



Effect of suggested teaching curriculum of scout education on some scout skills and learning and retention in disabilities pupils (Deaf and Dumb)

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ABSTRACT

Present study aimed to know the effect of suggested teaching curriculum of scout education on some scout skills and learning and retention in disabilities pupils (Deaf and Dumb). 13 students from Deaf and Dumb Institute in (Sulaimaniah), Hiwa Institute were participated in current study. Different scout skills were measured before starting of teaching approach on court of Hiwa institute such as (scout promise, scout low, peg knot, square cycle, parallel cycle, and simple sport action), the tests were conducted on March 26, 2011. Teaching curriculum consisted of 4 weeks, 3 times a week (Saturday, Sunday and Tuesday), 12 units per 4 weeks, 40 minutes per teaching unit. Results of present study showed a significant improvement in scout promise, scout low, peg knot, square cercal, parallel cercal, and simple sport action tests 24.77, 16.32, 16.40, 24.75, 17.25, and 17.12 respectively. Study concluded that the design of the teaching curriculum is had an enough comprehensive activities, scouting skills and suitability for the subject and crystallized the process of applying the curriculum in the presence of motivation and interest of thermoplastic sample in activities and applications scout. Furthermore, the results showed that the Angels in educational institutes of the deaf and dumb were willing to use scouting practices to reduce the burden of mental and social development of the pupils. Given, the results showed that the proposed scout curriculum has had a positive impact on learning some scouting skills.

Keywords: Suggested teaching, scout skills, learning, retention, disabilities pupils, deaf and dumb

1. Introduction

Scout movement is a movement that aims to support young people in their physical, mental and spiritual development, that they may play constructive roles in society, with a strong focus on the outdoors and survival skills (Proctor., 2000). The Scout Movement is defined as *"a voluntary non-political educational movement for young people, open to all without distinction of origin, race, or creed, in accordance with the purpose, principles and method conceived by the Founder as stated below"* (Robert., 1919).

Scouting is defined as an educational movement. Education can be defined as the process aiming at the total development of a person's capabilities. Education includes the development of attitudes "learning to be", and the development of capacities of the mind "learning to know", while the process of acquiring particular skills is known as "learning to do". While both aspects are basic to the movement and the acquisition of particular skills and are both mean to an end; that end being education (Jamal., 2003).

Scouting addresses itself to young people; it is a youth movement, where the role of adults consists of supplementary young people in completing the purposes of Scouting. While there are wide tends regarding the age-range of the young people in the movement, there are not fast and hard rules governing this issue, and each national scout organization determines the age-ranges applicable within it. Scouting is open to all without division of race, creed, class or origin (Makarem and Mohamed., 1999).

The objective of a scout movement is the reason fundamental its existence; it represents its aim. The objective of the Scout Movement is *"to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities"* (Ahmad., 2002).

This declaration of the aim highlights the educational character of the scout movement which goals at the total development of a person's abilities. One of the basic ideologies of education is that the scopes of the human being - namely the intellectual, spiritual, social and physical - cannot be developed in isolation from each other. It should be noted that the declaration of the aim of the scout movement highlights the fact that scouting is but one of several aspects which contribute to the improvement of young people. Scouting then is not meant to replace religious, school, family, and other social institutions; it is considered to complement that educational influence of these institutions (Wadih., 2010).

We can note in recent years, increase of sensory emotional disabilities in human societies despite medical advances in all fields and possibly attributed to many mistakes by parents such as eating whatever detrimental to the formation of the fetus or exposure to excessive psychological emotions or genetic errors.

The principle evidence of scouting for youth with disabilities is that each boy desires to participate fully and be treated and respected like every other member of the troop. Scouts with disabilities must be given chances to hike, camp, and take part in other troop and patrol events. Most Scout camps and public campgrounds have accessible campsites to accommodate individuals with disabilities. Scouts with disabilities can accomplish the basic skills of scouting but may require extra time to learn them. Working with these youth will need understanding and patience on the part of troop leaders and other scouts.

