



Join-in-Centenary



2007



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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 21st 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 has gone into organising this event and your Scouts can be part of it.

The activities in this pack 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 Development Activities, World Villages, Ceremonies and Vigil.

Scouts who have attended the Jamboree are a great resource to help bring these activities to life. Each Scout will have visited the United Kingdom, or a different part of the UK. They will all have their unique impressions of life in the UK, stories about the Jamboree, memories of time spent with new friends from around the world and experiences of taking part in the many and varied Jamboree activities.

All of the activities in this resource can be run by Scouts for Scouts. If you know Scouts who attended the Jamboree, please help them to share their experience with others. The activities in this resource may be of help.

Please have a look and have a go!!



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The United Kingdom: <11 years

These activities help Scouts to learn about the United Kingdom.

Learn about the United Kingdom

Aim of the game:

To learn some general facts about the United Kingdom (UK) and think about how your country compares or differs.

Group Size: Whole group or in smaller groups

Age: Under 11 years

Materials needed: None

Time needed: 30 minutes

Environment: Scout meeting place (indoors or outdoors)

Steps

Use the following questions and answers to run a quiz about the UK with your Scouts. The quiz can be run as an active game with the Scouts running to different bases or as a quiet activity with the Scouts working in small groups.

1. How big is the UK?

- A) 245,000km² B) 560,000km² C) 32,000km² D) 117,000km²

The answer is A. At 245,000 km², the UK is slightly smaller than France.

2. How many countries make up the UK?

- A) 2 B) 4 C) 1 D) 6

The answer is B. The countries are England, Scotland, Wales and Northern Ireland.

3. What is the capital city of the UK?

- A) Edinburgh B) Paris C) London D) Manchester

The answer is C. London

4. How many people live in the UK?

- A) 60 million B) 25 million C) 42 million D) 127 million

The answer is A. 60 million

5. What is the currency of the UK?

- A) Dollars B) Euros C) Francs D) Pounds Sterling

The answer is D. Pounds Sterling



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6. What percentage of homes in the UK have their own television?

- A) 81% B) 97% C) 62% D) 45%

The answer is B. 97%

7. How many Scouts are there in the UK?

- A) 50,000 B) 100,000 C) 250,000 D) 450,000

The answer is D. There are nearly half a million Scouts in the UK.

8. When did Scouting start in the UK?

- A) 50 years ago B) 100 years ago C) 150 years ago
D) 200 years ago

The answer is B. Scouting is celebrating its centenary in 2007 which makes it 100 years old.

9. How many visits to the UK were made by people from abroad in 2006?

- A) 10 million B) 20 million C) 30 million D) 40 million

The answer is C. There were 30 million visits from people to the UK

10. How many visits were made abroad by people from the UK

- A) 22 million B) 44 million C) 66 million D) 88 million

The answer is C. There were 66 million visits abroad by people in the UK and two-thirds of these visits were made by people going on holiday.

Evaluation

After each question, or at the end of the quiz, discuss with the Scouts how the UK is different or similar to your country.

Alternatives/Follow up

Ask the Scouts to draw something that they think represents the UK. Share the results and ask them to explain what they have drawn. Ask them what people might draw if they were asked to draw something from their country. Does this represent an accurate picture of their country?

Related activities/links

National statistics on the UK can be obtained from <http://www.statistics.gov.uk/>

Information on the geography of the UK is available from: <http://geography.about.com/>

Information and statistics on young people in the UK is available from <http://www.nya.org.uk/>

<http://www.nya.org.uk/>

Information on Scouting in the UK is available from: <http://www.scouts.org.uk/>



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The United Kingdom: 11-14 years

These activities help Scouts to learn about the United Kingdom.

Title: Four for the price of one!!

Aim of the game: To learn about the four countries that make up the United Kingdom

Group Size: Various

Age: 11-14 years

Materials needed: A Map of the UK (or outline of the UK with the borders of the four constituent countries), cut up along the borders. Papers, pens, glue, scissors. True/false quiz questions prepared in advance.

