Interactive Training Activities Towards Revitalizing Boy Scouting Program

Rowin V. Bacan

Cebu Technological University Tuburan Campus, Brgy, Tuburan, Cebu, Philippines

ABSTRACT

This study assessed the status of the implementation of Junior High Boy Scouting Program at Sta. Lucia National High School, Asturias, Cebu during the school year 2018 – 2019. The findings of the study were utilized as basis for proposed interactive training activities. The descriptive survey technique was used in the study. Aside from the questionnaire, interview and observation method were utilized to supplement data gathering. The ranking method, simple percentage and weighted mean were employed to analyze the data. The respondents of this study were the 68 male junior high students of Sta. Lucia National High School including its 17 Junior High teachers and were randomly selected to get a total number of 85 respondents. It was found out that the level of expertise of boy scouts on the different types of skills - o - rama were as follows: small booths **1.76** for students and **2.04** for teachers both were described as **skilled**; pioneering area **1.58** for students described as **unskilled** and **1.92** for teachers described as **skilled**; stage area **1.80** for students and **2.18** for teachers both were described as **skilled**. The best scouting practices practiced by scouts using the ranking method were: 1.) lead the students during parade, 2.) command the students during flag ceremony, 3.) daily practice of scouting activity, 4.) monitor the student's action inside the school, 5.) promote the pride of the school. It is better recommended that the proposed interactive training activities be implemented in order to motivate the students in joining the school scouting program.

KEYWORDS: Administration and Supervision, Boy Scouting Program, Status of Implementation, Descriptive-Survey Method, Sta. Lucia National High School, Cebu, Philippines

1. THE PROBLEM AND ITS SCOPE
INTRODUCTION
Rationale of the Study

Entering high school life offers an array of emotions to students. For some, it can be exciting, terrifying for others or maybe it could be another level of difficulty in their educational life to overcome. In our society, millennial covered high percentage of secondary students and considered to be at their exciting stage. In school settings, many youngsters joined in extracurricular activities, and study reveals that participation in these activities may heightens school engagement and may achieve success academically. In a study entitled Involvement in Extracurricular activities: Identifying Differences in Perceptions of School Climate by Andrew Martinez, et. al, findings suggested that learners who participate in extracurricular activities have clear understanding of what is social-emotional safety, adult and student support, and classroom connectivity, the study further concluded that extracurricular activities such as sports, clubs, and arts, when participated by youths may serve as mechanism to promote harmonious learning environment where students can learn better.

Another theory and research on positive youth development by Gardner et al. (2008) underlines the shift of human development suggest that nurturing positive, healthy relationship with people and other internal and external stakeholders encourage healthy development. In consideration of this point of view,

school and other organized activities such as sports clubs, Scouting, Supreme Students Government can promote healthy development among the youth because of the support and possibilities that are present compared to less favorable after school options for students. Students who are involved in structured activities are expected to understand and accepts diversity, abide by rules, and be responsible and effective member of a team whether it is a sports, scouting or clubs.

Furthermore, Gardner, Roth, and Brooks-Gunn (2008), involvement in these organized activities during high school years is affirmatively connected with the success in different aspects of the student's life so be it in education, occupation, advocacies, civic and other fields. In support of this view, Morrissey (2005) affirmed that the chosen extracurricular activities of the adolescent have a substantial relationship of the adolescent's educational attainment and also has an effect in their choices of field of work and income. Morrissey also added that joining in school's extracurricular activities may decrease the students' engagement in drugs and other misconduct. It may also lower the rate of delinquency. These factors give reasons why students should be in equilibrium with their lives in terms of academic and activities as participants in these well-rounded activities which may affect their futures' achievements. In connection with the participation of the students in different extracurricular activities, some think that this leads to a favorable development to young people. Morrissey also described positive youth development as encompassing five (5) concepts: (1) capability in academic, social, and vocational areas; (2) confidence; (3) Harmonious relationship with relatives, friends, and community; (4) character; and (5) concern and compassion (cited in Roth, 2000).

In relation to youth participation in extracurricular activities, according to Brown (n.d.), students who participated in extracurricular activities achieved higher grades, gained higher scores in a standardized test, higher educational attainment, had a regular school attendance, and had higher self-perspective. Furthermore, it has been discovered that participating young individuals are less likely to use substance such as drugs and alcohol, less likely to drop out from studies, misconduct while studying and commit criminal acts.

Eccles' (2003) betold five (5) different types of extracurricular activities participated by the students such as: pro-social activities such as attending church activities, joining youth groups, and volunteering in community service-type activities, team sports,

performing arts, school-involvement activities, and academic clubs. Eccles also focused on the different pro-social activities that those involved (tenth grade) in the aforementioned activities were recounted to have less involvement in hazardous behaviors. Youth involved in these activities reported to have less engagement in drinking alcohol, to get in drunk, to use drugs, and not attending school than non-participants. Eccles further added that engagement in pro-social activities showed greater happiness when in school, a higher general weighted average, and a greater likelihood of becoming a full-time college students, becoming a college graduate, and experiencing more total years of tertiary education.

This study confers on one of the extracurricular activities in school, the scouting program, the Scout Movement is described as "a discretionary non-political educational movement for young people, open to all regardless of origin, race, or creed, in line with the goals, tenet and method conceived by the founder" (Robert Baden-Powell, founder of scouting).

In a Troop Leader's Manual page 2, Boy Scouting is defined as a program for boys 10 to 17 years of age who joined Scout Troops sponsored by schools and by civic, fraternal, and religious organizations. It also describes the concept, objective and characteristics of the Boy Scouting Program as: 1.) the principle of character improvement, advocating citizenship and skills for self-sufficiency are directed towards service to humanity; 2.) it is service oriented and outdoor-focused; 3.) activities are planned and implemented by the boys with the guidance and supervision of an adult; 4.) Common outdoor adventures through camping, Hiking, community service and the like are advocated;   5.) Working together as a team is fostered through the Pa trol System that provides leadership training possibilities.

Scouting is fun with a goal to help children regardless of gender and ages become fun and jolly, positive, healthy and useful people of the country. Scouting is a lifelong learning because it complements the colleg e and the family, filling the needs not met by school or by the family. Scouting program also develops knowledge of oneself and the need for explo ration, discovery and knowledge. Scouts explore the world beyond the classroom, tapping other people's abilities in learning and becoming well-rounded people. Scouting again is fun with a purpose because it helps young individual develop holistically, encompassing all the aspects of the Scout's life. The purpose of Scouting is establishing trust and self-confidence, learning significant life and management skills, team building, outdoor adventures, education,

and fun. Scouts are learning to create healthy decisions and to assume full accountability for their behavior to prepare them as an independent individual for their adult life.

Scouting is a global movement because in more than 216 countries there are scouts association and branches and it has never stopped growing since its foundation in 1908. It is also open to all as without division of origin, ethnicity, class, or creed; provided that an individual willingly follow to the principles of scouting and Scouting Principles define as a fundamental code of living to which all scouts commit themselves through Scout Promise and law. Scouting enables scouts in learning how to fulfill their commitment in their everyday life. There are three aspects in this approach namely: A Spiritual Aspect – A commitment to look beyond the physical world for the spiritual value of life; A Social Aspect – An active involvement in the growth of society, and to respect other people's dignity and the integrity of the natural world, Advocating peace, understanding, and unity at the local, national, and international levels; A Personal Aspect – Develop a feeling of personal accountability and foster a desire for accountable self-expression.

In this connection, The Department of Education supports the regeneration of the Boy Scouting nationwide as stipulated in DO 49, s. 2007 where it further stated that Scouting with the Boy Scouts of the Philippines is an effective program in the development of being a leader and nurturing of values in every child. The primary goal of this program is in line with the Department of Education's mission to develop young boys and girls into well-rounded individuals with exemplary character worth the emulation of schoolchildren.

Indeed, scouting is very useful to the holistic development of the students, teachers, administrator, and other private entities involve in the scouting activities. Scouting provides varied activities for the students like camping where students are exposed to the environment outside the four corners of the classroom which they can learn different skills such as soft skills (values: honesty, cleanliness, perseverance, being thrifty, reverence, etc.…) and hard skills (motor skills: survival, tying, bandaging, water boiling, fire building, compass reading, etc.…) the playful way.

These skills can help the students to perform well in curricular activities if it is properly executed and the internalization of the values that can be learned from the scouting activity. On the contrary, students are more focused on the technical aspect of the game. The main purpose of scouting is being taken for granted by the students. They just enjoy the games like camping and hiking but not the internalization of the values that can be learned from doing the said activities. This scenario is very evident in Sta. Lucia National High School where students were very active in doing the games but failed to internalize the values that goes with it. In addition, the number of scouts of the school was decreasing in number. According to the number of scouts registered as Senior Scout for school year 2014 – 2015 was 40 and for the school year 2015 – 2016 was 72, 65 for the S.Y. 2016 – 2017, 48 for the S.Y. 2017 – 2018 was 32 and now there were 43 scouts who joined the scouting program for the S.Y. 2018-2019. Some of the scouts and scout leaders had a limited knowledge and skill on the aspect of the technicalities of the games. The primary endeavor of this study is to help administrators, teachers, students, volunteers and the wider community to properly execute sound training activities and to identify and internalize the values that can help the students to perform well in the different academic areas, enabling them to become a self-actualized citizen of the nation. From this viewpoint, the senior high students of Sta. Lucia National High School will be motivated to join the scouting activity at the same time scouting will be one of the programs of the Department of Education that can bring fort the best in every student.

Theoretical Background
On January 24, 1908, the Boy Scouts movement began in England with the publication of the first installment of "Scouting for Boys" by Robert Baden-Powell. Most English boys already knew the name Baden-Powell, and thousands of them eagerly purchased the manual. The serialization of Scouting for Boys was finished by the end of April, and numerous impromptu Boys Scout Troops had emerged throughout Britain. Baden-Powell established a central Boy Scout office with the achievement of "Scouting for Boys" which enrolled scouts and designed a uniform. By the end of 1980, the British Commonwealth and the world had 60,000 boy scouts. (www.history.com)
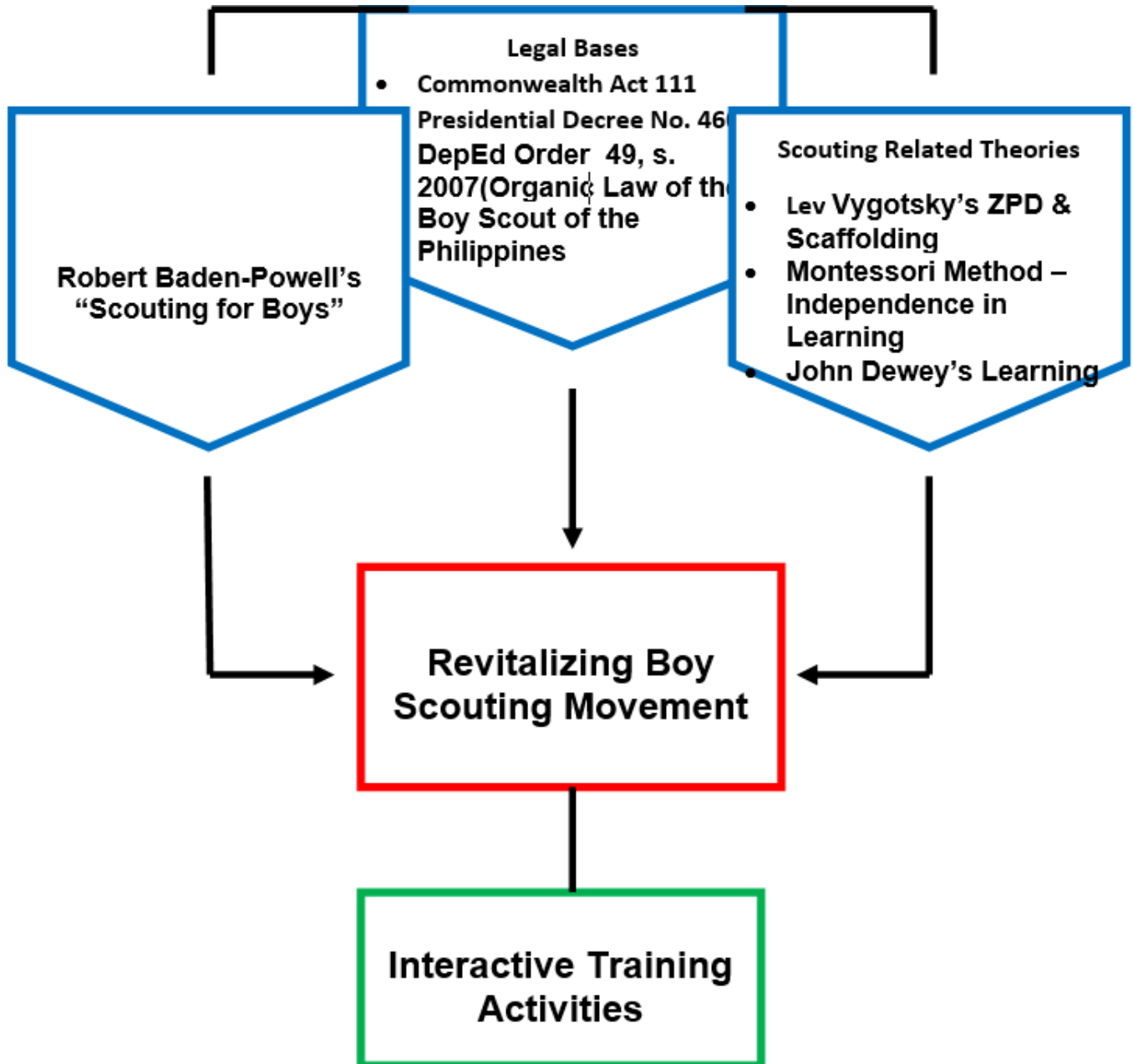
Figure 1 Theoretical Framework

Thus, the aim of scouting is to use the various aspects of the Scout Method, a progressive self-education system (scoutdocs.ca). These aspects are: 1.) A promise and Law – Making a personal commitment; 2.) Learning by doing – Active involvement with peers and other people, Opportunities for fresh experience; 3.) Membership of small groups – To develop leadership, group abilities and individual responsibility in lodges, sixes or patrols; 4.) Progressive and stimulating programs – Progressive activities centered on young people's interests. Nature-Friendly program, a conducive learning atmosphere where being simple, aesthetic and discovery combine to create adventures and challenges and were anchored in John Dewey's theory about learning where he proposed learning by doing – rather than learning by passively receiving.

John Dewey thought that every kid was active, inquisitive and wanted to improve

(www.thepositiveencourager.global) which is consistent to the learning by doing in scouting. Ashley Montagu "Society cannot survive without the collaboration of its members, and human society has survived because the collaboration of its members has made it possible to survive… Here and there it wasn't an advantageous person who did that but the group. The people who are most likely to survive in human societies are those who are best allowed by their community to do so."

