

ScoutPAX: Project Planning Cycle Presentation



This presentation outlines the project planning cycle and identifies the tools that are available to help you with each stage of the process. Let's get started!

Your Project

Your project can be undertaken at local level to meet the needs of the community in the following broad areas:

- Managing conflict without violence
- Challenging prejudices
- Encouraging greater solidarity

This presentation will help you to plan your project using the resources provided in ScoutPAX.

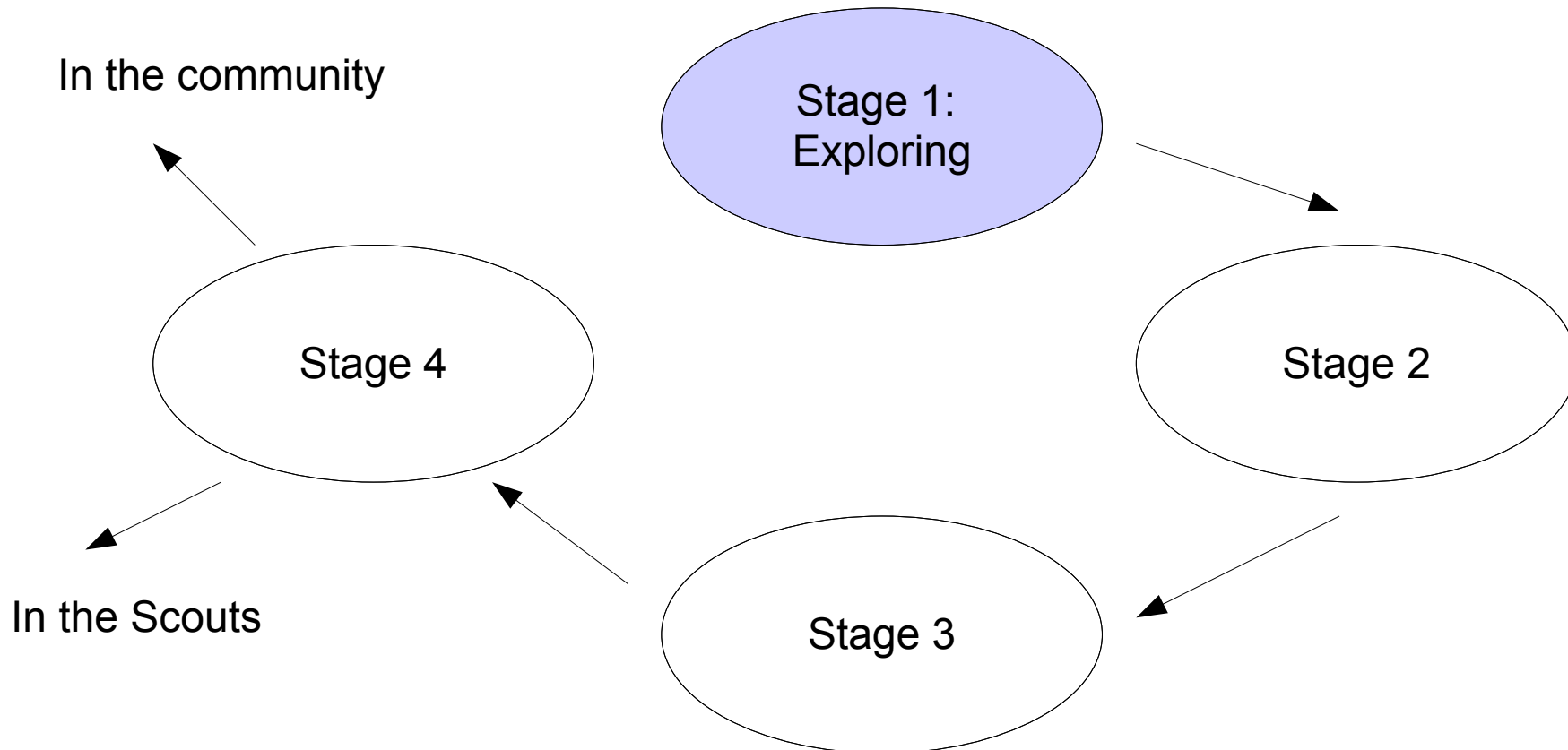
ScoutPAX provides activities and resources for 3 age-groups in Scouting: under 11 years, 11-15 years and over 15 years.

