

Actividades físico-recreativas-educativas para pioneros del Movimiento de Pioneros Exploradores de Camajuaní

Physical-Recreational-Educational activities for pioneers of the Explorer Pioneer Movement in Camajuaní

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Abstract

This study addresses the field of Physical Recreation through the implementation of physicalrecreational-educational activities related to the Explorer Pioneer Movement, particularly focusing on the subgroup of Young Explorers. The research emphasizes the preparation of pioneers to successfully achieve the established categorizations within the movement. This aspect is of vital importance in the development of pioneers, as improved preparation contributes to enhancing the overall quality of the movement. The study is based on existing difficulties identified in areas such as knot tying, marching, and knowledge of trees and their classification. The main objective of this research was to design physical-recreational-educational activities aimed at improving the preparation of *Moncadista* pioneers within the Explorer Pioneer Movement. A combination of research methods was used, including document analysis, observation, pre-experimentation, and surveys. These methods led to significant improvements in the preparation of second-grade *Moncadista* pioneers at “Camila Sobrado” school in Camajuaní. The main results include a detailed description of each activity, facilitating their implementation, as well as methodological guidelines that allow for adaptability across different contexts, supporting the potential generalization of these activities.

Keywords: Explorer Pioneer Movement, Physical Recreation, Education, Activities.

Introduction

Education is the preparation of human beings for life. Children and young people are educated to cultivate and develop their intelligence, and their moral, aesthetic, and patriotic values. Within this process, they become responsible students and tireless explorers of nature. School serves as the ideal environment to teach children and adolescents essential survival skills, environmental awareness, and how to face complex situations. It also fosters love for the homeland, respect for national heroes, and the development of appropriate behavioral habits and collectivist values, which together can shape the Explorer Pioneer Movement.

This movement is based on environmental principles integrated into the comprehensive educational process. In this regard, Pascual (as cited in Rodríguez, 2019) defines Environmental Education as a continuous and permanent process that constitutes a fundamental dimension of holistic education.

There is a recognized relationship between the contents of the Explorer Pioneer Movement and basic camping techniques used in physical-recreational-educational activities. These include skills such as knot tying, orientation, flora and fauna knowledge, and survival techniques. Several studies have contributed to this field, including Rodríguez, Domínguez and Rodríguez (2018) and Pérez (2019). Additionally, previous research on pioneer preparation highlights contributions from scholars such as Martín (2008), Mosquera Cáceres (n.d.), and Sánchez (2018), who have provided methodological frameworks and implementation strategies that enrich the scientific rigor of this field.

Leisure-time activities play a crucial role in comprehensive education, as they provide effective and engaging methods for personal development. According to Domínguez (2018), physical-recreational behavior is defined as the individual's actions aimed at satisfying recreational needs, based on motivation, enjoyment, and personal growth.

Authors such as Lema (2010) and De Sousa (2012) emphasize the importance of extracurricular activities as a complement to formal education. These activities enhance learning by promoting creativity, social interaction, and cultural development.

Proper use of leisure time is essential for children's holistic development. Sosa (2018) states that leisure should be used as a formative, creative, and recreational space that contributes to healthy lifestyles, social integration, and emotional well-being. Therefore, it is necessary to design structured physical-recreational programs that contribute to the educational use of leisure time, integrating school and community efforts.

Currently, there are noticeable deficiencies among pioneers in performing knots, identifying cardinal points, and applying exploratory skills. Based on these challenges, the objective of this study is to design physical-recreational-educational activities aimed at improving the preparation of *Moncadista* pioneers in the Explorer Pioneer Movement at "Camila Sobrado" school in Camajuani.

Educating for leisure time, where leisure and recreational activities become the focus of pedagogical intervention, aims to prepare individuals to experience their free time in the most appropriate way and to responsibly choose the activities they will undertake. This can be implemented within leisure time itself or outside of it. For example, it can take place in schools, which should include among their objectives providing students with a range of cultural resources that offer them richer recreational opportunities, especially when these activities are developed within the community, from the perspective of educating for environmental stewardship (Pérez 2015).