Time needed: Various

Environment: Dry

Steps

1. Explain that you are going to find out more about the four countries that make up the United Kingdom. Ask the Scouts if they can name these countries (England, Northern Ireland, Scotland and Wales).
2. Discover the geography of the United Kingdom.
Take a map of the United Kingdom that has been cut up into sections along the national borders. Ask the Scouts to piece the map together, naming the parts and adding the capital cities in the correct locations (help them if necessary).
3. Divide the group into four teams and ask each team to think of famous landmarks, cities, mountain ranges in the UK. Share these with the group and then brainstorm to add more ideas. Each Scout can then draw one of the items and these can be added to the map.

Here are some examples:

- Landmarks: Hadrian's Wall (across England) , Tower Bridge (London, England), Severn Bridge (between Wales and England), Forth Rail Bridge (Scotland)
- Mountain ranges: Mount Snowdon (North Wales), The Pennines (mountain range in England), Giant's Causeway (Northern Ireland), Ben Nevis (highest mountain in the UK, in Scotland)
- Islands and lakes: Loch Ness (Scotland), Brownsea Island (South of England), Lake Windermere (in the Lake District in England), Lough Neagh (Northern Ireland)
- Famous sporting grounds: The Millennium Stadium (home of Welsh rugby), Old Trafford Stadium (home of Manchester United football club, England), Lords Cricket Ground (London, England), The Old Course (Golf course, St. Andrew's, Scotland).



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4. The Scouts can find out about the history and traditions of England, Northern Ireland, Scotland and Wales. Play a sorting game with different cards (1 set per patrol). Write on the cards in advance, with words or pictures to represent the flags of the four countries, their languages, national symbols, patron saints, traditional musical instruments, etc. You could add in cards with names/pictures of famous nationals from the countries as well. Ask the Scouts to group the cards together by country in patrols and if they are not sure, then get them to exchange information with other patrols. When they have determined which items relate to which country, they can add some of these to the map.
 - Languages - England: English and Cornish (in some parts of Cornwall), Northern Ireland Irish (Gaeilge) and English, Scotland: Scottish Gaelic (Gàidhlig) and English, Wales: Welsh (Cymraeg) and English.
 - National symbols - England: red rose, Ireland: shamrock, Scotland: thistle, Wales: leek and daffodil (also the red dragon as on the flag).
 - Patron Saints - England: St George, Northern Ireland: St Patrick, Scotland: St Andrew, Wales: St David.
 - Some traditional musical instruments: England: Shawm (woodwind), Hurdygurdy (stringed) and Crumhorn (woodwind), Ireland: Uilleann pipes, Tin Whistle, Harp, Fiddle, Bodhrán (a frame drum), Scotland: Bagpipes, Scottish Harp (Clarsach), Tin Whistle, Wales: Welsh harp, Welsh Bagpipes and Pibgorn (pipe horn) and Crwth (stringed instrument).
 - Famous nationals - England: David Beckham (footballer), J. K. Rowling (author of Harry Potter books), Northern Ireland: Liam Neeson (actor), Eddie Irvine (Formula 1 driver), Scotland: Sean Connery (actor), Jack Vettriano (artist), Wales: Catherine Zeta-Jones (actress) and Charlotte Church (singer).

5. Having learned some new information about the United Kingdom, and created the decorative map, you can play a True/False quiz with your Scouts. Use questions related to the information your Scouts gathered whilst completing the map, as well as some interesting or surprising information about UK culture. For example, you could add some questions about UK food:
 - The Haggis is a traditional Scottish dish made of sheep's intestines (True)
 - One of the most popular dishes in England is Chicken Curry (True)
 - Irish stew is a traditional Irish dish made from lamb or mutton as well as potatoes, onions, and parsley (True)
 - Cawl is a Welsh stew with lamb and leeks (True)

Evaluation - Ask the Scouts to say what the most interesting thing they learned was, and what the most funny thing they learned was. Does the information gained reflect the typical stereotypes of the UK?

Alternatives/Follow up

- Explore other areas of UK life, e.g. the diverse religions represented in the UK, drama and cinema, sports and outdoor activities.

Related activities/links

- <http://www.visitbritain.com>

- Information on the United Kingdom, England, Ireland, Scotland and Wales on wikipedia website: <http://en.wikipedia.org>

You can find an outline (Map) of the United Kingdom in the appendices for Join-in-Centenary Pack 3 .



