

BIBLIOGRAPHIC DATA SHEET

1. CONTROL NUMBER

2. SUBJECT CLASSIFICATION (695)

PN-PAK-734

JK00-0000-0000

3. TITLE AND SUBTITLE (240)

Training exercises in literacy for scout leaders

4. PERSONAL AUTHORS (100)

5. CORPORATE AUTHORS (101)

World Scout Bureau, Community Development Service

6. DOCUMENT DATE (110)

7. NUMBER OF PAGES (120)

8. ARC NUMBER (170)

9. REFERENCE ORGANIZATION (130)

WSB

10. SUPPLEMENTARY NOTES (500)

11. ABSTRACT (950)

12. DESCRIPTORS (920)

Scouting
Adult Education
Literacy
Reading
Writing

Illiteracy
Education
Training methods
Learning
Learning theory

13. PROJECT NUMBER (150)

unknown.

14. CONTRACT NO.(140)

AD/PAH-G-1150

15. CONTRACT TYPE (140)

16. TYPE OF DOCUMENT (160)

TRAINING EXERCISES

IN

LITERACY

FOR

SCOUT

LEADERS



TRAINING EXERCISES IN LITERACY

LEARNING TO RUN A LITERACY PROGRAMME

WRITTEN FOR WHOM ?

Scout leaders and those in responsible positions in a Scout Association.

WRITTEN FOR WHAT PURPOSE ?

To create an understanding of :

- a) the general problems of illiteracy;
- b) the contribution of literacy to national and community development and to personal fulfilment;
- c) present (successful and unsuccessful) strategies and programmes to increase literacy;
- d) general requirements for organizing and designing a literacy programme;
- e) the possible role of Scouts in literacy programmes;
- f) the kind of organization within the Scout Association necessary to enable Scouts to fulfil that role effectively.

WRITTEN FOR WHAT OCCASION ?

International and national seminars, workshops and training courses on community development.

EXPECTED RESULTS ?

- a) A deeper understanding in the Scout Association of the question of literacy and of the role of the Scout Movement as a force for the elimination of illiteracy.
- b) Workshops on literacy for the more specific training of Scout leaders.
- c) The development of relevant literacy materials by the Scout Association for the use of Scouts and Scout leaders.
- d) More literacy programmes initiated by, or assisted by, Scouts, leading to increased literacy in the communities involved.
- d) Closer links between the Scout Association and those organizations, especially the relevant Governmental Departments, already involved in literacy programmes.

* * *

*

SUGGESTED OUTLINE OF A "LITERACY WORKSHOP" WITHIN
A COMMUNITY DEVELOPMENT SEMINAR (5-6 hours)

1. Introduction of the objectives of the workshop and familiarization with the booklets "Scouting and Literacy". (Plenary: $\frac{1}{2}$ hour)
2. Presentation and discussion by guest speaker (Plenary: 1 - $1\frac{1}{2}$ hours)

Topics: a) Problems of illiteracy in the country.

b) Present (successful and unsuccessful) strategies and programmes to increase literacy.

c) The contribution of literacy to national and community development, and to personal fulfilment.
3. Small discussion groups (6 persons in each) (1 hour)

Subjects for discussion :

a) What role can Scouts play in literacy programmes ?

b) What kind of organization is necessary within the Scout Movement (national, district, local levels) to enable the Scouts to play that role effectively ?

You should write down the results of your discussions and prepare a report for Plenary Session.
4. Presentation of group report (Plenary: $\frac{1}{2}$ hour)

One group should present its report and the others should add to, or subtract from, it.
5. Exercises in small groups (1 - $1\frac{1}{2}$ hours)

Each group do a different exercise taken from this booklet.

(Two or three exercises could be done if time is available)
6. Presentation of group reports (Plenary: 1 hour)

Each group should present a report on the exercise and the results.

Films or slides on literacy should be shown where possible.

E X E R C I S E S

EXERCISE No. 1

PRINCIPLES OF ADULT LEARNING (60 minutes)

INTRODUCTION

The way adults learn is different from the way children learn in school. For instance, they are unwilling to learn just for the sake of learning; they learn to satisfy needs which they have in order to perform their task better.

Any literacy programme dealing with adults must be based on principles of adult learning.

INSTRUCTIONS

1. Consider the ways in which the adults learn.
2. List the principles by which adults learn effectively.
3. For each principle, list a practical way of applying it in a learning situation during a literacy programme.

EXAMPLE:

Principle:

Adults learn to satisfy needs.

Application:

Learning materials should be developed about those particular needs.

