



Join-in-Centenary



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Scouting Yesterday and Today

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Introduction

During 2007 Scouting celebrates its Centenary and our theme for the year is 'One World One Promise'. Many exciting activities are being organised locally, nationally and internationally and it is our aim that all of the 28 million Scouts around the world will have the opportunity to take part in some of the Centenary activities.

This activity resource 'Join-in-Centenary' gives programme ideas related to the Centenary events. Scouts of all ages will be able to 'join-in' the event, even if it is for a different age-group and taking place at the other side of the world. This will ensure that our theme 'One World One Promise' becomes a reality.

Join-in-Centenary is a tool to enhance Scout programmes in National Scout Organisations. The activities are based on different aspects of the Centenary year and focus on three age-groups in Scouting, under 11 years, 11-14 years and over 15 years. The resource will be published in four parts and the themes covered in each part are as follows:

Part 1: Scouting Yesterday and Today

The activities in this part help Scouts to explore the history of Scouting locally, nationally and internationally and to explore Scouting today in their own communities at local and national level and in the wider world. This part also helps Scouts to look at the role Scouting has played in helping young people, who may be marginalised from society due to their disability, social status or ethnic origin, to be included.

Many families today are more dispersed, many communities are more diverse and social isolation and exclusion is a reality for many young people. Scouting has an important role to play, now and in the future, in helping young people and adults to be part of society and to help people from different generations to work together to create a better world.

Part 2: The Peace Pack

The activities in this part reflect the theme key project for Scouting's Centenary – Gifts for Peace. For this project National Scout Organizations are asked to undertake a project which meets the needs of their community and to share their results on 1 August 2007. ScoutPAX, an educational resource, has been produced to support this project. Scouting's Sunrise on 1st August 2007 is the dawn of a new centenary of Scouting when Scouts and former Scouts will come together to renew their Scout Promise, do a good turn and present their Gifts for Peace.

In this section, the activities help Scouts to reflect on peace personally and in the wider world. There are also activities that can be used at gatherings for Scouting's Sunrise and to help Scouts reflect on the Promise they have made as Scouts – which lasts a lifetime.

Part 3: Join-in-Jamboree

On the evening of Saturday 28th July 2007, 40,000 Scouts from around the world will be at the Opening Ceremony of the World Scout Jamboree. This is one of the largest events ever in the history of Scouting. An enormous amount of thinking, planning and hard work have gone into organising this event and your Scouts can be part of it.

The activities in this part contain the more traditional Join-in-Jamboree activities. There are activities to learn more about aspects of the United Kingdom and Europe and activities which reflect the programme of the Jamboree. Splash, Trash, Energise, Starburst, Global



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Development Activities, World Villages, Ceremonies, Vigil are the themes of the Jamboree programme areas and these are reflected in the activities for Scouts – have a look and have a go!

Part 4 – Scouting Tomorrow

The Centenary of Scouting celebrates 100 years of Scouting. It is important that 2007 is also seen as the dawn of the second 100 years. Celebrations and milestones are important aspects of our lives as individuals, as members of families and as organisations. These events help us celebrate the past and look forward to the future, eager to face the new challenges that are presented to us.

As 2007 draws to a close, we should set ourselves new challenges for the future. Does our Scout family reflect all parts of our local community? Could we work with others to provide a more varied and exciting programme for our Scouts? As Scouts are we taking action to protect our environment? Are there adults in the community who could help Scouting grow, but don't know how to become involved? It is important that adults and young people work together in Scouting, to assess their situation, build a new vision and make plans for the future. The activities in this part of the resource help you and your Scouts explore these topics.

Working with the programme cycle

All the activities in this resource are based on the 'programme cycle' used in Scouting, which helps young people to be involved in assessing their needs, suggesting ideas, selecting, organising and implementing activities and evaluating the results.

The activities also support each of the five areas of personal development proposed in Scouting – physical, intellectual, emotional, social and spiritual development.

Supporting our priorities

The activities reflect the current priorities in World Scouting. These include strengthening Scouting for young people aged 14-22, helping them to develop life-skills and use these skills for the benefit of their communities, involving young people in decision-making and helping Scouting to be open to boys and girls and be available to young people irrespective of their ethnic or religious background or social status.

