THE TEAM SYSTEM: HOW DOES SCOUTING HELP YOUNGS' SOCIAL DEVELOPMENTS ?

TAKIM SİSTEMİ: İZCİLİK GENÇLERİN SOSYAL GELİŞİMLERİNE NASIL KATLKIDA BULUNUR ?

Hakkı ÇAMUR*

ABSTRACT: There are many international youth works on individual development of children and youngsters. Scouting along with formal education, is one of the world's most important youth movements which can shape up youths for the future. Scouting, which is the world's largest non-formal educational movement uses a method in order to achieve its aims. The scouting movement aims to help bring up individuals that are responsible, sensitive, able to express themselves and who can fight for their rights into society. The "Patrol/Team System" established within scouting is the largest attributing factor in the social development of an individual. Members of a team are in constant interaction with each other. The aim of this study, is to present the attribution of the scouting movement upon the social development of youths.

KEY WORDS: *scouting, social development, team (patrol) system*

ÖZET: Çocuk ve gençlerin kişisel gelişimleri konusunda uluslararası boyutta pek çok çalışma yapılmaktadır. İzcilik gençlerin gelecek için şekillendirilmesinde –resmi eğitim ile birlikte– rol oynayan önemli bir gençlik hareketidir. Dünyanın en büyük gençlik ve özgün eğitim hareketi olan izcilik edindiği hedeflere ulaşmak için kendine özgü bir metot kullanır. İzcilik hareketi bireylerin, toplum içinde sorumlu, toplumsal olaylara duyarlı, kendini ifade edebilen, haklarını savunan sosyal birer yetişkin olmalarına yardımcı olmayı amaçlar. İzcilik metodu içinde yer alan "Oba Sistemi" (Takım Sistemi) bireyin sosyal gelişimine en büyük katkıyı sağlayan öğedir. Birey obada sürekli ve karşılıklı bir alışveriş ve iletişim içindedir. Bu çalışmanın amacı izciliğin gençlerin sosyal gelişimlerine olan katkısını ortaya koymaktır.

ANAHTAR SÖZCÜKLER: *izcilik, sosyal gelişim, takım(oba) sistemi*

1. INTRODUCTION

Non-formal education engages an important place in youngsters' growth. It is considered as a cooperative tool to help youngsters' development in formal education. In every country there are many local, national and international structures which provide non-formal education for youngsters and children in different fields. Scouting is one of these international structures.

The scout movement is defined as a voluntary, non-formal, non-political and educational movement for young people, open to all without distinction of origin, race or creed, in accordance with the purpose, principles and methods (World Org. Of Scout Movement [WOSM] 1992). Scouting is a movement of self-education for young people (WOSM, 1998a; 1998b). The purpose of scouting is to contribute to the development of young people in achieving their full physical, intellectual, spiritual and social potentials as members of their local, national and international communities (WOSM, 1992).

The scout movement, to reach these goals, uses a specific method. The method is a comprehensive educational framework, composed of elements which work together as a system to provide young people with a rich and active learning environment (WOSM,1998a). What differentiates scouting from other youth organizations or youth movement is its scouting method. The method involves law and promise, personal progression, symbolic framework, learning by doing, adult support, nature and team (patrol) system (WOSM,1998a).

Each element in the method is one part of the whole in the scouting process. For this reason, it is referred to as a Scout Method rather than

* MSc. School of Sports Science and Technology, Hacettepe University, Ankara, hcamur@yahoo.com

scout methods. Moreover, each element is closely related to the other and only if, they all are applied together the desired goals can be achieved in young people's development. Method is based on how young people naturally develop, taking into account their evolving characteristics, needs, and interests at different stages of development.

One of these stages is to help young people's social development via scouting. However, social development is an inclusive process that influence almost every kind of behavior, even technical skills (Crain, 1992). The preschool and kinder garden years are the best time to help children establish a positive cycle in their social relations (Katz, McClellen & Diane, 1991).

Because social development begins in the early years, it is appropriate that all early childhood programs include regular periodic formal and informal assessment, of children's progress in the acquisition of social competence (Hartup, 1992).

Social development is a concept, consisting of an effective communication amongst people as the basis of human development and a social interaction process (WOSM,1985). Social learning and development involves behavior, person, and the environment (Bandura, 1994).

The socialization of the child is facilitated not only by the parents, but also within the family context, which may include relatives and friends who support the parents and children, and further reinforce cultural values. The process of socialization takes place through multiple channels: person to person, contact within the family, the structural and formal system of school, non-formal educational systems such as scouting, various group of friends, and finally, through all the information that we receive through the mass media (Murphy, 1979). Socialization processes involve changes in individual's relationships with other people, changes in emotions and changes in personality (Santrock, 1997).