There is an increase in the number of disabled persons with all types of disabilities and the most important of these disabilities is hearing and speech disorders. This means that hearing and speech are the most important senses in humans. Hearing and dumb are tools that assist human being on social actions, losing these senses lead to make the life deaf and an interactive. Hearing and speech disabilities mean deviation in the hearing limits to communicate (auditory verbal) and the severity of hearing disability but is the product of the intensity of weakness in the hearing and its interaction with other factors such as age at hearing loss and the type of unrest that led to hearing loss and the effectiveness of rehabilitation services provided and family factors and compensatory capabilities (Osama., 2000).

The researchers observed the absence of scout movement for people with special needs (deaf and dumb) in the Kurdistan region generally and Sulaimaniah particularly. Present study will be prepared platform of scout and help these students to integrate socially with each other through the formation of scout troop and practice different activities as the disabled be needed to find the best methods to integrate in the community because he has the ingredients that help the process understanding and sharing information with others as the disabled of the deaf and dumb are better that they hear with their own eyes and speak with their hands. Our study aimed to know the effect of suggested teaching curriculum of scout education on some scout skills and learning and retention in disabilities pupils (Deaf and Dumb).

2. Methodology

Experimental research design method was used to achieve current study.

2.1 Subject

13 students from Deaf and Dumb Institute in (Sulaimaniah), Hiwa Institute were participated in current study. Study was conducted on 2012 to 2013.

2.2 Measurements of scout skill

2.2.1 Scout Promise

Scout promise was drafted depending on the founder of the scout movement (Baden-Powell) and the text is varies from one country to another, but promise has not to be contradicted the basic principles of the scout movement. The boy or girl will not be cub or a flower unless make promise of cubs and flowers and follow promise of values. Promise of cubs and flowers is "I promise per my honor to do my best and to do my duty to God and Country, and to apply the law of cubs and make serves every day".

2.2.2 Scout law

Law scout includes following points:

1- A Scout is Trustworthy.

A Scout tells the truth. He is honest, and he keeps his promises. People can depend on him.

2- A Scout is Loyal.

A Scout is true to his family, friends, Scout leaders, school, and nation.

3- A Scout is Helpful.

A Scout cares about other people. He willingly volunteers to help others without expecting payment or reward.

4- A Scout is Friendly.

A Scout is a friend to all. He is a brother to other Scouts. He offers his friendship to people of all races and nations, and respects them even if their beliefs and customs are different from his own.

5- A Scout is Courteous.

A Scout is polite to everyone regardless of age or position. He knows that using good manners makes it easier for people to get along.

6- A Scout is Kind.

A Scout knows there is strength in being gentle. He treats others as he wants to be treated. Without good reason, he does not harm or kill any living thing.

7- A Scout is Obedient.

A Scout follows the rules of his family, school, and troop. He obeys the laws of his community and country. If he thinks these rules and laws are unfair, he tries to have them changed in an orderly manner rather than disobeying them.

8- A Scout is Cheerful.

A Scout looks for the bright side of life. He cheerfully does tasks that come his way. He tries to make others happy.

9- A Scout is Thrifty.

A Scout works to pay his own way and to help others. He saves for the future. He protects and conserves natural resources. He carefully uses time and property.

10- A Scout is Brave.

A Scout can face danger although he is afraid. He has the courage to stand for what he thinks is right even if others laugh at him or threaten him.

11- A Scout is Clean.

A Scout keeps his body and mind fit and clean. He chooses the company of those who live by high standards. He helps keep his home and community clean.

12- A Scout is Reverent.

A Scout is reverent toward God. He is faithful in his religious duties. He respects the beliefs of others (The Meaning of the Boy Scout Law).

2.2.3 Peg knot

Scout knot is one of the easiest decades and the most widely used tensile as easy solution and we teach scouters as follows.

- 1- Tie a double overhand stopper knot. Lay out about a foot of rope. Then wrap the end of your rope around the middle of the rope for two complete turns. Your rope should then look like a coil. Then, pass the end of the rope through the bottom of the coil and pull it tight. This is a double overhand stopper knot.

