

Scholar Activity Badge Outline -- Mental Skills Group

The Scholar Activity Badge is recommended to be presented in a one month format, as outlined in the Webelos Program Helps booklet. This example outline presents the Badge in four weekly meetings. The goal of this outline is to complete as many requirements as possible in the four weeks. Most of the Scholar Activity Badge work has to do with the Scout's activities in School.

The Scholar Activity Badge is an easy one for boys to earn if they are doing acceptable work in school. This is because more than half the requirements concern attendance, behavior, grades and service in school. Unfortunately, a majority of Webelos age boys may not like school; they see it as a place of confinement rather than learning.

A Webelos age boy has a very high quotient of curiosity and a thirst for knowledge, but mathematics, English, history and geography usually are not high on his current list of interests. Through this badge, we hope to encourage boys to do well in school, to understand why schools are necessary and what they offer, and to learn how schools are run in this country. The leader can influence the boys thinking by his own attitude toward the badge and his opinions on the importance of education and the school system. Help the boys see that there is more to school than just homework, and you will have accomplished a major goal of this badge.

If possible check with the teacher or principal before starting this badge. Chances are, they may be able to suggest other useful projects for Webelos Scouts. You may wish to have the teacher or principal sign off the first three requirements. At least meet with them and explain, so they won't be caught unaware. The Scout can initiate this also, by taking the Webelos Handbook to school and talking with the teacher or principal about the badge.

Use the Webelos book in the meeting. Have the Scouts read sections from the book. Use all the resources you have available, such as the Program Helps and the Webelos Den Activities Book. Make sure you sign off their books each meeting.

[Note: Many of the resources presented in this outline are from the Webelos Resource Book, 1996 Edition, published by the Utah National Parks Council. It is a great help to Webelos leaders, and I urge you to get one.]

Week 1

Requirements to be fulfilled:

Do These:

1. Have a good record in attendance, behavior, and grades at school.
2. Take an active part in a school activity or service.

Discussion :

1. Read the introduction and requirements on pages 275 - 276. Discuss the requirements and how they will be worked on in and outside the Den.
2. Read page 277 on doing your best in school.
3. Talk about school activities and service. Some good ideas are:
Form a safety patrol (or become a member of an existing patrol.)
Help custodian set up meeting room for PTA (Whole den could do.)
Organize a messenger service for the principal.
Plant flowers or shrubs on school grounds (Den project)
Be a library helper
Play in the school band
Raise flag at school over a period of weeks (Den project.)

Homework:

1. Scouts, talk with your teacher or principal to find out how you can take part in a school activity or service. Tell your Den leader what you will be doing for the school.

Week 2

Requirements to be fulfilled:

Do These:

3. Discuss with your teacher or principal the value of having an education.
4. List in writing some important things you can do now because you are going to school.

Discussion :

1. Read page 278 on the importance of school. Review the following on the importance of Education:

The Webelos den leader can be an important influence on the Webelos Scouts' understanding of the importance of education, and guide them in establishing a solid foundation of education. Here are some suggestions to help increase the value and effectiveness of the boy's own education which can be worked into the den program:

1. By keeping physically fit, the boy is more likely to get the most out of school.
2. Emotional health is as important as physical health. Help him with his emotional development. Encourage him to talk about his problems and be a good listener when he does. Pat him on the back when he does well.
3. Help each boy lead a balanced life. Studies should be counterbalanced with recreational and social activities.
4. Help him make wise use of his time. Horace Mann wrote: "Lost, yesterday, somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered for they are gone forever."
5. A boy feels about school, to a certain extent, according to how he thinks adults feel about it. He's watching you and his parents for guidance.
6. Activities outside the classroom strengthen and extend the learning that goes on in school. His Webelos program is enhancing his education, and the Webelos den leader is an integral part of his growing-up process.

Albert Einstein said: "The most important method of education always has consisted of that in which the pupil was urged to actual performances." Make it happen in the Webelos den so that the boy is doing something as often as possible, and under good guidance he will be learning the skills that will help him get more out of life and be a better citizen.