In consonance, the developmental theory of Lev Vygotsky put great emphasis on social interactions. He thought that cognitive development is driven by social problem-solving and interpersonal communication. He thought that the learning climate of small groups, in which colleagues interact and communicate, was fundamental to building fresh thoughts. In his theory of the Zone of Proximal Development (ZPD), he described ZPD as the

distance between the development of a learner as the outcome of independent learning and the potential higher level of development that the learner could accomplish by working together with more capable peers (etec.ctlt.ubc.ca)

Another study of Lev Vygotsky which in consonance with the goal of scouting that provides activities to boys that are boy-planned and boy-implemented with adults providing guidance and supervision was Vygotsky's theory on Scaffolding where Wood et al. (1976, p. 90) define scaffolding is a method that allows a kid or a novice to solve a job or attain an objective beyond their assisted attempts". They further noted that scaffolds require the involvement of the adult to control those aspects of the task that originally exceed the ability of the learner, thus permitting the child to focus and finish only those aspects within his range of skills". Furthermore, Scouting's emphasis has been on doing things that will attract and hold the boy's attention through fun, adventure and fellowship. But the most important element of learning and serving through fun and games, through adventure and challenges, through fellowship and doing things together with boys of his own age. This somehow supports the view of Maria Montessori in education based on self-directed exercise, practical teaching and cooperative play. The Montessori Method is an approach to education that emphasizes learning individuality and independence from it. Children are perceived as inherently curious and motivated by learning (www.learning-theries.com)

A Tufts University Study team worked with the Cradle of Liberty Council to evaluate Scouts and non-Scouts' personality characteristics. The John Templeton Foundation financed project led by Dr. Richard M. Lerner, nearly 1,800 Cub Scouts and almost 400 non-Scouts were surveyed to better comprehend the growth of Scouts' personality. After a span of two and a half years, the research has shown that Scouting builds positive personality and prepares young individual for life (troop9626.com)

According to the Journal of Youth Development, youth involvement in traditional Scouting program can contribute favorably to the growth of prosocial behaviors in young people, future career objectives, faith in tolerance and the demonstration of personality characteristics in Scouting and non-Scouting environment. The Scouts Association's autonomous study and its effect on youth, volunteers and the wider community emphasized that Scouting advantages go beyond the person. Offering its members and their communities social, environmental and financial advantages, Scouting can show the importance and return of its method and operations throughout the UK. Research shows that those engaged in scouting as a young individual, volunteer, employer or as a beneficiary of community intervention sees scouting as a beneficial impact with tangible advantages for a broad spectrum of organization and people (www.scouts.org.uk).

Harris Interactive latest research shows kids with at least five years of scouting experiences are more probable than boys who have never been in scouting to: (1) Have higher self-esteem; (2) Learn the value of team work; and (3) Assume leadership roles. William P. Williams, in his study about the Effects of Youth Organizations on Higher School Graduation, found out that young people who part in extracurricular activities or youth organizations are more likely to graduate from high school than those who do not take part in extracurricular activities.

Thinktank Demos ' assessment found that the Scouting initiative had "statistically important and beneficial effects" on the management abilities of the respondents. It also said the project helped increase the moral, critical thinking and social skills of the students (www.tes.com). At the same time, WOSM (World Organization of the Scout Movement) envisioned the development of Scouts who are happy, well-balanced individuals who are autonomous and supportive—autonomous in the sense of being resourceful, being able to make decisions, and asserting themselves as unique and responsible persons; and supportive, that is, being capable of sharing, genuinely caring about others, doing something for them, and promoting a cause.

World Scout Movement Organization: Measuring Scouting's Impact on the Development of Young People. It is a survey of pilot effect for Singapore, Kenya and UK last March, 2018 where it presented a findings that there are statistically significant positive difference between scouts and non-scouts for all three countries. The scouts score where the following: 20.2% higher Physical Activity than non-scouts; 16.2% higher on Life Skills and Employability than non-scouts; 9.5% higher on Curious about the world than non-scouts; 12.8% higher on Pro-Environment than non-scouts; 12.0% higher on Leadership than non-scouts; 6.0% on Problem Solving than non-scouts; 11.4% higher on Emotionally Intelligent than non-scouts; 9.3% higher on Diversity than non-scouts; 9.2% higher on Belonging than non-scouts; 16.6 % higher on Active Citizenship than non-scouts; 2.2% lower on Spiritual and Self Reflection than non-scouts; 7.2% higher on Resilience than non-scouts; 13.7% higher on Responsibility and Trustworthiness than non-scouts; and 12.0% higher on Team Work

than non-scouts. Dr. Mohammed Effendy, Singapore Scout Association, testified that "it is timely that such study had been carried out. It is long overdue. To me, it is extremely necessary and important to know how well Scouting has benefited young people all these years… to know to what extent we are indeed doing the right things. Hence, the results on the impact research will provide relevant data that could serve as pertinent evidence to justify our existence and usefulness and relevance in society and also to let our stakeholders be informed of our impact so that they will continue to support our causes and initiatives."

An element that might define Scouting's identity is its culture, summarized in the term "Scout spirit", the greatest common denominator of all members of the Movement for generations. The culture of scouting concerns: (1) all the attitudes and behaviors resulting from one's commitment to Scouting; (2) the totality of the traditions, rituals, symbols, and folklore (such as the "Jungle Book") that are specific to Scouting at local, national, and international levels; (3) specific terms, such as "Jamboree" and "Moot"; (4) all the knowledge and techniques specific to Scouting.

In 2003, the World Organization of the Scout Movement (WOSM) Asia Pacific Region (APR) did a study on its membership trend during a five year period from 1997 to 2002. The study showed that the membership trend in the Region was modal, that is, it was increasing steadily then decreasing steadily at some point. While membership in Scouting had been increasing steadily in Bhutan, Hong Kong, India, Kiribati, Malaysia, and Thailand, it had been steadily decreasing in the industrialized countries of Australia, Japan, New Zealand, and Sri Lanka. In 2009 an analysis of the membership trend in the Region during the period 2001 to 2007 showed that it was fluctuating, peaking in 2001 and suddenly dropping to its lowest in 2002. The countries that showed the highest growth rate (10-20%) were Bhutan, Maldives, Mongolia, and Pakistan and the lowest growth rate (>20%) was reported by Brunei, Sri Lanka and Macau. An analysis of the difference between the results of the two studies shows that only Bhutan maintained its steady growth while only Macau continued to decrease steadily. The trend was believed to have been partly caused by the change in attitude and behavior of the public towards Scouting. There was an observed insufficient public support in Scouting and a concomitant concern for financial stability in Scouting in the Region. In addition, the young people of the region considered the youth program as not very attractive, in comparison with other activities for young people offered by other organizations.

On 31st of October, 1936 the Philippine' Boy Scouts were licensed under the Commonwealth Act No. 111. Its predecessor was the Council of the Philippines Island Council chartered by American, Chinese and Philippine businessman and interest groups. Scouting in the Philippines became official in 1923 when the Council of the Boy Scouts of America was established in the Philippines. In 1923, the Philippines became an autonomous Scouting Nation with the transfer of the BSA Philippine Council's property and responsibilities to the Philippine Boy Scouts (www.slideshare.net).

Republic Act No. 7278 entitled, An Act amending Commonwealth Act No.111, as amended by Presidential Decree No. 460, entitled "An Act to Establish a Public Corporation to be Known as the Boy Scouts of the Philippines, and to Define its Powers and Purposes," by reinforcing the voluntary and democratic character of the Boy Scouts of the Philippines and for other purposes – was signed into law by President Aquino on March 24, 1992.

Section 3 of Organic Law Of The Boy Scouts Of The Philippines (Commonwealth Act. No. 111 as amended by Presidential Decree No. 460 and Republic Act No. 7278) state that the aim of this corporations is to encourage the capacity of children to do helpful stuff for themselves and others through organization and collaboration with other organizations, to mold boy scouts in scouting skills and instill to them love for the country, awareness and accountability on society's current situation, bravery, self-reliance, discipline and related virtues and moral values in them, using methods commonly used by boy scouts.

In view thereof, the Department of Education uphold the revitalization of the Boy Scouting all over the country as stipulated in DO 49, s. 2007 – Revitalizing Boy Scouting in Schools - where it further detailed that (1) Scouting with the Boy Scout of the Philippines is an effective program in the development of being a leader and nurturing of values in every child.

The primary goal of this program is in line with the mission of the Department of Education to develop boys and young men into well-rounded individuals with exemplary character worth the emulation of schoolchildren. The BSP has, so far, consistently produced leaders and models who are true adherents to the Scout Oath and Law. (2) With its remarkable track record on youth development, the Department of Education acknowledges the important role played by the Philippine Boy Scouts in helping the school system shape pupils and students into accountable and responsive people of the nation and in

contributing to attempts in achieving quality education.

Scouting enables to curb the vices and poor impact of medicines and colleagues as a co-curricular program. Membership and involvement in Boy Scouting and its programs, initiatives and events in school should be therefore be strongly encouraged and endorsed. In this connection, not only the Department of Education supports the ideal of scouting as part of the curriculum, it was also supported by the Department of Interior and Local Government (DILG) as being pronounced of H.E. Rodrigo R. Duterte, President of the Republic of the Philippines during his Investiture and Installation

Ceremonies as chief Scout of the Boy Scouts of the Philippines where it later released a Memorandum Circular No. 2018-11 on January 30, 2018.

The aforementioned Memorandum Circular expresses full and strong support of the DILG to the Scouting Movement and instructs all authorities in Province, Cities, Municipalities, Barangays and other authorities involved to assist the BSP by ,making the following undertakings : (1.) Give institutional assistance and create a powerful partnership and collaboration with the corresponding counterpart BSP Regional and Local Councils for Scouting growth in the respective operational fields; (2.) Become a member of the BSP and encouraging other people to join the program; (3.) Be involved in Scouting Programs, initiative and events such as Jamborees, training sessions, meeting with the board and conferences; (4). Permit the free use, as suitable, of the corresponding equipment for BSP programs, projects and their events, (5.) Sponsor and pay public school children's membership charges in the respective fields or give economic support to the corresponding counterpart councils in support of the Scouting Program. (6.) Designate Scout Coordinator to coordinate scouting issues effectively at all levels.

The Department of Education, the Local Government Unit, Private Sectors and the greater community not only in the Philippines but in the whole world support the implementation of the Boy Scouting Program. This means that it's in the engagement of our youth to the Boy Scouting Program that its effects may be seen and felt.

THE PROBLEM
Statement of the Problem
This research assessed the status of the implementation of Junior High Boy Scouting Program at Sta. Lucia National High School, Asturias, Cebu during school year 2018-2019 as basis for Interactive Training Activities.

Specifically, this answered the following:

1. What is the demographic profile of the respondent-groups as to:
1.1. teachers':
1.1.1. age and gender,
1.1.2. number of years as scout master,
1.1.3. advancement in scouting,
1.1.4. interest in Scouting,
1.1.5. workload, and
1.1.6. relevant trainings and seminars attended?

1.2. students':
1.2.1. age,
1.2.2. year level,
1.2.3. number of years in Scouting,
1.2.4. advancement in Scouting,
1.2.5. interest in Scouting,
1.2.6. parents' highest educational attainment, and
1.2.7. favorite extra-curricular activities?

2. As perceived by the respondent – groups, to what extent is the implementation of boy scouting program as to the following objectives in developing:
2.1. self-esteem,
2.2. teamwork, and
2.3. leadership roles?

3. As perceived by the respondent groups, what is the level of expertise of the boy scouts on the following SKILLS – O - RAMA:
3.1. small booths,
3.2. pioneering area, and
3.3. stage area?

4. What are the best practices in boy scouting?

5. Based on findings, what interactive training activities can be crafted?

Significance of the Study
Through this study the aspects that affect the performance of the students on scouting activities can be identified so that possible solutions and recommendation can be drawn out. This study can also be used to improve the performance of the students on scouting activities enabling them to execute the activities well and they can internalize the values the scouting will bring.

The researcher strongly believed that this research would benefit the following:

The Government and the Department of Education. The results of this research will help the Government and the Department of Education on how and what to do to strengthen the implementation of the Scouting Program in the

school. Through this research, the Government will be able to extend assistance to the school in any way possible.

School Administrators. This would remind the principal and school heads that scouting as one of the most challenging activities in the school that creates an impact to the students' wellbeing therefore this should not be taken

for granted. This study would serve as a tool for assessment whether or not there's a need for teachers who are the front runners of the said activity to undergo more training and seminars related to scouting.

Teachers. This study creates awareness to teachers, especially scout leaders to give attention to the implementation of scouting activities in the school. This study will also give them the opportunity to understand what scouting really

means. Significantly, it will serve as a guide for teacher/scout leaders to execute the scouting activities in the school properly and be able to guide the students a scout leader should be.

Parents. This study will serve as an eye opener to parents that engaging their sons into scouting would be a great help for them to raise their sons properly. This would also serve as instruments for parents to know their sons' moral, physical, and psychological development.

Junior High Male Students. It will help them execute the different activities properly and internalize the values that they can learn from the said activities making them the kind of students that the Department of Education desired them to be, a well-rounded individuals with exemplary character worth

the emulation of schoolchildren. Furthermore, this study will enlighten the minds

of the senior high students the importance of scouting into their life as teenagers, students, and a member of their community.

The Future Researchers. The research findings of this study will serve as a benchmark for other related study or may be expounded by other researchers.

This will also encourage other researchers to dig down deep about the effectiveness of the implementation of Scouting Program in the school in relation to the holistic development of the students.

RESEARCH METHODOLOGY
Research Design
This study used descriptive-survey method to identify the significance of scouting program among the Junior High Male Students of Sta. Lucia National High School. The aim of this descriptive research is to validate and interpret formulated hypothesis that is timely and relevant to the present situation. The respondents were chosen through random sampling and a questionnaire, demographic profiling, observation and interviews were used for data gathering.

Flow of the Study
This study was driven from the data gathered from the respondent. It also determined the level of expertise of the Junior High Male students and teachers of Sta. Lucia National High School in terms of the different Scouting Activities. Furthermore, this study also includes the best scouting practices practiced by the students and teachers in the school to enrich the results of this study.

