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The Influence of Scouting Activities upon the Behaviour of the Young Pupil

Veronica - Oana Moldovan^{a*}, Muşata-Dacia Bocoş-Binţinţan^b

* Corresponding author: Veronica - Oana Moldovana, oana.moldovan@gmail.com

^{a*} Babeş-Bolyai University, The Faculty of Psychology and Educational Sciences Extension, Al Papiu Ilarian Street, no.37, Tîrgu-Mureş, Romania, oana.moldovan@gmail.com

^b Babeş-Bolyai University of Cluj-Napoca, 7 Sindicatelor Street, Cluj-Napoca, Romania, musata.bocos@yahoo.com

Abstract

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Through the present study we wish to show the degree in which the scouting activities, based on the scout method, have a significant positive influence upon the adaptation and school integration of the primary school pupils. Scouting is an educational system formed of 7 combined elements, which are: *learning by doing, teamwork, the symbolic frame, the personal progress system, the nature, the law and the promise of the scout and the adults' support*. The applicative pedagogic research takes place over a year and a half, following the pupils from the preparatory grade up to the end of the first grade. In this study we have involved five classes from which 41 students have already enlisted to the scouts, being the experimental lot, and their colleagues, 95, who are the control lot. All five classes are from Tîrgu-Mureş and the students enrolled in scouts became full members of the National Organization of Romanian Scouts (ONCR) - branch in Tîrgu-Mureş. The scouts have attended weekly meetings and outdoor activities, which prove their efficiency according to the statistic processing of the SPSS program.

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Keywords: Scouting activities, the scout method, adaptation and school integration, young pupils, cubs.

1. Introduction

The choice of the research theme was determined by a plurality of harmonised roles this generated questions, curiosities. The experience as a volunteer at the scouts gave us the opportunity to work with highschool and then with primary students. In parallel, through the position held at the Pedagogical

Vocational Highschool „Mihai Eminescu”, I have coordinated the students’ pedagogical training. By chance, in the schools and application classes there were scouts whom we surprised as being adapted to the school life and integrated into the formal environment. These aspects determined us to find out if the scouting activity really contributed to their adaptation and integration, or if it was a mere coincidence.

Therefore, we followed the children enlisted at the *Cubs* age group (7-10 years), within the National Organisation “Romania’s Scouts” – Local Headquarter Tîrgu-Mureş, in order to highlight the strengths and the opportunities offered by the non-formal curriculum of the organisation, through the scout method, in order to adapt and integrate them into the formal context.

2. The paper’s theoretical foundation and the related literature

The Scouting’s mission in the Romanian society is to contribute to the education of young men through a system of values based on a Promise and on a Law that of helping to build a better world, in which people are fulfilled as individuals and play a constructive role within the society. This is done by involving young people in a non-formal educational process, all through the years when they form themselves as individuals; the use of a specific method, which makes each individual the main agent of his own development as a trustful, motivated, responsible and open person; supporting the young people in establishing a system of values based on spiritual, social and individual principles, as they are expressed in the Promise and in the Law. (www.oncr.ro)

The National Organisation “Romania’s Scouts” has an educational offer which extends throughout a period of 16 years (from 5-21), being one which is based on a non-formal annual curriculum adapted to each age group. The activities of the organisation are dedicated to children and young people with ages between 5 and 21, being divided into age groups as follows: 5-7 years, cubs (7-10), scouts (11-14), explorers (15-18), seniors (18-21).

The Scouting pedagogy aims a series of areas of development, such as: physic, intellectual, emotional, social, spiritual, character. The specific pedagogic method, *the scout method*, is a form of non-formal education, tested and with successful results throughout 109 years of scouting. In order to achieve the propose of scouting, adult volunteer members (the leaders) use in their activities with the children and the young adults an educational system formed of 7 combined elements: *learning by doing, teamwork, the symbolic frame, the personal progress system, the nature, the law and the promise of the scout and the adults’ support*.

3. Methodology

The purpose of the research we initiated is to establish in what way the scouting activities, based on the scout method, have a significant positive influence over the adaptation and integration of the young student in formal contexts.