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The United Kingdom: 11-14 years

These activities help Scouts to learn about the United Kingdom.

UK Inventions

Aim of the game:

To find out more about UK inventions and think about how we use inventions in our daily lives.

Group Size: Small groups and full group

Age: 11-14 years

Materials needed:

Pictures, drawings or photographs of inventions. Paper or newspaper to cover the pictures. Objects to create a new invention (various). Paper and pens or a board and pens or chalk. Reference materials to explore inventions, e.g. encyclopaedia, maps, books, internet.

Time needed: 2 hours (depending on the number of activities planned)

Environment: Dry

Steps

1. Explain that you are going to discover some information about famous objects that were invented in the United Kingdom. Famous inventions from the United Kingdom include: cement, DNA (deoxyribonucleic acid), elastic, jet engine, rugby, football, vacuum flask, postage stamp, gas stove, sunglasses, telephone, pneumatic tyre, flushing toilet, corkscrews, penicillin, television, Toilet Paper, vacuum cleaner, rubber bands.
2. Show partly-covered up images of a number of famous UK inventions and ask the Scouts to guess in patrols what each picture depicts. You could show pictures from magazines, newspapers, photos, drawings, etc. Use a larger sheet of paper or newspaper to cover most of the image leaving just a hint of the item.
3. Ask the Scouts to imagine and plan a Scout activity e.g. a camp, a hike, a community project, etc. without using some of the inventions listed above. You could write an invention on a card and give 3 or 4 to each Patrol which would show the inventions that they could not use. Ask the groups to present their plans. How would they get around without the specific inventions? What would they do differently? Would it be hard or easy?
4. Ask the groups to invent something new. The Scouts could begin this activity by undertaking a survey of family and friends to find out what is needed. They should then plan their invention and share their ideas with the rest of the group. The leaders could act as the 'patent control group' to determine if it is a new invention or just an adaptation of an earlier invention.
5. Explore how of one or more of the above inventions from the United Kingdom were taken up by others around the world, for example, the postage stamp or the flushing toilet, or football. Ask the Scouts to do some research to find out how did these ideas spread? Which countries took on the ideas first? How have people adapted these inventions to their own particular circumstances? Compare this with Scouting – look at how Scouting was taken up by countries outside the UK and how it has been adapted to meet local needs of young people around the world.



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Evaluation

Ask the Scouts about what they have learned? Was this surprising? Why? Remember that Baden-Powell was an inventor too and invented Scouting and Guiding!

Alternatives/Follow up

You could run activities to find out about different inventors, in your country or elsewhere in the world. Look around you at your surroundings and the daily objects you rely on. When were these invented and by whom?

Related activities/links

Encyclopaedia Britannica Almanac 2003, the source of information above on inventions:
http://inventors.abut.com/library/inventors/bl_british_inventors.htm

Information on the history of Scouting and the year that Scouting began in each country can



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be found on <http://www.scout.org>

The United Kingdom: >15 years

These activities help Scouts to learn about the United Kingdom.

Island Energy

Aim of the game:

To create a renewable energy solution for an island like the UK. The Scouts will learn about the different forms of renewable energy and decide when and why to use them.

Group Size: In groups of up to five

Age: Over 15 years

Materials needed:

Paper, pens, educational resources (books, internet) and a computer (optional).

Time needed: One or two sessions of one to two hours.

Environment: Troop meeting place (indoors)

Steps

1. In one big group introduce the activity with a brainstorm on energy. Ask the group the following questions:
 - What is renewable energy?
 - What is non renewable energy?
 - Why is renewable energy important?
2. Then ask the group "How can an island like the UK create renewable energy?". The UK has the possibility of generating renewable energy in a variety of ways on account of its natural features, its weather and its island position:
 - **Topography:** Hydro electricity can be generated in mountainous areas.
 - **Geology:** Geothermal energy can be generated in areas where granite is found.
 - **Weather:** Wind energy can be generated in areas that are windy and remote. Wind farms can be built both on land and out at sea.
 - **The Sea:** Tidal energy and wave energy can be generated from the sea.
3. Split the group into smaller groups containing up to five people and provide them with paper and pens and the following mission:

The Mission:

Create your own island. Think about the island size, shape, location, topography, natural resources, weather, population. Draw a detailed map of your island.

