





Areas of Personal Growth

Introduction

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

"Contribute to the development of young people in achieving their full physical, intellectual, emotional, social and spiritual potential, as individuals, as responsible citizens and as members of their local, national and international communities."

The Scout Movement aims to contribute to the integral development of young people, in view of the fact that true education is what comprehensively covers all dimensions of the person. It recognises, in addition, that the various dimensions of the person are interrelated, form an inseparable whole, and influence each other.

"Scouting considers that each young person is:

- **a complex being** whose identity is formed, in part, through the interaction and relationships between the various dimensions of the person (physical, intellectual, emotional, social and spiritual), between the individual and the outside world and, finally, between the person and a Spiritual Reality.

As a result of this, Scouting is aimed at the development of the whole person, trying to stimulate development in all dimensions:

- recognises that the various dimensions of the human personality are connected and influence each other;
- admits that the integral development of the person can only take place as a result of multiple experiences that necessarily extend over a period of time.

- **a unique person**, each one with their own personal history, set of characteristics, different needs, capacities, and rhythm of development.

As a result of the foregoing, the Movement addresses the development of the totality of the human being as a unique person:

- recognises that the development of the capacities of each young person happens at their own pace, with explosions of growth in certain areas and with periods of latency in others. The Scout Movement, therefore, seeks to meet the educational needs of each young person as they arise, while constantly stimulating development in all areas.
- admits that each person has different potentialities and, in such a way, tries to help each young person to develop to the maximum of their ability ("to do as much as one can").



● **and an integral part of the world in which each young person lives.**

As a result of this, Scouting is aimed at the development of the whole human being as a unique person, who is also an integral part of the world in which they live:

- seeks to help each young person to recognise themselves as a part, albeit small, of a whole and to develop a sense of belonging, which helps make sense of life.

This requires a multiplicity of opportunities for each young person to interact with and make a significant contribution to the world of which they are a part (the family, the local, national and international community, the cultural heritage and the natural environment).¹

Concept

The areas of personal growth are the way in which the Youth Programme presents each of the personality dimensions, which together comprise the totality of a person.

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

The definition of the areas of personal growth is the necessary starting point to develop a Scout programme. The areas of growth should not be considered separate elements, but as parts of a whole.

Thus, for each of the dimensions of the personality, we define an area of personal growth that together form the acronym SPICES:



¹ The Essential Characteristics of Scouting, WOSM, 2019



The body is at the root of everything else: emotions, intelligence, and social nature. It is through our senses and body that we discover the world and communicate 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 our relationship with others and with ourselves; it is based on sociability, intelligence, and affectivity. Finally, the character is the dimension that unifies a person and forms their identity.

It would be a serious error to consider each area of growth independently of the others. The human personality cannot be sliced. 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 their autonomy, in other words the ability to unify all the dimensions of their personality into a coherent life plan. It is for this reason that Baden-Powell placed so much emphasis on the development of character.

Areas of personal growth serve many purposes:

- At the national level, they facilitate the ordering of the final competencies of the educational process, as well as the ordering of the intermediate competencies of each age section.
- They help to clearly link the purpose of Scouting with the Youth Programme.
- They help adult leaders and young people to consider educational learning opportunities and projects in different areas of growth, avoiding concentrating only on some and neglecting others.
- They guide the self-assessment of personal progress in the different areas, reinforcing weaknesses and shortcomings.
- They allow young people to better know themselves by recognising and differentiating the different dimensions of their personality.

Defined in the World Scout Youth Programme Policy, it is understood that the areas of personal growth are part of the fundamental and invariable elements of the Scout Programme. Therefore, NSOs need to check that their programmes cover all the dimensions of the individual's personality.

The educational trails

The areas of personal growth are very broad, prompting questions such as: What aspects of physical development are we going to take into account in our Youth Programme? Health education, the functioning of our body, hygiene and personal appearance, food, knowledge of our body, diseases and how to prevent them ...?