Starting from the multiple educational influences which scouting has, in general and particularly those which can be correlated with the formal education, we have shaped the hypothesis according to which the capitalization in formal contexts of the learning and forming experiences, lived by the children with ages between 6 and 8 in the scouting non-formal educational activities have a significant contribution to their adaptation and integration to the schooling environment.

In our research, the observation method was used in all the stages; it was also used with the purpose of choosing the research participants. 5 preparatory classes were chosen from 4 schools in Tîrgu-Mureş: Europe Gymnasium, Romulus Guga Gymnasium, Mihai Viteazul Gymnasium and George Coşbuc Gymnasium, which have first degree primary teachers.

The instruments we used were based on the primary teachers' and our own observations during the class activities and the breaks are: *School Behaviour Rating Scale* (GECS) and *Child Behavior Rating Scale – CBRS*.

GECS (Annex 1) is an instrument we have conceived and which has been filled in by us, together with the primary teachers, for each student separately for each of the 4 testings. This instrument contains 10 items that follow the degree of adjustability and school integration of the students.

A procedure that checks the internal consistency of the items has been launched. The coefficient used here was *Cronbach Alpha* and it measured the co-variant between the values of the items. In general, the values around 0,90 are considered “excellent”, those of 0,80, “very good”, and those of 0,70, “adequate” (Kline, 2005 apud. Popa, 2011, p. 89). The value of the GECS coefficient is 0,834; this value indicates a very good internal consistency of the items. The results obtained can be considered, from this perspective, valid.

CBRS is an instrument we borrowed, being translated and adapted to the Romanian population by the team of researchers belonging to the project *Early literacy in Roma children from Romania: predictions, levels and strategies to improve the literacy ELIRA degree*, project financed through the program “Research in Priority Sectors” within the Financial Mechanism of SEE 2009-2014 and the state budget, contract no. 15 SEE/30.06.2014.

CBRS (Annex 2) is an observational tool conceived in order to evaluate especially the social and control behaviour, more specifically the child's ability to plan, organise and finalise tasks, cooperation with colleagues and the self-adjustment of behaviour. (Bronson apud McClelland, M. M., Morrison, F. J., 2003). This scale is standardised and valid, it has been used in more studies in the western countries in order to evaluate the social abilities related to learning (for example: Matthews, Ponitz, & Morrison, 2009; McClelland & Morrison, 2003). More recently it was also used in a study of Ponitz, McClelland, Matthews and Morrison (2009) to evaluate both the interpersonal social skills and the learning-related social skills. (Lim, S. M., Rodger, S., Brown, T, 2010).

The value of the *Cronbach Alpha* coefficient for CBRS, in our research is of 0,951 which indicates an excellent internal consistency of the items. The results obtained can be considered, from this perspective, valid.

The psycho-pedagogical experiment is considered the main method of investigation used in the research, with the purpose of confirming or denying the hypothesis. Checking the hypothesis will require the organisation and development of a psycho-pedagogical experiment unfolded for 19 months, from

December 2014 until June 2016. The experiment requires the intentional modification of the conditions of appearance and development of the phenomena, more specifically, using the scouting method in order to study its effects concerning the integration and the adaptation of young students to the school environment.

In the research we will use an experimental inter-subjects design, which involves the comparison between two groups: an experimental and a control one. Also, we will make an intra-subject analysis in order to see more explicitly the progress of those within the experimental lot.

The psycho-pedagogical experiment was organised in Tîrgu-Mureş County within the activities unfolded at the Local Centre Tîrgu-Mureş – the National Organisation of Romania's scouts, at the Cubs' age group. Two units were created (*one unit* is a form of scouting organisation where a group of 20-30 children or young people are active), where the students wanted to be enlisted within the organisation, where they were randomly distributed.

During the psycho-pedagogical experiment, three semesters, there were weekly meetings with each unit and outdoor activities with the other cubs' units and a summer camp with all the age branches from the Local Centre Tîrgu-Mureş. For each unit meeting sheets (for example Annex 3) were made, these can be considered the equivalent of activity projects within the formal education. Three development areas were followed: social, intellectual and emotional, according to the scouting pedagogy provided in *The cubs Leader's Guide* (Petrea, E., 2010).