You are the government Energy Team for the island and you have to create a 50 year Energy Action Plan. You must decide what you will need energy for, how much energy you will need, how much money you want to spend, where you will get your energy from and how you will ensure your energy supply continues into the future. There is no non renewable energy available on your island.

Present your energy action plan to the rest of your group. Make your presentation as



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interesting, informative and exciting as possible.

This activity can be run over one meeting or over a couple of meetings. The latter will give the Scouts the opportunity to find out more about renewable energy.

Evaluation

After all of the presentations discuss the different action plans. Were the ideas realistic? Which were the best ideas for energy creation? Did anybody include measures for reducing energy use? How do your energy action plans relate to the real world? How does your country generate its energy?

Alternatives/Follow up

Find out about renewable energy in your country.
Visit a renewable energy facility in your country.



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Do an energy action plan for your town, area, country

Europe: 11-14 years

These activities help Scouts to learn about the United Kingdom.

Famous European Landmarks

Aim of the game:

This is a creative activity designed to introduce the Scouts to different famous landmarks in Europe.

Group Size: Whole group

Age: 11-14 years

Materials needed: Various

Time needed: 90 minutes, over 2 meetings

Environment: Scout meeting place (inside or outside)

Steps

1. Choose one or more famous landmarks from Europe. These could be palaces, castles, monuments, sports grounds, etc. and give the Scouts a picture and some information of the different locations.
2. Ask the Scouts to create a sculpture of the building using any materials that they choose. During the first meeting they should design the sculpture and choose the materials to create it. They should prepare to bring these materials to the meeting place for the second part of the activity. This can be paper, wood, books, bottles etc. Encourage the Scouts to be creative and think about what the building or monument represents and choose appropriate materials.
3. At the second meeting the Scouts create the sculptures.
4. Share the results and give awards for the most creative use of materials and the most representative of the buildings.
5. Take photographs of the results and send them to: worldbureau@scout.org

Evaluation

Ask the Scouts to look at the other results and see if they can identify the sculpture from photographs of the monuments.

Alternatives/Follow up

You can follow this up by finding out more about what the building or objects represent and what it means to people in the different countries. You could identify some local buildings, monuments or landmarks to develop sculptures and perhaps have a local competition to involve other Scout Troops.

Related activities/links

A similar activity was designed for the Lands of Adventure programme. Find out more about Lands of Adventure at: <http://www.scout.org/en/europe>



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Europe: 11-14 years

These activities help Scouts to learn about Europe.

European Bingo

Aim of the game:

To familiarize the Scouts with European geography, languages and cultures.

Group Size: 6 or more (the game can be played individually or in groups)

Age: 11-14 years (can be adapted to Scouts >15 years by using cards with more difficult information)

Materials needed: Bingo cards, a large ball (optional) to hold the bingo images

Time needed: 30 - 60mins

Environment: Indoors

Steps

The rules are identical to classical bingo/lotto – the only difference being that instead of numbers, we extract images of capital-cities, monuments, flags, people, etc. The aim of the game is to link the images to the names of the countries on one's bingo card.

1. Distribute the bingo cards randomly to individuals or teams (one per individual/team).
2. Start extracting the bingo images one at a time, and show each card to the participants for 10 seconds. Allow 20 seconds or so as debate or thinking time.
3. When a participant (or team) has completed a line, he/she/they should shout "line". The leader checks if the claim was correct and continues until somebody shouts "bingo" – meaning that all the images have been linked to the countries on their card.

Evaluation

Some of the images will be ambiguous – a discussion could be held to see why the participants have associated them with a specific country.

The leader will have to explain a series of facts and figures about the European countries in question.

Alternatives/Follow up

A "cooking" activity where each Patrol makes a typical meal from a European country. The meals can be shared as a buffet so that the Scouts can taste all the food on offer.



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Europe: 11-14 years

These activities help Scouts to learn about Europe.

Which country am I?

