



## **SM 01. Age Section's Symbolic Framework Analysis Tool**

### **Introduction**

Although we can identify a common symbolic framework shared with the entire Scout Movement (e.g. the fleur-de-lis), like other elements of the Scout Method, the symbolic framework changes between age sections to maintain its relevance according to the level of maturity of young people, responding to the specific needs and interests of each age group. Therefore, its validity, comprehensiveness, and transition must be analysed regularly, in the same way as the rest of our Educational Proposal. This tool offers help to perform this task.

### **Objectives**

This tool is intended to

- help analyse the validity of the symbolic frameworks in your NSO's Youth Programme.
- identify possible difficulties and the need for change in the symbolic frameworks.

This tool is intended for

- the team responsible for the process of designing or reviewing your NSO's Youth Programme.
- participants of a study or discussions (seminars, workshops, etc.) organised by your NSO in the process of designing or reviewing its Youth Programme.

### **How to use this tool**

1. Separate into teams and read the document *From the Game to the Symbolic Frameworks*. If necessary, discuss the concepts presented in the document.
2. As a team, analyse the age sections' symbolic frameworks. using the questionnaire to analyse the validity of the age sections' symbolic frameworks as a reference.
3. In plenary, present your conclusions.
4. Open a debate on each team presentation in order to reach a consensus.



## Questionnaire to Analyse the Validity of the Age Sections' Symbolic Frameworks

1. Identify which elements of the NSO are common for all sections, and which elements that are section-specific.
2. Define in a short sentence the symbolic framework of each section? (write down the phrase of each section).
3. Describe how the symbolic frameworks evolve from one section to the next.
4. What are the <b>essential</b> symbolic elements of each of the sections? (tangible and intangible elements).
5. Is there a perceived transition between fantasy and reality in the sections' symbolic frameworks? Please justify your answer. Have you identified any difficulties regarding this transition?
6. Do the sections' symbolic frameworks present a transition between the use of imaginary characters to real characters within a social dimension? Have you identified any difficulties regarding this transition?
7. Do the symbolic frameworks respond to the needs and interests of the young person in each of the age sections? Please justify your answer.
8. Have difficulties been detected in the application of the symbolic frameworks within the sections? Please elaborate.