3.1. Participants

Consequently to the presentations made to the parents a number of 41 students were enlisted to the scouts; there were 5 classes, which constituted the experimental lot and the other 95 colleagues were the control lot. We have chosen this selection way as it is a non-formal activity, to which the participation must be volunteer and occupy that part of the individual's time which he chooses to allocate.

The students enlisted at the scouts joined, within the National Organisation Romania's Scouts – Local Centre Tîrgu-Mureş, the children who were already members of the organisation. We consider this aspect to be beneficial, as one of the scouting principles is “the older helps the younger”, where “the younger one” can also be one with a little experience in scouting, it is not only related to age.

Given the way of constituting the participants specimen a power analysis was made in order to estimate if the expected size of the effect can be detected if the research's number of participants is limited. The power analysis was made with the G*Power program.

The power of the test represents the probability of rejecting the hypothesis of null when this is really false (which is similar with accepting the hypothesis of the research, when it is not real) (Popa, 2010), and the power analysis is a strategy through which the qualitative aspect of a research can be improved (Myors, 2006 apud Popa, 2010).

In order to calculate the comparison value between averages, 41 subjects were available for the experimental lot and 95 subjects for the control lot. Consequently, the type of power analysis selected was: the sensitive power analysis which calculates the critical size of the effect at the population level according to the type I error (α), the power of the test ($1-\beta$) and the volume of the specimen.

This type of approach is within the spirit of the strategy based on the Minimally Important Difference Significant, suggested by Harris (2001, apud Popa, 2010).

Since we used more types of statistic processing to check the hypothesis, we also used more analysis. For *The comparison value between averages in the case of independent samples*, under the circumstances of our research, the value of 0.52 is a value slightly above average, according to the Chen interpretation pattern (Popa, 2010). While the critical interval *t* is of 1.97, thus rejecting the null hypothesis or the chance hypothesis and the specific hypothesis is confirmed.

For *The comparison value between averages in the case of paired samples* the detectable value of the effect in the case of the control lot, under the circumstances of our research is of 0.29, being a low value, value that we estimate to achieve relatively easy. The *t* critical interval is of 1.98, thus rejecting the null hypothesis or the chance hypothesis and the specific hypothesis is confirmed.

For *The comparison value between averages in the case of paired samples* the detectable size of the effect in the case of the experimental lot, under the circumstances of our research, with the value of 0.44, is a slightly below average value. While the *t* critical interval is of 2.02, thus rejecting the null hypothesis or the chance hypothesis and the specific hypothesis is confirmed.

3.2. The content sample

The scouting pedagogy has its own contents, organised and structured according to the specific of maturity and of each age group's educational needs, suited into a **symbolic frame**, in a story. Regarding the age branch we wish to discuss, the symbolic frame is *The Jungle Book*, by Rudyard Kipling, the children being able to identify themselves with certain story characters, to get involved, to make progress.

Through the symbolic frame a series of development areas are being targeted, each associated to a Jungle Book character. The development areas are crossed gradually, during the four years dedicated to this age branch, the children being aware that they are within the territory of the character that rules that development area.

					
<i>Bagheera</i>	<i>Baloo</i>	<i>Kaa</i>	<i>Chill</i>	<i>Hathi</i>	<i>Akela</i>
Physical development	Intellectual development	Emotional development	Social development	Spiritual development	Character development

Fig. 1. The development areas and their specific symbols

The standard model of implementing the symbolic frame implies the division of the development areas throughout 4 years:

Table 1. The organisation of the personal progress system to the Cubs age group

Year	The first half of the scouting year (October - February)	The second half of the scouting year (March - July)
I	The enlisting time, meetings with parents, the entrance of the little wolf into the Haitic, adjusting	Chill's territory (social development)
II	Baloo's territory (intellectual development)	Kaa's territory (emotional development)
III	Bagheera's territory (physical development)	Hathi's territory (spiritual development)
IV	Akela's territory (character development)	A training period for the passing at the next age branch.