Recruiting new adults to help Scouting achieve its mission is also a priority. Please involve others in planning and delivering the activities so that adults, who are not currently in Scouting, can see the benefits for young people and the fun and satisfaction that they can get from being involved too.

Scouting needs support to succeed and to obtain support we need to be seen as a modern, vibrant Movement focused on meeting the needs of young people. The Centenary is a great opportunity to share Scouting with others, involve our partners and project a profile which is both positive and dynamic. Scouting's profile is a priority and we believe that these activities will help to project a positive image of Scouting in local communities.

How to use the resource



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The resource is flexible so please use it and develop it to meet your particular needs. The activities have been written for different age-groups but please feel free to adapt them for the age-group that you work with.

Use part of the resource, or all of the resource, but please let your Scouts know that other Scouts around the world are also doing these activities as part of the Centenary of Scouting. It is by fostering this feeling of solidarity, of being part of a global family, that our theme 'One World One Promise' will become a reality for all our members.

But most importantly, take part, have fun and share this fun with others, then Scouting will grow and develop.



Scouting Yesterday: All age groups

These activities help Scouts to explore the history of Scouting locally, nationally and internationally.

Title - Our history

Aim of the game

To help Scouts learn about the important events in the history of Scouting.
To visualize the some important events in Scouting over the years.

Group Size: Any

Age: All age groups

Materials needed:

Photographs or slides, either photographic or as part of a computer generated presentation, of important events in Scouting. A data projection machine (optional).

Time needed: This will depend on the age of the participants. Allow 45-60 min for older Scouts with a much shorter time for younger Sections.

Environment: Indoors, although the extra ideas suggest ways of using this activity outdoors.

Steps

1. Before the activity arrange the pictures either in random order or into separate piles
2. Explain that this will help Scouts to learn about the history of Scouting and to begin to visualise some important events, people and places.
3. Either hold up or display the pictures or give each team a pile to look at (these will include, for example; a picture of BP, the First Jamboree, Brownsea Island, Lady Olave Baden-Powell, BP House, the World Scout badge, scarf, or a personal belonging of BP etc.
4. The Scouts are asked to guess the event, date, material or person, on the pictures.
5. Either as you go through the pictures or after they have had time to look at them in groups and discuss them explain what it shows and comment on the importance of that vision in world Scouting today.

Evaluation

A plenary evaluation can be done. The leader can ask the following questions to the Scouts;

- How did you feel seeing these photographs of Scouting?
- What was the most interesting picture for you?
- What was the least interesting picture for you? etc.
- What do you think it would have been like to be at.../meet... etc.



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Alternatives/Follow up

- You could ask the Scouts to try and place the pictures in chronological order
- For the older age-group the Leader can choose more detailed events or specific pictures
- Provide the names and dates for the pictures and see if the Scouts can link them
- If there is a set for each group, run a relay race to collect all the pictures and names/ dates etc.
- If outside, at camp perhaps, hang a 'washing line' between two posts and ask them to peg the pictures in the correct order
- You could also use the activity using more local people, dates or events.



Scouting Yesterday: <11 years

These activities help Scouts to explore the history of Scouting locally, nationally and internationally.

Title - History time-lines

Aim of the game

To help Scouts to learn about/map out the history of Scouting locally and internationally

Group Size: Three groups (2+ in each group). With very young Sections you may want to play in slightly larger teams with a Leader assisting each team

Age: Under 11 years

Materials needed:

- Three strips of paper/ three planks of wood/three pieces of string or wool
- Coloured pens or pencils
- Pieces of paper
- Old magazines, print outs from the internet, old newspapers
- Glue or pins

Time needed: depending on the age of participants this could take from 15-20 minutes up to an hour

Environment: Indoors (although as with the previous activity you could organise this outdoors)