This means that the practice of physical, recreational, sporting, and cultural activities requires pedagogical guidance, with educational objectives that support the practice. In short, the goal is for schools and various stakeholders to work together in designing physical-recreational activity programs for the constructive use of leisure time.

Therefore, it is considered necessary to work from Physical Culture on the existing difficulties, taking as a starting point the different methodological documents that govern the work with the Pioneer Explorer Movement and the different modalities that are supported from Recreation; common aspects that are worked on from different objectives or perspectives, but with the maintenance of their essences, among which can be mentioned, ropework, observation, estimation, orientation, marching, fires and campfires, the tent (use and conservation), knowledge of flora and fauna, instruments for life in the field or explorer tools and their uses (axe, knife, staff and backpack).

The novelty of this research lies in the design of the proposed activities and in the way their content is articulated with physical-recreational-educational actions, as well as with the preparation of *Moncadista* pioneers within the Explorer Pioneer Movement. A detailed description of each activity is provided to facilitate its implementation. In addition, methodological guidelines are included which, based on their essential principles, allow for the necessary adaptability to different contexts, supporting the potential generalization of these activities.

Materials and Methods

The study was conducted during the 2017–2018 academic year at “Camila Sobrado” School in the municipality of Camajuaní. The population consisted of 76 second-grade pioneers, from which Group 2-A was intentionally selected as the sample. This group included 25 pioneers (13 females and 12 males), between 6 and 7 years, and representing 33% of the population. The sample selection was

intentional and non-probabilistic, as this group showed the greatest initial difficulties. Therefore, it was chosen to receive greater intervention through the proposed activities.

The following theoretical methods were used:

- Analytical-synthetic method: applied to analyze, support, argue, and establish relationships and evaluations regarding the preparation of second-grade pioneers within the Explorer Pioneer Movement. This method enabled a detailed study of the movement, particularly the Young Explorers and the requirements for the grade level under study.
- Inductive-deductive method: used for processing information obtained from the application of various instruments, as well as for analyzing essential documents.

At the empirical level, the following methods were employed:

- Observation
- Pre-experiment
- Surveys
- Document analysis
- Statistical methods (descriptive statistics: frequency tables and empirical distributions)

Observation: applied to gather information through perception and to understand the actual level of performance of the children, including what they were able to do and what they could not perform correctly in relation to the Explorer Pioneer Movement and basic camping techniques.

Survey: administered to the guides (including all *Moncadista* pioneer guides and the school's main guide) to determine the needs and potential of the pioneers in relation to the movement.

Pre-experiment: conducted to compare the level of preparation before and after the implementation of the proposed activities (through observation and pedagogical testing).

Document analysis: carried out to review the official documents guiding the work of the Explorer Pioneer Movement.

The analysis included:

- Book 4: National Methodological Class (August 2008)

- Methodology for the distribution of modalities within the Explorer Pioneer Movement
- Updated methodology of the Explorer Pioneer Movement
- Reports from the school's main pioneer guide

The analysis categories were:

- Priority for the Explorer Pioneer Movement work
- General characteristics of the Explorer Pioneer Movement and its specific features in second grade
- Developmental needs of the pioneers.

Results and Discussion

Initial observations revealed the pioneers' behavioral patterns, interpersonal relationships, level of communication, solidarity, and their interaction with nature and fauna. The results showed significant difficulties in interpersonal relationships, with a predominance of aggressive behavior, especially among boys.

A lack of affection, courtesy, and respectful behavior was evident. Instances of mistreatment toward plants and animals were observed, as well as a lack of willingness to help peers who were falling behind. There was also low motivation regarding national history. Additionally, many pioneers showed discomfort or embarrassment when discussing topics related to the movement, often responding with laughter or mockery. There were clear difficulties in knot tying, understanding their practical use, and recognizing signals and trails. Only 3 pioneers (12%) correctly performed knots, 10 (40%) followed procedures incorrectly, and 12 (48%) were unable to perform them.