3.3. The stages of the pedagogical research

According to the specific of the psycho-pedagogical experiment, the present research has three stages: the pre-experimental stage, the formative experimental stage and the post-experimental stage.

The data gathered were measured, analysed and interpreted through the data measurement methods and those of mathematic-statistical processing in the SPSS program, especially the establishing of statistic indexes, more precisely statistic comparisons, methods which can be described throughout the analysis and the interpretation of the data obtained.

The investigation procedures were made between December 2014 and June 2016 being divided into three stages: In *the pre-experimental stage*, the stage previous to the experimental intervention, preparatory actions and operations were made: establishing the theoretic-conceptual and methodologic frame of the research; the research of the curricular documents and other school documents in order to analyse and compare the educational objectives from the formal and non-formal environment; the translation and the adaptation, working out the research elements; the selection of the content sample which will highlight the influences that scouting has over the adjusting and integration of young students within the formal educational context; schools and classes selection, obtaining the approval from the board of directory and from the primary teachers who were directly involved; obtaining the parental approval of participation for the children, applying the pre-test (a sheet with preliminary information, *School Behaviour Rating Scale* and *Child Behavior Rating Scale*), presenting the scouting activity within parents' meetings, enlisting at the scouts the children who, together with their parents, decide to attend the scouting activities.

In *the formative stage of the experiment* the independent variable was introduced to the experimental sample, which is, in our case, an example of non-formal education that uses the scout method: scouting. The psycho-pedagogic experiment took place by respecting the personal progress system of scouting, without making any difference in the case of the children who constituted the experimental lot. 40 weekly meetings were held, 13 activities took place, like: watching films, contest in the city, celebrating the scouting holidays and not only, outdoor gatherings: skating, in the forest at the Cornești Plateau, two-day activities, in the vicinity of Livezeni village and also a four-day camping.

During the implementation of the scout method two intermediary testings were made in order to see the possible progressive modifications appeared at the participants within the research.

At the end of the experiment, in *the post-experimental stage*, the instruments used at the other testings were used again in order to check the influences scouting has had over school adaptation and integration, as well as over the availability to form desirable behaviours.

4. Results and Discussions

The results were introduced as a result of applying the two instruments (CBRS and GECS) and were statistically processed into the SPSS program, by calculating the “t” value up to a significance threshold of $p < 0,05$ for the independent samples (the control and the experimental lot). The two tables, *Group Statistics* and *Independent Samples Test*, generated by the statistical data analysis program, were compressed in Tables 2 and 3. In the tables the values of “t” and the significance threshold were written in the case of each item of the instruments applied to the four testings (pre-test, intermediary 1, intermediary 2 and post-test).

Table 2. Comparisons of independent samples in the case of CBRS

Crt. No.	Item	Pre-test		Intermediary 1		Intermediary 2		Post-test	
		T	p	t	p	t	P	t	P
1	Observes rules and follows directions without requiring repeated reminders.	-.148	.883	.796	.427	-3.718	.000	-4.570	.000
2	Completes learning tasks involving two or more steps (e.g. cutting and pasting) in organized way.	-.896	.372	.499	.618	-3.486	.001	-5.155	.000
3	Completes tasks successfully.	-.345	.730	.121	.904	-3.915	.000	-5.061	.000
4	Attempts new challenging tasks.	-1.707	.090	-.935	.352	-5.233	.000	-6.663	.000
5	Concentrates when working on a task; is not easily distracted by surrounding activities.	-.388	.699	.920	.359	-3.819	.000	-4.926	.000
6	Responds to instructions and then begins an appropriate task without being reminded.	-.416	.678	.991	.324	-3.885	.000	-5.284	.000
7	Takes time to do his/her best on a task.	-.035	.972	.722	.472	-3.414	.001	-5.460	.000
8	Finds and organizes materials and works in an appropriate place when activities are initiated.	.839	.403	.874	.384	-3.274	.001	-3.902	.000
9	Sees own errors in a task and corrects them.	.442	.659	.871	.385	-3.185	.002	-4.444	.000
10	Returns to unfinished tasks after interruption.	.968	.335	1.554	.123	-2.640	.009	-4.869	.000
11	Willing to share toys or other things with other children when playing; does not fight or argue with playmates in disputes over property.	.678	.499	1.625	.106	-2.501	.014	-4.571	.000
12	Expresses hostility to other children verbally (teasing, threats, taunts, name calling, “I don’t like you,” etc.).	.699	.486	1.724	.087	-1.038	.301	-2.168	.032
13	Expresses hostility to other children	.579	.564	-.638	.524	-1.643	.103	-2.527	.013