- 2- Tie a constrictor knot. Lay out about 2 feet of rope. Then, hold the middle of the rope with both hands, keeping your hands about 8 to 10 inches apart. Using your hands to twist the rope, form a loop. Next, fold the loop onto itself so it begins to form a figure-8. Then, fold the ends of the figure-8 so they touch each other. You should now have two loops that form a pretzel-like shape. Place the two loops over a peg and then pull on the ends of the rope to tighten the knot.
- 3- Tie a round turn and two half hitches knot. First, loop your rope around a peg twice. Then, about 2 inches from the peg, lead the end of the rope over top of itself so it forms a "V" shape in front of the loops. Next, pass the end of the rope through the "V." Pull your rope tight, so the "V" collapses on the peg. In front of your collapsed "V" make another loop around the rope to create another "V." Then pass the end of the rope through this "V" and pull tight. This is a round turn and two half hitches knot.
- 4- Tie a bowline knot. Lay out a foot of rope and form a loop in the middle of the rope. Then, pass the end of the rope through the loop and pass the end of the rope around the back end of your rope. Wrap the end of your rope through the loop again and pull the end of the rope tight for a bowline knot, figure (1) shows knot.



Figure (1) shows knot

2.2.4 Square cycle

This cycle is used in two staffs across installation (crossed angle list).

2.2.5 Parallel cycle

Parallel cycle is used to hold three staffs which starts with peg knot on one rods and ends with peg in other staffs, which is different one of what it is started.

2.2.6 Pioneer works

The pioneer works are a function that cubs should be mastery and are the first step in which students start practice hobby work, so cubs has to practice on these handicrafts to be able make chairs and dishes cradles but has to be simple and suitable for this age.

It is notable that by learning these arts and mastery can cub or flower acquires trade or profession benefits them financially in the future.

2.3 Pre-tests

On Saturday (26\ 3\ 2011) at half past ten in the morning, different scout skills were measured before starting of teaching approach on court of Hiwa institute such as (scout promise, scout low, peg knot, square cycle, parallel cycle, and simple sport action).

2.4 Main experience

Researchers were completed all preparations and then they started principle experiment. Scout teaching approach for the deaf and dumb was designed by the researchers depended on reviewing a number of scout approaches.

Teaching approach was conducted on Sunday (27/3/2011) and ended on Wednesday (27/4/2011) and consisted of 4 weeks teaching, 3 times a week (Saturday, Sunday and Tuesday), 12 units per 4 weeks, 40 minutes per teaching unit.

2.5 Post-testing

On Thursday (28\ 4\ 2011) at half past ten in the morning, different scout skills were measured after ending of teaching approach on court of Hiwa institute such as (scout promise, scout low, peg knot, square cycle, parallel cycle, and simple sport action).

2.6 Statistical analysis:

SPSS was used to analysis results of present study and consisted of:

- * Mean
- * Standard deviation
- * Test (T) for independent samples
- * Test to retain the absolute.

3. Results and discussion

Table (1)
Shows mean, standard deviation, retention, and T test of the scout promise skill

Test	Pre		Post		Retention test		Value (t) Calculated	Significance level
	Mean	SD	Mean	SD	Mean	SD		
Promise Scout	075.1	860.0	100.9	807.0	900.8	802.0	77.24	000.0

Table (1) showed that means and standard deviations of the pre and post-tests of promise scout skill are (1,075), (9.100), (0860), and (0.807) respectively. Mean and SD of retention test (8,900) (0802). Calculated T value is 24.77 and the level of significance (0,000), which indicates the existence of moral significance difference in favor of the post-test.

The results presented in Table (1), which describes the rate of evolution taking place in the acquisition of learning between pre and post-tests and retention, which is achieved its goal in the moral influence in learning and retention with the emergence of differences in the percentage of their evolution. This confirmed by (Nahida 2008) that "the use of different instructions make the learning process more effective and positive because their use in the educational process lead to build and development of visualization motor of the learner and result in achieve the greatest possible educational efficiency ".

Table (2)
Shows mean, standard deviation, retention, and T test of the scout law skill

Test	Pre		Post		Retention test		Value (t) Calculated	Significance level
	Mean	SD	Mean	SD	Mean	SD		
Law Scout	846.0	801.0	08.8	38.1	02.8	33.1	32.16	000.0

Table (2) showed that means and standard deviations of the pre and post-tests of promise scout skill are (0.846), (8.08), (0.801), and (1.38) respectively. Mean and SD of retention test (8,02) and (1.33). Calculated T value is 16.32 and the level of significance (0,000), which indicates the existence of moral significance difference in favor of the post-test.