For 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 competencies. In the annexed "Tool to Define Educational Trails in the Areas of Personal Growth" we propose some examples, but as an NSO, you are encouraged to find the formulation that 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: searching for information, processing information, and 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 competencies on which you will develop your Youth Programme.

Criteria to follow when defining the educational trails

- The needs and aspirations of young people in a specific social and cultural context.
- The social, cultural, economic, and political demands that you have identified in the definition of your Educational Proposal.
- Your ability as an NSO to be able to respond to both the needs and aspirations of young people and the demands of society, from the relevance² of the Fundamentals of the Scout Movement.

Once the educational trails for each of the personal growth areas have been defined, you can, in the next stage, define the educational competencies on which you will develop your NSO' Youth Programme.

The specific tool on Areas of Personal Growth propose some examples of educational trails for each of the areas, but as an NSO, you are encouraged to find the best formulation corresponding to the sociocultural context of your country.

² It is called educational relevance to the adequacy, suitability and convenience of educational content defined by a National Scout Organisation.



APG 01. Tool to Define Educational Trails in the Areas of Personal Growth

Introduction

Prior to writing the final educational competencies, you need to define educational priorities or trails for each area of personal growth.

To define what are the educational priorities, consider the following criteria:

- Young people's needs and aspirations in a particular social and cultural context.
- The social, cultural, economic, and political demands that you have identified in the definition of your Educational Proposal.
- Your capacity as an NSO to give answers to both the needs and aspirations of young people and to the demands of society, from the relevance¹ of your NSO's Educational Proposal.

Concept

Areas of personal growth and educational priorities or trails are necessary to establish the educational objectives on which you will develop your Youth Programme.

Objectives

This tool is intended to

- help in the formulation of the educational priorities of each area of growth.

This tool is intended for

- the team responsible for the process of designing or reviewing your NSO's Youth Programme.
- participants who will use this material in seminars or workshops to study, debate, and design/review your NSO's Youth Programme.

How to use this tool

1. Read and discuss the material: *Example of educational priorities*.
2. In a plenary session, define the main challenges youth are facing in your country.

¹It is called educational relevance to the adequacy and suitability of the educational contents defined by a National Scout Organization.



3. Divide the participants into six working teams, one for each area of growth.
4. Ask each team to connect the challenges that were identified in the plenary sessions with the educational priorities in each area of personal growth.
5. Next, have each team exchange their work and analyse the educational priorities produced by other teams. Take into account whether they are properly drafted, clear, understandable, and pertinent.
6. Finally, in a plenary session, ask the teams to share their conclusions and suggestions for improvements.

Steps to Define Educational Priorities

1. The participants reflect on the **main challenges** that young people face in their educational process, using as a reference each of the growth areas.

To carry out this task we suggest taking into account:

- The ideal profile of a person established in the Educational Proposal.
 - Competencies for sustainable development and the Sustainable Development Goals (SDGs).
 - Other materials that your NSO considers relevant for its educational offer.
2. Individually, each participant writes a challenge that they have identified on a sticky note and places it on a board.
 3. Then, in a plenary session, group the challenges into large thematic blocks. For example:

Area	Challenges list	Thematic block
Physical development	Health. Active security. Knowledge, care and maintenance of the body. Ability to manage free time and work time. Ability to enjoy nature.	Health

4. In teams, the challenges are transformed and grouped in thematic blocks, educational priorities, and common concepts in order to have the minimum possible number of priorities. In the following, we have proposed:



Area	Challenges	Educational Trails
Physical development	Health. Active security. Knowledge, care and maintenance of the body. Ability to manage free time and work time. Ability to enjoy nature.	<ul style="list-style-type: none"> • Self-care. • Process knowledge. • Maintenance and physical condition. • Life in nature. • Use of free time.

Example of Educational Priorities

The following are examples of educational priorities for each area of personal growth. We strongly encourage you to find the best formulation for your NSO, taking into account the cultural context of your country.

When formulating educational priorities, consider the following:

- Do not draft an excessive number of priorities; three or four priorities per area of personal growth are often sufficient.
- Define educational priorities that consider young people's needs and aspirations in a particular social and cultural context.
- Connect with the social, cultural, economic, and political challenges presented in your NSO's Educational Proposal.