The results of the study were the basis for proposed Interactive Scouting Activities.
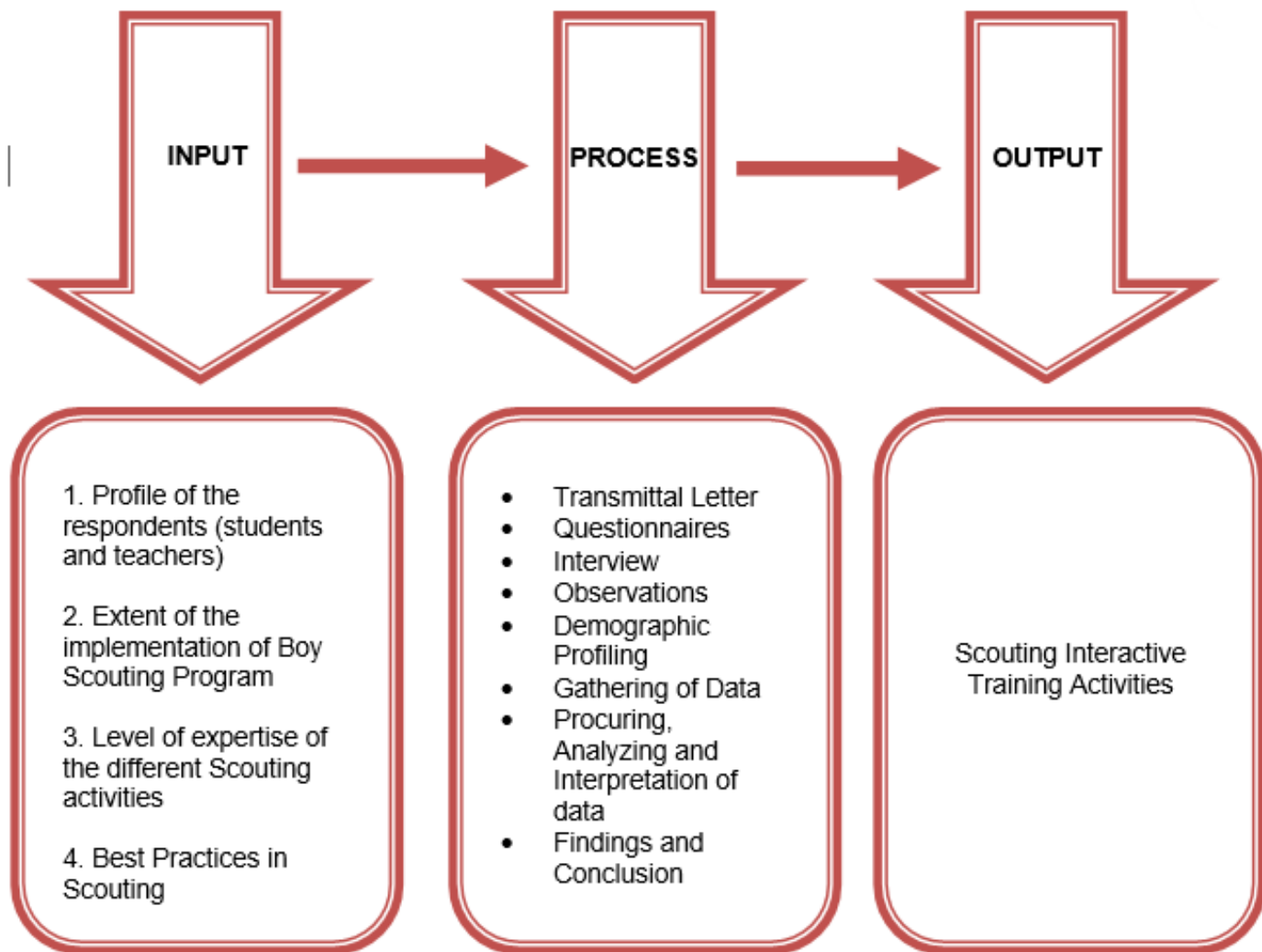
Figure 2 Flow of the Study

Environment

The researcher conducted the study in Sta. Lucia National High School, District of Asturias which belongs to the Northwest Area of the Division of Cebu Province. The School was established in 1981 as the first public secondary educational institution in the Municipality of Asturias with a total land area of 3.78 square kilometers. It has a growing population with a total enrollment of 1143 students, 37 teachers, and a principal for this school year 2018-2019. The school offers the following course: General Academic Stand (GAS), Information and Communication Technology (ICT) and Technical – Vocational - Livelihood (TVL).

Asturias is a third municipal income class municipality situated in the northwestern part of Cebu Province approximately 71 kilometers from Cebu City. It consists of 27 barangays with a total land area of 73.53 sq mi. "Naghalin" is Asturias' ancient name from Cebuano's indigenous word "lalin" which means "settlers from distant places". Farming and fishing are the prevalent livelihood of Asturias inhabitants and it is bordered by Tuburan in the north, Balamban to the south, Danao to the east and Tañon Straight to the west. Barangay Sta. Lucia on the other hand, is a barangay in the Municipality of Asturias and is situated 8.5 kilometers away from the town proper with a growing population of 3984 determined by 2015 Census. Figure 3 shows the Map of Cebu where the town of Asturias can be found.

Figure 3. Map of Cebu

Respondents

The respondents of the study were the male junior high school students of Sta. Lucia National High School for the school year 2018-2019 who had an interest in the scouting activity or who had an experience with scouting. They were randomly selected from grade 7, 8, 9, and 10. It is the desire of the researcher to include all the senior high students of Sta. Lucia National High School to come up with more comprehensive results of the study but due to constraint of time and financial resources, the researcher narrowed down the study to the students who already had an experience and interest in scouting. The junior high teachers were also part of the respondents. Table 1 shows the respondents distribution.

Table 1 The Distribution of Respondents (Teachers and Students)

n=85

Respondent	Population Size (n)	Percentage (%)
Junior High Male Students	68	80.00
Junior High Teachers	17	20.00
Total	85	100.00

Instruments

A questionnaire constructed by researcher and was used as a main instrument in gathering the data for this study. This questionnaire was categorized into two (2) sections such as survey questionnaire and demographic profile; it is also divided into five (5) parts. Part I is the profile of the respondents; for teachers it includes the age, gender, number of years in scouting, advancement in scouting, interest in scouting, their work load and the teachers' related training and seminars attended. For the part of the students, it includes their age and year level, number of years in scouting, advancement in scouting, interest in scouting, parents' highest educational attainment and the students' favorite extra-curricular activities. Part II is about the extent of the implementation of boy scouting in Sta. Lucia National High School as to its different objectives such as self-esteem, team work and leadership. Part III dwells on the level of expertise of the respondents on the following skills - o – rama: small booths, pioneering area and stage area. Part IV is all about the scouting practices best practiced by the students and teachers in connection with the scouting activity and part V is what designed interactive activities can be crafted out from the findings.

Aside from the above-mentioned instruments, the research will also utilize observation and interview method to supplement data gathering.

Data Gathering Procedure

The researcher prepared two (2) letter requests before the conduct of the study, the first letter request was sent to the School's Division Superintendent of Cebu Province and another letter request was given to the Principal of Sta. Lucia National High School. After the approval of the letter, the researcher set a schedule to meet the vacant time of the students and teachers; the questionnaires were then distributed personally to the students and teachers. Before the filling up of questionnaires, the explanation of the purpose of the study and the administration of the questionnaire was discussed with the support of other scout leaders of the school. The respondents were gathered in one room for easy administration and monitoring of the test and the respondents will be given one (1) hour to answer the test given. After the questionnaires were answered by the respondents these were collected immediately.

Statistical Treatment

Tabulation of data was made after the observation and interview were conducted. The researcher made use of the simple percentage and weighted mean in analyzing the data.

1. **Simple Percentage**. This was used to find out the profile of the junior high teachers according to age and gender, number of years as scout master for teachers, advancement in scouting, interest in scouting, teachers' work load and relevant training and seminars attended by the teachers; for the male junior high male students, simple percentage was used to find out the age and year level, number of years in scouting, advancement and interest in scouting, parents' highest educational attainment and the students' favorite extra-curricular activities.

2. **Weighted Mean**. This statistical tool was used to determine the extent of the implementation of boy scouting program as to the following objectives in developing self-esteem, team work and leadership roles. Weighted mean was also used to determine the level of expertise of boy scouts on the following SKILLS – O – RAMA such as small booths, pioneering area, and stage area.

Scoring Procedure

This study employed the following procedure.

The computed weighted mean was interpreted using the hypothetical mean range:

To quantify the extent of the implementation of boy scouting program:

Scale	Category	Verbal Description
4.2-5.0	SE	the implementation is strongly effective
3.4-4.2	SWE	the implementation is somewhat effective
2.6-3.3	NIE	the implementation is neither ineffective nor effective
1.8-2.5	SWI	the implementation is somewhat ineffective
1.0-1.7	SI	the implementation is strongly ineffective

To quantify the level of boy scouts' expertise in the different SKILLS-O-RAMA:

Scale	Category	Verbal Description
2.33-3.00	Very Skilled	skill is manifested at the high level
1.66-2.31	Skilled	skill is manifested at the normal level
1.00-1.65	Unskilled	skill is manifested at the low level

DEFINITION OF TERMS

For the purpose of clarity and better understanding of this study, the following terms used in this study are defined in the context of this investigation.

Advancement. It talks about the process by which scouts progress from rank to rank.

Auxiliary Duties. It refers to additional responsibility or job of the teacher aside from teaching.

Boy Scouting. It refers to the program for boys 10 to 17 years of age who join Scout Troop sponsored by school and by civic, fraternal, service and religious organization.

Educational Attainment. It refers the educational background of the parents. Whether or not they have finished elementary, secondary or college education.

Extracurricular Activities. Pertains to organized students' activities connected with school and usually carrying no academic credits.

Junior High Students. It refers to the students who study in grade 7, 8, 9, and 10 in a secondary learning institution and the respondent of this study.

Nonscouts. It refers to the students who are not part of the scouting program.

Profile. It refers to the age, year level, number of years in scouting and other related data of the respondents.

Revitalize. The term refers to ways on rousing from the state of inactivity.

Scouts. It refers to the students who joined the scouting program.

Skills – o – rama. It refers to the demonstration of scouts and exhibit of projects. It has the following areas: small booths, pioneering area, cooking area, stage area, and pool.

Workload. It refers to the subjects taught and handled by the teacher.

2. PRESENTATION, DATA ANALYSIS, AND INTERPRETATION

This chapter deals with the presentation, data analysis and interpretation of the results gathered from the questionnaires distributed to the male junior high school students of Sta. Lucia National High School. The data sought the profile and assessed the status of the implementation of Junior High Boy Scouting Program of Sta. Lucia National High School, District of Asturias, Cebu during the school year 2018-2019.Tables were used in the interpretations and analysis of the data gathered from the respondent for clearer and better presentation. This study had four (4) parts.

Part I presents the profile of the students and teachers in terms of age, gender, year level, number of years in scouting, advancement in scouting, interest in scouting, subject taught or work load, parents' highest educational attainment, related seminars attended and favorite extra-curricular activities.

Part II pertains to the extent of the implementation of boy scouting program in developing the following boy scouting objectives: self-esteem, teamwork and leadership.

Part III discloses the level of expertise of the respondents' groups on the following SKILLS - O – RAMA such as small booth, pioneering area and stage area.

Part IV delves on the best scouting practices practiced in Sta. Lucia National High School.

PROFILE OF THE RESPONDENTS

This part explains the demographic profile of the teachers and students of Sta. Lucia National High School, Sta. Lucia, Asturias, Cebu for the school year 2018-2019. Both were the respondents of this research that deals with the scouting program of the school.

Teachers

This part presents the demographic profile of the teachers; it includes the age and gender, number of years in scouting, advancement in scouting, interest in scouting, workload and related training and seminars.

Age and Gender

Table 2 shows the age and gender of the teachers. It has an age bracket of 21 to 29 years old, 30 to 38 years old, 39 to 47 years old, and 48 years old and above. It also presented the gender of the teacher in order to identify whether the respondents were male or female.

Table 2 Age and Gender

n=17

Age	Gender				Total	
	Male		Female			
	f	%	f	%	f	%
48 years old and above	0	0	1	5.88	**1**	**5.88**
39 – 47 years old	0	0	3	17.65	**3**	**17.65**
30 – 38 years old	0	0	3	17.65	**3**	**17.65**
21 – 29 years old	4	23.53	6	35.29	**9**	**52.94**
Total	4	23.53	13	76.47	**17**	**100**

X = 25X = 33.31

As shown in Table 2, there was no male respondent that belonged to the age bracket of 30 to 38 years old, 39 to 47 years and 48 years old and above. There was one (1) or 5.88 percent female respondent from the age bracket of 48 years old and above; three (3) or 17.65 percent female who responded from the age bracket of 30 to 38 years old and 39 to 47 years old. For the age bracket of 21 to 29 years old, there were four (4) or 23.53 percent male and six (6) or 35.29 percent female respondents. Based on the table, a great number of respondents was in the bracket of 21 to 29 years old which can be associated that majority of the teachers were new in the service. The Department of Education (DepEd) hired an extra 75, 000 elementary and secondary teachers in public schools across the nation to further decrease the class size and decongests classrooms in public elementary and secondary schools. The education official said if a class exceeds the maximum number of learners, they will consider adding school-based personnel in a particular school. (source: philstar.com)

Number of Years as Scout Master

Table 3 presents the number of years of teachers as scout master. To identify the teachers' number of years pent as scout master, the table has three (3) years bracket: 0 to 4 years, 5 to 9 years, and 25 years and above.

Table 3 Number of Years as Scout Master

n=17

Years in Scouting	f	%
25 Years and above	1	5.88
5 – 9 Years	3	17.65
0 – 4 Years	13	76.47
Total	**17**	**100**

Table 3 presents the data that shows that 13 or 76.47 percent of teachers fall on the bracket of zero (0) to four (4) years in terms of their years spent as scout master; one (1) or 5.88 percent of respondents fall under the 25 years and above bracket. As per interview, the results were based on the fact that teachers, in their younger years were not exposed to scouting activities and boy scouting in Sta. Lucia National High School was implemented last school year 2013 – 2014.

In a study conducted by Lynn D. Housner and David C. Griffey about the differences between experienced and inexperienced teachers showed that experienced educators have knowledge structures that are rich in student management policies and facilitating motor coordination performance that enable the students to give attention to the output of each student and change their course according to student demands. In contrast, inexperienced

educators had less of these approaches and concentrated their attention on the level of interest of the whole class to ensure that students were busy, happy and well-behaved.

Advancement in Scouting

Table 4 conveys the advancement in scouting of the teachers. The respondents were categorized whether they were very experienced, experienced, and inexperienced in scouting.

Table 4 Advancement in Scouting
n=17

Advancement in Scouting	f	%
Very Experienced	1	5.88
Experienced	8	47.06
Inexperienced	8	47.06
Total	17	100

Table 4 conveyed the advancement in scouting of the teachers where in eight (8) or 47. 06 of the respondents were inexperienced same that goes with the number of teachers who are experienced in scouting where there are eight (8) or 47.06 respondents; one (1) or 5.88 percent of the respondents was very experienced in scouting. The total number of participants was 17.