Project Planning Cycle

- Scouting empowers young people by involving them in decision-making.
- This Project Planning Cycle can help Scouts to be involved in all stages of the project.
- The Project Planning Cycle can be used with Scouts of all ages.
- Peace projects help Scouts and their leaders to work together to make a difference in their communities.
- Be involved and have fun!

Project Planning Cycle

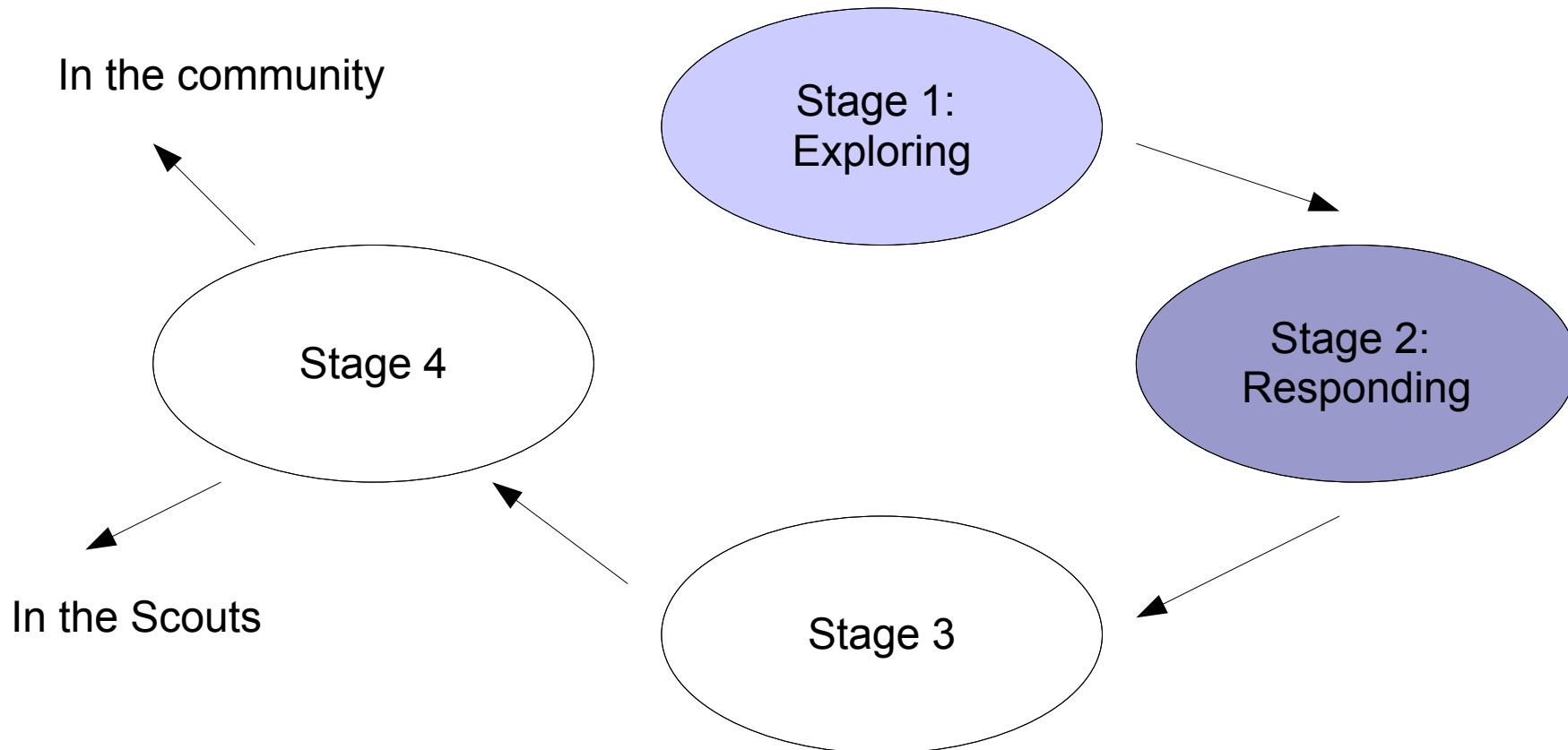
Here are the four stages in the project planning cycle:



