

ANNEX A - Sectional Educational Objectives for Rovers

Area of Development	Thread	At the end of the journey through the programme, a Rover
Social	Relationships and Communication	Is keen to explore life and consider socio-cultural and religious diversity enriching rather than threatening. Is able to recognise and challenge sexual and ethnic stereotypes.
	Cooperation and Leadership	Is able to work as a part of a team, manage collective projects and serve actively in the local community, influencing the process of change. Is able to identify various causes of conflict, masters conflict prevention and conflict-solving skills and applies them in daily life in order to contribute towards peace.
	Social Responsibility	Sees himself as a citizen of the world, and engages in social causes and contributes to the community, country or society due to a sense of responsibility to and solidarity with fellow citizens or fellow humans.
Physical	Responsibility	Accepts his own share of responsibility for the harmonious development of his body, compensating for any disabilities.
	Identifying Needs	Is aware of the biological processes which regulate his body, protects his health, accepts his physical capabilities and directs his impulses and strengths.
	Maintenance	Values his appearance, takes care of his personal hygiene and that of his surroundings, keeps to an appropriate and balanced diet and achieves a balanced distribution of time between rest, physical, intellectual and social activities.
Intellectual	Collecting Information	Continually expands his knowledge by learning systematically and for himself.
	Processing Information	Is able to analyse and classify information and apply it to his own experience and environment
	Problem Solving	Acts with mental agility in the most diverse situations, developing a capacity for thought, innovation and adventure. Is able to solve problems by making hypotheses, experimenting and drawing conclusions. Values science and technology as ways to understand and help man, society and the world.
Character	Identity	Recognises his possibilities and limitations, has a critical awareness of himself, accepts the way he is and preserves a good image of himself.

	Autonomy	<p>Demonstrates a critical awareness of the world around him, is able to make personal choices and accepts the consequences.</p> <p>Approaches life cheerfully and with a sense of humour</p> <p>Makes efforts to become financially independent and values his own work and the work of others</p>
	Commitment	<p>Makes efforts to determine his lifestyle and plans his social and professional integration.</p> <p>Takes responsibility for his own development and sets objectives to achieve it.</p> <p>Is able to manage his personal time, respecting priorities set.</p>
Emotional	Self-Expression	Expresses what he thinks and feels through different creative techniques (e.g. music, dance, theatre, painting, poetry, role-play)
	Self-Awareness and equilibrium	Reaches and maintains an inner state of freedom, equilibrium and emotional maturity.
	Self-Confidence and friendliness	<p>Behaves confidently and is affectionate towards other people, without being inhibited or aggressive.</p> <p>Is able to appreciate the good things of life in order to compensate for difficulties and maintain a state of emotional balance and happiness.</p>
Spiritual	Spiritual Discovery (<i>Exploration</i>)	Searches for a Spiritual Reality through wonders of nature, empathising with other people, working for justice and peace, taking responsibility for his own development.
	Spiritual Understanding	Has a deep understanding of the spiritual heritage of his community, shares with people of different faiths without discriminating.
	Spiritual Commitment	<p>Makes his spiritual principles part of his daily life, achieving consistency between them, his personal life and his participation in society.</p> <p>Is able to commit to a higher moral code (derived from his spiritual principles) and live consistently with it in his daily life.</p>

Derived from TSSA Response to Renewed Approach to Programme 2013. These objectives will be further elaborated to support the end of tier review by the RSLs.