	physically (hitting, pinching, kicking, pushing, biting).								
	Cooperative with playmates when participating in a group play activity;								
14	willing to give and take in the group, to listen to or help others.	2.775	.006	2.188	.030	-1.105	.271	-3.661	.013
	Takes turns in a game situation with toys, materials, and other things without being told to do so.								
15		1.836	.069	1.823	.071	-1.742	.084	-3.062	.003
	Complies with adult directives, giving little or no verbal or physical resistance, even with tasks that he/she dislikes.								
16		.635	.526	1.993	.048	-1.828	.070	-2.640	.009
	Does not fuss when he/she has to wait briefly to get attention from teacher or other adult; child may be asked once to wait by the teacher or adult.								
17		3.944	.000	-.322	.748	-3.539	.001	-6.258	.000

Next, we will present the results obtained with the CBRS scale. By analysing the values of “t”, in the pre-test, they are insignificant for a significance threshold of $p > 0,05$ for fifteen of the seventeen items. From the items’ perspective that don’t have a significance threshold of $p < 0,05$ we can say that between the two lots of participants there are no significant differences regarding the social and mastering behaviour, more precisely the children’s ability to plan, organise and finalise tasks, cooperation with colleagues and the behaviour’s self-adjustment. Therefore, the two lots can be used in research, in order to be compared after the intervention over the experimental lot.

In the case of the items “Cooperative with playmates when participating in a group play activity; willing to give and take in the group, to listen to or help others.” and “Does not fuss when he/she has to wait briefly to get attention from teacher or other adult; child may be asked once to wait by the teacher or adult.” the value of $t=2,775$ and $t=3,944$ is relevant for a significance threshold of $p < 0,01$. This significance threshold highlights the fact that from the perspective of these items the two lots are different, in the case of the control lot the averages are higher ($a=3,59$ and $a=3,46$) than in the case of the experimental lot ($a=3,10$ and $a=2,54$). These differences may have even constituted the reason why parents were more inclined to enlist their children at the scouts. Another cause of the significant difference between the two lots in the case of item seventeen can be due to an evaluation error taking into account that at the next testing the difference is no longer significant, the averages being in the control lot of 2,89, and in the case of the experimental lot of 2,98.

In the experimental stage two testings were made, intermediary 1 and intermediary 2, where the values of “t” become more and more significant, so that at the intermediary evaluation 2, twelve items out of seventeen have a smaller significance threshold than $p < 0,05$. These differences highlight the progressive growth of the children’s planning, organising and ending of tasks capacity, as well as of cooperation and self-adjustment of behaviour in the case of the children who attend meetings and scouting activities.

This progressive increase continues at the post-test evaluation, when at all the items we notice significant values of “t” at a significance threshold of $p < 0,05$. Moreover, for fourteen out of seventeen

items the significance threshold drops to the value of $p < 0,01$. Therefore, at the end of the 19 months of the experiment significant differences are recorded, reported to all the items of the scale, out of the two lots the experimental one shows progress.