Stage 1: Exploring – identifying the problems

Project Planning Cycle

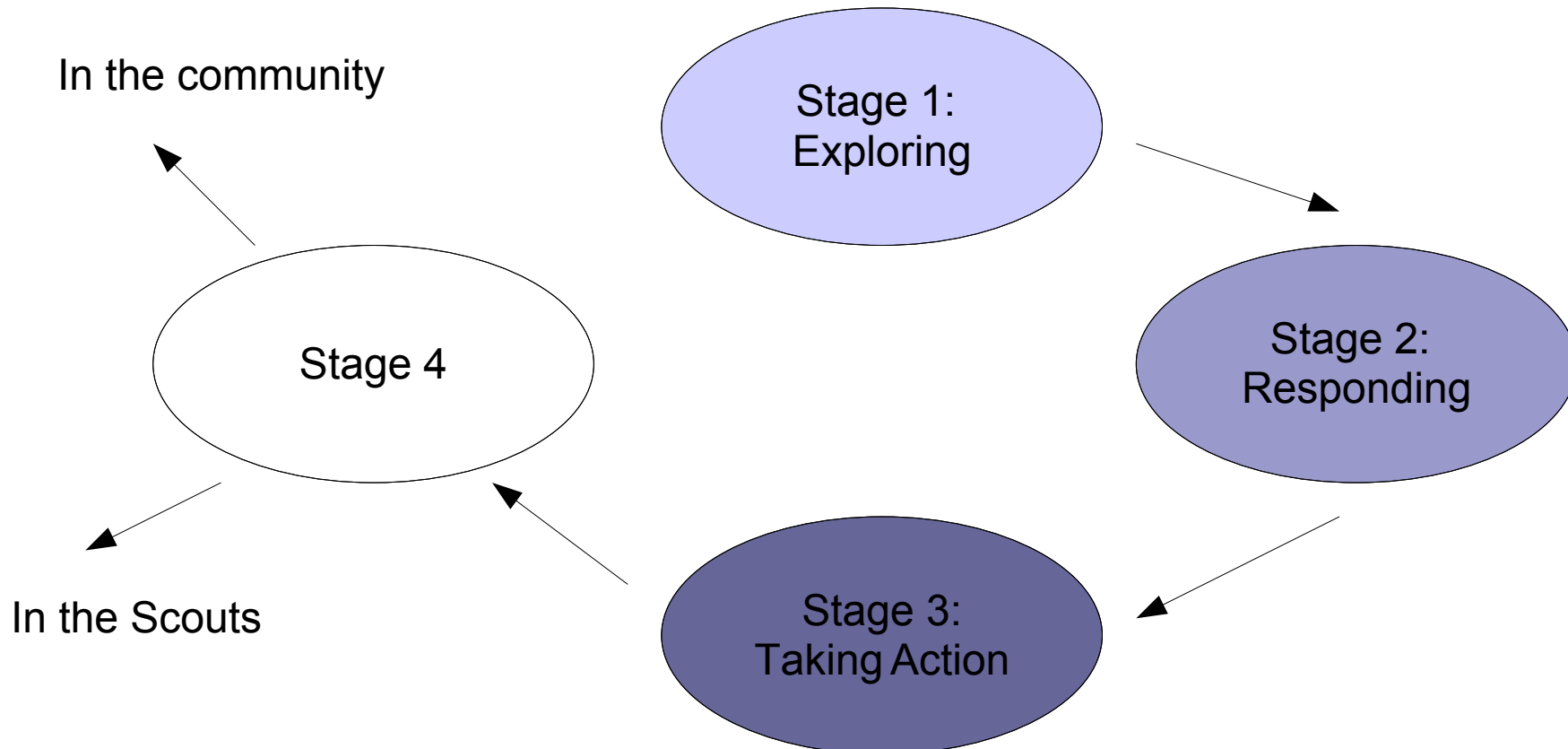
Here are the four stages in the project planning cycle:



Stage 2: Responding - developing awareness and empathy

Project Planning Cycle

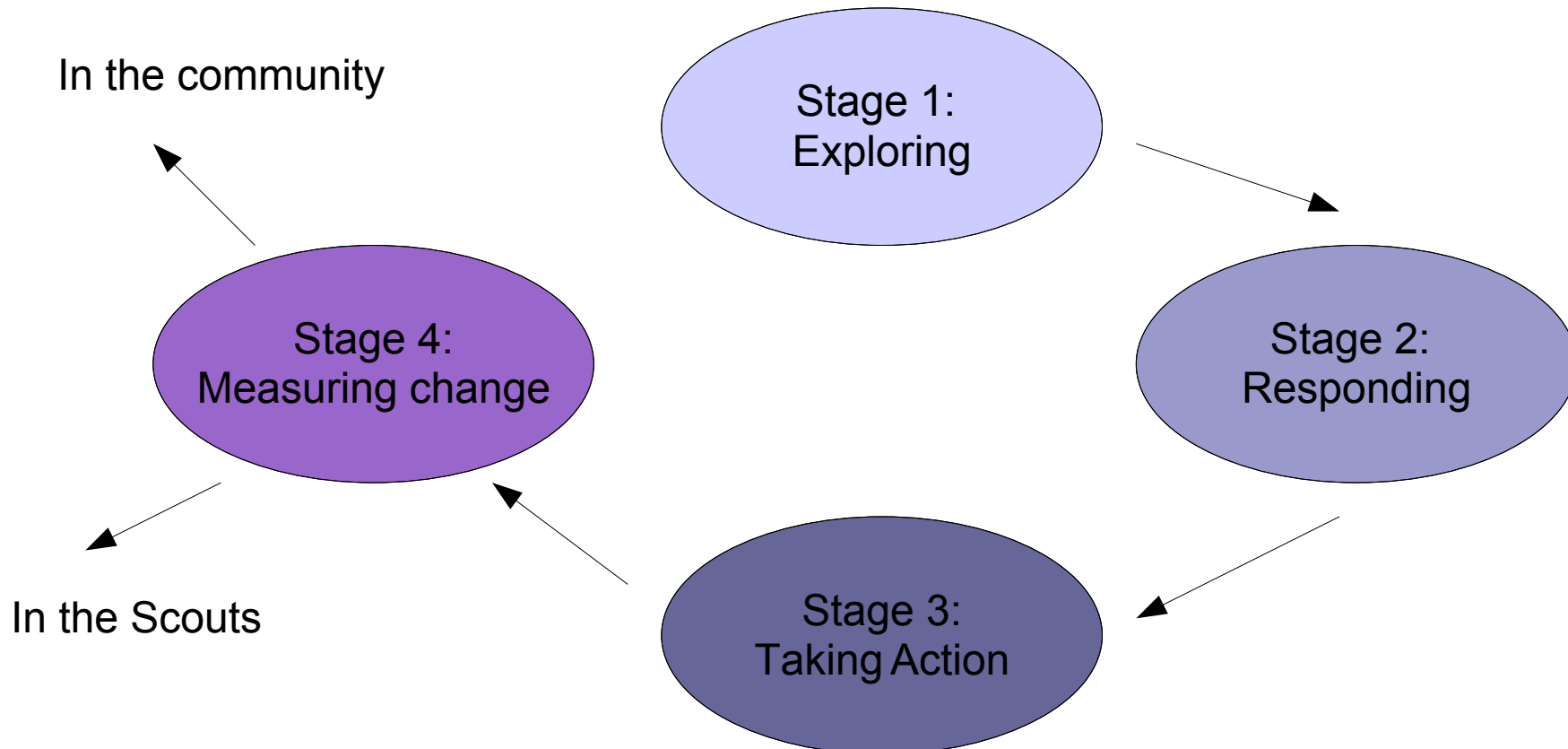
Here are the four stages in the project planning cycle:



Stage 3: Taking Action – to make a difference

Project Planning Cycle

Here are the four stages in the project planning cycle:



Stage 4: Measuring Change – in Scouts and in the Community

Tools and Activities

The tools and activities provided to help you work through each stage are now described in more detail...