It can be implied that the experience experienced by the teachers in scouting affects how the students perceived the things the teachers were teaching them. It is said that "experience is the best teacher" and "we can't give what we don't have", this phrases were in fact in line with a research entitled "Impact of Life Skills Training on teachers' perceived environment and self-efficacy" conducted by Zipora Shechtman, et. all, evaluated results and execution procedures of life-skills training for teachers.

The findings showed that educators with two (2) years of practice had considerably greater scores on the job settings and measures on self-efficacy that did less teaching to students.

Interest in Scouting

Table 5 reflects the interest of the teachers in scouting. It measures the level of interest of the respondents whether they were very interested, somewhat interested, neither interested nor uninterested, somewhat uninterested in joining the scouting program of the school.

Table 5 Interest in Scouting
n=17

Interest in Scouting	f	%
Very Interested	8	47.06
Somewhat Interested	4	23.53
Neither Interested nor Uninterested	4	23.53
Somewhat Uninterested	1	5.88
Total	17	100

It is reflected in Table 5 that there were eight (8) or 47.06 percent of teachers who are very interested in scouting; there were also four (4) or 23.53 respondents who are somewhat interested in scouting and same that goes for neither interested nor uninterested. One (1) or 5.88 percent of respondents responded for somewhat uninterested for scouting. Scouting is one of the extracurricular activities in school where teachers can benefit from it, according to a research entitled "The Impact of Extracurricular Activities on Teacher Job Satisfaction" conducted by James P. Morgan shown that teacher's involvement in extracurricular activities (ECA) have a beneficial impacts on longevity of teachers, dedication to the ideals of the institution, work performance, and fulfillment for task done for those individual who train and/or recommend these activities. This research is also supported by a study of Gareth Sutton entitled "Extracurricular engagement and the effects on teacher-student educational relationship" that educators who participate in and encourage extracurricular activities to their learners have a powerful and meaningful ties in student job. Higher commitment was associated with greater academic performance (Camacho & Fuligni, 2015). The research also suggests that if students engage in these extracurricular activities, educators who are equally involved will also gain advantage because the process is a reciprocal learning process, like all educational relationships.

Workload

Table 6 shows the workload of the teachers. It presents all the possible subjects that the teachers may handle in order to identify whether the teachers have the time to implement the scouting program in the school.

Table 6 Workload

n=17

Teaching Load/Subjects Handled	f	%
English	6	35.29
Filipino	5	29.41
Mathematics	3	17.65
Science	3	17.65
TLE	4	23.53
Araling Panlipunan	2	11.76
EsP	9	52.94
MAPEH	2	11.76
Auxiliary Duties	11	64.71

As shown in Table 6, there were six (6) or 35.29 percent of teachers handled English subjects; five (5) or 29. 41 percent of teachers handled Filipino subjects. There were also three (3) or 17. 65 percent of respondents handled Mathematics and Science subjects; four (4) or 23. 53 percent of respondents are teaching TLE (Technology and Livelihood Education) subjects. Nine (9) or 52. 94 percent of respondents handled EsP (Edukasyon sa Pagpapakatao) subject and there were also two (2) or 11.76 percent of respondents are teaching MAPEH subject while 11 or 64.71 percent of respondents have auxiliary duties.

It can be noted that majority of the teachers handled teaching load beyond what the Department of Education requires a teacher to have. DepEd Memorandum No. 291, s. 2008 provides that: (1) Public school teachers shall provide real teaching for a maximum of six (6) hours per day, except when conducting educational operations beyond the school premise; (2) Public School heads shall assign teaching loads to public school teachers to make full use of the actual six (6) hour teaching in the classroom, i.e., six teaching loads at one hour per teaching load, with due considerations for possible teaching intervals.

Relevant Trainings and Seminars Attended

Table 7 shows the relevant trainings or seminars attended by the teachers. These relevant trainings or seminars need to be identified to assess the level of preparedness of the teachers in implementing all the activities of the boy scouting program.

Table 7 Relevant Trainings and Seminars Attended

n=17

Relevant Trainings/Seminars Attended	f	%
Camp Commissioner	1	5.88
Advancement	1	5.88
Climbing/Retraining	2	11.76
First-Year Camper	1	5.88
Outdoor Skills	4	23.59
Ecology/Conservation	2	11.76
First Aid	1	5.88
Basic Training course	11	64.71
Senior Scout Day Camp Administration	1	5.88

As shown in Table 7, there was only one (1) or 5.88 percent of the respondents who attended a seminar both for camp commissioner and advancement; two (2) or 11.76 percent o respondents attended a first-year camper seminar; one (1) or 5.88 percent of respondent has attended a seminar for climbing/retraining; four (4) or 23. 59 percent of respondents attended seminar for outdoor skills; two (2) or 11.76 percent responded that they had a seminar about ecology and conservation; one (1) or 5.88 percent of respondent has a seminar about first aid. For the attendees of basic training course, there

were 11 or 64.71 percent of the respondents and there was only one (1) or 5.88 percent of respondent for senior scout day camp administration seminar. Since the results manifested that majority of the teachers had only basic training course related to scouting, indeed, teachers' education and skills matter in the context of teaching skills to the students, in the Journal of teachers education 51 (3), 166-173, 2000 by Linda Darling-Hammond, point out that educator with more teaching skills are more confident and successful with learners than those with little or no teaching skills at all. Recent proof also suggests that teacher education reforms that create more tightly

integrated programs with enhanced clinical training interwoven with learning and teaching coursework produce educators that are both more efficient and more likely to join and remain in teaching.

Students

This part shows the demographic profile of the students, it includes age and year level, number of years in scouting, advancement in scouting, interest in scouting, parent's highest educational attainment and extra-curricular activities.

Age of the Students

Table 8 reveals the age of the students. It has an age bracket of 12 to 14 years old, 15 to 17 years old, and 18 years old and above. It is used to identify the average age of the respondents.

Table 8 Age

n=68

Age	f	%
18 Years and Above	3	4.41
15 – 17 Years old	48	70.59
12 – 14 Years old	17	25.00
Total	68	100

X = 15.38

Table 8 revealed that there were 17 or 25 percent junior high male students responded from the age bracket of 12 to 14 years old. There were also 48 or 70.59 percents belong to the age bracket of 15 to 17 years old; three (3) or 4.41 percents of junior high male students responded that belongs to the age bracket of 18 years old and above. The total number of junior high male respondents was 68. According to the survey entitled "Youth Engagement with Nature and the Outdoor" conducted by Rochelle Zorzi, et al. and summarized by The David Suzuki Foundation revealed that young people with the age of 16 and over were more likely to spend their time in the countryside, on roads and sidewalks or on nature paths than younger adolescent. Younger adolescents aged 16 and under were more likely to spend their time in different recreational fields.

Year Level

Table 9 reflects the year level of the students. The respondents were randomly selected from four (4) grade levels of the junior high of Sta. Lucia National High School.

Table 9 Year Level

n=68

Year Level	f	%
Grade 10	34	50.00
Grade 9	15	22.06
Grade 8	16	23.53
Grade 7	3	4.41
Total	68	100

It is reflected in Table 9 that there were three (3) or 4.41 percent of junior high male respondents belong to grade 7; 16 or 23.53 percent of the respondents were grade 8. There were 15 or 22.06 percent came from grade 9 and 34 or 50 percent of the respondents came from grade 10.

It is being observed that among the year levels, it was grade 7 who had fewer respondents compared with the higher level such as grade 8, 9, and 10.

Since the majority of scouts were in grade 10 and about to graduate in junior high, in a study about extracurricular and adolescent Development published in Journal of Social Issues volume 59, Issue 4 by Jacquelynne S. Eccles et. al, says that an individual who participates in different extracurricular activities had accomplished better academic results than non-participant even after monitoring for social class, gender and intellectual ability.

Number of Years in Scouting

Table 10 exhibits the number of years in scouting of the students. It was used to categorize the number of years in scouting of the respondents whether they spent 1, 2, 3, 4, 5, or 6 years and above in scouting.

The years spent of the students during their elementary as boy scouts and kindergarten as Kab scouts are included, this is to determine the totality of the years spent by the students in scouting for this is very vital in the evaluation of the extent of the implementation of boy scouting program in Sta. Lucia National High School.

Table 10 Number of Years in Scouting

n=68

Years in Scouting	f	%
6 Years and above	15	22.05
5 Years	5	7.35
4 Years	4	5.88
3 Years	10	14.71
2 Years	6	8.82
1 Year	9	13.24
0 Year	18	26.47
Total	68	100

Table 7 exhibited the data that there were 18 or 26. 47 percent respondents had no experience in scouting; nine (9) or 13. 24 percent of the respondent had a one (1) year experience in scouting; there were also six (6) or 8.82 percent of the respondents that has two (2) years spent in scouting; 10 or 14.71 percent of the respondents had three (3) years in scouting; four (4) or 5.88 percent of the respondents had four (4) years in scouting; five (5) or 7. 35 of the respondents had five (5) years in scouting. There were also 15 or 22.05 percent respondents who had more than six (6) years in scouting. The data exhibited that the number of years spent by students as scout vary, based on interview, some of them started to join the scouting program during their junior high years.

Ralph B McNeal Jr in his study about extracurricular activities and high school dropouts-Sociology of Education, it was discovered that student participation in certain extracurricular activities, such as athletics and fine arts, significantly reduces the likelihood that students will drop out.

Advancement in Scouting

Table 11 discloses the advancement in scouting of the students. The advancement of the students in scouting started with membership until they become an eagle scout which was the highest level in boy scouting program.

Table 11 Advancement in Scouting

n=68

Advancement in Scouting	f	%
Membership	46	67.65
None	22	32.35
Total	68	100

As presented in Table 11, there were 22 or 32.35 percent of the respondents had no advancement in scouting while there were 46 or 67.65 percent of the respondents fell under membership level. The result manifested that big number of students were merely in membership level, this means that there was no scout that has advancement in scouting and the number of students registered as scouts were low compared to the male population of the school.

BSP Secretary General Rogelio Villa said that the Boy Scouts of the Philippines (BSP) targets to increase its 2.6 million memberships to at least 2.8 million by the end of 2018. The target is in line with the vision 2023 of the World Organization of the Scout Movement to engage 100 million members within five years. Mr. Villa further elaborated that the current count of 2.2 million members are from the youth sector, while the remaining are volunteers, 98 percent of the youth members are school-based and other two percent are out-of-school.

Interest in Scouting

Table 12 unfolds the interest of students in scouting. It measured the level of interest of the students in joining the scouting program. The results were the basis for the necessary actions to be taken to ensure that the implementation of the boy scouting program in the school will be ensured.

Table 12 Interest in Scouting

n=68

Interest in Scouting	f	%
Very Interested	23	33.82

Somewhat Interested	7	10.29
Neither Interested nor Uninterested	9	15.14
Somewhat Uninterested	25	36.76
Strongly Uninterested	4	5.88
Total	**68**	**100**

The Table for interest in scouting of students illustrates that there were 23 or 33.82 percent of the students were very interested about scouting; seven (7) or 10.29 percent of the respondents fell under somewhat interested; nine (9) or 15.14 percent of the students were neither interested nor uninterested about scouting. There were also 25 or 36.76 percent of students that showed that they were somewhat uninterested and four (4) or 5.88 percent of the respondents responded that they were strongly uninterested about scouting.

Base on interview, uninterested students were those students who didn't have any experiences about scouting. The total number of participants was 68. Since Boy Scouting is one of the extracurricular activities in school, according to the study about the Positive Effects of Extracurricular Activities on Students by Erin Massoni, that the positive impacts of extracurricular activities on learners include behavior, improved grades, completion of educational endeavor, beneficial aspect of becoming successful adults and a social dimension.

Parents' Highest Educational Attainment

The Table 13 divulges the students' parent highest educational attainment. The educational attainment of the students' parents was categorized as college graduate, high school graduate, and elementary graduate.

Table 13 Parent's Highest Educational Attainment

n=68

Parent's Education Attainment	f	%
College Graduate	17	25
High School Graduate	40	58.82
Elementary Graduate	11	16.18

Table 13 divulges the data about the parent's highest educational attainment of the students were in 17 or 25 percent of the respondents has a parent who graduated from college; 40 or 58.82 percent of the students' parents were high school graduate and there were 11 or 16.18 percent of students' parents were elementary graduate. Davis Kean said that increased parental education has a beneficial effect on the achievement of children in curricular and extracurricular endeavor and this was correlated in the research entitled "Parenting Style: The impact on student achievement" by Lola Brown and Shrinidhi Lyengar stresses that parental education can indirectly affect the academic accomplishment of children in different cultures.

Students' Favorite Extra-Curricular Activities

Table 14 projects the students' favorite extracurricular activities. These were identified to assess students' interest aside from joining boy scouting.

Table 14 Students' Favorite Extracurricular Activities

n = 68

Students' Favorite Extracurricular Activities	f	Rank
Sports	45	1
Joining Competition	23	2
Dancing	17	3.5
Drawing	17	3.5
Singing	10	4
Leadership	8	5
Cooking	8	6
Communicating	7	7.5
Playing Musical Instrument	7	7.5
Acting	5	8
Writing	4	9.5
Speaking	4	9.5
Catechism	2	10

Table 14 projects that 45 of the respondents' favorite extracurricular activity were sports which were first in rank. Students specified that their most favorite sport was basketball; joining competition ranked number 2; dancing and drawing joined the 3rd rank; singing ranked 4 though students were not a professional singer, they just love to sing. Ranked 5 was leadership. Based on the respondents' profile, they are one of the classroom officers, year level representatives, group leaders and member of school organization such as SSG (Supreme Students Government). Cooking ranked 6; communicating and playing musical instrument ranked 7 followed by acting which ranked 8; writing and speaking ranked 9 and catechism is in the last rank.

As noted in the Tufts University Character and Merit Project, youth who participated in scouting and youth sports are more likely to adapt prosocial values such as being helpful or doing the right thing than youth who only play sports.

EXTENT OF THE IMPLEMENTATION OF BOY SCOUTING PROGRAM
This section reveals the weighted mean based on the extent of the implementation of Boy Scouting Program in developing students and teachers' self-esteem, teamwork, and leadership roles.

