

SCOUT EDUCATIONAL METHOD AND TRANSDISCIPLINARITY: CONTRIBUTIONS TO ENVIRONMENTAL EDUCATION

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ABSTRACT

Founded by Baden-Powell, scouting, being non-formal education, allows its members to value the environment, preparing them for preservation and sustainable development. In this study, the practice of scouting and its socio-environmental and educational benefits for children and adolescents of the Bernardo Sayão Scout Group were analyzed through the Reduce, Recycle, and Reuse (3R's) badge activity. Bibliographic and field research was conducted, with a qualitative approach. The theoretical framework was based on the concepts of Scouting, Environmental Education, Non-formal Education, and Transdisciplinary Education. Technical visits were conducted weekly to the Scout Group from October to November 2022. For four months, the scouts collected PET bottle caps and participated in workshops. With the guidance of a Scout Leader, they crafted with the bottle caps: tic-tac-toe, pencil holder, fidget spinner, cup and plate holder. The scouts evaluated the discarded material regarding the environment and realized the importance of responsible consumption and the reuse of bottle caps. This research demonstrated that the scouting method is a transdisciplinary education that cares about and carries out activities related to environmental and sustainability issues, such as the 3R's Badge, promoting sustainable habits for an ecological and healthy lifestyle.

Keywords: Tribo da Terra activity; sustainable development; environmental and transdisciplinary education; scouting educational method.

INTRODUCTION

Scouting began in 1907, with the British Robert Stephenson Smyth Baden-Powell. Today, the Scout Movement (SM) is made up of children and young people from the following branches: Beaver (6.5 to 10 years), Scout (11 to 14 years), Senior (15 to 17 years), and Pioneer (18 to 21 years). Through the practice of teamwork and outdoor life, the scouting method enables the youth to take charge of their own growth, becoming an example of fraternity, altruism, responsibility, loyalty, respect, and discipline (BADEN-POWELL, 1982).

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Through the scout method, "Learning by Doing," it advocates learning through practice, through action, valuing training for autonomy based on self-confidence and initiative, developing the habits of observation and deduction (UEB, 2021).

In this sense, this research focuses on the children and adolescents of the Bernardo Sayão Scout Group, located in the Antônio Marmo Canedo Environmental Park – Parque da Matinha – in the municipality of Anápolis/GO – Brazil.

This work is justified by the need to demonstrate the importance of scouting educational methods, through transdisciplinary education, in favor of environmental issues that have been affecting planet Earth. This year, various nations have gathered at the United Nations Climate Change Conference to create an effective agenda for reducing the planet's pollution and for mitigating the food and energy crises. The 2030 Agenda, in turn, also presents objectives for sustainable development (SDGs), making it necessary to verify the projects and actions that have resulted or result in environmentally friendly impacts. And, within this perspective, the following questions arise: i) How can the scouting method, being a non-formal education, contribute to the environmental education of children and adolescents? ii) How can the practice of scouting shape reflective, autonomous, and investigative citizens who learn to think multidimensionally, expanding, transcending, and reconnecting knowledge, as transdisciplinary education envisions?

METHODOLOGY

A bibliographic and field research was developed, with a qualitative approach to materials collected from databases, including: SciELO, Google Scholar, Scouts of Brazil. The following keywords were used: scouting, scouting educational methods, environmental education, non-formal education, transdisciplinarity, sustainable development.

All the photographic records were taken from the Facebook and Instagram pages of the Bernardo Sayão Scout Group. Also, chapters from books, dissertations, and theses that addressed the subject and deepened the analysis of the theme were used as bibliographic sources. Weekly technical visits were conducted to the Bernardo Sayão Scout Group (GEBS) from October 15 to November 25, 2022, located in the

Antônio Marmo Canedo Environmental Park – Parque da Matinha – in the municipality of Anápolis/GO – Brazil.

The research focused solely on the cub scouts and scouts who were in the period of this study, carrying out the scouting activity with the Badge: Reduce, Recycle, and Reuse – which was proposed by the Scout Group Directorate, reusing plastic bottle caps to make: tic-tac-toe, pencil holders, "fidget spinners," coasters, and plastic plate holders.

RESULTS

Environmental education and environmental sustainability are concerns of ME as observed in documents and programs developed throughout history. In 2022, the Earth Tribe Manual was published - Environmental Education for a Global Community that Protects the Planet. It includes three badges: Nature Champions Badge; Reduce, Recycle, and Reuse Badge; and Solar Energy Scouts Badge, which specifically aim to address environmental and sustainability issues, such as climate change, promoting sustainable habits for an ecological and healthy lifestyle, and connecting with nature through initiatives that seek to protect it (UEB, 2022).

The members of the Bernardo Sayão Scout Group carried out two activities related to this 3R's Badge, with the theme of the project being "Clean Planet." The objective of the project was related to responsible consumption and the process of reducing, reusing, and recycling (3Rs) the waste produced in daily life.

During the four months leading up to the visit, the cub scouts and scouts collected plastic bottle caps (from PET bottles) and then participated in various workshops. Under the guidance of a Scout Leader (a volunteer adult), they crafted the collected caps into tic-tac-toe games, pencil holders, fidget spinners, coasters, and plastic plate holders (Figure 1).

Figure 1 – Pencil Holder and Cup Holder Workshop at the Bernardo Sayão Scout Group
Anápolis, GO, Brazil.



Source: Facebook Page of the Bernardo Sayão Scout Group 2nd GO (2022)

After the activities, the cub scouts and scouts talked with the Scout Leaders and reflected on their role in reducing environmental impacts. They concluded the activities aware that their daily lives affect life on the entire planet and proposed changing their attitudes to be ecologically correct, reducing the use of plastic bags, plastic straws, and disposable cups; reusing PET bottle caps and recycling caps and PET bottles.

Reche (2020) compares transdisciplinarity with the human being, saying that to form the human is through the very humanity of being, living, and thinking. Just as being transdisciplinary is having freedom beyond boundaries, not being confined to a few sources to find the true human essence.

The scout educational method adopts a humanistic view of education, which "contributes to the achievement of a sustainable development model, in which respect for the environment, concern for peace, health, inclusion, and social justice guide the growth of our communities" (UEB, 2021, p.7).

CONCLUSION

The scouting educational method presents itself as an alternative form of non-formal and transdisciplinary education, offering outdoor activities in contact with nature, aimed at character building of its members and thus educating for sustainability, preserving and conserving the environment for future generations. In this research, it was demonstrated that the Bernardo Sayão 2GO Scout Group is concerned and conducts activities on environmental and sustainability issues, such as the Earth Tribe

Activity - Reduce, Recycle, and Reuse Badge, where they collected various plastic bottle caps to make tic-tac-toe, pencil holders, fidget spinners, and coasters for plastic cups and plates.

Through transdisciplinary education, with the execution of outdoor activities, scouting aims to offer other learning spaces, beyond home and school, in contact with nature, since during these activities, one learns about the development of life, experiences new forms of interaction with others and the environment, helping children and adolescents to transform experiences into learning and developing the sense of ecological citizenship.

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