Aim of the game:

To help Scouts test their knowledge/learn about countries in Europe

Group Size: groups of 3-4 Scouts

Age: 11-14 years

Materials needed: 5 or 6 facts on each chosen European country, maps of Europe if the Scouts have little knowledge of Europe.

Time needed: 20-30 minutes

Environment: anywhere

Steps

1. Ask the Scouts to choose a European country and find out 6 facts which apply to this country. At least one fact should be unique to the country.
2. List the facts in order, with the least well defined first. A leader should check the statements to make sure they are all true and in a logical order giving an increasing amount of information on the country.
3. In turn each group focuses on their country and reads out one statement at a time.
4. After a Scout reads out each fact the other groups have to guess which country it is (one guess per round). If they guess after fact 1 they get 6 points.
5. The game continues, dropping a point on each round until the last unique fact is available.

Here is an example:

1. I am situated in the north of Europe. (6 points)
2. I am a country with lots of ice and snow. (5 points)
3. I have a very long coastline with lots of islands. (4 points)
4. I have a population of around 4 million people. (3 points)
5. Russia is one of my neighbours. (2 points)
6. Oslo is my capital city. (1 point)

The answer is Norway.

Evaluation

Ask the Scouts how easy it was to identify the countries? Did they get their information on the country from school, from visiting on holiday, from television or other media, exchange visits at school or in Scouts?

What is the best way to find out about other countries?



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Alternatives/Follow up

This game could be adapted to countries around the world.

Related activities/links

Information on countries in Europe and around the world can be found at: <http://www.lonelyplanet.com/worldguide/destinations/europe>



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Europe: >15 years

These activities help Scouts to learn about Europe.

Euro-orienteering

Aim of the game:

To discover different aspects of Europe institutionally, culturally and politically.

Group Size: Any

Age: Over 15 years

Materials needed: Pens, paper and suitable clothing for orienteering

Time needed: 2-4 hours

Environment: Outdoors in a suitable area for an orienteering course.

Steps

1. The leaders design a short orienteering course before the event and at every check point there is a question on Europe. Scouts could be informed before the meeting that there will be questions on Europe at each point so that they can do some research in advance. You can find an example of possible questions and answers in the appendices for Join-in-Centenary pack 3.
2. The leader explains that the aim of the activity is to complete the orienteering course and answer the questions on Europe at each of the check points.
3. The Scouts work as Patrols to complete the orienteering course. They should be reminded that this is not a race against the clock, it is important to try to answer the most questions correctly.

Evaluation

When the activity finishes the leader can give out the correct answers.

Alternatives/Follow up

Ask the Scouts to set up a shorter orienteering course and devise questions for younger Scouts.

Share personal experiences of Europe, either as Europeans or non-Europeans and discuss some of the issues e.g.

- How easy is it to identify as a European when there are 800 million people in Europe? Is it not more natural to identify yourself with a smaller group of people, at national or sub-regional level?
- The Euro is used by 13 of the 25 countries in the European Union and is used by 315 million people. What should or can be done to make this currency more universal? What benefits are there from different countries sharing a common currency? Which countries could link together to share currencies for mutual benefit? What would be the advantages and disadvantages of a world currency?



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Related activities/links

There is extensive information available on Europe in the Council of Europe website <http://www.coe.int> and on the European Union web-site: <http://www.europa.eu.int>



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Jamboree Activities: <11 years

These activities help Scouts to take part in activities, on the Jamboree themes, in their local meeting places.

Splash! Water: Amazing Facts, Amazing Fun, and an Amazing Resource!

Aim of the game:

To help Scouts to learn more about water, where it exists on earth, how we use it to have fun and how important it is as a resource for the planet.

Group Size: The whole group.

Age: Under 11 years

Materials needed: Various

Time needed: 2 or 3 meetings or at a camp or outdoors

Environment: Various

Steps

1. Amazing Facts:

Play some games using the facts below. You could develop a quiz or give the Scouts some information and ask them to line the facts up in the correct order – from smallest to largest

The percentage of water in the following items is:

Human bones 25%, mice – 65%, men 65%, elephants 70%, banana 74%, chicken 75%, cucumber 96%.