Steps

1. Explain that you are going to create a fun display to show important dates in your own lives and in Scouting and World history. There will be three sections: your own local history of the Scout Group, international Scout history and world history.
2. Depending on the knowledge of the group, you may wish to play some brainstorming games/a quiz to generate the information to go on the display. If you have not already done this, you may wish to provide the Scouts with information fact sheets (e.g. World Scouting fact sheet).
3. Divide the Scouts into three groups. The first group will work on personal histories and the history of Scouting locally, the second group will work on the history of Scouting internationally and the third group will work on world history.
4. Create the time-line display on a wall, or the side of a marquee, using long strips of paper, tree branches, lengths of wool or string and add labels for the dates and three areas:

Diagram of history time-lines

- Give the Scouts small pieces of paper and ask them write the date, the fact and add a drawing, or cut out picture from a magazine/newspaper or print out from the internet.
- Get each group to fill in their time-line with their pieces of paper. They can attach these with glue or pins.



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Evaluation

Look at the time-line together as a group and discuss how Scouting has changed and compare what has happened in Scouting to what has happened in the world we live in. Ask the Scouts what they think will happen in the next year, in 10 years, 100 years?

Alternatives/Follow up

- You could build one time-line per week with the whole group, starting with local Scouting history, then national, international and then World history.
- Show your display to parents and friends. Use it as decoration for a celebratory party on Scouting's Sunrise, 1 August 2007

Related activities/links

- Quiz/brainstorming on the history of Scouting (local and international) to generate ideas for the display.

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Scouting Yesterday: 11-14 years

These activities help Scouts to explore the history of Scouting locally, nationally and internationally

Title -Step back in time

Aim of the game

To discover what it would have been like to be a Scout some years ago.

Group Size: Whole group

Age: 11 - 14 years

Materials needed:

Some examples of possible materials include:

- Any items of old uniform
- Clothing from the past
- Equipment for traditional Scouting activities e.g., rope, firewood, tents, tracking equipment

Time needed: One whole meeting

Environment: Troop meeting place (inside or outside)

Steps

At the Scout meeting the week before:

1. Ask the Scouts to come to next week's meeting in clothes typical of the date or time you have chosen e.g. 1930's, 1980's. Give them some ideas of what they could wear. If you can find any items of old Scout uniform, bring them to the meeting for the Scouts to look at and try on.
2. Ask your group how they think Scouts would have travelled to their meeting in this year. Ask each Scout to try and come to next week's meeting using transport that would have been available in the chosen year.

Activity preparation

1. Think about traditional Scouting activities from this period days of Scouting. Look at Scouting for Boys for ideas, or reports from your Group, or local newspapers or ask along a former leader to run a typical evening of this period etc.
2. Create a programme for the evening using these activities. Include a mixture of activity types (physical activities, thinking, spiritual, discussion/reflection etc). All the activities should be fun.

At the meeting

- Run the whole meeting as if it was the chosen period.

Evaluation

Allow some time towards the end of the meeting for discussion of the evening.

Some ideas for questions are as follows:

- Did you like being a Scout at this time?
- How different is it from being a Scout in 2007?
- How do you think Scouting has changed over the years between then and now?

Alternatives/Follow up



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- Run the activity "Scouting in the future" – coming in Pack 4 - Scouting Tomorrow
- Learn about the history of your group. Try the activity "Become Local Historians" in this pack.
- Learn about the history of Scouting. Try the "History Quiz" in this pack



Scouting Yesterday: 15+ years

These activities help Scouts to explore the history of Scouting locally, nationally and internationally.

Title - Become local historians

Aim of the game

To learn about the history of your Scout Group and produce a newspaper to share the information with others in your community.

