world around them
- Impact on the world