Stage 1: Exploring your community

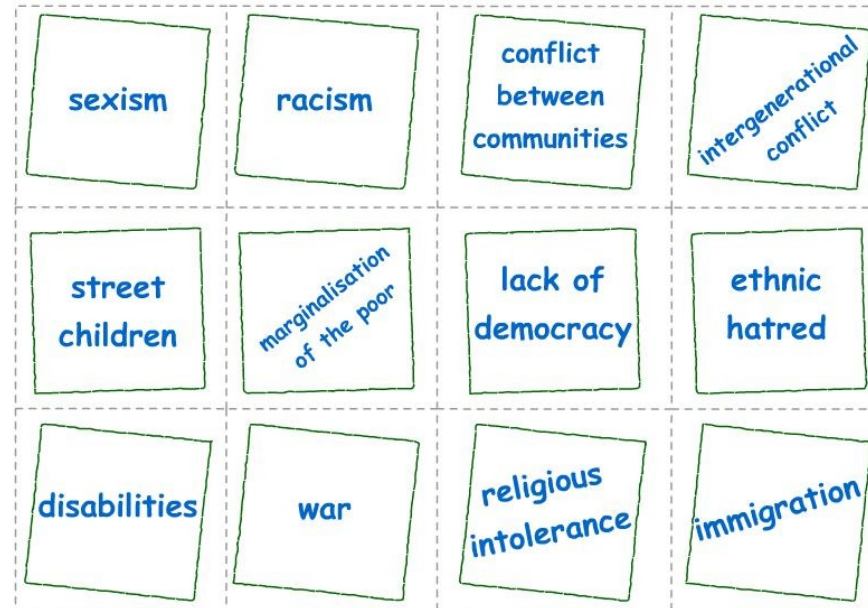
Here are some questions and actions:

- What are the situations that you face in your community that need to be changed?
- With your Scouts create a list of the situations that concern them locally, nationally and internationally.