Table 3. Comparisons of independent samples in the case of GECS

Crt No.	Item	Pre-test		Intermediary 1		Intermediary 2		Post-test	
		T	p	t	p	t	p	t	p
1	Misses school	.263	.793	-.195	.845	-3.243	.001	-3.608	.000
2	Is not punctual, regarding the first class, but neither after recess	1.124	.263	1.047	.297	-2.594	.011	-2.465	.015
3	The behaviour is adequate: clean and tidy	1.595	.113	.157	.875	-4.699	.000	-4.129	.000
4	Places toys, materials and other objects at their place, after using them	.376	.650	2.143	.034	-2.397	.018	-3.938	.000
5	Pays attention during classes, listens to the teacher's indications	.661	.510	.784	.784	-4.697	.000	-4.566	.000
6	Asks for help when not managing on his/her own	.265	.791	.152	.879	-5.400	.000	-5.717	.000
7	Shows curiosity, asks questions in order to understand information	-2.688	.008	.339	.735	-4.742	.000	-4.938	.000
8	Distracts the colleagues' attention during classes by making jokes or comments	.584	.560	1.278	.203	-2.784	.006	-2.089	.039
9	During recesses he/she is shy, doesn't interact with other children	-.576	.565	.051	.959	-2.730	.007	-3.462	.001
10	Respects hierarchy, is polite when addressing older students or teachers	.932	.353	1.163	.247	-2.995	.003	-3.937	.000

Next, we will present the results we obtained with the GECS grid.

Analysing the values of "t", in the pre-test, they are irrelevant at a significance threshold of $>0,05$ for nine out of the ten items. From the perspective of the items that don't have a significance threshold of $p < 0,05$ we can say that between the two participants lots there are no significant differences regarding the degree of school adjustability and integration. Therefore, the two lots can be used in research to be compared following the experimental lot's intervention.

In the case of the item „Shows curiosity, asks questions in order to understand information” the value of $t = -2,688$ is relevant at a significance threshold of $p < 0,01$. This significance threshold highlights the fact that from the perspective of this item the two lots are different, in the case of the control lot the average is lower ($a = 3,36$) than in the case of the experimental lot ($a = 3,78$). This difference can also be due to an evaluation error considering that at the next testing the difference is no longer significant, the average being of 3,89 in the case of the control lot, and of 3,83 in the case of the experimental lot.

In the experimental lot two testings were made, intermediary 1 and intermediary 2, the significant differences starting to appear only at the intermediary testing 2, which shows that the scouting program has notable influences after an adjustment period, which was expected. Until intermediary testing 1 the students followed integration activities into the scouting life, only after this testing passed to activities that had as a purpose social development (Chill's territory).

Starting with intermediary testing 2 significant differences are noticeable between the two lots, the “t” value having a significance threshold of $p < 0,05$ at all the items.

At the end of the 19 months of the psycho-pedagogic experiment, at the post-test evaluation, there are significant differences, reported at all the scale’s items, between the two lots, highlighting the the progress of the experimental lot. The increase of the adjustability degree and school integration are revealed in the case of the students who participate at scouting meetings and activities.

5. Conclusions

These days, the extra-curricular activities have increasing credibility, the teaching staff and the parents encourage non-formal activities not just as an alternative to spending free time by young students, but also as a way of education, complementary to school.

Through this research we wanted to establish whether the non-formal activities, more precisely those based on the scout method have a positive influence over the young student’s adjustability and integration within formal contexts. For this we used two instruments based on the observation method: the CBRS scale and the GECS grid. Through the statistic processings within the SPSS program, it was shown that in the pre-experimental stage there are no significant differences between the experimental and the control lot, the “t” value having a significance threshold of $p > 0,05$ in the case of the majority of the items belonging to the two instruments. Throughout the other three testings the values of “t” have become more and more significant, so that in post-test the “t” reaches a significance threshold lower than $p < 0,01$ at the majority of the two instruments. As a consequence, the research showed the increase of the degree of school adjustability and integration, especially the children’s planning, organising and finalising tasks ability, as well as cooperating and self-adjustment of behaviour in the case of the students who attend scouting meetings and activities.

This research is part of a bigger project where other methods to measure the dependent variables are used, such as: the sociometric test, the enquiry based on a questionnaire, the research of curricular documents and of other school documents.