Self Esteem
Table 15 relays the extent of implementation of scouting program in developing self-esteem of teachers and students. It measures how the boy scouting program affects how the students and teachers value and perceive themselves. It has four (4) elements: 1. recognizes and accepts one's strengths; 2. achieves a sense of belonging; 3. develops a sense of power and 4. Has and imitates positive. (source: www.healthteacher.com)

Table 15 Self Esteem

Self Esteem	X	VD
		n=85
Recognizes and accepts one's strengths	3.7	SWE
Achieves a sense of belonging	4.0	SWE
Develops a sense of power	2.9	NIE
Has and imitates positive role models	3.7	SWE

Legend:
4.21 – 5.0 SE (Strongly Effective)
3.41 – 4.2 SWE (Somewhat Effective)
2.61 – 3.4 NIE (Neither Ineffective nor Effective)
1.81 – 2.6 SWI (Somewhat Ineffective)
1.0 – 1.8 SI (Strongly Ineffective)

Table 15 relays the respondents weighted mean of the extent of scouting program in developing the self-esteem of the students, it came out that the respondents got the weighted mean of **3.7** described as **Somewhat Effective** in recognizing and accepting one's strengths; achieving a sense of belongingness **4.0** described as **Somewhat Effective;** developing a sense of power **2.9** described as **Neither Ineffective nor Effective**; has and imitates positive role models **3.7** describe as **Somewhat Effective.** It can be noted that boy scouting program plays an important role in order for the students to achieve a sense of belongingness that may lead to the students to develop their self-esteem.

Self-esteem refers to how much a person likes (esteem) herself or himself. In a research about Adolescent Self-esteem published last June 2003 by the ACT for Youth Center found out that one-third to one-half of adolescents, particularly in early adolescents, are struggling with low self-esteem. Low self-esteem findings may be temporary, but in severe instances can lead to multiple issues including depression, nervous anorexia, delinquency, and even suicide. Self-esteem is associated to school performance.

Adolescence with low self-esteem is more likely to do poorly in school. Another study about self-esteem entitled "Self-Esteem in Adolescence" Trakia Journal of Science, vol. 16, No 2, 2018 by M. Minev, et. al., presented a result that verified the fact that boys have greater self-esteem than women. Boys see themselves as more independent and worthy than girls, and boys tend to be more independent of others' views, while girls are more likely to conform than boys.

Teamwork
Table 16 emanates the extent of implementation of scouting program in developing Teamwork of teachers and students. It also presents how the respondents develop their teamwork skills through boy scouting program.

Teamwork has five (5) elements namely: 1. has commitment and trust; 2. has good communication; 3. possess diversity of capabilities; 4. adapts to changing conditions; and 5. has creative. (source: https://smallbusiness.chron.com)

Table 16 Teamwork

n=85

Teamwork	X	VD
Has commitment and trust	3.5	SWE
Has good communication	4.1	SWE
Possess diversity of capabilities	2.9	NIE
Adapts to changing conditions	2.6	SWI
Has creative freedom	3.1	NIE

Table 16 emanates the data about the respondents' weighted mean of the extent of scouting program in the developing teamwork among the students; has commitment and trust **3.5** described as **Somewhat Effective**; has good communication **4.1** described as **Somewhat Effective**; Possess diversity of capabilities **2.9** described as **Neither Ineffective nor Effective**; Adapts to changing conditions 2.6 described as **Somewhat Ineffective** and Has creative freedom **3.1** described as **Neither Ineffective nor Effective.**

The results manifested that joining in extracurricular activities such as boy scouting can improved the students' communication skills vital in developing the value of teamwork among the students.

In a study entitled "Goal attainment, satisfaction and learning from teamwork" by Rodley C. Pineda and Linda D Lerner shows that students involved in procedures of transformation and action perceived their objectives achieved through teamwork. Those involved in transitional and interpersonal activities created a more favorable attitude towards teamwork and felt that they had learned considerably from their experience in teamwork.

Leadership Roles

Table 17 unveils the extent of implementation of scouting program in developing Leadership of teachers and students. It presented five (5) elements namely: 1. has the ability to delegate tasks; 2. has excellent communication; 3. has confidence; 4. is honest; and 5. is creative that the respondents developed through scouting. (source: www.chainreaction.org.au)

Table 17 Leadership Roles

n=85

Leadership Roles	X	VD
Has the ability to delegate tasks	3.0	NIE
Has excellent communication	3.7	SWE
Has confidence	3.4	NIE
Is honest	3.8	SWE
Is creative	2.8	NIE

Table 17 unveils the respondents' weighted mean of the extent of scouting program in the developing the Leadership of the students, it came out that the respondents got the weighted mean of **3.0** described as **Neither Ineffective nor Effective** in the ability to delegate tasks; has excellent communication **3.7** described as **Somewhat Effective**; has confidence **3.4** described as **Neither Ineffective nor Effective;** Is honest **3.8** described as **Somewhat Effective** and is creative **2.8** described as **Neither Ineffective nor Effective.**

It is reflected in the results that boy scouting program is somewhat effective in making the students be more honest, having confidence and it help them to have excellent communication skills.

In a study of Ethics and Character – Values of Scouts conducted by Harris Interactive (2005) found out that majority of men in America who were scouts as youth say scouting has been a positive influence in their lives. More than two-thirds of males who were scouts attribute some of their self-confidence in their job to being a scout and helping them to be a better leader. Scouting offers young people the chance to try new stuff, to serve others, to create self-confidence and to strengthen ethical norms. Furthermore, the purpose of the Boy Scout program is to train characters and help kids become independent people who are useful to others.

The scouting technique by which this goal is accomplished includes difficulties that scout learns to overcome on his own. The emphasis on "learning by doing" provides practical experiences to enhance learning and create

confidence. Small groups operations create unity and accountability, personality, having confidence in oneself, trustworthy, and willingness. (https://ascelibrary.org)

LEVEL OF EXPERTISE ON THE FOLLOWING SKILLS – O – RAMA

A Jamboree skills – o – rama is a demonstration of scouts skills such as the ability of the scouts to survive in the wilderness, it also includes the skills of the scouts on executing the different scouting activities and exhibition of projects were the scouts are expected to craft projects which were useful during survival process. It has different areas such as small booth, pioneering area, and stage area. To present the data about the level of expertise of the respondents about the different skills - o – rama, Table 18 is provided. It has the weighted mean and its corresponding verbal description for every sub-category.

Skills - O - Rama

Table 18 Skills - O - Rama

n= 85

SKILLS - O - RAMA	RESPONDENTS			
	Students		Teacher	
	X	VD	X	VD
Small Booths				
Knot tying	1.56	US	2.18	S
Compass Reading	2.18	S	2.59	VS
Fire Building	1.79	S	1.82	S
Water Boiling	1.96	S	2.35	VS
Message Relay	2.30	S	2.65	VS
Chariot Race	1.64	US	1.63	US
Bandaging	1.87	S	2.23	S
Wigwag Signaling	1.47	US	1.53	US
Merit Badge Relay	1.40	US	1.29	US
Trail Sign	1.46	US	2.12	S
X= **1.76**	S	X= **2.04**		S
Pioneering Area				
Puso Making	1.57	US	1.59	US
Gadgets Making	1.68	S	1.71	S
Camp Lay Outing	1.50	US	2.47	VS
X= **1.58**	US	X= **1.92**		S
Stage Area				
Fancy Drill	1.62	US	1.63	US
Songs	1.63	US	2.13	S
Stunts	1.87	S	2.76	VS
Yells	2.07	S	2.18	S
X= **1.80**	S	X= **2.18**		S

Legend:
2.33 – 3.00 = VS (Very Skilled)
1.66 – 2.32 = S (Skilled)
1.00 – 1.65 = US (Unskilled)

Table 18 provides the respondents' weighted mean of the following areas of skills – o – rama: there were 10 sub items under Small Booths, 3 for Pioneering Area and 4 for Stage Area. It came out that under Small Booths: **knot tying**, the weighted mean is **1.56** for students described as **unskilled** and **2.18** for teachers described as **skilled**; **compass reading**, the weighted mean is **2.18** for students described as **Skilled** and **2.59** for teachers described as **very skilled**; **fire building**, the weighted mean **1.79** for students and **1.82** for teachers both described as **skilled**; **water boiling**, the weighted mean is **1.96** for students described as **skilled** and **2.35** for teachers described as **very skilled**; **message relay**, the weighted mean is **2.30** for students describe as **skilled** and **2.65** for teachers described as **very skilled**; **chariot race**, the weighted mean is **1.64** for students and **1.63** for teachers both described as **unskilled**; **bandaging**, the weighted mean is **1.87** for students and **2.23** for teachers both described as **skilled**; **wigwag signaling**, the weighted mean is **1.47** for students and **1.53** for teachers both described as **unskilled**; **merit badge relay**, the weighted mean is **1.40** for students and **1.29** for

teachers both described as **unskilled**; **trail sign**, the weighted mean is **1.46** for students described as **unskilled** and **2.12** for teachers described as **skilled**. The total weighted mean for **small booths** is **1.76** for students and **2.04** for teachers both described as **Skilled**.

For Pioneering Area, the students got a weighted mean of **1.57** and **1.59** for teachers both described as **unskilled**; **gadgets making**, the weighted mean is **1.68** for students and **1.71** for teachers both described as **skilled**; **camp lay outing**, the weighted mean is **1.50** for students described as **unskilled** and **2.47** for teachers described as **very skilled**. The total weighted men under pioneering are is **1.58** described as **Unskilled** for students and **1.92** described as **Skilled** for teachers.

Stage Area with following sub-categories: **fancy drill**, the weighted mean is **1.62** for students and **1.63** for teachers both described as **unskilled**; **songs**, the weighted mean is **1.63** for students described as **unskilled** and **2.13** for teachers described as **skilled**; **stunts**, the weighted mean is **1.87** for students described as **skilled** and **2.76** for teachers described as **very skilled** and for yells, the weighted mean is **2.07** for students and **2.18** for teachers both described as **skilled**. The total weighted mean for stage area is **1.80** described as **Skilled** for students and **2.18** described as **Skilled** for teachers. Based on the results, majority of the weighted mean of the respondents were described as skilled and in order to advocate the school scouting program among the junior high male students of Sta. Lucia National High School, the teachers and those students that were already part of the boy scouting program of the school should have the mastery of the scouting activities. According to a paper published in International Journal of Applied Research and Studies 1 (2), 1 – 11, 2012 by PV Dharmarajan, et. al., about the importance of teaching Soft Skills in learners while teaching Hard Skills to learners, it encourages educators, faculty and trainers to take individual responsibility for the teaching of soft skills to learners, Faculties that educates/coach them have an immeasurable impact to learners, as they spend most of their time with them. The teachers who coach learners in hard skills are in a much better place to effectively combine soft skills with hard skills. On the other side, learners are also accountable for this scenario, as they concentrated more on gaining technical expertise, placing soft skills on the backseat. The output is a better specialist and a superior human being if both are mixed. All it takes is a little more effort on the part of the teachers, a little more care from the side of the guardian and a little more exertion from the student.

BEST SCOUTING PRACTICES IN STA. LUCIA NATIONAL HIGH SCHOOL

Table 19 shows the best scouting practices practiced in Sta. Lucia National High School. It presents all the best scouting practices worthy of emulation.

Table 19 Best Scouting Practices

n=81

Best Scouting Practices	f	Rank
Lead the students during parade	55	1
Command the students during Flag Ceremony	39	2
Daily Practice of Scouting Activity	37	3
Monitor the student's actions inside the school	36	4
Promote the pride of the school.	30	5
Use Scouts' help in students' discipline	29	6
Help the SSG in promoting activities against Drugs	26	7
Maintain the orderliness of the school	25	8
Lead the students into civic consciousness	13	9

As the overall winner for the are V Camporal for two (2) consecutive years, table 19 shows the data about the best scouting practices practiced in Sta. Lucia National High School, scout lead the students during parade ranked as the top most scouting practice in Sta. Lucia National High School. Ranked 2 was the scouts command the students during flag ceremony followed by the daily practice of scouts of different scouting activity which ranked 3; ranked 4, monitor the student's actions inside the school. Ranked 5, the scouts promote the pride of the school; Use Scouts' help in students' discipline was in rank 6. Ranked 7 help the SSG in promoting activities against drugs. Ranked 8 were maintaining the orderliness of the school and last were the scouts lead the students into civic consciousness which is in ranked 9.

Since the best scouting practices practiced in Sta. Lucia National High School were to mobilize the scouts to lead the parade, the Boy Scouts of America in its 2018 revised rules and regulations states that scouts in

connection with their participation in public functions elaborated that when practicable, scouting must collaborate in connection with civic or other government meetings of a non-partisan and non-political nature in such a manner as to give young members the chance to give service in harmony with their practice, rather than simply participating in standardized parades. Any such participation must be consistent with the principles of scouting movement.

3. SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter deals on the summary, conclusions drawn on findings and recommendations of the study. The researcher maximized the finding of the study for an interactive scouting training activities.

Summary

This study assessed the status of the implementation of Junior High Boy Scouting Program at Sta. Lucia National High School, Asturias, Cebu during the school year 2018 – 2019 with the end view of proposing interactive scouting activities.

Specifically, this study answered the demographic profile of the respondents-groups in terms of: age and gender; number of years as scout master; advancement in scouting; interest in scouting; work load and related training and seminars attended for teachers. Age and year level; number of years in scouting; advancement on scouting; interest in scouting; parents' highest educational attainment and favorite extra-curricular activities for students. It further answered the extent of the implementation of boy scouting program in developing self-esteem, teamwork and leadership roles. This study also answered the level of expertise of the boy scouts on the different skills - o – rama such as small booths, pioneering area and stage area. In addition, it also determined the best scouting practices practiced in Sta. Lucia National High School.

The descriptive survey method of research using a questionnaire was used in this study. There were 68 junior high students and 17 junior high teachers who were made as respondents in Sta. Lucia National High School, Asturias, Cebu for the school year 2018 – 2019. Random sampling was used to have the number of respondents.

The process included data gathering through the administration of the questionnaires and data analysis using appropriate statistical treatment. Simple percentage was used to determine the demographic profile of the respondents excepts alone for the students' favorite extra-curricular activities and best scouting activities were ranking method was employed, weighted mean for the extent of the implementation of boy scouting program in developing self-esteem, team work and leadership roles of the respondents and the level of expertise of the respondent in the different skills - o – rama such as small booths, pioneering area and stage area.

The results of the study were the basis for interactive scouting activities as an output.

Findings

The analysis of the data gathered yielded the following findings.

This research assessed the demographic profile of the respondents-groups, it presented the data that: Of the 17 teachers who responded, 9 or 52. 94 percent were 21 to 29 years of age; four (4) or 23.53 percent were male teachers and six (6) or 35.29 percent were female teachers. The result manifested that majority of the respondents were female teachers fall in the age bracket of 21 to 29 years old. For the number of years spent as scout master of the teacher, the data shows that 13 or 76.47 percent of teachers had spent zero (0) to four (4) years as scout master. In terms of the advancement of teachers in scouting, the results manifested that half of the teachers had an experience in scouting with the data of eight (8) or 47.06 percent same goes with the number of inexperienced teachers in scouting. The same data Eight (8) or 47.06 percent of teachers were both very interested and uninterested in scouting.