Stage 1: Exploring your community

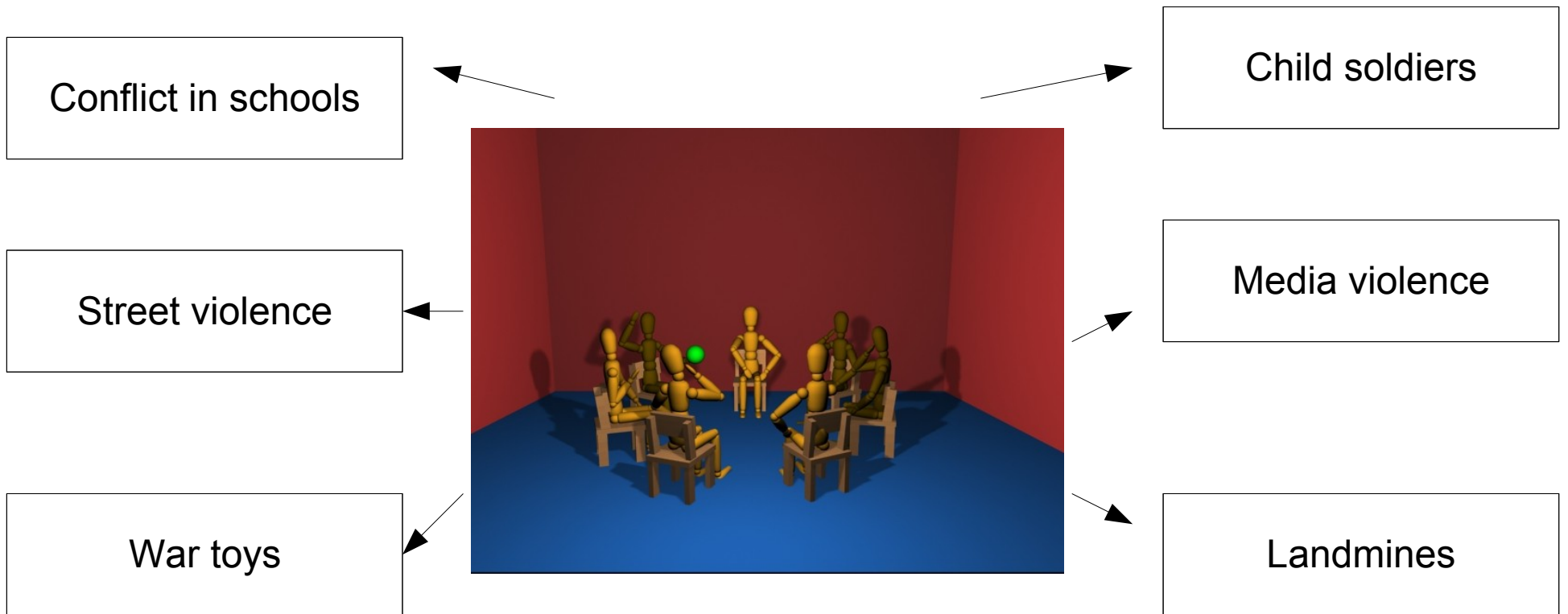
Situations – here are some of the situations that you might identify:



Tool 1b: Situation Cards identifies 39 situations

Stage 1: Exploring your community

- Choosing a topic – Leaders and older Scouts should discuss the the issues and choose a topic for your project.



Stage 2: Responding













Identify a few potential projects and explore how you could respond to them. Here are some questions to help you to decide on the most appropriate project:

- What is your overall aim – what do you want to achieve?
- Will you be working in partnership with others?
- What human resources do you need for your project?
- How much time will your project take?
- What financial resources will you need and who will provide this?

Tool 5: Project Planning can help with this process

Stage 2: Responding

Once you have chosen your project, think about the skills and empathy that Scouts and leaders will need to develop. Here are some examples:

 conflict resolution	 mediation skills	 problem solving	 negotiation
 anger management	 tolerance	 intercultural understanding	 respecting diversity
 assertiveness skills	 ability to challenge prejudice	 background knowledge	 critical thinking

Stage 2: Responding

The Activity Treasure Chest and Life-Skills Training the can help young people to develop the awareness and empathy needed for the project.