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School Behaviour Rating Scale (GECS)

The purpose of this instrument is to evaluate the student’s behaviour during classes and recesses.

The results of this scale are confidential and will be valued within a pedagogic research in order to elaborate a PhD thesis by the PhD candidate Oana Moldovan. The PhD thesis is entitled *The influence of the non-formal education over the young student’s behaviour in formal educational contexts* and it is made at the Doctoral School: Education, Reflexion, Development–The Faculty of Psychology and Sciences of Education, University Babeş-Bolyai, Cluj-Napoca.

Name and surname of the student:.....

Date:

Class/School:

Instructions: Please fill in the 10 items by circling the number which indicates how frequently the child shows the described behaviour. The numbers of the answer can indicate the following:

1. The student NEVER shows the described behaviour.
2. The student RARELY shows the described behaviour.
3. The student SOMETIMES shows the described behaviour.
4. The student FREQUENTLY shows the described behaviour.
5. The student ALWAYS shows the described behaviour.

		Never	Rarely	Sometimes	Frequently	Always
1	Misses school	1	2	3	4	5
2	Is not punctual, regarding the first class, but neither when after recess	1	2	3	4	5
3	The behaviour is adequate: clean and tidy	1	2	3	4	5
4	Places toys, materials and other objects at their place, after using them	1	2	3	4	5
5	Pays attention during classes, listens to the teacher’s indications	1	2	3	4	5
6	Asks for help when not managing on his/her own	1	2	3	4	5
7	Shows curiosity, asks questions in order to understand information	1	2	3	4	5
8	Distracts the colleagues’ attention during classes by making jokes or comments	1	2	3	4	5
9	During recesses he/she is shy, doesn’t interact with other children	1	2	3	4	5
10	Respects hierarchy, is polite when addressing older students or teachers	1	2	3	4	5

Child Behavior Rating Scale

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Name and surname of the student:.....

Date:

Class/School:

Instructions: Please fill in the 17 items by circling the number which indicates how frequently the child shows the described behaviour. The numbers of the answer can indicate the following:

1. The student NEVER shows the described behaviour.
2. The student RARELY shows the described behaviour.
3. The student SOMETIMES shows the described behaviour.
4. The student FREQUENTLY shows the described behaviour.
5. The student ALWAYS shows the described behaviour.

		Never	Rarely	Sometimes	Frequently	Always
1	Observes rules and follows directions without requiring repeated reminders.	1	2	3	4	5
2	Completes learning tasks involving two or more steps (e.g. cutting and pasting) in organized way.	1	2	3	4	5
3	Completes tasks successfully.	1	2	3	4	5
4	Attempts new challenging tasks.	1	2	3	4	5
5	Concentrates when working on a task; is not easily distracted by surrounding activities.	1	2	3	4	5
6	Responds to instructions and then begins an appropriate task without being reminded.	1	2	3	4	5
7	Takes time to do his/her best on a task.	1	2	3	4	5
8	Finds and organizes materials and works in an appropriate place when activities are initiated.	1	2	3	4	5
9	Sees own errors in a task and corrects them.	1	2	3	4	5
10	Returns to unfinished tasks after interruption.	1	2	3	4	5
11	Willing to share toys or other things with other children when playing; does not fight or argue with playmates in disputes over property.	1	2	3	4	5
12	Expresses hostility to other children verbally (teasing, threats, taunts, name calling, "I don't like you," etc.).	1	2	3	4	5
13	Expresses hostility to other children physically (hitting, pinching, kicking, pushing, biting).	1	2	3	4	5
14	Cooperative with playmates when participating in a group play activity; willing to give and take in the group, to listen to or help others.	1	2	3	4	5
15	Takes turns in a game situation with toys, materials, and other things without being told to do so.	1	2	3	4	5
16	Complies with adult directives, giving little or no verbal or physical resistance, even with tasks that he/she dislikes.	1	2	3	4	5
17	Does not fuss when he/she has to wait briefly to get attention from teacher or other adult; child may be asked once to wait by the teacher or adult.	1	2	3	4	5