Note: To add some extra fun to this month's badge, try to stump the Webelos Scouts with some brain teasers, riddles, intelligence tests or puzzles.

2. Have the Scouts take out a piece of paper and list some important things they can do now because they are going to school.

Homework:

3. After reviewing the material, discuss with your teacher or principal the value of having an education.

Week 3

Requirements to be fulfilled:

5. Trace back through history the different kinds of schools. Tell how our present public school system grew out of these early schools.
6. Make a chart showing how your school system is run.

Discussion :

1. Read pages 278 - 280 on the history of schools. Review the related material, or hand out the material at the end of this outline entitled the History of American Education
2. Read page 280 on Who Runs your School. Have the Scouts take out a piece of paper and create a chart showing how the school system is run. They can put names in the boxes for the people they know.

Homework:

1. Show the chart to your teacher.

Week 4

Requirements to be fulfilled:

7. Ask your parents and five other grownups these questions:
What do you think are the best things about my school? What are its main problems?
I What do you think were the best answers? Why?.
8. List and explain some of the full-time positions in the education field.

Discussion :

1. Read page 281 on How Good is Your School.
2. Repro the Scholar Activity Badge Requirement 7 Questionnaire found in the back of this outline. It is two pages and can be reproduced 2-sided. Hand this out to the Scouts to do the interviews. Since you read the whole outline before you started this badge, you can now hand it out in Week 1 not Week 4!
3. Read page 281 on Careers in Education. Review the material at the end of this outline on Careers in Education. After you have done this, have the Scouts tell you what they learned, i.e., ask them to name some careers and what those people do.

Scholar Activity Badge Den Leaders Record

List Boy's Names

Date: _____
 Month/Year

Requirements

Do These:

1. Have a good record in attendance, behavior, and grades at school.																				
2. Take an active part in a school activity or service.																				
3. Discuss with your teacher or principal the value of having an education.																				
4. List in writing some important things you can do now because you are going to school.																				
Do Three of These:																				
5. Trace back through history the different kinds of schools. Tell how our present public school system grew out of these early schools.																				
6. Make a chart showing how your school system is run.																				
7. Ask your parents and five other grownups these questions: What do you think are the best things about my school? What are its main problems? I What do you think were the best answers? Why?.																				
8. List and explain some of the full-time positions in the education field.																				

Date Completed

Awarded

Scholar Activity Badge Requirement 7 Questionnaire

Person #1 Interviewed: _____

What do you think are the best things about my school? _____

What are its main problems? _____

Person #2 Interviewed: _____

What do you think are the best things about my school? _____

What are its main problems? _____

Person #3 Interviewed: _____

What do you think are the best things about my school? _____

What are its main problems? _____

Person #4 Interviewed: _____

What do you think are the best things about my school? _____

What are its main problems? _____

Person #5 Interviewed: _____

What do you think are the best things about my school? _____

What are its main problems? _____

Parents Interviewed: _____

What do you think are the best things about my school? _____

What are its main problems? _____

History of American Education

Schooling in Colonial America (1600-1775)

Resources were limited and physical demands left little room for education. Education was initially established for religious motives (Puritans in New England.) Most education of this period was either in the home and apprentice training. Nine colleges were formed during this time period.

Three practices of education were established during this time:

1. Compulsory education.
2. Public support of schooling.
3. Three levels of education (elementary, secondary, and higher) were set up.

Early Nineteenth Century (1775-1865)

Education reflected and participated in the development of "The American Way." American history was instituted in schools during this time period. Education became more secular in nature and state enacted laws requiring compulsory school attendance.

This was also the beginning of a movement toward state school systems. establishment of the elementary level was completed. Secondary education was taken care of through academy training. Numerous new colleges were started in the early nineteenth century.

Late Nineteenth Century (1865-1915)

As the population became more concerned with technology and material progress, education progressed in turn. Education was influenced by European immigrants and travel to Europe. Secondary education replaced the academy and public high school became a reality. Colleges increased their courses and programs. Teaching grew more toward a profession and teachers became concerned with a methodology of education.