High rate of improvement is occurred in the acquisition of learning between pre and post-tests and retention. These results agreement with finding of Mohammad Yousuf (1984) that movements expressive "is an interview with no word but strongly express sharp as expressive movement achieved an educational function through the movement of facial expression and expression in the whole body".

Table (3)
Shows mean standard deviation, retention, and T test of the knot skill

Test	Pre		Post		Retention test		Value (t) Calculated	Significance level
	Mean	SD	Mean	SD	Mean	SD		
Knot	844.0	803.0	77.7	30.1	50.7	20.1	40.16	000.0

Table (3) appeared that means and standard deviations of the pre and post-tests of knot skill are (0.844), (7.77), (0.803), and (1.30) respectively. Mean and SD of retention test (7.50) and (1.20). Calculated T value is 16.40 and the level of significance (0,000), which indicates the existence of moral significance difference in favor of the post-test.

Significant results in the acquisition of learning between pre and post-tests and retention, which is achieved its goal in the moral influence in learning and retention with the emergence of differences in the percentage of their evolution. Kamel., (2002) showed that " training repetition and learning repetition are very important to develop performance of children".

Table (4)
Shows mean, standard deviation, retention, and T test of the square cycle skill

Test	Pre		Post		Retention test		Value (t) Calculated	Significance level
	Mean	SD	Mean	SD	Mean	SD		
square cycle	076.1	852.0	154.9	801.0	102.9	800.0	75.24	000.0

Table (4) demonstrated that means and standard deviations of the pre and post-tests of square cycle skill are (1.076), (9.154), (0.852) and (0.801) respectively. Mean and SD of retention test (9.102) and (0.800). Calculated T value is 24.75 and the level of significance (0,000), which indicates the existence of moral significance difference in favor of the post-test.

Square cycle showed a significant improvement in the acquisition of learning between pre and post-tests and retention, the results of current study were confirmed by Azmi (1996) child loves competition but should be simple and light and formal appeals.

Table (5)
Shows mean, standard deviation, retention, and T test of the parallel cycle skill

Test	Pre		Post		Retention test		Value (t) Calculated	Significance level
	Mean	SD	Mean	SD	Mean	SD		
Parallel cycle	077.1	862.0	38.8	26.1	20.8	21.1	25.17	000.0

Table (5) showed that means and standard deviations of the pre and post-tests of parallel cycle skill are (1.077), (8.38), (0.862) and (1.26) respectively. Mean and SD of retention test (8.20) and (1.21). Calculated T value is 17.25 and the level of significance (0,000), which indicates the existence of moral significance difference in favor of the post-test.

A significant improvement appeared in the acquisition of learning between pre and post-tests and retention. This finding was confirmed by Alhadidi and Khatib (2005) positive reinforcement crucial in learning skills, so must be presented effectively and consistently.

Table (6)
Shows mean, standard deviation, retention, and T test of the pioneer work

Test	Pre		Post		Retention test		Value (t) Calculated	Significance level
	Mean	SD	Mean	SD	Mean	SD		
Pioneering work	080.1	821.0	28.8	32.1	10.8	28.1	12.17	000.0

Table (6) displayed that means and standard deviations of the pre and post-tests of parallel cycle skill are (1.080), (8.28), (0.821), and (1.32) respectively. Mean and SD of retention test (8.10) and (1.28). Calculated T value is 17.12 and the level of significance (0,000), which indicates the existence of moral significance difference in favor of the post-test.

From the results presented in Table (6), which described the rate of evolution occurred in the acquisition of learning between pre and post-tests and retention, which is achieved its goal in the moral influence in learning and retention with the emergence of differences in the percentage of development between them. Thaer Sheathe (1996) showed that deaf when knew what should be done, it becomes insufficient normal.

4. Conclusion

Study concluded that the design of the teaching curriculum is had an enough comprehensive activities, scouting skills and suitability for the subject and crystallized the process of applying the curriculum in the presence of motivation and interest of thermoplastic sample in activities and applications scout. Furthermore, the results showed that the Angels in educational institutes of the deaf and dumb were willing to use scouting practices to reduce the burden of mental and social development of the pupils. Given, the results showed that the proposed scout curriculum has had a positive impact on learning some scouting skills.

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