Regarding trail signs, none of the 25 pioneers recognized them, demonstrating a complete lack of knowledge. Only 3 pioneers (12%) could differentiate between fruit-bearing, ornamental, and timber plants. Ten pioneers (40%) confused ornamental with timber plants, and 13 pioneers were unable to identify any plant. All pioneers showed low motivation, were easily distracted, talked excessively, or disrupted their peers. They were generally apathetic and did not participate spontaneously in activities (100%).

The survey results indicated that pioneers had very low motivation toward the different modalities practiced within the movement. Interpersonal relationships were described as average, largely due to inappropriate behavior among peers, highlighting the need to establish proper social interaction norms.

Regarding practical skills, all guides (100%) stated that these were significantly underdeveloped, as pioneers did not demonstrate mastery of the techniques required. Furthermore, 83% of the respondents indicated that pioneers were unaware of the benefits these activities could provide for their future, evidencing insufficient preparation and only 16% believe that they recognize the benefits.

Initial Pedagogical Test Results

- Question 1 (knot tying): only 2 pioneers succeeded but could not demonstrate it practically; the remaining 23 failed (0.8%).
- Question 2 (plant classification): only 2 pioneers succeeded; 23 failed (0.8%).
- Question 3 (signals and trails): 5 pioneers succeeded; 20 failed (2%).

Further document analysis confirmed that the Explorer Pioneer Movement remains a priority in preparing individuals for life and strengthening patriotic values.

It also highlighted the importance of learning in natural environments and the role of sustainability in education. However, significant deficiencies were identified in second-grade instruction, particularly in the performance of the group's main guide, affecting both preparation and motivation.

After analyzing all results, it was concluded that second-grade pioneers require better preparation in topics related to the Explorer Pioneer Movement. This preparation must be delivered in a way that enhances motivation. Physical-recreational activities play a key role because, unlike traditional teaching methods, they do not impose knowledge in an authoritarian manner. Instead, they shape attitudes, influence opinions, and promote psychological and social development based on motivation, cultural needs, preferences, and voluntary participation.

For effective implementation, it is necessary to carry out a set of actions within the school's working system. The proposal should be presented during training sessions and approved by school management, fostering motivation, acceptance, and commitment from participants.

These actions establish the foundation for the successful development of the program. The activities encourage participation, exchange of ideas, and experiential learning, allowing reflection and analysis of real-life situations.

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The evaluation process should be based on initial diagnostic results and consider pioneers' opinions, interests, and motivations. Through their knowledge and skills, pioneers actively contribute to improving their own preparation.

Physical-Recreational-Educational Activities for the Preparation of *Moncadista* Pioneers in the Explorer Pioneer Movement

Title: "Plants and Their Uses".

Objective: To identify different types of plants and their uses.

Responsible: Guide

Materials: Paper, pencil, eraser, and/or posters

Methodological Guidelines:

The activity begins by inviting the pioneers to visit the school's self-sufficiency plot. They will discuss its usefulness and the importance of maintaining it. Some of the plants grown there will be identified, and their external characteristics described. The guide will explain that plants can be classified according to their uses and will provide examples, including those found in the students' homes. Materials will then be distributed, and each team will match plant names with their corresponding category. The winning team will be the one that correctly completes the task in the shortest time. At the end of the activity, a reflection will be conducted to assess what was learned, how the responses were given, and any mistakes made.

Students must match Column A with Column B:

Column A	Column B
___ Chamomile is a plant.	Timber
___ Pine and casuarina are.	Medicinal

__ Orange is.

Ornamental

__ Rose and flamboyant are.

Edible

Title: "Identifying knots".

Objective: To familiarize pioneers with knots used in future activities.

Responsible: Guide

Materials: Paper, pencil, eraser Methodological

Guidelines:

Pioneers will be shown different types of knots commonly used in camping and excursions. They must select the correct answer.

1. This knot is:

- a) _____ Sheet bend.
- b) _____ Clove hitch.
- c) _____ Simple knot.