* * *

*

EXERCISE No. 2

STEPS IN A LITERACY PROJECT (60 minutes)

INTRODUCTION

You are a Scout leader and, together with your Scouts (college students), you have decided to start a literacy programme in a neighbouring community.

INSTRUCTION

List the steps necessary to plan and implement this literacy programme.

This programme should enable the people to reach a level of literacy where it becomes self-generating.

EXERCISE No. 3ESTABLISHING A "LITERATE ENVIRONMENT" (60 minutes)INTRODUCTION

The ultimate aim of literacy is to enable a person to understand and to participate in the process of change.

But very often in the past, literacy skills have been learnt and soon forgotten because there was no opportunity for the person to practise these skills.

Literacy requires a "literate environment" - i.e. an environment in which these skills can be regularly and effectively used, and the aim of literacy achieved.

Factors in a "literate environment" may be :

- social, economic, political,
- organizational,
- technical

Any literacy programme should therefore have two parts :

- (1) the learning of literacy skills which a learner can use in his everyday life;
- (2) the creation of a more "literate environment".

INSTRUCTIONS

1. Consider the question of a "literate environment". What does it mean ? Why is it important ?
2. List some of the factors that make up a "literate environment".
3. For each factor show how a person can use his literacy skills and to what advantage.

* * *

*

EXERCISE No. 4A NEWSLETTER (60 minutes)INTRODUCTION

A newsletter for newly literates is one means whereby they can practise their reading skills and share information. This is something that Scouts in a high school could organize.

INSTRUCTIONS

1. Draw up an outline of a Scout project to produce and distribute such a newsletter.
2. Use the following headings as a guide : title, purpose, objectives, content, sources of material, organization, research, editing (production, distribution), finance.

EXERCISE No. 5DESIGNING QUESTIONNAIRES (60 minutes)

(for 2 groups)

INTRODUCTION

You are planning to introduce a literacy programme to your district. One particular village has expressed a desire to participate in it.

Before any literacy programme can be designed, three kinds of information are required concerning the village :

1. a. A description of the nature of the community.
b. A description of the needs of the villagers who want to become literate.
2. A description of the subject matter of the literacy programme based on the villagers' needs.
3. A description of the literacy skills to be learnt based on an analysis of the villagers' level of literacy.

INSTRUCTIONS

1. Read through the case-study of the village below.
2. Group A: - design a questionnaire to be used by the Scouts to provide basic relevant information about the community (1.a.).
Group B: - design a questionnaire to be used by the Scouts to provide basic relevant information on the needs of the villagers (1.b.).

Note: the answer to the questionnaire may need to come from several sources.

CASE-STUDY

Agenahambo is a village in the rural area. The adults are very conservative, and their main occupation is agriculture, the chief crops being coffee and vegetables. Water is not a problem. The average family unit is 10. The population of the village is about 400 and there is plenty of land. The girls help with the household chores, but the young boys are seen in groups by the wayside stores with nothing to do. Recreational facilities are inadequate. The closest health clinic is 5 miles away. Most youth have had 6 years of education, but do not like to work with their parents.

* * *
*

EXERCISES No. 6THE "LITERACY BADGE" (60 minutes)INTRODUCTION

You are a committee in the National Association responsible for the "badge system".

INSTRUCTIONS

1. Design a "literacy badge" for each of the three major categories of Scout (Cubs/Junior Scouts, Scouts, Venture Scouts/Rovers).
2. List the requirements for each badge.

EXERCISE No. 7A "LEARNING UNIT" (60 minutes)

(This exercise will require the presence of "experts" - an agricultural officer, a health officer, etc. Some of the participants may have the qualifications. Several groups could do this exercise, as long as each group had one "expert".)

INTRODUCTION

You have made a Survey of a village in preparation for a literacy project. You have found that their major concerns are : impure and inaccessible water, inadequate food production, too much disease among children, erosion, etc.

INSTRUCTION

Choose one of the major concerns and design a "Learning Unit" accordingly. This "Learning Unit" is the outline plan for several literacy sessions aimed at helping the people to understand how to solve the major concern, while at the same time teaching the skills of reading, writing and calculating related to that concern.

A "Learning Unit" consists of the concern, an educational objective, a theme, a set of topics, a series of learning activities and tasks (see "Scouting and Literacy, Part 3.).

* * *

*

EXERCISE No. 8EVALUATING A LITERACY PROGRAMME (60 minutes)INTRODUCTION

You are a Committee whose task is to evaluate a Literacy programme that the Scouts have just completed in a neighbouring village.