The amount of water used for the following activities is:

Brushing your teeth – 2 gallons, flushing a toilet – 3 gallons, washing dishes by hand – 5 gallons, a 3 minute shower – 15 gallons, a bath – 35 gallons, producing a newspaper – 150 gallons.

The amount of water needed to produce the following items is:

To process a can of fruit or veg – 9.3 gallons, to produce 1 egg – 120 gallons, to grow food for 1 day for a family of 4 – 6,800 gallons, to manufacture one new car - 39,000 gallons.

Water is water located on the earth in the following proportions:

97% oceans , 2% ice-caps or glaciers, 0.5% groundwater, 0.02% lakes and rivers, 0.001% in the atmosphere.

Other interesting facts about water:

- A person needs to drink about 2 litres of water a day to remain healthy.
- The total amount of water in an average adult is 37 litres.
- A person can live for about 1 month without food, but for only 1 week without water.



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- Less than 1% of the water supply on earth can be used as drinking water.
- Each day almost 10,000 children under the age of 5 years die as a result of illnesses contracted by impure water.
- Today at least 400 million people live in regions with severe water shortages..

2. Amazing fun!

With your Scouts, think of all the games and activities that you do which use water – this could range from painting and cooking to sailing, canoeing and raft-building. Ask them to chose some activities using water and then spend a day taking part in these activities.

3. An Amazing Resource!

To help Scouts to think about all the different aspects of water, ask small groups of 5 or 6 Scouts to develop a display on an aspect of water e.g. the water cycle, water pollution, conserving our water supply, irrigation schemes, fun with water.

Make the displays and share the results with others.

Evaluation

Ask the Scouts what they have learned about water. Ask them to discuss with their families and friends how they can respect and conserve this important resource.

Related activities/links

21st World Scout Jamboree website: <http://eng.thejamboree.org>



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Jamboree Activities: 11-14 years

These activities help Scouts to take part in activities, on the Jamboree themes, in their local meeting places.

Trash – being creative with rubbish!

Aim of the game:

To create a sculpture out of recyclable materials. The Scouts have a chance to be creative and at the same time learn about recycling.

Group Size: Groups of up to three to six Scouts.

Age: 11-14 years

Materials needed:

Recyclable rubbish e.g. paper, cardboard, plastic, glass, aluminium (e.g., boxes, bottles, cans, newspapers). Make sure that the rubbish provided is clean and safe for young people to handle. Scissors, string or rope and glue

Time needed:

Week 1: One session of 15 minutes.

Week 2: One session of 1 hour.

Environment Scout meeting place (inside or outside)

Steps

Week 1- Introduce the activity.

Discuss what items of rubbish they can use (these must be recyclable) and explain that they will have to collect their own items of recyclable waste from home and bring them the following week with one interesting fact about re-cycling. Don't forget to tell them to make sure the rubbish is clean.

Week 2 – Create the sculptures.

1. Split the Scouts into groups of up three to six. Choose a theme for the sculptures e.g. robots, transport, space, nature. Suggest that they spend five minutes thinking about what they want to create and how they are going to do it.
2. Create the sculptures.
3. Once everyone has finished gather the whole group together and go on a tour around all the sculptures. Ask each group to explain their creation and the interesting facts they discovered about re-cycling.
4. If you are not going to keep the sculptures, remember to dismantle them and recycle the materials.

Evaluation

- Have a quick discussion about the activity:
- Were you surprised at how much rubbish you collected?
- Do you normally recycle this rubbish?
- Why do you think you should recycle this rubbish?
- When you put it into the bin, what happens to it?

Alternatives/Follow up



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You could use the sculptures as a focal point in your community to promote your Scout Group and your environmental activities. The sculptures could be used to educate others about waste if you provide some interesting facts about recycling alongside the sculptures.

Related activities/links

21st World Scout Jamboree website: <http://eng.thejamboree.org>



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Jamboree Activities: 11-14 years

These activities help Scouts to take part in activities, on the Jamboree themes, in their local meeting places.

Energise

Aim of the game: To try new activities and get energised!

Group Size: Any

Age: 11-14 years

Materials needed: Paper and pens, materials for activities (football, paints, etc.)