Fig. 1

2. This knot is:

- a) _____ Drag knot.
- b) _____ Shoe knot.
- c) _____ Bowline.



Fig. 2

3. This knot is:

- a) _____ Figure-eight.
- b) _____ Reef knot.
- c) _____ Square knot.



Fig.

3

4. This knot is:

- a) _____ Timber hitch.
- b) _____ Drag knot.
- c) _____ Two half hitches.



Fig. 4

At the end, the activity will be analyzed to determine which skills were demonstrated.

Title: "The Sun as My Guide".

Objective: To identify the four cardinal points and orient oneself using the sun.

Responsible: Guide

Materials: Drawing of the sun in a poster or a paper sheet.

Methodological Guidelines:

The guide will present a drawing of the sun and teach students to orient themselves by placing their right hand toward the sun (East). Facing forward will indicate north, left will indicate West, and behind them will be South. The teacher will vary the position of the sun to help students practice orientation in different situations.

A game will follow; students form a circle, and one child stands in the center holding the sun image. At the guide's signal, the circle rotates. When the guide says "Stop," all students must orient themselves correctly. Those who fail are eliminated. Students must also learn that this method works best before 9:00 a.m., when the sun is in the East.

Evaluation: Hetero assessment.

Title: "Learning to Orient Myself".

Objective: To identify trail signs and signals used by explorers.

Responsible: Guide

Materials: Paper, pencil, eraser Methodological

Guidelines:

The activity begins with a discussion about the meaning and use of signals.

Students must then select the correct answers.

1 .



a). ___ Continue in that direction



a). ___ Crossroads

b). ___ Turn right

b). ___ Through

c). ___ Go down

c). ___ Obstacle to overcome

3.



a). _____ Paths that cross

b). _____ 10-step message

c). _____ Danger

4.



a). _____ Increase

b). _____ Above

c). _____ Turn right

Students must answer:

- What should a pioneer do if they see a potable water sign?
- What should they do if they find a message?
- What signals should appear if there is an impassable wall?

At the end, participation and usefulness of the activity will be evaluated.

Pre-Experiment Design

- Initial phase: September (pre-test)
- Final phase: May (post-test)

Both phases included observation and pedagogical testing to assess preparation levels before and after the intervention.

Results After Implementation

- Improved behavior and interpersonal relationships
- Increased empathy, cooperation, and respect
- Greater environmental awareness

- Higher motivation and participation
- Development of creativity and engagement
- Improved practical skills (knots and signals)

All pioneers successfully mastered rope techniques and participated in orientation events.

Students demonstrated increased understanding of the importance of knots and signals in real-life situations.

They also improved in plant identification and environmental care, even managing a medicinal plant area within the school.

Final Pedagogical Test Results

- Knots: 88% performed correctly (22 pioneers identified and tied correctly the knots, 3 pioneers identified the knot, but they were unable to tie the knots)
- Plants: 87.5% correctly identified (21 pioneers answered correctly, 4 pioneers identified the plants, but they had difficulties describing it)
- Signals: 100% correct responses

General Evaluation

Results were compared using a scale:

- High (3)
- Medium (2)
- Low (1)

The mode was used for evaluation, considering factors such as motivation, discipline, participation, and enthusiasm.

By comparing the final test scores with the initial test scores, it can be concluded that the final tests yielded better results, in line with expectations for the comprehensive training of the Pioneers and the preparation of the *Moncadista* Pioneers for the Pioneer Explorer Movement. This demonstrates positive changes in their mastery of acquired knowledge and the development of skills, as well as in the modification of their attitudes.

Conclusions

Physical-recreational-educational activities were successfully developed to prepare *Moncadista* pioneers. These activities are accessible, engaging, and aligned with the evolving demands of the Explorer Pioneer Movement.

Their implementation significantly improved pioneers' preparation, contributing to the achievement of primary education objectives and the comprehensive development of students.

This was reflected in improved behavior, increased participation, and a stronger role of the pioneers in the activities.

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