Group Size: 10-15

Age: Over 15 years

Materials needed: Pens, paper, photographs,

Time needed: 2-3 months

Environment: Various

Steps

1. Discuss the different aspects of the production of a newspaper on the history of your Scout Group e.g. target readers, overall concept, contents, design, format, number of copies to be produced, costs of production etc.
2. Decide on the content of the various articles. Here are some suggestions.
 - the beginning of the Group- who started it and why?
 - significant events in the history of the Group - perhaps related to significant events in the local community in your country;
 - a profile of people who have been Scouts in your Group – what's their favourite memory of their time with the Group? what did they gain from this that has helped them in their lives today?
 - the Scout Group today – how many members are there? What sort of activities do the different age-ranges take part in?
 - write articles on individual members of the different sections today – ask the members to tell you about their favourite activities?
 - if families of different generations have been members of the Group, you could interview someone from each generation on their involvement in Scouting.
3. Identify different areas of research needed to produce the newspaper and divide up into different teams to undertake the research. This can be done by talking to parents, leaders and former leaders, looking up records of old newspapers, going through files, documents and reports of your Scout Group. Remember to get facts and information that will be interesting to your target readers.
4. Carry out the interviews and take photographs for your newspaper. Remember to ask people if they are happy for their photographs to be taken for this purpose.
5. Once you have all your materials gathered, discuss the layout and design. You could visit your local newspaper or ask someone to come and give you advice on this subject. Also many computer programmes have templates for newsletters which you could use. Consider how long each story should be, where photographs etc., will be included. Find some publications that you like and identify the key elements that make it attractive.
6. Appoint an editor who will be responsible for the final text, the content and the layout.
7. Write up the stories, remembering to make them interesting to your target readers and the text and photos to the templates.
8. Proof-read the newspaper carefully.



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9. Ask some people, who have not been involved in the process, to read it and give you feedback.
10. Make final amendments.
11. Produce it and circulate it. Include your own press launch and you may get some publicity for your newspaper in your local newspaper.
12. Make sure that key people in your local community e.g. The local newspaper editor, librarian, the youth service, religious community leaders etc. and your Scout Group receive copies so that this becomes part of the history of your Scout Group.

Evaluation

Review the final result with the plans you set out at the beginning:

- What went well?
- What difficulties did you have?
- What have you learned about Scouting in your Group?
- What have you learned about how you worked as a team?

Alternatives/Follow up

- Prepare a show to demonstrate the history of your Scout Group.
- Produce a web-site which shows the history of your Scout Group.
- Produce a video to tell the history of your Scout Group.



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Scouting Today: <11 years

These activities help young people to explore Scouting today in their own communities at local and national level and in the wider world.

Title - Run around quiz

Aim of the game

To learn about Scouting in the world today and get energized!

Group Size: All group

Age: Under to 11 years

Materials needed:

- 4 signs labelled A, B, C and D
- Quiz questions with multiple choice answers (A-D) (Use www.scout.org as a resource to make up questions)

Time needed: 20 minutes

Environment: Wide open space

Steps

1. Place the 4 signs (A, B, C and D) about 20 metres apart from each other.
2. Explain that you are going to play a quiz about Scouting in the world today and that for each question there will be 4 options. Ask the Scouts to get ready to run to what they think is the right answer. Remind them not to just follow their friends who may not be right!!
3. Read each question out and when the Scouts have run to their answer, tell them the correct response and some more information.

Evaluation

Ask the Scouts if any of the answers surprised them and why.

Alternatives/Follow up

Use this game as an introduction to exploring Scouting in another country.

Related activities/links

- Ask the Scouts to make up their own questions in teams and then ask each other questions.
- www.scout.org for information on World Scouting
- Examples of questions:

The World Scout Flag is:

A. Green and white B. Purple and White C. Purple and Green D. White and Red
(Answer B, purple background with a white fleur-de-lys.)

How many Scouting regions are there in the world?

A. 4 B. 5 C. 6 D. 7

(Answer C, Africa Region, Arab Region, Asia-Pacific Region, Eurasia Region, European Region and Interamerican Region.)



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There are over 28 million Scouts in the World. How many live in Brazil?

A. 1,000

B. 10,000

C. 30,000

D. Over 60,000

(D. There are currently around 66,000 Scouts in Brazil.)



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Scouting Today: 11-14 years

These activities help young people to explore Scouting today in their own communities at local and national level and in the wider world.

