

# SCHOLAR -- MENTAL SKILLS GROUP

When presented with interest and enthusiasm from the leader, this badge will not seem like drudged up schoolwork! Help the boys to learn that there is more to school than just homework.

## Some Ideas For Your Den Meeting

- Learn about the history of education, how schools developed in America.
- Invite a grandparent to your den meeting to talk about how school was when they were children. If not a grandparent, try a retirement home.
- Invite the parents of WEBELOS Scouts to come to a den meeting dressed in the type of clothes they wore to school. Have parents bring along such things as class pictures, yearbooks, report cards, etc., and allow each ample time to share his/her school days with the den.
- Locate some old school books and compare to current books being used.
- Invite someone who attended school when it was a "one room building and all ages were together" to talk to the boys about their experiences.

## Plan A Field Trip

Briefly visit a school board meeting. Let them know you are coming. They may be interested to know the boys are working on the Scholar Activity Badge.

## Objectives:

- ✓ To familiarize WEBELOS Scouts with "roots" of a school system.
- ✓ To convince WEBELOS Scouts that schooling is essential.
- ✓ To introduce WEBELOS Scouts to careers in education.
- ✓ To teach WEBELOS Scouts the benefits of a good education.

## 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 your spelling and punctuation. Go over your work. Read all the directions and make sure you understand them.

If you don't know the answer to one question, skip it and come back to it at the end.

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.

## 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. Stand up, turn around and sit back down again.
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 callout "I have".
12. Now that you have finished reading this carefully, do only #1, #2, and #12.

## Game: Scout Law Dart Board

**Needed:** A dartboard with the numbers one through twelve,

## Directions:

- ✓ Have each boy, in turn, throw a dart at the dartboard,
- ✓ A point is scored if he can recite the point of the Scout Law that relates to the number where his dart landed.
- ✓ If he is correct he gets one point and may continue throw again.
- ✓ The first boy to score 12 points wins.

The Scholar Activity Badge experience can help to improve the Webelos' relationship with his school. It will help the Scout understand why an education is important. When presented with interest and enthusiasm from the leader, this badge will not seem like drudged up schoolwork! Help the boys to learn that there is more to school than just homework.

## SUGGESTED PATROL ACTIVITIES

1. Have the boys make a list of the things they like about school. And another list of the things they don't like. Discuss them using the *Start, Stop, Continue* evaluation tool.
2. Learn about the history of education, how schools developed in America.
3. Invite someone to talk about careers in education.
4. Locate some old school books and compare to current books being used.
5. Tour the city library.

6. Invite someone who attended school when it was a "one room building and all ages were together" to talk to the boys about their experiences.
7. Encourage the boys to be a part of their school's safety patrol.
8. Visit a high school or college campus.
9. Discuss possible patrol service projects for the school.
10. Work on the Academic Belt Loops and Pins for Language, Mathematics and Chess.

**START, STOP, CONTINUE**

In school, at home, on the sports field or at Scout meetings, each of us needs to evaluate what is going on, so that our grades are good, our home life is happy, and we are meeting our team goals. An older method of evaluation was "Thorns and Roses" where you list things that you have gone well and things that you didn't like. Current BSA training thinks that this method can lead to the boys dwelling on the negative, and fails to take the next steps toward figuring out how to make your situation better.

What we recommend as an evaluation method is to use Start, Stop, Continue (S.S.C.) when the boys (or groups of adults) need to evaluate how an activity went, in their opinions. Two out of three of these (Start and Continue) focus on the positive, and even the ideas for what to Stop can empower the boys to make the decisions on what they shouldn't do, or don't want to do anymore.

1. **START.** What should we start doing that might be better? What other new activities should we try? What behavior might be better? What should we do next?
2. **STOP.** What activities or behaviors should we stop, so that we have more fun or so that we get more things done? What didn't work?
3. **CONTINUE.** What went pretty well, and we should do again next time? What did you like about what has been going on?

As the new BSA prescribed evaluation tool, leaders can use Start, Stop, Continue evaluations after every activity so that the boys can empower themselves to keep improving. Try it in Pack Committee meetings each month too. Start, Stop, Continue is a positive way to evaluate the activities of the Pack, so that feelings are less likely to be hurt when changes are proposed.

**LANGUAGE SKILLS**

Teach the boys how to count to ten in several languages:

#	German	Spanish	Japanese	Swahili	Chinese	Greek
1	eins	uno	ichi	moja	yi	ena
2	zwei	dos	ni	mbili	er	dio
3	drei	tres	san	tatu	san	tria
4	fier	quatro	shi	nne	si	tessera
5	fünf	cinco	go	tano	wu	penete
6	sechs	seis	roku	sita	liu	exi
7	sieben	siete	nana	saba	qi	epta
8	acht	ocho	hachi	nane	ba	okto
9	neun	nueve	kyuu	tisa	jiu	ennea
10	zehn	diez	jyuu	kumi	shi	deka

**PATROL CHESS TOURNAMENT**

As part of the Chess belt loop and pin. At one meeting have an expert cover over how a chess game is played, and some of the strategies and opening moves. Announce that there will be a chess tournament. At a subsequent meeting hold a timed chess tournament round-robin, so that everyone is always playing someone. Each game has a time limit of 15 minutes, and the winner of each game is either whoever takes the most pieces in that time limit or who gets a checkmate.

**BACK TO THE FUTURE OF SCHOOLING**

Perhaps for the February "Cubs in the Future" Pack Meeting

You will need lots of old magazines, construction paper, scissors, glue markers and pencils.

The world is changing rapidly, thanks to computers and new technologies. Have the boys discuss what they think school will be like in 30 years (2036).

- ✓ Will the students all be learning from computers?
- ✓ Will they interact with their teachers from a TV hook-up at home?
- ✓ Will they travel to Mars for mathematics and to Saturn for science?
- ✓ Will someone have invented a "smart pill" or brain implant for each subject?

In the future, will we do away with some of the subjects that are taught now? Which ones?

Can they imagine any new subjects that might be taught instead? Which ones?

After the discussion, divide the boys into two or three project groups to make posters of their view of education in the future.

Make costumes for the "Cubs in the Future" Pack meeting, using lots of aluminum foil (edges of foil can be very sharp!):

- Aluminum foil radiation hats, to keep cell phones from frying their brain.
- Computers, communicators, and displays on your sleeve.
- Keyboard pants.

## 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--larger 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.