INSTRUCTION

Decide how you will carry out this evaluation, and what specifically you will be evaluating. Design a questionnaire to assist you.

EXERCISE No. 9A NATIONAL STRATEGYINTRODUCTION

You are a National Scout Literacy Committee, and you are responsible for introducing literacy projects into the Scout programme at local level.

INSTRUCTION

Design a strategy for the National Scout Association to follow in order to achieve the goal of effective Scout literacy projects taking place in all districts with the participation of the Scouts.

* * *
*

EXERCISE No. 10ROLE-PLAY : THE VILLAGE DISCUSSION

Role 1. : You are a Scout leader and you want to involve your "college" Scouts in a literacy project. So you visit a village with the intention of persuading the villagers to start a literacy programme. You try to show the advantages literacy will bring them, and the disadvantages of remaining illiterate.

Role 2. : You are the village leader. You are an old man, illiterate, but shrewd and wise. You know that if you allow the literacy programme to take place, you might lose time as well as some of your authority to the younger villagers. So you argue against the literacy programme.

Role 3. : You are a mother of a family of four children in the village. You are illiterate, but you would like to become literate because you realize the advantages it could bring you. You argue for the programme.

INSTRUCTIONS

1. Two members of the group could play each role, thus helping each other and resulting in every member of the group being involved.
2. The discussion between the Scout leader, the village leader and the mother should continue until they run out of ideas, etc. or a logical conclusion is reached.

EXERCISE No. 11 ROLE-PLAY : THE CONSERVATIVE SCOUT COMMISSIONER (30 min.)

Role 1. : You are a new member on the National Scout Council and you want to get the Scout Movement involved in literacy programmes. You argue strongly for the importance of literacy in the Scout programme, saying that the Scout Association should introduce the necessary policies and organizational changes in order to integrate literacy into the Scout programme.

Role 2. : You are an old member of the National Scout Council, brought up in the ways of traditional Scouting. You believe that Scouts neither could, nor should, be involved in literacy programmes. You argue accordingly.

Role 3. : You are a member of the National Scout Council concerned with the school-leaver problem. You feel priority should be given to economic programmes for Scouts and, as literacy is non-productive, it should not be a priority.

Role 4. : You are the Chairman of the National Scout Council and endeavour to bring the discussion to a satisfactory conclusion.

INSTRUCTIONS

1. Two members of the group could play each role, thus helping each other, and resulting in every member of the group being involved.
2. You should discuss the suggestion to introduce literacy projects into the Scout programme until a satisfactory conclusion is reached.

* * *

*

EXERCISE No. 12

PROJECT DESIGN (90 minutes)

Read through the Section : "Creating a Literate Environment" in Part 2, and choose one of the suggested projects. Make a project description of the selected project. The description should show the aim, objectives, outputs, inputs, budget, schedule, and evaluation.

"THE COMMUNITY DEVELOPMENT SERIES"

The "Community Development Series" is the title of the set of dossiers on Community Development being produced by the World Scout Bureau.

Each dossier contains materials (booklets, wall-charts, etc.) that :

- discuss the subject,
- suggest techniques and activities for Scout troops,
- provide exercises for training sessions for Scout leaders.

These dossiers are written for Scout leaders to be used as :

- basic material in training courses, seminars and workshops,
- a manual for community development activities,
- a model for adaptation and translation into other languages.

THIS SET OF DOSSIERS INCLUDES :

1. Scouting and Community Development
2. Project Management
3. Scouting and Agriculture
4. Scouting and Health
5. Scouting and Literacy
6. Scouting and Appropriate Technology

(Note: Some of these dossiers are already available,
others shall become available in the near future.)

CREDIT

We would like to thank the following for their financial and technical support :

- The United States Agency for International Development, U.S.A.
- The United States Foundation for International Scouting, U.S.A.
- The Division of Literacy, Adult Education and Rural Development, UNESCO, Paris - France.
- The International Institute for Adult Literacy Methods, Tehran - Iran
- All those friends of Scouting who have helped in the preparation of the manuscript, and in the building of bridges with supporting organizations.

Several ideas have been adapted from the Series of Monographs on Literacy in Development, produced by the IIALM, Tehran. For this we acknowledge our debt.

All inquiries should be sent to:

WORLD SCOUT BUREAU
COMMUNITY DEVELOPMENT SERVICE
P.O. Box 78
CH-1211 GENEVA 4
SWITZERLAND

THIS MATERIAL MAY BE FREELY REPRODUCED FOR NON-COMMERCIAL
PURPOSES. APPROPRIATE CREDIT WOULD BE APPRECIATED.