Title - Scout exchange

Aim of the game

To find out about Scouting and life in another country

Group Size:

Small groups and then full group

Age: 11-14 years

Materials needed:

- Access to information - Scout magazines, newspapers, books, maps, internet.
- Postcards

Time needed: 1-2 hours

Environment: Indoors

Steps

1. Explain that you are going to learn about Scouting and life in another country. Let the Scouts choose which country in an earlier meeting - maybe give them options.
2. Scouts can work in patrols to research different aspects of life in the chosen country. For example, one patrol could look at the Scouting today in the country (numbers of Scouts, girls and boys?, their Promise, typical activities, their website, uniform, Scouting magazine, etc.). Another patrol could look at the Scouting history of that country. A third patrol could look at the geography, climate, and important cities and landmarks in the country. A fourth patrol could look at the culture, music, traditions and food of that country.
3. Scouts should present their research in an attractive way to their peers (displays, sketches, sharing music) and answer questions if possible. They can compare their findings with the situation in their own country.
4. Ask the Scouts to write a postcard to Scouts in their chosen country telling them about their Scouting. (You may wish to contact the Scouts in that country via email in advance and arrange a more formal 'twinning', see www.scout.org for links to Scouting around the world.)

Evaluation

Ask the Scouts to compare what they discovered about Scouting in the other part of the world with the situation in their own country.

- Try some traditional cooking from the new country or learn a traditional dance. Each patrol could prepare a different activity and present these in a special celebration - invite the Scouts' families and friends.
- Establish a twinning with Scouts in another country. Correspond regularly and share ideas and activities. Join in JOTI (Jamboree on the Internet) and JOTA (Jamboree on the Air) activities with them. Maybe you could even visit them one day!



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Related activities/links

www.scout.org - for links to Scouting around the world and information on World Scouting, JOTI and JOTA.



Scouting Today: 15+ years

These activities help young people to explore Scouting today in their own communities at local and national level and in the wider world.

Title - What makes Scouting great?

Aim of the game

To learn about what makes Scouting great and ensure that Scouting in your area continues to grow in the future.

Group Size: Whole group

Age: Over 15 years

Materials needed: Paper, pens, computer (optional)

Time needed: Several meetings over a period of a couple of weeks.

Environment: Various Scout meeting places and in the local community.

Steps

1. Create a questionnaire to find out about Scouting in your local area. Think about the information you want to find out.
Some examples are:
 - what do Scouts enjoy the most?
 - what do they enjoy the least?
 - what do they want to do in the future?
 - what activities do you take part in to demonstrate how Scouting varies from group to group?
2. Distribute the questionnaire around your local area. Make sure you give a deadline for the questionnaire to be returned. You might want to offer a small prize as an incentive for answering the questions.
3. Once the questionnaires have been returned, use the answers to create a report on Scouting in your area highlighting the similarities, the differences and what Scouting means to the Scouts in your area. This can be presented to the leaders and Scouts of your area or included in a local Scouting publication.
4. Using the answers, create an action plan for Scouting in your group and your local area to make sure that Scouting continues to grow in the future.

Evaluation

Ask for feedback from the Scouts and leaders in your area. What did they think of the questionnaire? What did they think of the results? What did they think of your action plan?

Alternatives/Follow up

If you have access to the relevant equipment you could prepare a multimedia presentation about Scouting in your Group or locality using an easy software package (such as Powerpoint) – then you could use it to publicise what you do and why you enjoy being a Scout. You could also use it to make contact with Scouts from another country and to let them know all about your Scouting experiences and see if they can send you their presentation in exchange!



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Related activities/links

- Find out about Scouting in another country. Try the "Scout Exchange" activity in this pack.
- Find out about the history of your Scout group. Try the "Become Local Historians" activity in this pack.



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Scouting today: 15+ years

These activities help young people to explore Scouting today in their own communities at local and national level and in the wider world.

Title - Scouting in the media

Aim of the game

To know the place of Scouting in the media.
To develop a strategy to be more seen in the media.

Group Size: 15+

Age: Over 15 years

Materials needed: Different newspapers local and national, flipcharts, board markers

Time needed: 2 weeks

Environment: A room

Steps

1. Ask the Scouts to research a variety of newspapers. (You will need to choose the newspapers beforehand and some should contain local news.)
2. Give each group one of the news papers to look at.
3. During 2 weeks they research the papers and try to find news about Scouting.
4. When they identify the sorts of news they should make a list of it.
5. Then they prepare a kind of poster on a flipchart with a presentation of the newspaper.
6. In the presentation they also try to analyse what kind of news has appeared, how much, where in the papers etc.
7. After the presentations they work on a strategy deciding what image Scouting wants to portray and what Scouting locally needs to do to be seen by the media in a positive light.
8. Develop a plan to promote Scouting following this strategy.

