

Handout G - Programme objectives to use with Module G

The Scout Association has clear objectives for all sections (from the age of 6 to 25) that sit within five targeted areas for the personal development of its youth members.

	End of Beavers 8 years of age	End of Cubs 10.5 years of age	End of Scouts 14 years of age	End of Explorers 18 years of age	End of Network 25 years of age
Physical – physical health and fitness, including the impact of diet, illness and exercise.					
Health	Knows what is healthy and unhealthy. Recognises when to seek help in the event of illness or emergency.	Knows the effects of healthy and unhealthy actions. Seeks help and takes simple action in the event of illness or emergency.	Understands how lifestyle choices affect health. Can take action to preserve life in an emergency and prevent illness.	Makes appropriate choices and promotes healthy options to others. Can take action in an emergency, and to prevent illness.	Lives a healthy lifestyle, taking action to protect and promote their own and others' health and wellbeing.
Fitness	Enjoys taking part in games and physical activities.	Values taking part in physical activity and understands the benefits. Understands that people have different physical abilities.	Values taking part in physical activity for the benefits it brings. Explores their potential to develop physically.	Values and chooses to take part in physical activity to improve and maintain fitness. Explores their potential to develop physically.	Values and enjoys frequently participating in physical activity to improve and maintain fitness and strives to improve.
Intellectual – development of knowledge, skills, talents and use of creative expression.					
Learning Skills	Enjoys trying new skills and finding out new things.	Is interested in learning new things and expresses an opinion about what they want to learn. Can talk about what skills they are good at.	Tries new things independently. Develops their own knowledge and works to improve existing skills.	Can describe and demonstrate their own skills and talents. Identifies and takes advantage of opportunities for improvement.	Is committed to using and developing their own skills and talents, and takes responsibility for developing new knowledge and skills.
Creativity	Expresses their ideas through simple creative methods.	Expresses their ideas and feelings through a number of creative methods.	Can use a range of creative methods to express their ideas and feelings, choosing a method for what they want to express.	Uses suitable creative methods to communicate their ideas and feelings.	
Discernment	Identifies simple challenges and problems and attempts to solve them. Makes simple choices independently.	Identifies challenges and problems and makes multiple attempts to use a process to solve them. Makes choices and can explain them.	Assesses challenges and problems and, with support, creates a process to solve them. Uses appropriate information to make reasoned choices.	Investigates and assesses challenges and problems and makes a plan to solve them. Makes informed reasoned and responsible choices.	Analyses challenges and problems, and makes informed, reasoned and responsible choices to effectively work towards solutions.

	End of Beavers 8 years of age	End of Cubs 10.5 years of age	End of Scouts 14 years of age	End of Explorers 18 years of age	End of Network 25 years of age
Emotional – identity, emotional awareness, and emotional expression.					
Self Identity	Has an awareness of their identity and personality, and how they are similar to and different to other people.	Knows and develops an understanding of their individual identity and personality.	Explores their own identity and personality.	Is confident about some aspects of their identity and personality and continues to develop other aspects.	Is confident about their own individual identity and personality.
Emotional Expression	Expresses their emotions to trusted people. Can identify different emotions and knows that actions have an impact on other people.	Expresses and considers their emotions. Is beginning to understand the impact that emotions have on others and adjusts behaviour accordingly.	Is able to express emotion in suitable ways and considers the impact of their emotions. Considers the most appropriate way to respond to emotions expressed by others.	Is able to deal appropriately with their emotions and considers their impact on others. Demonstrates appropriate responses to other people's emotions.	Is able to deal maturely with their emotions. Responds appropriately to other people's emotions and considers the impact that their emotions have on other people.
Social – living and working with others, relationships, community, culture and diversity.					
Relationships	Can identify people that they have relationships with and can explain what a good friend is.	Sees having good relationships with friends and family as important and accepts that other people have different relationships.	Values and forms different types of relationships and respects the relationships of others.	Values and makes an effort to form and maintain good relationships, and respects the relationships formed by others.	Forms, values and cultivates meaningful and appropriate relationships, and respects the relationships formed by others.
Teamwork	Interacts positively and co-operatively with others.	Understands and demonstrates the importance of working in a team.	Demonstrates good teamwork, working consistently within a regular team. Can take on a leadership role when asked. Values the contributions of others in the team.	Proactively takes on different roles in teams in different situations. Values and uses the contributions of those in other team roles.	Assumes an appropriate and effective role in a team, and values and utilises the contributions of those in other team roles.
Community	Takes part in activities that help others. Can identify features of their local community and knows about some features of other societies.	Identifies opportunities to help others and get involved in their community. Knows what society does for them, and how this affects their life.	Identifies opportunities and chooses to positively contribute to their community. Appreciates the features and diversity of society.	Demonstrates an active positive contribution to their community. Appreciates diversity and the positive impact it can have on society.	Contributes positively to their community, and appreciates the value of culture and diversity in society.
Spiritual – faiths, beliefs, and attitudes.					
Spiritual	Recognises and can describe faiths, beliefs and attitudes, and understands that other people may believe in different things to them.	Investigates faiths, beliefs and attitudes. Can identify traditions and practices which are meaningful for them and others.	Reflects on faith, belief and attitudes. Can talk about what is meaningful for them and others and knows how that is a part of society.	Explores faith, belief and attitudes. Respects and learns from others and can explain how people's beliefs influence society.	Is committed to exploring and developing faith, belief and attitudes. Respects and learns from others, and can articulate the impact that faiths, beliefs and attitudes have on individuals and in wider society.