

CHARACTERISTICS OF FILIPINO BOYS OF KAB SCOUT AGE

Characteristics of the Boy of KAB Scout Age	Implication for KAB Scouting
PHYSICAL	
- grows slowly in height and weight	- emphasize the development of good health habits to help him attain his maximum growth development
- continues to have permanent dentition and is susceptible to dental cavities because of neglect of oral hygiene	
- has had many communicable diseases and is building an immunity to them	
- has a great deal of physical energy; works and plays often to the point of exhaustion	- provide alternate periods of active and quiet activities
- develops greater skills in the use of the large muscle; is developing the use of small muscle; is interested in emphasizing the importance of developing skills; likes to repeat activities; enjoys manipulating objects; shows proficiency in the use of tools; finds difficulty in keeping quiet in place due to muscular growth; careless and often meets accidents.	- include a variety of physical activities, e.g. stunts and active games that make use of large muscles - provide opportunities for him to manipulate objects - teach him the proper use of tools
- has increasing eye motor coordination	
- starts to exhibit sexual characteristics	- emphasize the importance of being safe in all activities
MENTAL	
- exhibit a markedly intense curiosity and wants to find out the “why’s,” “what’s,” and “how’s,” of things and life; creative and appreciative of the beautiful	- let him experiment with things, and provide literature and other resources from where he can find answers to his questions
- is interested in legend and folk tales; likes surprises and stories with plots	- provide art and craft activities
- is becoming confused between reality and imagination; tells stories often with a combination of truth and fiction	- have story telling, make-believe, and play-acting session and follow these up with discussion to distinguish between make-believe and fact for developing a good set of values

- is developing lofty goals and is working hard to imitate ideals	- provide him with role models; study lives of great men and women, be a role model yourself
- can think critically and reason out to gather information and experience	

SOCIAL AND EMOTIONAL

- seeks and desires to play with others, such as in dramatics, collections, etc.	- provide Kawan and Color Group activities, e.g. group games, group projects, etc.
- enjoys being with chosen friends	
- feels unloved or unwanted if he is taken for granted; is likely to demand attention, be unappreciative, ungrateful, irritably critical, and suspicious	- emphasize advancement activities
- is able to participate and organize simple group play and dance in a small group; chooses the kind of activities he can do within his abilities	
- participates actively in group projects and desires peer approval; needs encouragement and praise for more participation	- recognize his effort and give the rewards/praise/awards he deserves
- begins to exhibit competitive feelings	- give him responsibilities
- has marked likes and dislikes	- find out his likes and dislikes
- likes to take part in planning his own activities	- involve him in planning Kawan and Color Group activities
- tends to be impulsive or spontaneous in making decisions	- teach him decision-making skills and provide opportunities to practice them; encourage group decision in every opportunity
- is becoming conscious of cleanliness and neatness to make good impression; exerts efforts to do things for himself, like keeping his body clean, brushing his teeth, etc.	

MORAL AND SPIRITUAL

- exercises religious obligation to conform with home practices, receives religious ideas uncritically	- work closely with his parent regarding his religious life
- likes to get out of trouble	- provide opportunities for him to exercise fair play and honesty
- trusts people in many situations, thinks other people are good	

<ul style="list-style-type: none"> - does things to satisfy himself regardless of group standards and practices but later on becomes less egoistic 	
<ul style="list-style-type: none"> - puts off tasks 	<ul style="list-style-type: none"> - teach him how to organize his activities
<ul style="list-style-type: none"> - is economical with certain things but wasteful with others; exerts effort to save but not at the expense of other things that are necessary 	<ul style="list-style-type: none"> - provide conservation activities
<ul style="list-style-type: none"> - has to be assured about what he is doing 	<ul style="list-style-type: none"> - make him aware of the importance of becoming thrifty and saving money - supervise him closely in activities that are new and complex - guide by example