



## TB002 - 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 citizenhood, 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. 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 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 *diagram 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

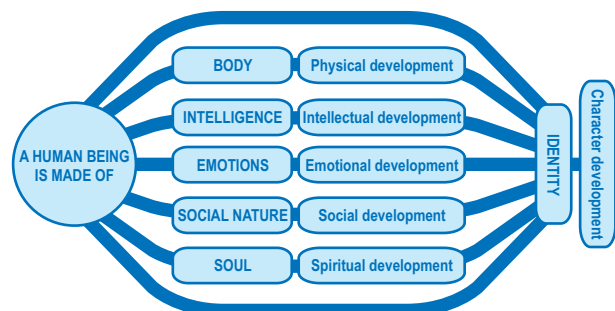


Diagram 1

the six faces to the others on different planes (*diagram 3*). 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 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 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

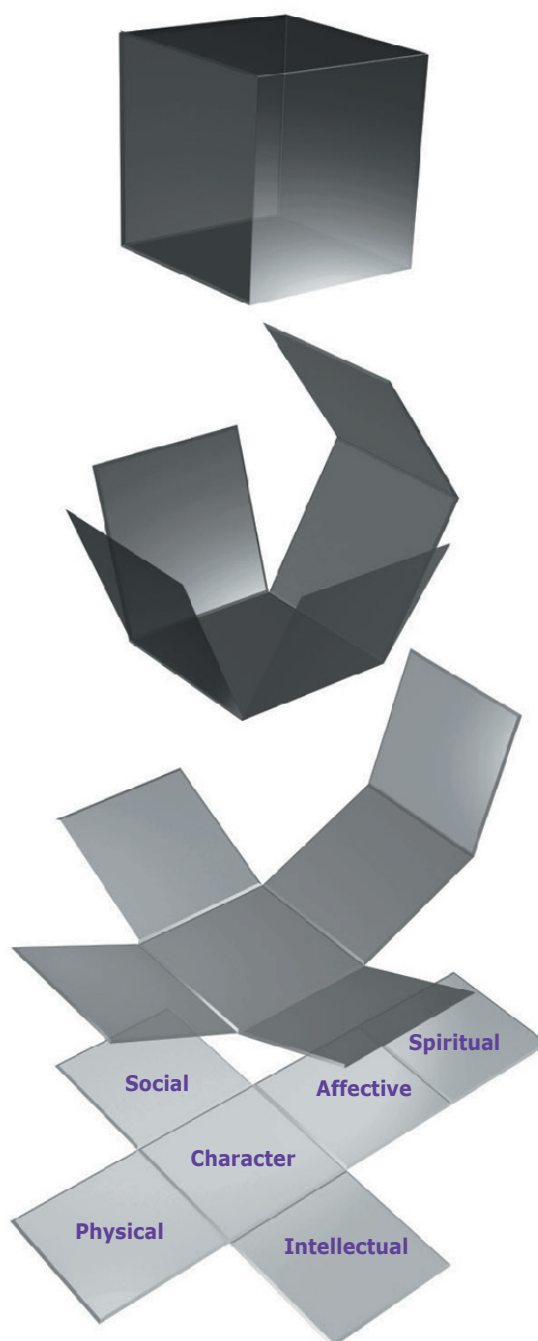
In each area of personal growth it is necessary to identify educational priorities or trails, taking into account the needs and aspirations of young people in your particular social and cultural context.

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 (see TB 003 and TB 006).



**Diagram 3 - 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.**

## 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.

## 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.

## 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.

## 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.

## 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.

## 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.



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