Evaluation

First, the leader should ask the Scouts how they found this activity? Is any news good news? Are there papers that they would not like Scouting to appear in?

Then the leader can encourage the Scouts to get in touch with local news papers to ask what Scout stories they would be interested in covering and the group should try to get some local press coverage.

Alternatives/Follow up

Invite someone with experience in PR and/or the media to discuss with the group how to:

- Promote Scouting in the media
- Promote the positive aspects of Scouting
- Encourage the view of Scouting they would like to see publicised
- Deal with bad news in the press. What would be bad news for the local Group? What steps are taken in Scouting to try to reduce the likelihood of Scouting receiving bad press?



Scouting for everyone: <11 years

These activities help young people to understand the role Scouting can play in helping young people, who may be marginalised from society due to disability, social status or ethnic origin, to be included.

Title - Write your name!

Aim of the game

A simulation to experience how people with learning disabilities* feel, and how difficult it is, for example, to write.

Group Size: Any number

Age: Under 11 years

Materials needed: Paper and pencils/pens

Time needed: 10 minutes

Environment: No specific requirements

Steps

If you are a left-handed person write your name and the sentence "It is a beautiful day" with your right hand and if you are right-handed, then write your name etc... with your left hand.

Evaluation

- Was it easy/difficult? Why?
- How did other people react to your scribbles? How did you feel during this exercise?
- If we consider that this exercise resembles a situation that people with learning disabilities face, what are the appropriate attitudes and behaviour that we should we adopt towards them to involve them in Scout activities (tolerance, patience...)?

Alternatives/Follow up

- List out a few Cub/Scout activities and try to adapt them to children with learning difficulties*.
- Visit a home/residential centre for children with learning difficulties* and run the activities you have identified.

Related activities/links

http://worldnet.scout.org/scoutpax/en/7/7_introduction_en

<http://eycb.coe.int/compass/en/contents.html>

*Learning Difficulties: Ranges between different levels of mentally impairment from slow learning to Down's syndrome or autism.



Scouting for everyone: 11-14 years

These activities help young people to understand the role Scouting can play in helping young people, who may be marginalised from society due to disability, social status or ethnic origin, to be included.

Title - Stamp out discrimination

In order to 'create a better world' we first need to break free from the chains which oppress us! Together we can create a better world...

Aim of the game

- To create a positive atmosphere in the group.
- To reflect about the mechanisms of oppression, discrimination and exclusion.
- To lead the group to positive action and encourage follow up activities.

Group Size: 8 to 40

Age: 11-14 years

Materials needed:

- 2 balloons per Scout
- 2 pieces of string (about 50 cm long) per Scout
- Marker pens - enough to share
- One block of sticky labels (Post-It) and pencils
- A blank wall or notice board

Time needed: 20-30 minutes

Environment: The room should be large enough for the Scouts to run around and the central space free of chairs and tables.

Steps

1. Ask the Scouts to reflect individually for a minute on the kind of society they would like to live in and then to identify one or two characteristics of that society.
2. Ask them to write those two characteristics on a sticky label and then, one at a time, to come up to stick their label on the wall or notice board.
3. Now ask the Scouts, each to think about two things, "chains", which prevent them from pursuing the two characteristics of their ideal society
4. Hand around the marker pens, give each Scout two balloons and two pieces of strings and tell them to blow up the balloons and write on, in big letters, the two "chains" that prevent them from pursuing their dream society.
5. Go round the circle and ask each Scout in turn to say loudly, the two words they wrote on their balloons.
6. Tell the group that they now have the possibility to break the "chains". Each Scout must tie one balloon to each ankle. When everybody is ready, explain that to break the chains they have to stamp on the balloons to break them.
(To add some more fun and competition, you may like to suggest the Scouts try to burst each other's balloons while protecting their own.)
7. Give the signal for the game to start.



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Evaluation

Start the discussion by asking whether the Scouts liked the activity and what they felt about it. Follow on with questions such as:

- What makes the chains that “oppress” us so heavy? Where do they come from?
- Do you think there are people who carry more chains than others?
- Who are they?
- Can we do something to help them break their chains?