The Twentieth Century (1915-)

School efforts have been structured towards quality education; while the size of the education system increased in size greatly. In schools the vocational education program diversified its offerings, while general education was considered a preparation for earning a living. Schools began to look more toward the students vocational pursuits. enrollments in elementary and secondary schools were above 90% of the eligible students. Wide inequities developed between states and local school districts. Development has increased in the areas to measurements learning and other components of education system. America's schools have developed as the nation has advanced.

Careers in Education

Librarians

If you really enjoy books and reading, if you like to be around people and serve them, if you want a variety of activities in pleasant surrounds, you should consider becoming a school librarian. You would be classified as a member of the staff with the same salary, schedule, tenure, retirement benefits and sick leave as the teachers. This career is open to both men and women. In college, you will be advised to take a liberal arts course that includes social sciences, sociology, psychology and literature. There is always a need for special librarians with background and training enabling them to serve in schools of medicine, law, engineering, mineral science and business, to name only a few.

Social Worker

Another non-teaching staff member is the social worker. This person may be known by other titles such as 'child welfare worker' or 'visiting teacher'. Under whatever name, his or her contributions to the welfare of young people in school and to the total community is most important. The social worker endeavors to improve the relations between parents and school personnel by helping them understand each other. The social worker investigates the pupils' environment and reports on the factors that affect their behavior. A professional social worker must have six years of college preparation. The undergraduate years are usually devoted to general courses that includes economics, sociology, social anthropology, political science, psychology and statistics. The next two years are spent in an accredited graduate school offering specialized training and supervised field work, leading to a master's degree in social work.

Health Services

The school health services offers many career opportunities to those who have received proper training. A large school district might have doctors, nurses, vision technicians, dentists, dental hygienists and therapists on its staff. A dietitian, who works on the school lunch program, would be available as a consultant in nutrition.

Guidance Counselor

A school guidance counselor works with the students to help them understand themselves and adjust to their particular situation in life, to assist them in formulating appropriate goals and to give them information so they can make independent decisions about training for careers and vocations. The counselor works with parents and school personnel in regard to student problems and plans. Counselors play an important part in keeping students in school. They make every effort to keep students from becoming dropouts.

One of the optional requirements for the Scholar Activity Badge is to list and explain some of the full-time positions open to men in the field of education. By discussing those mentioned above with the Webelos, the leader can help them see that the field of education is much broader than simply teaching or being a principal.

Primary Teachers

Nursery school teachers work with two, three and four year old children and their parents. They specialize in child care and development and the development of readiness for more formal education.

Kindergarten

The teachers deal with individualistic children (five year old.) They accustom the child to associating with others and getting things done in an orderly way. They enlighten the child's experiences, develop their vocabulary, and increase their self-reliance.

Elementary Teachers

Primary teachers (grades one, two and three) direct learning experiences in school. They have to know many subjects. They introduce children to reading and other forms of communication. Subject matter includes art, music, rhythms, and physical development.

Middle or Intermediate teachers (grades four, five, and six) deal with boys and girls, showing important differences in interests and behavior. Individualism runs high and interest in the outside world increases.

Secondary School Teaching

Junior High school teachers become more specialized in subject matter, within a broad field. Separate teachers are employed for language arts, social studies, mathematics, science, homemaking, art, music, general shop and physical education. Teachers center their approach on students as well as subjects.

Senior High School teachers have narrower fields of subject matter. The subject matter covered is much greater. As many as eleven hundred course titles are available in some schools. High School teachers work with students in extra activities; homeroom sessions and personal conferences.

College Teaching

Requires specialization in a particular subject to a level of training to include research. Colleges require graduate degrees as a condition of employment.

Positions beyond the Classroom

Administrators includes superintendents, principals, their assistants, personnel officers, and other school officials. They may begin as part time positions allowing the teacher in-service training. Most educators have completed advanced study of School Administration.

Coordinators, Supervisors, and Directors are personnel who have supervisory responsibilities in curriculum and instruction. Their titles vary in different school systems, but their leadership function is clear. Some of these people have responsibilities broadly over the curriculum, some at a particular level of schooling and some, in subject areas of curriculum. They normally have had both teaching experience and advanced study in their specialization.