Based on findings, it was found out that nine (9) or 52. 94 percent of the respondents handled EsP(Edukasyon sa Pagpapakatao) subject and 11 or 64.71 percent of respondents had an auxiliary duties. This means that the teacher has other subject taught or handled aside from their field of specialization while 11 or 64.71 percent of teachers has attended a basic training course. This means that more than half of the respondents had a basic training course in scouting. For the students, the data showed that:

Of the 68 respondents, 48 or 70.59 percent were 15 to 17 years of age. The result manifested that the majority of the respondents fell under the age bracket of 15 – 17 years old and since the majority of respondents fell under the age bracket of 15 to 17 years old, the results showed that half of the respondents were grade 10 students with the data of 34 or 50 percent. It was also found out that most of the respondents had no experienced in scouting with the data of 18 or 26.47 percent and there were also 15 or 22.05 percent of respondents spent six (6) years

and more in scouting. For the advancement of students in scouting, majority of them were in membership level with the data of 46 or 67.65 percent.

Since the data showed that many of the respondents had no experience in scouting, 25 or 36.76 of the respondents responded that they were somewhat uninterested in scouting. The result also revealed that the common highest education of parents was High School Graduate with a data of 40 or 58.82 percent. And lastly, out of 68 respondents, 45 of them loved to play sports activities such as basketball, volleyball, billiards, and even sipak takraw, which were in the first rank followed by joining competition such as during interschool competition which ranked second, and dancing in the third rank. The results in students' favorite extracurricular activities also showed that catechism was included ranked the last. This research also measured the extent of the Implementation of Boy Scouting Program in Developing Self Esteem, Teamwork, and Leadership Roles and it yielded the following results:

For self-esteem, It came out that the respondents got the weighted mean from the different elements of Self Esteem, 3.7 described as Somewhat Effective in recognizing and accepting one's strengths; achieving a sense of belongingness 4.0 described as Somewhat Effective; developing a sense of power 2.9 described as Neither Ineffective nor Effective; has and imitates positive role models 3.7 describe as Somewhat Effective. On the other hand, the extent Boy Scouting Program implementation in developing team work among the respondents projected the data that the respondents got the weighted mean from the different elements of Team Work; has commitment and trust 3.5 described as Somewhat Effective; has good communication 4.1 described as Somewhat Effective; Possess diversity of capabilities 2.9 described as Neither Ineffective nor Effective; Adapts to changing conditions 2.6 described as Somewhat Effective and Has creative freedom 3.1 described as Neither Ineffective nor Effective. In developing leadership roles, the respondents' weighted mean of the extent of scouting program in the developing the Leadership of the students, it came out that the respondents got the weighted mean of 3.0 described as Neither Ineffective nor Effective in the ability to delegate tasks; has excellent communication 3.7 described as Somewhat Effective; has confidence 3.4 described as Neither Ineffective nor Effective; Is honest 3.8 described as Somewhat Effective and is creative 2.8 described as Neither Ineffective nor Effective.

The level of expertise in the different SKILLS – O – RAMA of the respondents were the following:

There were three (3) areas of Skills – o – rama involved in this study. For small booths with sub-categories such as knot tying, compass reading, fire building and water boiling, message relay, chariot race, bandaging, wigwag signaling, merit badge relay and trail sign, the weighted mean was 1.76 for students described as skilled and 2.04 for teachers described as skilled; pioneering area with sub-categories such as puso making, gadgets making and camp lay outing was 1.58 for students described as unskilled and 1.92 for teachers described as skilled; stage area with sub-categories such as fancy drill, songs, stunts, and yells was 1.80 for students described as skilled and 2.18 for teachers described as skilled.

Furthermore, the best scouting practices practiced by the scouts in Sta. Lucia National High School were ranked and it yielded the following results: 1.) lead the students during parade, 2.) command the students during flag ceremony, 3.) daily practice of scouting activity, 4.) monitor the student's action inside the school, 5.) promote the pride of the school, 6.) use scouts' help in student discipline, 7.) help the SSG in promoting activities against drugs, 8.) maintain the orderliness in the school, and 9.) lead the students into civic consciousness.

CONCLUSION

As gleaned from the findings of the study, the researcher arrived at this conclusion that the scouting skills of junior high students and teachers of Sta. Lucia National High School need to be improved as they were not very skilled with the different scouting activities. Furthermore, the values that scouting may give should be inculcated by the teacher to the students in order for the Department of Education to achieve its aspiration to produce a well-rounded individual. In addition, projecting that scouting is a powerful tool to help students and even teacher to improve holistically need to be persisted.

RECOMMENDATION

It is hereby recommended that the school and community together with the participation of students, teachers, and other stakeholders must implement scouting programs in support for the call of the Department of Education to produce a well-rounded individual. Most of all, the researcher recommends the implementation of the proposed interactive training activities to motivate the students in joining the school scouting program.

4. OUTPUT OF THE STUDY

Rationale

This study presents the output of the study which is the Scouting Interactive Training Activities for the junior high male students of Sta. Lucia National High School, Sta. Lucia, Asturias, Cebu. This output was designed to make the students interested in joining the boy scouting program of the school and the teacher will have a new interactive way to introduce the scouting program to the students. This output was based on the given set of camp-o-rally or showdown camp games for senior scouts by the Boy Scout of the Philippines – Cebu Council. This output consist of different interactive scouting activities such as Scout Law Relay, Knot Tying Relay: reef knot, bowline on a bight, highwayman's knot, fisherman's knot, timber hitch, clove hitch, taut-line and sheepshank., Compass Relay, Merit Badge Relay, Trail Sign Relay, Bandaging, Fire Building, Chariot Race, Wigwag Race and Pioneering Projects. Some of the games were adapted and revised. Aside from giving interactive training activities for scouts and scouts leader, the researcher also offers new scouting activities that the students and teacher may enjoy.

As the number of enrollments in the school increases rapidly, it is quite a problem why the number of students who participated in school's scouting program were the same over the last few years. As per interview, all the students and teachers who participated in the scouting program had a meaningful experience and feedback about scouting. Scouting is indeed an activity that does not only develop the skills of the students and teachers but also it develops the holistic aspects of an individual.

Boy Scouting offers a variety of meaningful activities that cater the growing demands of individual for belongingness, leadership, self-esteem and a lot more. With the advent of technology, students spend their time on mobile games and less in activity that engages them with other peers and in nature that their attention was totally captured with its unique features disregarding its negative impact on the student's health and interactions with family members, friends and other people. In connections, students' fondness for electronic gadgets weakens the capacity of students to interact physically, emotionally and socially with other people.

In support of the Department of Education's mission to develop boys and young men into well-rounded citizen with exemplary character and to produce leaders and models that embodied the nation's souls, this interactive scouting activities were designed to provide meaningful experiences to students. With this output, the researcher was motivated to presents an output that suits the kind of students Sta. Lucia National High School has and a better idea on the implementation of the output that will surely encourage the students and teachers to be a part of the Scouting family of the school.

Objectives

These scouting interactive training activities aimed to increase the number of participants, boost the interest of students and teachers towards scouting program, and to widen the implementation of School Scouting Program for junior high male students of Sta. Lucia National High School, Asturias, Cebu.

Specifically, it aims to
1. Encourage the students and teachers to join the scouting program.
2. Inculcate values that scouting may provide to the students and teachers.
3. Increase the number of participants of Boy Scouting Program.
4. Help the Department of Education in making future leaders.
5. Promote the importance of scouting program in developing a well-rounded individual.
6. Present new interactive training activities that would make scouting more fun.

Scheme of Implementation

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Students' Recruitment	1.Motivate students to join the scouting program 2.Register	1. Posting of announcements about scouting program	Students, school-based and non-school	None	None	June-August	1. Increase in the number of registrants		

	interested students in Boy Scouts of the Philippines	2. Room to room campaign 3. Boy Scouts visibility around the school	based personnel						
Students and Teachers Participation	1. increase the number of participants of boy scouting program 2. strengthens students and teachers involvement in boy scouting program	1. Encourage students and teachers 2. Giving of positive reinforcement 3. Giving of individual task	Students, school-based and non school-based personnel	None	None		June - March	Maximum involvement of teachers and students	
Scouting Program Implementation	1. to strengthen the implementation Boy Scouting Program in the school	1. Conduct school encampment 2. Participate in district and area encampment 2. Mobilize scouts in all schools related activities such as tree planting and school beautification	Students, school-based and non school-based personnel	Php. 10,000	PTA Funds, BSP Funds, Solicitation		June - March	Functional Boy Scouting Program	
Conduct of Interactive Training Activities	1. Inculcate preparedness among boy scouts at all times 2. Perform	1. Recommend the use of interactive training activities	Students, school-based and non school-	None			June - March	Meaningful and widespread implementation of interactive training	

		interactive training activities skillfully	2. Presentation and Orientation of the recommended interactive training activities	based personnel				activities		
			3. Apply peer tutorials (skilled scouts to train unskilled scouts)							

Proposed Scouting Interactive Training Activities

The following proposed scouting interactive training activities are for the utilization of the students and teachers of Sta. Lucia National High School in order to better implement the Boy Scouting Program in the school. The different sets of activities were provided to cater the needs of the students and teachers in introducing the boy scouting program to other students in order to widen the implementation of the program, its effectiveness and to develop a well-rounded individual.

Training Activity 1: Small Booths Area

Small Booths Area is one the areas during a Jamboree where scouts may show their wares on one site at one time, it is also an area where scouts demonstrate their skills in arrowhead making, compass and map work, first aid and other merit badge subjects.

Scout Law Relay Game

This Game is meant for Boy Scouts.

Required:
scout law cut-out sheets

Preparation:
Print out **Law Sheet 1** and **Law Sheet 2** for each team.

Cut out each section.

Instructions:
There are many ways to play.

Have each patrol line up at the start line.
Have a judge for each patrol standing about 30 feet away holding a bucket with all the Numbered papers in it.

A scout runs to the judge, draws out a paper and says the word of the Scout Law that it corresponds with. For example, a *4* is pulled so the scout says *Friendly*.

The scout returns the paper and runs back to tag the next scout.

Score a point for each correct point.

Use the Words instead of the Numbers in the same way.

Lay the Numbered papers from the start line about every 3 or 4 feet out to the bucket containing the Words. Each scout runs to the bucket and pulls out a Word, then places it by the Number to which it corresponds.

If a scout believes a Word is in an incorrect spot on the ground, they can sacrifice their trip to the bucket to move one Word or switch two Words.

The first patrol to have all Words in correct order wins.

Give each patrol a paper bag containing the Words.

On 'GO', the first patrol to arrange them in correct order wins.

TRUSTWORTHY	OBEDIENT
LOYAL	CHEERFUL
HELPFUL	THRIFTY
FRIENDLY	BRAVE
COURTEOUS	CLEAN
KIND	REVERENT

Sheet 1

1	7
2	8
3	9
4	10
5	11
6	12

Sheet 2

(Source: http://www.boyscouttrail.com/boy-scouts/boy-scout-games.asp)

Team Knot Tying Game
This Game is meant for Boy Scouts.

Required:
1 referee per patrol
1 6ft rope per patrol
1 dowel or post per patrol
1 bag per patrol containing slips of paper with a knot name on each slip - reef knot, clove hitch, highwayman's hitch, taut-line hitch, bowline on a bight, fisherman knot, timber hitch, sheepshank.

Instructions:
Patrol leaders divide their patrol into two even groups.
Draw a line down the middle of the area.
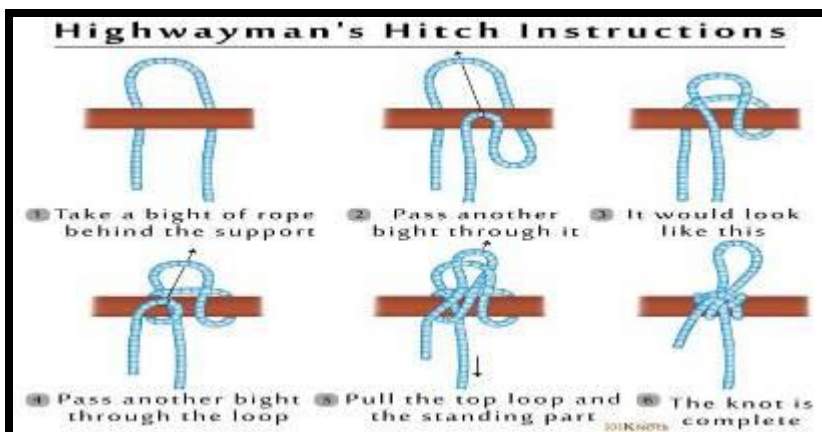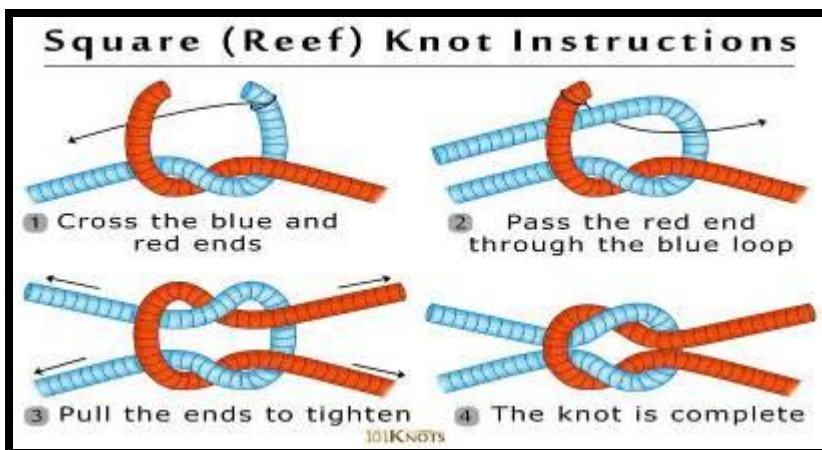Half the patrol is on the right side of the line - they can only use their right hand.
The other half is on the left side of the line - they can only use their left hand.

On signal, the first team of 2 scouts in each patrol pull a slip of paper out of their bag and tie that knot. When the referee accepts their knot, they untie it as quickly as they can (using both hands) and the next team of 2 do their knot.

First patrol through all the knots wins.

The referee should hold the dowel for knots that require it.

(Source: http://www.boyscouttrail.com/boy-scouts/boy-scout-games.asp)

Square (Reef) Knot Instructions

Highwayman's Hitch Instructions

Compass & Map Relay Game

Required:

For each patrol: compass, map, pencil, 8-12 index cards.

Preparation:

On each index card write the names of 2 towns or easily identified features of the map. Copy these cards for each patrol.