Alternatives/Follow up

- The group can discuss how to create a world without chains.
- Plan a practical project with a group of young people who are non-Scouts with whom they can play the game.
- Discuss about the ‘Gifts For Peace’ project chosen by your Scout association and the relation of the project with the characteristics and chains of today’s game.
- Plan to implement the ‘Gifts For Peace’ project in your local community involving those who played the game.

Related activities/links

http://worldnet.scout.org/scoutpax/en/7/7_introduction_en

<http://eycb.coe.int/compass/en/contents.html>



Scouting for everyone: <11 years

These activities help young people to understand the role Scouting can play in helping young people, who may be marginalised from society due to disability, social status or ethnic origin, to be included.

Title - Game for every one!

Aim of the game

To help Scouts to think about how their favourite games can be adapted for young people with special needs and then organise and run the adapted activity with another group.

Group Size: 2-6 groups of 6-8 Scouts

Age: Under 11 years

Materials needed: Various

Time needed: 2 evenings of 1.5-2 hours

Environment: Various

Steps

1. Explain to the Scouts that you are going to look at their favourite games and help them to adapt them for young people who have disabilities or excluded through living in a country where they cannot speak the language.
2. Explain that for a variety of reasons, some people have disabilities related to seeing, hearing, movement and co-ordination, reading and writing. Young people with disabilities want to have fun and try out new things and through Scouting many young people can achieve this. This game will help Scouts to think about the steps that are needed to involve young people with disabilities in Scouting.
3. Ask each group to identify one of their favourite games. Give each group a challenge to adapt their game so that young people with a specific disability can join in like everyone else.

Here are some examples:

- **Kim's game** – for young people with visual impairment, this could be adapted by recording a few seconds of favourite songs, TV programme themes or the voices of Cub Scouts. Another adaptation could be to give each item by name and let the person hold it and feel it.
 - **Knotting/crafts** – draw out simple diagrams of how to make a new knot or do a craft activity and then introduce it to another group in silence which would be the experience for young people with hearing disabilities.
 - **Cookery** – draw some diagrams or take some photographs of Scouts cooking in action to show other Scouts how to make a simple dish so that they could do this without verbal or written instructions.
 - **Active Games/Relays** – play games that need to be explained and run without any verbal instructions. Cards showing the rules should be made and the Scouts may need to pay extra attention visually so that the games run to plan!
4. Ask the Cub Scouts to make the adaptations and then play the games as adapted to young people with special needs.
 5. Play the games.

Evaluation



Join-in-Centenary
Pack 1: Scouting Yesterday and Today



2007

In small groups ask the Cub Scouts how effective they thought their games adapted to help others with a disability.

Alternatives/Follow up
Related activities/links

Hold a joint activity with young people with disabilities to help Scouts see how adaptations work in practice.



Scouting for everyone: 15+ years

These activities help young people to understand the role Scouting can play in helping young people, who may be marginalised from society due to disability, social status or ethnic origin, to be included.

Title - The high-landers

(adapted from the "Intercultural Learning T-Kit", produced by the Council of Europe and the European Commission)

Aim of the game

This game is a simulation of a meeting of two cultures. To find the key to foreign cultural behaviour, this activity analyses the effects of a meeting with a foreign culture. The scene is a team of engineers going to another country (High-land) in order to teach the people there how to build a bridge, using canes or poles.

Group Size: Minimum: 12 people, who are divided into two groups.

Age: Over 15 years

Materials needed: Canes or poles, string, rope or elastic bands, game descriptions for High-landers and engineers. Two rooms.

Time needed:

1.5 - 2 hours, including debriefing.

Environment: Outdoors, indoors

Steps

1. Depending on the size of your group, have 4-8 people play a team of engineers, who will teach the (High-landers) how to build the bridge. This group is taken to a separate area or room and receives the instructions for the engineers.
2. The rest of the group will be High-landers. They receive the High-lander instructions. If you have too many people, you can also make a team of observers, who just watch and take notes. These observers should not be introduced to the High-lander culture beforehand, so keep them with the engineers in the beginning.