Department Heads and Specialists-4arger school districts have designated certain teachers as department heads in various areas of curriculum. This a rare occurrence at the elementary level. At both levels the persons so designated are most often people who have some graduate study. The department head must also demonstrate successful teaching experience.

Education Media Specialists-Education Personnel--persons in the field of guidance include counselors, deans, and specialists in testing. Almost always these people have had advanced training and classroom experience. Special-education teachers require specialized training. Most people in this field have had previous teaching experience.

Other Career opportunities in Education

Material Production

Publishing companies are the most recognized of producers of educational materials. Positions are editorial assistants or editor and sales representative. Editors work with authors and in planning and producing educational materials, such as films and filmstrips, maps and globes, charts and models, teaching machines, and other instructional aids. Positions call for technically trained personnel.

Communications

Field of communications is devoted largely to entertainment, with a substantial part intended to educate and inform. Jobs are found in the television and newspaper industry, in businesses engaged in public exhibits and performances, museums, fair, and informational public relations activities. These positions require persons with diverse backgrounds and skills.

Community Education

Many localities have organizations, agencies, and activities engaged in educational work. The programs include, both formal and informal adult educational activities. As well as a diverse program for children and youth. These activities may be carried on with a school program or held in school buildings under different sponsorship.

Industrial Education

Industrial education goes beyond the normal conception of job training and retraining to complement vocational education of the workers. Industries are engaging in additional kinds of educational programs not directly related to workers' jobs. Included are popular or specialized education in a wide range of subjects.

Governmental Education

Almost every branch, office, agency, or other division of the federal government has on-the-job training programs for employees. In addition, the federal government directs informational programs to the public.

Suggestions for Den Activities

1. Learn about the history of education, how schools developed in America.
2. Invite a member of the school board or a professional educator to talk to the boys about the value of education and what school has to offer a boy.
3. Plant flowers or shrubs on school grounds.
4. Assist the custodian in setting up meeting room for PTA
5. Raise the flag at school over a period of several weeks.
6. Tour the education service center.
7. Tour a local high school or visit a local college campus.
8. Invite someone to come and discuss careers which are available in the field of education.
9. Obtain some old school books for boys to look through and compare with current books. It will be interesting for them to see how education has progressed.
10. Prepare a large chart showing the local school system and where children fit in both as students and helpers. Display this at pack meeting.
11. Plan a skit which demonstrates how everyone fits into the educational system, or on the importance of education, to be presented at pack meeting.
12. Tour the city or branch library. Find out how it works. boys get Library cards if they do not already have one.

Suggestions for Pack Meetings

1. Exhibit chart of school system, old and current books.
2. Present skit on education, or have one of the boys tell about what was learned on this badge, and the field trips taken.

Game: Intelligence Test

This test is to see if you can follow directions. Just concentrate, but remember, you only have two minutes.

1. Read everything before doing anything.
2. Put your name in the upper right hand corner of this page.
3. Circle the word name in sentence two.
4. Draw 5 squares in the upper left corner.
5. Put an x in each of those squares.
6. Put a circle around each square.
7. Circle each word in sentence five.
8. Draw a triangle in the lower left corner.
9. Put an x in the triangle.
10. Multiply 70 x 61.
11. If you have followed directions to this point call out I have.
12. Now that you have finished reading this carefully, do only #1 and #2.

Seven ways to Improve Yourself

1. Learn to Listen-Concentrate on the speaker, you may miss important facts if you're not paying attention.
2. Develop good study habits--Have a study place away from distractions. Have supplies handy.
Do your homework at the same time every day so it becomes a habit.
3. Use the right reading technique -- slow careful reading is necessary when you must understand and remember.
4. Improve your vocabulary -- Look up a word if you don't know. Write it down and note the spelling.
5. Sharpen your writing skills -- Organize your thoughts. Double check spelling and punctuation. Go over your work NOT CRAM. Read all the directions and make sure you understand them. If there is an answer you don't know skip it and come back to it.
6. Learn how to take tests--Study for a test ahead of time. Do not cram. Read all the directions and make sure you understand them. If there is an answer you don't know, skip it and come back to it.
7. Develop a positive attitude.