Notes:

practice map reading, orienting a compass.

Instructions:

Patrols line up single file.

Place the cards and pencil for each patrol about 20 feet away from the start line.

Give a compass and map to each patrol leader.

On 'Go' signal, patrol leader will run out and pick a card. Locate the two points on the map and plot a bearing from the first point to the second. Write the patrol name and bearing on the card and take it to the judge. Run back to hand the compass and map to the next scout in line.

Repeat for each scout.

Required:

compass, paper, and pencil for each scout
8-10 stakes in the ground with arrow markers stapled to top.

Preparation:

Place the stakes out in the play area so that each arrow points at a distant object.
Write a number on the stake or marker on top - 1 through 10.
Each scout should write the numbers 1-10 on a paper, with 3 lines empty between numbers.

Notes:

Good for newer scouts to build compass experience.

Instructions:

Set a time limit of 6-8 minutes.

On 'GO' signal, scouts go to any stake they want. At each stake, write down what object they believe the arrow is pointing at by the corresponding number on their paper. Then, figure the bearing from the stake to that object and write it down. (Or, just find the bearing of the arrow on the marker)

When all stakes have been done or when time is called, each scout turns their paper into the judge for scoring

(Source: http://www.boyscouttrail.com/boy-scouts/boy-scout-games.asp)
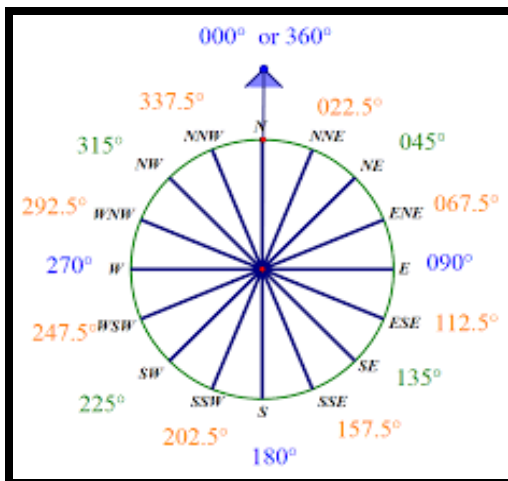
Chariot Races Activity
Required:

plastic tarp or blanket for each team

Instructions:

This can be done inside or outside on grass, but not on rough ground.
Each team of 3 players gets a tarp or blanket.
One scout sits on the tarp while each of the other two hold a front corner.
On 'GO!' signal, the teams race around a course and back to the start line. There, they switch positions and race another lap. Each scout pulls twice and sits once.
If the chariot rider falls off, the chariot must stop and wait for them to get back on.
Can add challenge by having riders keep their arms crossed in front of them and not grabbing the tarp.
(Source: http://www.boyscouttrail.com/boy-scouts/boy-scout-games.asp)

Signaling Merit Badge
A. Requirements for the Signaling merit badge:

1. Make an electric buzzer outfit, wireless, blinker, or other signaling device.
2. Send and receive in the International Morse Code, by buzzer or other sound device, a complete message of not less than 35 words, at a rate of not less than 35 letters per minute.
3. Demonstrate an ability to send and receive a message in the International Morse Code by wigwag and by blinker or other light signaling device at the rate of not less than 20 letters per minute.
4. Send and receive by Semaphore Code at the rate of not less than 30 letters per minute.
5. Know the proper application of the International Morse and Semaphore Codes; when, where, and how they can be used to best advantage.
6. Discuss briefly various other codes and methods of signaling which are in common use.
(Source: http://www.boyscouttrail.com/boy-scouts/boy-scout-games.asp)

Fire Building, String Burning, Water Boiling Activity.
Required:

tinder, kindling, fuelwood
matches
string
(optional) fire platform and wire hangers

Notes:

The scouts I've been involved with consistently make 'flat' fire lays which don't work very well. Learning to lay a fire up instead of out is important and this activity helps that understanding.

Instructions:

Each patrol collects fuel, builds a fire, and tries to be first to burn through a string suspended over the fire.

Time deductions can be given for each match used, for adding more wood, for rearranging the original fire lay.

For a more structured setup, make fire platforms.
➢ Cut a 12x12 inch fiberboard square (like shelving).
➢ Drill a 1/4 inch hole in each corner.
➢ Cut apart a wire clothes hanger into 12 inch lengths.
➢ Bend one end of the wire into a tight J shape so it fits snuggly into a hole in the platform.
➢ Insert wires in opposite holes and string a string from one to the other, putting tension on the wires.
➢ Measure that all the strings are at the same height for fairness.
➢ When the string burns through, the wires snap outward so it is obvious.

You may also provide a set amount of tinder, kindling, and fuel to each group if you want to concentrate on the fire lay rather than the luck of finding good wood.

Instead of burning through a string, a wire cup holder can be made and suspended between the hanger wires for a water boiling competition.

A fast, hot fire is needed for string burning, while a hot, sustained fire is needed to boil water, so adding wood should not be a deduction.

(Source: http://www.boyscouttrail.com/boy-scouts/boy-scout-games.asp)

First Aid Relays Game
Notes:
These are a handful of different First Aid games that can be fun and useful.
Make sure scouts have been taught the various skills before doing the games.

Instructions:
Fireman's Drag Relay:
Two teams - half the members of each team are firemen, the other half are victims and are laying on their backs. On signal, the first fireman runs up to a victim, ties the wrists together with a neckerchief, and pulls the victim back to the starting line with the fireman's drag. Touch off the next fireman, who then rescues the next victim. First team to bring in all their victims wins.

Two-Man Carry Relay:
Number each scout on each team.
#1 and #2 carry #3 using a four-hand seat carry for conscious victim to end and back.
#2 and #3 carry #4.
Continue through scouts.
Next-to-Last and Last carry #1.

Last and #1 carry #2.

If a victim touches the ground, stop and do some penalty, re-form the carry and continue.

Stretcher Relay:
Need two staffs and a blanket for each team to create stretchers. Also need paper cups and water.
#1 and #2 create a stretcher and carry #3 to end and take stretcher apart. Each scout brings back one piece of the stretcher.
#2 and #3 carry #4. Continue through scouts. Next-to-Last and Last carry #1. Last and #1 carry #2.

Bonus: Have the victim carry a paper cup of water. The team with the most water left gets a bonus.

Arm Sling Relay:
Teams line up in relay formation with one scout acting as victim and standing in front of the team 30 feet away. All other scouts have their neckerchiefs on properly.

The first scout on each team runs to the victim, asks what is wrong, and applies an arm sling to the arm indicated.

When the judge sees that the sling is correct, he calls out "Cured!".

The scout removes the sling and becomes the victim. The previous victim runs back to touch the next member of the team. This continues until all on the team have been victim and rescuer.

Pressure Pad Relay:

Teams line up in relay formation with one scout acting as victim and sitting in front of the team 30 feet away. All other scouts have their neckerchiefs on properly.

The first scout on each team runs to the victim, asks what is wrong, and applies a neckerchief folded into a pressure pad where indicated.

When the judge sees that the pad is correct, he calls out "Cured!".

The scout removes the pad and becomes the next bleeding victim. The previous victim runs back to touch the next member of the team and puts neckerchief back on.

This continues until all on the team have been victim and rescuer.

(Source: http://www.boyscouttrail.com/boy-scouts/boy-scout-games.asp)

Bandage a Buddy Game
Required:
Handkerchief for each scout

Notes
This requires First Class skills.

Bandages: Arm sling, sprained ankle, head wound, toothache, forearm cut, thigh cut,

Instructions:
Each patrol has a referee to judge the bandages.

Pair off with buddies in patrols.

The leader calls out a wound to be bandaged. He then gives the signal to start.

One member of each pair uses a kerchief to bandage the partner.

When the judge approves the bandage, it is removed and the other scout bandages the first one.

All pairs in each patrol tie each bandage.

When the judge has approved all bandages, the patrol gives their patrol yell to signal their completion of the round.

When all patrols finish a round, the next wound is announced.

THE SIGNALLERS' GAME
(A GAME FOR GOOD SIGNALLERS)
The troop must be divided up into three parties or patrols, as follows: A. Patrol, B. Patrol and C. Patrol. A. Patrol will be the smallest, but must all be good signallers, and c. Patrol the largest. First, the A. Patrol goes out and takes a position on high ground, or up in a church steeple, or the roof of a house, so as to command a good view of a certain stretch of country. This patrol will take Morse or Semaphore flags, or other signalling apparatus. The B. Patrol will go out and keep under cover in this certain stretch of country overlooked by the signallers or A. Patrol. On going out the B. Patrol will endeavor to keep under cover and dodge or trick the signallers by appearing in different places and disappearing and will finally take up a concealed position. After B. Patrol has been out fifteen minutes, C. Patrol will advance; then the signallers will signal down to the C. Patrol, or attackers, the position of the hostile B. Patrol, and other details that will help the patrol to advance unseen and surprise the enemy or B. Patrol. To win, the C. Patrol must capture the Scouts of the B. Patrol by surrounding their hiding-places. If the C. Patrol pass by more Scouts of the B. Patrol than they capture, it counts a win for the hostile B. Patrol. A time-limit of, say, two hours should be put upon the game.

Training Activity 2: Pioneering Area
Pioneering Area is another area during a Jamboree where scouts demonstrate their skills in rope making, use of wood tools, tower building, monkey bridges, etc…

**Puso Making**
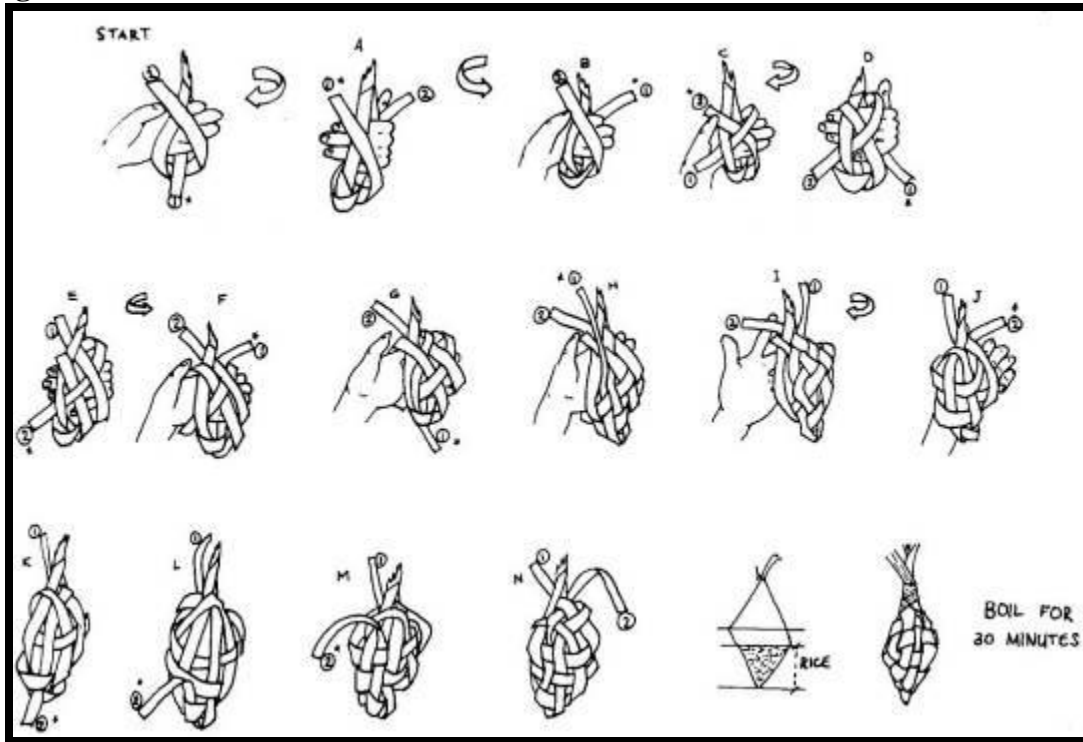
[INSTRUCTIONS]

1. Split palm leaves into strips and cut off the ends. Weave them together into a tightly closed package. Then insert a handful of uncooked rice. Filipino preparers use several traditional styles to weave packets, but the key is to weave palm leaves tightly enough that the rice grains can't escape.

2. Cook the rice packet in water for 30 minutes. Traditionally this is done outdoors in an oil drum using gas burners or wood for fuel. A large pan of water on a stove would also work.

3. Allow to cool, then unwrap the packet and serve. The rice will have the tightly packed texture of a dumpling and, although unseasoned, will have a distinctive flavor brought to it by the palm leaves.