Activity Treasure Chest



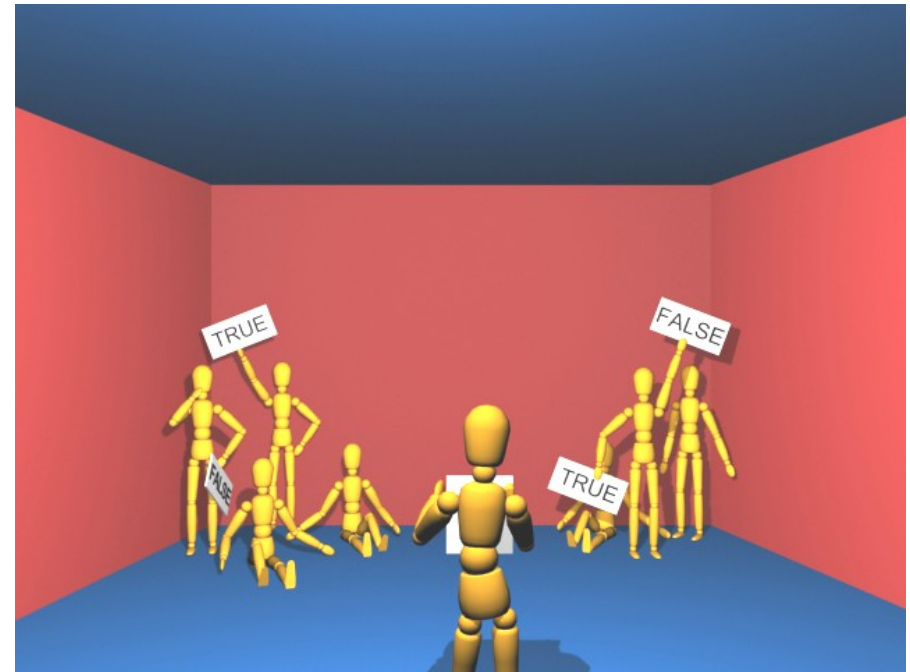
Life-skills Training

Stage 2: Responding

– Treasure Chest Activity

True-False Game

1. Make true/false cards
2. Choose a topic
3. Write some statements (controversial)
4. Read out statements
5. Scouts respond: agreeing/disagreeing/undecided.
6. Discuss answers



Stage 2: Responding

– Life-skills Exercise

Here is an example from the Life-Skills section on Exploring Emotions which can help Scouts to develop empathy:

- Explain that there are four basic human emotions: happiness, sadness, anger and fear.
- Ask Scouts to share with others when they have felt these emotions.
- Ask the Scouts to put themselves in the situation of other people in the community and think they would feel about their situation – record the results.
- During the project, ask people how they feel and discuss the results with the Scouts. The results may be surprising!

Stage 3: Taking Action

- Examples

Managing conflict without violence

Under 11 years – Toys and Heroes



11 – 15 years - Gangs and Street Violence



15+ years – Self Harm



Stage 3: Taking Action

- Examples

Encouraging greater solidarity

Under 11 years – Our Community



11 – 15 years - Street Children



15+ years – Globalisation



Stage 3: Taking Action

- Examples

Challenging prejudices

Under 11 years – Disability Awareness



11 – 15 years - Ethnic Hatred



15+ years – Kids having Kids



Stage 3: Taking Action

Example: Disability Awareness <11 years



- Run a disability awareness programme for your Scouts and help them to share their learning with others.
- Recruit young people with disabilities into your Section – making sure you are prepared to meet their specific needs.
- Review your meeting place and the resources that you use and make changes to make them safe for children with disabilities.
- Support a group of people in your community with disabilities.

Stage 3: Taking Action

Example: Street Children 11-15 years



- Prepare an information campaign to raise the awareness of the situation of street children in your own country and another country. Use your imagination to make the presentation interesting and informative.
- Find out what street children in your country need to support their lives. This could be clothes, food, cooking equipment and make a collection to provide these for them.
- Work with a charity who supports street children in another country. Find out why young people live on the streets.

Stage 3: Taking Action

Example: Self-Harm >15 years



- Develop a peer education programme to help other young people understand the dangers of self-harm. Scouts would need to undertake training on the subject and how to train others.
- Develop a campaign to raise awareness of this issue in your community – targeted at specific audiences.
- Find out about the services to help young people in your community. Which young people are most at risk and why. How are they helped to overcome their problems

Stage 4: Measuring Results

In Scouts:

By taking part in the project, Scouts of all ages should develop new knowledge, skills and attitudes. It is important that you record these as you progress with the project and share your findings.

In the Community

The purpose of Gifts for Peace is for Scouts to make a difference in the community. Make sure that you record your results and tell others the good news.

The Activity Treasure Chest and Sample Projects have ideas that will help you to measure your results.

Stage 4: Measuring Results

Sharing your Success

To make sure that you can share your results with others keep notes and make a record of your progress at all stages of the project. Tool 7 will help with this.

Scouts as ambassadors!

Scouts are our best ambassadors and can develop communication and presentation skills by being involved in the presentation of your results.

This will also boost their self-confidence and self-esteem and encourage them to be more involved in community life in the future.

Stage 4: Measuring Results

Make the difference!

Be involved and don't forget to share your plans with other Scouts locally, nationally and internationally.

Happy planning and have fun!