Annex 3

Unit meeting sheet - *Badgers*

Planning	
Venue:	Casa Sindicatelor – Tîrgu-Mureş
Date/Duration:	January 13 th 2015 90'
Description of the meeting:	
- purpose	The get-together of the newly-formed unit's members.
-	A. Acquaintance with the leaders and scouting.

instructive-educative objectives	B. Learning by the cubs of the scouting greeting. C. Acquiring of some behavioural rules. D. Ongoing of two getting to know each other games.			
- activities / duration	1. A brief presentation of scouting and of the leaders. 2. The presentation of the scouting greeting also by the cubs, of its symbolism and their practice. 3. How to be quite and how to behave with the others. 4. Getting to know each other games. 5. The division of the charts for the cubs and the attendance.			10' 15' 15' 40' 10'
curricular resources	Age branch scarves, <i>Hunting notebook</i> , „greeting cubs”, sheets for the cubs			
- description of the meeting	1. The leaders/volunteers will introduce themselves (name, character from the Jungle Book, job/studies) and will encourage the cubs to ask questions. After, the leaders will briefly present the scouting (the symbolic frame, the age branches, the law of the cubs) 2. The leaders/volunteers will present the scouting greeting and its significance, and then they will encourage the wolves to try the greeting. The same happens with the cubs' greeting. 3. The leaders/volunteers will show the specific way of keeping quite, by raising your hand. Also, the behaviour rules which are to be respected at the scouts are identified. 4. The name games will be played, until the last person says the name of each person and his/her own (in a circle). Then, the game of identifying unique things at each person (a halfcircle and a chair placed in front – a little wolf sits on the front seat and says something which he/she considers a unique trait, if other wolves find themselves in that word, they join him/her; when the wolf finds something unique about him/herself calls for another wolf in his place). 5. The children will receive sheets on which they will glue “the meeting wolves” until they receive <i>The Hunting notebook</i> . The attendance is in order and the meeting ends with the unit's greeting.			
Person in charge	Oana Moldovan			
Evaluation				
- instructive-educative objectives	A. Acquaintance with the leaders and scouting. B. Learning by the cubs of the scouting greeting. C. Acquiring of some behavioural rules. D. Ongoing of two getting to know each other games.		- Partially fulfilled - Fulfilled - Partially fulfilled - Fulfilled	
- activities	1. A brief presentation of scouting and of the leaders. 2. The presentation of the scouting greeting also by the cubs, of its symbolism and their practice. 3. How to be quite and how to behave with the others. 4. Getting to know each other games. 5. The division of the charts for the cubs and the attendance.			
-participants	31 cubs	1 aspiring lider	1 lider	1 adult volunteer

<p>- description of the meeting</p>	<p>The children were met in front of the building and led to the room where the activity took place. After the parents left we formed a halfcircle from the chairs where the children sat. The meeting started with the leaders' personal introduction, then, briefly with the presentation of scouting. The leader presented the scouting greeting and its significance, and then encouraged the wolves to try it. The same happened with the wolves' greeting.</p> <p>Since it was necessary, we established a way to keep quiet that is the raising of the hand. The rules of behaviour we are to respect at the scouts throughout the meetings have also been identified (respecting each other, friendship, encouragement, etc.).</p> <p>In order to get to know the wolves we suggested a name game. The game caught on well, since 31 children started, at one point, to be noisy so we suggested to start the game from the other side of the halfcircle as well, therefore all the children were involved in the activity. Then we started the game with the identification of unique things to each child (half circle and a chair placed in front – a wolf who sits on the front seat and says something which he/she considers a unique trait, if other wolves find themselves in that word, they join him/her; when the wolf finds something unique about him/herself calls for another wolf in his place).</p> <p>Towards the end, the children received charts on which they glued the first "meeting wolf", this chart will be used until they receive <i>The hunting notebook</i>.</p> <p>The activity ended well, the children left the room enthusiastic.</p>
<p>Final thoughts</p>	<p>Objectives A and C were not fulfilled by some of the cubs. For them, since it was their first meeting, the adjusting to the new activity was a little more difficult.</p>