How to Make Hanging Rice | eHow.com http://www.ehow.com/how_8655021_make-hanging-rice.html#ixzz1d1gP7i1f

Gadgets Making
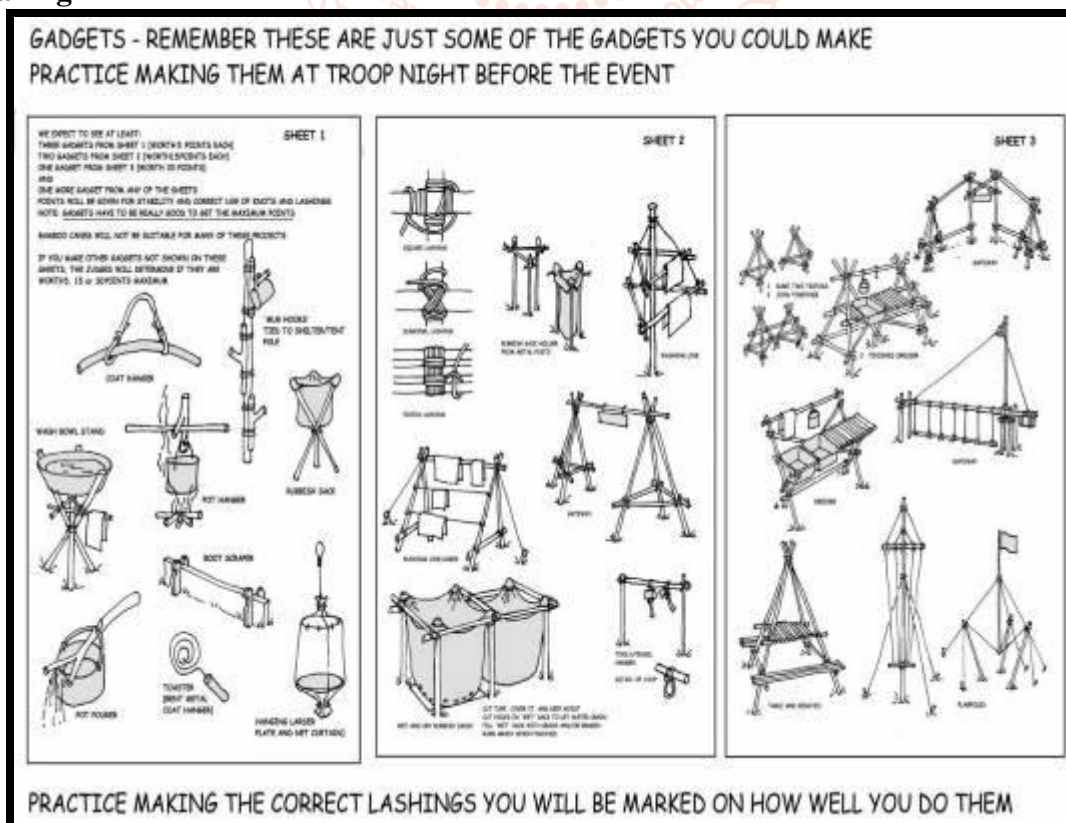
Camp Lay Outing
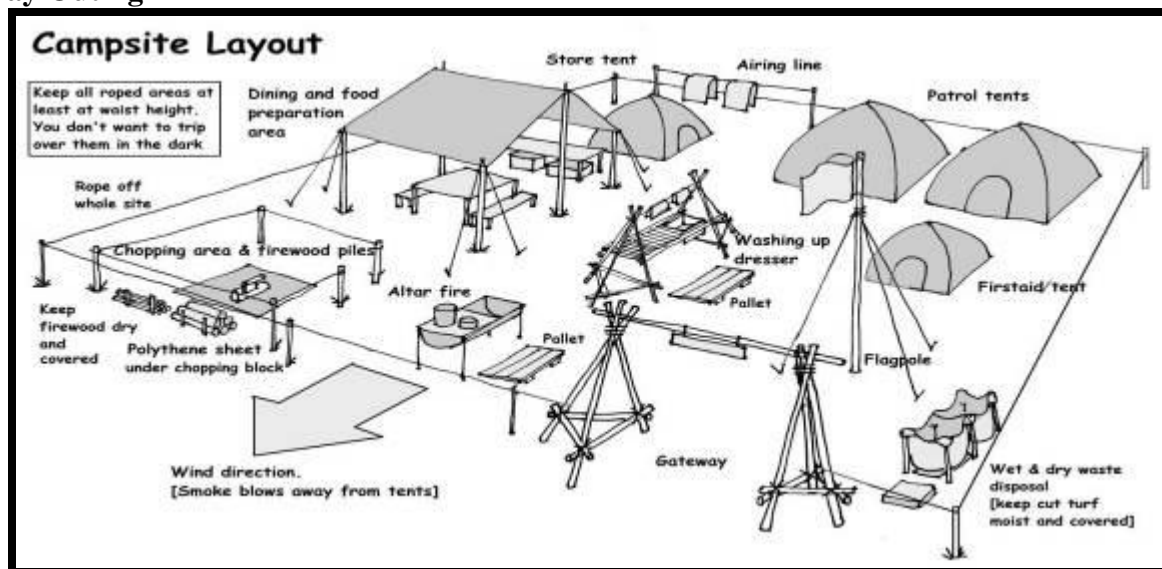
Training Activity 3: Stage Area

Stage Area is an area during a Jamboree where scouts may demonstrates their skills in performing by musical groups, drill teams, folk dancers, and the like.

Song
Mother Goony-Bird
(Sung to the tune of Father Abraham)

Mother Goony-Bird has seven chicks
Seven chicks had Mother Goony-Bird
And they couldn't fly, and they couldn't swim,
They could only go like this:
Right wing (right arm bent in "wing" position, flaps up and down)

Repeat, this time add:
Left wing (left arm goes along with right wing)

Repeat, this time add:
Right foot

Repeat, this time add:
Left foot

Keep repeating add one each time:
Head up and down
Chin up
Tail Out
Turn Around

On the last one, wait until they all turn around about once and then add, Sit DOWN!

-- Donna Ransdell, Poway, CA

My Bonnie Lies Over the Ocean
My Bonnie lies over the ocean,
My Bonnie lies over the sea,
My Bonnie lies over the ocean,
Oh bring back my Bonnie to me.
Bring back, bring back, Oh bring back my Bonnie to me, to me;
[Repeat.]

Action: As you sing each word beginning with the letter B, change from a standing to a sitting position and vice versa. All should be standing at the end of the song. When you have mastered these movements, sing it again, faster.

Boom Chicka Boom
I said a-boom-chick-a-boom! [Group echoes.]
I said a-boom-chick-a-boom! [Group echoes.]
I said a-boom-chick-a-rock-a-chick-a-rock-a-chick-a-boom!

[Group echoes.]
Uh-huh! [Group echoes.]
On Yeah! [Group echoes.]
This time! [Group echoes.]
We sing! [Group echoes.]
HIGHER!

Each time a leader adds a different variation such as: LOWER, WHISPER, LOUDER, TONGUE-IN-CHEEK, SEXY, GROOVY (COOL)

Dum, Dum, Da, Da
Dum, dum, da, da,
Da-dum, dum, da, da,
Da-dum, dum, da, da, da, dum, da-dum, dum, dum
Dum, dum, da, da,
Da-dum, dum, da, da,
Da-dum, dum, da, da, da, dum.

First time through: pat both knees twice, then right hand to left shoulder twice; pat knees twice, then left hand to right shoulder twice.

Second time through: pat both knees once, then right hand to left shoulder once; pat knees once, then left

hand to right shoulder once; pat knees, then cross arms, uncross arms and then snap fingers.

Third time through: left hand on right elbow, flutter right hand; right hand on left elbow, flutter left hand.

Fourth time through: brush hands, then right hand on left elbow; left hand on right elbow.

Fifth time through: cross arms, lean alternately forward and back.

(Source: http://www.macscouter.com/Songs/Action.asp)

Campfire Stunts and Skits

The Brutal Miner

(Each character in the skit has a distinctive sound to make when the Narrator says their name during the reading of the skit. The Narrator should pause, after reading the name of each character so they can make their sound and for audience reaction.)

Brutal Miner	Grrrrrrrrrr
Tired Wife	Oh dear.
Lazy Son	(Yawning sound)
Young Daughter	(Giggles)
Beautiful Daughter	"Ahhhhh"
Handsome Harry	Ah Ha !
Automobile	Honk Honk
Cat	Meow

Narrator:

Once upon a time in the far west, there lived a BRUTAL MINER, who had a TIRED WIFE, a LAZY SON, a giggling YOUNG DAUGHTER, and a BEAUTIFUL DAUGHTER. On the other side of the mountain lived HANDSOME HARRY. This young man drove his AUTOMOBILE over the mountains and carried mail to the BRUTAL MINER.

One day, the TIRED WIFE was cleaning the house. The BEAUTIFUL DAUGHTER was helping her. The YOUNG DAUGHTER was playing with the CAT on the steps and the LAZY SON was sleeping. The BRUTAL MINER came out and kicked the CAT. The TIRED WIFE and the BEAUTIFUL DAUGHTER rushed out with brooms and hit the BRUTAL MINER, but this did not bother him. He grabbed the TIRED WIFE by one arm and the BEAUTIFUL DAUGHTER by the other and shoved them into the house. The YOUNG DAUGHTER ran away with the CAT.

Just then, HANDSOME HARRY drove up in his AUTOMOBILE and saw the BRUTAL MINER beating the TIRED WIFE and the BEAUTIFUL DAUGHTER. HANDSOME HARRY rushed to the rescue and grabbed the BRUTAL MINER and threw him down the mine shaft. The BEAUTIFUL DAUGHTER flew into the waiting arms of HANDSOME HARRY, while the TIRED WIFE and the YOUNG DAUGHTER watched with enthusiasm. The LAZY SON slept on.

HANDSOME HARRY took the BEAUTIFUL DAUGHTER in his AUTOMOBILE to the little church in the wildwood and they lived happily every after.

Scouts Yells

Leader: Who are we?
Chorus: We are the boys who make no noise!
Hoo-ha! Hoo-ha-ha!
Hoo-ha! Hoo-ha! Hoo-ha-ha!
F-I-V-E! Five ! (or other Troop number).

ENGLISH RANK CALL

Be prepared! Be prepared!
Shout! Shout! Shout!
Tenderfoot! Second Class!
First Class Scout!

Rah! Rah! Rah! Rah!
Boy Scouts! Boy Scouts!

(Repeat three times, imitating a locomotive with increasing speed. Arm-movements like the piston.)

Patrol Yells

Using the Patrol Yell

Before you decide on your Patrol yell, go through the sample yells below.

When your Patrol has made up or has picked the yells the fellows like, practice them until you can deliver them with real pep and enthusiasm.

Then, if you want to honor a person or a place with a yell, you can fit your favorite yell for the occasion, by simply adding name of person or place to the yell-- once or three times to suit the rhythm.

But remember that a yell that's only a yell is not a yell at all! It isn't the noise that counts. It is the spirit and the meaning behind it that make the yell of value in your Patrol's life.

(Source: http://www.inquiry.net/outdoor/campfire/helps/yells.htm)

Other Scouting Training Activities

The following scouting training activities are crafted from Scouting Games: Sixth Edition by Sir Robert Baden-Powell for the students and teachers of Sta. Lucia National High School to carry out and enjoy.

A MEMORY GAME

In order to play this game successfully, it is necessary that the list of words and sentences given below be memorized by one of the players, who acts as leader.

This leader, turning to his next neighbor, remarks: "One old owl." The latter turns to his neighbor, and gives the same formula. So it passes around the circle till it comes to the leader again, who repeats it, and adds the formula: "Two tantalizing, tame toads." again it goes around, and again, and each time the leader adds a new formula, until the whole is repeated, up to ten. It is safe to say, however, that no society will ever get that far. Those who forget part of the formula are dropped from the circle. Here is the whole:

One old owl.
Two tantalizing, tame toads.
Three tremulous, tremendous, terrible tadpoles.
Four fat, fussy, frivolous, fantastic fellows.
Five flaming, flapping, flamingoes fishing for frogs.
Six silver-tongued, saturnine senators standing strenuously shouting: " So-so." Seven serene seraphs soaring swiftly sunward, singing: " Say, sisters."

Eight elderly, energetic, effusive, erudite, enterprising editors eagerly eating elderberries.
Nine nice, neat, notable, neighborly, nautical, nodding nabobs nearing northern Normandy.
Ten tall, tattered, tearful, turbulent tramps, talking tumultuously through tin trumpets.
(Source: https://filestore.scouting.org/filestore/pdf/Games.pdf)

CROSSING THE ALLIGATOR PIT

Equipment: For each patrol, three spars, 6 to 8 feet long; three 6-foot lashing ropes; four guy lines

Procedure: Mark the "alligator pit" on the ground; it should be 20 feet across and as wide as necessary to accommodate your patrols. The patrols line up on one side of the pit. On signal, they lash together a triangular "walker," using a shear lashing at the top and diagonal lashings for the crossbar. Near the top, they attach the four   one member climbs on the crossbar. One or two Scouts control each guy line and "walk" the walker across the pit by tipping it from side to side and moving it forward.

Scoring: The first patrol to finish wins.
Note: This can be a timed contest if there aren't enough spars for all patrols .
(Source: https://filestore.scouting.org/filestore/pdf/Games.pdf)

DELIVER THE MESSAGE
This is an excellent wide game. (As with most wide games, this one requires about a half-mile-square territory.)

Equipment: One neckerchief for each player; a sheet of paper (the "message") for each patrol leader; whistle

Object: For each patrol to try to get a message to the senior patrol leader or adult leader stationed in the center of the playing area. At the same time, each patrol tries to "capture" Scouts of other patrols by removing the neckerchief tucked into their belts in the back .

Procedure: Station the leader in a 4-by-4-foot space in the center of the playing area. He gives each patrol leader a message and orders him to take his patrol a quarter mile away. Each patrol goes in a different direction. When all patrols are in place, each patrol leader gives the message to one of his patrol members. The message may be passed to other members during the game. The game starts with a whistle blast. All patrols start toward the center, trying to help their patrol 90 member who has the message reach the leader in the center without being captured. At the same time, the boys try to capture Scouts from other patrols. When a Scout is captured, he is eliminated (or he may be sent back to his patrol's starting point to begin again). If the patrol member who has the message is captured, he must admit that he has it. The game ends when all messages have either been captured or delivered safely to the leader in the center.

Scoring: Score 10 points for each delivered message; 5 points for each captured message; 2 points for each captured Scout who does not have a message.

(Source: https://filestore.scouting.org/filestore/pdf/Games.pdf)

HUMAN CHAIN RACE PROCEDURE
The patrols line up at the starting line, one Scout behind another. Each Scout leans forward, reaches between his legs with his right hand, and grasps the left hand of the player behind him, thus forming a patrol chain. On signal, the patrol chains race to a turning point and back. If the chain breaks, the patrol must stop and re-form it before continuing.

Scoring: The patrol to finish first with the chain intact wins.

(Source: https://filestore.scouting.org/filestore/pdf/Games.pdf)

Tug of War
The two teams form in single file; the leading (and tallest) Scouts of each team face to face, the others behind them according to height. Each Scout clasps his hands across the Scout ahead of him. The two leaders lock wrists. The team that pulls the other furthest in a given time wins.

(Source: http://www.macscouter.com/Games/Games4BS.asp)

RELAY GAMES

Over the Top
Play with a medicine ball or basketball. Boys in line in straddle position. Ball passed over head from boy to boy. Last boy receiving ball vaults over the line as they stand in stooped position. Others continue until first boy finishes.

Through the Tunnel
Boys in same position. Bail is passed between legs and last boy crawls through, pushing ball ahead with head and hands. Others continue.

In and Out
Same formation. Ball is passed either between legs or over head. Last boy runs in and out through the line. and others continue.

Over and Under
Same formation except that bails are alternately passed over head and between the legs. Last boy vaults over one and crawls between legs of next boy. Others continue

Kangaroo
Same position. Ball is passed through line between legs. Last boy tucks ball between knees, jumping on side of line to front, and others continue.

Goat
Same as above, except that last boy butts ball along side of line with head, not being allowed to use hands.

Medicine Ball Roll
Same position. Ball is passed between legs, last boy running to front of line. Others continue same.

Leap Frog Race
Players stand in stoop-stand position as first boy straddle vaults over backs, he getting down on end of line and second boy beginning to leap frog jump over line, so continuing until all boys have had their turn jumping over backs of others.

Flag Race
Various combinations can be used.

Skin the Snake
All boys in line stoop over, grasping the left hand of player in back with his right between legs. Last boy lies down. Line continues backing until all are lying. Return to starting position, all standing. (This should be executed as quickly as possible.)

Human Wheelbarrow Race
Grasp leg of team mate by the ankles. He runs forward on hands, forming a human wheelbarrow.

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