Evaluation After the game the two groups of participants take a piece of flip-chart and note their comments to the following three points:

1.) Facts

2.) Feelings

3.) Interpretations

The following points should be discussed in plenary:

- Why do we have a tendency to think that others think the way we do?
- We often interpret things right away, without being aware of the differences in cultural behaviour. Did this exercise resemble any other experiences that you have had?
- How were the roles distributed? What role did you take? Did you feel comfortable with your role? What does that reveal of your identity?
- Is that image the same as that perceived by the others?
- What influence did your cultural background have on the role you took on?
- What should we consider when visiting another country or another culture within our own country?



Instructions for the High-landers

The Situation

You live in a country called High-land which has lots of mountains and is relatively poor. The village you live in is separated from the next city where there is a market by a deep valley. To reach the market you have to walk for two days. If you had a bridge across the valley, you could get there in 5 hours.

The government of High-land made a deal with a foreign firm to come to your village and teach you how to build a bridge. Your people will then be High-land's first engineers. After having built that first bridge with the foreign experts you will be able to build bridges all over High-land to facilitate other people's lives.

The bridge will be built out of canes or poles, using elastic bands, string or rope. You know the materials and tools, but you don't know the construction techniques.

Social behaviour

The High-landers are used to touching each other. Their communication doesn't work without touching. Not being in contact while talking to someone is considered very rude. You don't have to be in direct contact, though. If you join a group, you can just hold onto the shoulder of another member and can instantly be included in the conversation.

It is also very important to greet each other when you meet, even when you just pass someone.

Greetings

The traditional greeting is a kiss on the shoulder. The person who starts the greeting kisses the other on the right shoulder. The other then kisses on the left shoulder. Every other form of kissing is insulting! Shaking hands is one of the biggest insults possible in High-land. If a High-lander is insulted by not being greeted or touched while being talked to, he/she starts shouting loudly about it.

Yes/No

High-landers don't use the word no. They always say yes, although if they mean 'no', they accompany the 'yes' with an emphatic nodding of the head (you should practise this well).

Foreigners

High-landers like company. Therefore they also like foreigners. But they are also very proud of themselves and their culture. They know that they'll never be able to build the bridge on their own. On the other hand they don't consider the foreigner's culture and education as superior. Building bridges is just a thing they don't know. They expect the foreigners to adapt to their culture. But because their own behaviour is natural to them, they can't explain it to the experts (this point is VERY important).



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Instructions for the engineers

The situation

You are a group of international engineers working for a multinational construction company. Your company has just signed a very important contract with the government of High-land in which it committed itself to teach High-landers how to build a bridge. According to the contract signed, it is very important that you respect the deadline agreed, otherwise the contract will be cancelled and you will be unemployed.

The High-land government has a great interest in this project, which is funded by the World Bank. High-land is a very mountainous country, with many canyons and deep valleys, but no bridges. Therefore it always takes many days for High-landers to go from the villages to the market in the main city. It is estimated that with the bridge the High-landers could make the trip in only 5 hours.

Since there are many canyons and rivers in High-land, you can't just put a bridge there and take off again. You'll have to instruct the High-landers how to build a bridge themselves.

Playing the simulation

First you should take time to carefully read these instructions and decide together about the way you are going to build the bridge. After a specified time, two members of your team will be allowed to go and make contact for 3 minutes with the High-land village where the bridge will be built (e.g. to check the natural and material conditions, make contact with the High-landers, etc.). You will then have 10 minutes to analyse their report and complete the preparations.

After this the whole team of engineers goes to High-land to teach the High-landers how to build the bridge.

The bridge

The bridge should be built to the highest Scout standards. The bridge should cover a distance of around 1 metre and it must be stable. At the end of the building process it should support the weight of the scissors and glue used in its construction.

The pieces of the bridge cannot just be assembled in High-land because otherwise the High-landers would not learn how to do it themselves. They have to learn all the stages of the construction and how to build up the model.

Materials

The bridge will be made with sticks, canes or poles/staves.
You can use for planning paper, scissors, ruler, pencils.

Time

For planning and preparation before going to High-land: 30 minutes
To teach the High-landers to build the bridge: 30 minutes