PHYSICAL DEVELOPMENT

Definition

Becoming responsible for the growth and functioning of your body.

Educational priorities

a. Identifying needs

- Understanding how your body-mind functions.
- Understanding the changes in your body.
- Understanding the relationships between your body and the environment, your body's needs, and its natural rhythm (oxygen, balanced meals, rest).
- Respecting your body and avoiding abuse.

b. Maintenance (being fit and healthy)

- Healthcare and hygiene
- Nutrition and proper eating habits
- Physical activity and exercises



c. Efficiency

- Developing your senses: touch, taste, smell, sight, hearing.
- Developing your resistance, strength, suppleness, elasticity, agility, and self-control.

INTELLECTUAL DEVELOPMENT

Definition

Developing your ability to think, innovate, and use information in an original and relevant way.

Educational priorities

a. Searching information

- Curiosity
- Exploration
- Research
- Observation

b. Processing information

- Analysing data.
- Sorting and classifying information.
- Thinking critically.

c. Problem-solving

- Spirit of inventiveness and creativity
- Experimentation
- Hypothesis and deduction

CHARACTER DEVELOPMENT

Definition

Recognising your responsibility towards yourself and your right to develop, learn, and grow in the pursuit of happiness, while respecting others. Learning to be assertive, make decisions, set goals, and identify the steps to achieve them.

Educational priorities

a. Identity

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



b. Autonomy

- Being able to judge reality; being able to make decisions, make choices, and understand their consequences.
- Being able to manage your time; define priorities, respect them, organise your work and your free time, and plan your projects.

c. Commitment

- Being able to perceive challenges and take a position; commit to a project and persevere despite the difficulties.
- Being able to make life choices (profession, lifestyle) and make decisions to reach your personal goals.

EMOTIONAL DEVELOPMENT

Definition

Recognising your feelings and learning to express them in order to achieve and maintain an inner state of freedom, balance, and emotional maturity.

Educational priorities

a. Self-discovery and awareness

- Recognising and accepting your emotions.
- Discovering yourself.

b. Self-expression

- Expressing your feelings using various creative methods of expression.

c. Responsibility and self-control

- Managing your feelings and emotions in order to respect your integrity and that of others.
- Responding in a responsible manner to feelings expressed by others towards yourself.
- Controlling aggression.

SOCIAL DEVELOPMENT

Definition

Acquiring the concept of interdependence with others and developing your capacity to cooperate and lead.



Educational priorities

a. Relationship and communication

- Developing an appreciation of relationships with others (recognise and accept differences, have empathy, and listen actively).
- Developing communication skills.
- Working towards an 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 an increasingly larger community.
- Developing a sense of service and the common good.
- Adopting the values of democratic and social justice.

SPIRITUAL DEVELOPMENT²

Definition

Acquiring a better understanding of the spiritual heritage of your community, discovering the spiritual reality that gives meaning to life, and drawing conclusions for your daily life, while respecting the spiritual choices of others.

Educational priorities

a. Welcome others

- Welcoming and respecting others.
- Listening openly to others.
- Being able to show compassion.

b. Wonder at the natural world

- Being sensitive to the wonders of nature and life.
- Living sustainably and simply.

² According with the Guidelines for Spiritual Development in the Youth Programme, WOSM, 2020

**c. Work to create a more tolerant and caring society**

- Playing an active role in your community.
- Sharing responsibilities.
- Cooperating with others to bring about improvements in society.
- Developing your talents and skills to better serve and live.

d. Wisdom, self-confidence, and self-discipline

- Accepting responsibility for yourself and others.
- Exercising self-discipline.
- Drawing conclusions for your life and acting on them.
- Being courageous and having a sense of hope for the future.

e. Worship for a spiritual response

- Exploring the spiritual/religious heritage of your community, using it in making sense of your past and present experiences.
- Drawing on the spiritual heritage of your community to express gratitude, need, and sorrow.