Social group is an identifiable and structured collectivity of social people who fulfill reciprocal roles according to norms, interests and social values in the pursuit of common aims. Socialization of children begins within their family environment, but later on adolescents are predominantly interested in peers of the same age and gender. Peer approval at this stage is more important than parental approval (Harrison & Blakemore,1989). Indeed, the single best childhood predictor of adult adaptation is NOT IQ, NOT school grades, and NOT classroom behavior but, rather the adequacy with which the child gets along with other children. Early childhood educators have traditionally given high priority to enhancing young children's social development. During the last two decades a convincing body of evidence has accumulated to indicate that unless children achieve minimal social competence by about the age of six years, they have a high probability of being at risk throughout life. Hartup, suggests that peer relationships contribute a great deal to both social and cognitive development and to the effectiveness with which we function as adults (Hartup, 1992).

2. HOW DOES SCOUTING CORRESPOND TO NEEDS OF YOUNGSTERS?

Scouting aims to educate and develop young people of all ages using recreational and service methods to achieve their full physical, intellectual, spiritual, and social potential as an individual and as members of a team. Scouting seeks to prepare each young person to make a positive contribution to his or her society as a responsible citizen at the local, national and global level (Opie,1993).

As mentioned before the scout method is a system of progressive self-education through its elements. Membership of small groups, which is called "Patrol System", is one of the elements of the scout method. A patrol is the smallest, organized and democratic group in scouting. It is composed of 6-8 young people in which they

select their own patrol leader and each member has a role or duty in the patrol.

To provide clarity as to, why scouting uses the Team (Patrol) System we need to look over Maslow's Hierarchy of Needs. Maslow, indicated that we need to belong to a group or a place or a family etc. Thus it can be dedicated that the team system within scouting provides a feeling of belonging. This in furtherance brings forward the importance of each individual.

3. HOW DOES SCOUTING ENHANCE SOCIAL DEVELOPMENT?

Every movement has a number of fundamental beliefs and principles which underlie the purpose of its existence orient what it seeks to achieve and how it goes about achieving its goals (WOSM,1998a). These principles give direction to scouting educational approach to achieve its objectives. Moreover, they give constructive and coherent direction to the development of the young person (WOSM,1996).

3.1- A Direction Of Development in Social Domain

Social development is a continuous process in scouting. Social interaction first start in the team and develops toward international level.

Developing the ability to:

* listen and to express oneself effectively,
* approaches others positively,
* gains access to ongoing groups at play and work,
* shows interest in others; exchanges information with and requests information from others,
* accept other people as distinct human being with equal rights,
* take into account the inter-dependence of mankind,
* cooperate, to support and to lead,
* take an active and constructive role in

society and contribute towards a better quality of life for all,

* develop better relationships and an intercultural awareness, overcoming prejudice and discrimination,

3.3- Areas in Scouting for Social Interaction

1. In the Team (Patrol) ; In scouting, the scouts should compose teams for between 6-8 persons. According to their educational program, scouts should carry out some tasks together, such as; especially in the camps, pitching up the tents, washing the dishes, preparing meals, making some decisions etc. Hence, they are expected to complete a variety of tasks as a group.

2. Sharing Common Grounds; When at camp or any scouting activity scouts are expected to stay together in a tent, shelter or a room. This allows them to increase their social interaction by sharing the same physical environment, sharing ideas, and increasing their communication amongst themselves. We should take into consideration that socialization begins with effective communication.

3. Involvement; Scouts are being involved in a decision making process. So, this let them to feel free in expressing themselves, being more independent and self-confident. Hence, in their small groups and in their scout troops they play an active role in a decision making process which results in allowance of young people to experience building a consensus and resolving conflicts.

4. Interaction With Others ; Scouts are not only sustained in their scout troop or patrol but also have the chance to join into many different activities held at local, national and international levels. Each level, promotes an understanding for intercultural learning.

5. Commitment; To be a scout, each candidate has to commit to carry out some tasks such as, helping others, obeying the scout law, being a responsible person in the community, volunteer in the community services etc. This is

very important for them to keep their commitment as part of being a responsible person or in making them a responsible person.

6. Peer Education; When any person joins to the group, the experienced scouts try to train the new participants, hence, giving way to education amongst peers and experience in leadership. This allows the scouts to increase the one to one interaction and communication among them. Piaget (1932) pointed to peer interaction as one major source of cognitive as well as social development, particularly for the development of role-taking and empathy (Scott & Spencer, 1998).

4. DISCUSSION AND CONCLUSION

Having identified the composition of scouting as part of non-formal education, and its importance amongst society and individual development, it goes without say that scouting is a positive mannered influential aspect amongst youngsters. It provides a development for youngsters to create a more productive and prosperous future.

With respect to this, it's major importance of that youngsters become aware of non-formal education what it has to offer world-wide. To establish such an awareness among school teachers and consultants can take up a role to guide children towards this educational challenge.

It is truly educative and effective in the degree of which an individual shares or participates in some conjoint activity. By doing his share in the associated activity, the individual appropriates the purpose which actuates it, becomes familiar with its methods and subject matters, acquires needed skill, and is saturated with its spirit.

As a conclusion, non-formal education such as scouting is a beneficial form of development for youngsters which can bring out into the open their unconscious characteristics, skills and personality.

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