Time needed: 1 hour

Environment: Outside or in a meeting room

Steps

1. Ask the Scouts in their patrols to think about the amount of energy they use during a normal day. Ask them to draw a diagram to explain this, showing the times when they are very active, and the times when they are less active. The Scouts can decorate these diagrams if they wish and then share them with the other patrols.
2. Ask the Scouts what sort of exercise they do during the week and on weekends. What sports and activities do they take part in to keep fit? Ask them why it is important to keep fit. What sort of activities do they do to relax and gain energy? Why is this important too?
3. Divide the Scout group into two teams. Ask half of the Scouts to make a list of all the fun games they know requiring energy, action and running around (such as: dodge ball, football, tag, hide and seek). Ask the other half to make a list of games that they know which are more quiet, relaxing and use less energy (such as story telling, foot massage, painting).
4. Ask each patrol to lead an activity, starting with an active one requiring energy, and then ask the second patrol to lead an activity which uses less energy, and so on until each patrol has led an activity. (Plan for some activities in advance, making sure that some materials are on hand in case required, e.g. football, paints and paper.)

Evaluation

Explore the Jamboree website pages to see what sort of activities take place at a Jamboree. Try some of these with your Scouts - both active ones, and more reflective or relaxing activities. Challenge the Scouts to try a new activity, something that none of them has tried before.

Related activities/links

21st World Scout Jamboree website: <http://eng.thejamboree.org>



2007

Jamboree Activities: >15 years

These activities help Scouts to take part in activities, on the Jamboree themes, in their local meeting places.

Starburst – Scouts taking action in the community.

Aim of the game/activity:

To help Scouts learn more about the community they live in and based on these findings, plan some activities to improve life in the local community.

Group Size: 12 to any number

Age: Over 15 years

Materials needed: Various

Time needed: A few weeks.

Environment: The local community

Steps

1. Choose a topic to investigate. This should be based on the local knowledge and interest of the Scouts.
2. Discuss the topic fully. Who are the different interest groups (stakeholders)? What information can they provide? How should each group be contacted and involved?
3. Design a questionnaire or questionnaires for the different interest groups to complete. Remember that the questions should be simple so that the results can be easily collated. Simple Yes/No answers are easiest to collate, then ranking statements from 1-5 and the most difficult to collate are opinions. However, you may have to use a combination of types of questions to get the information that you require. It is very useful to test the questionnaires with some volunteers to make sure that the instructions are clear and that the questions make sense.
4. Identify the number of responses that you want from each of your target groups and how you will collect the information. Will you send questionnaires or hand them out – this can have a very low return rate. You could ask people to complete them and give them back to you. This can be time consuming and it depends on people understanding the language and being able to read. You could also ask the questions and complete the forms yourselves. This is the method used by many market research companies. Remember to ask politely if people would like to take part in your survey.
5. Collate the results and discuss your findings. What actions can be taken to help to overcome the problems?
6. Choose a plan of action and share your ideas with the different groups involved. Do they agree that what you are planning would be helpful? Lots of community projects fail because people agree that there is a problem but they do not agree on how the problem should be overcome.



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7. Take action. You may need to work with different groups to achieve the results you want.
8. Share your results with others and celebrate your achievements.

Evaluation

Review how you worked as a group during the project. Was everyone involved? Did everyone feel that their skills were used? Did everyone learn something new? Did everyone feel that their views and opinions were listened to? Who exercised leadership and how did the members of the group respond?

After a period of time, find out what changes have taken place in the community as a result of your project. This could be done informally from conversations and discussions or more formally through another questionnaire. This research might identify new needs for the group to work on in the future.

Alternatives/Follow up

Design new projects to build on the work you have already undertaken.
Use your experience to work with other groups in the community.

Related activities/links

ScoutPAX, the resource to support the Gifts for Peace project has a project planning guide and worksheets to help you through all the stages of project planning. http://worldnet.scout.org/scoutpax/en/4/4_introduction_en

21st World Scout Jamboree website: <http://eng.thejamboree.org>



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Jamboree Activities: <11 years

These activities help Scouts to take part in activities, on the Jamboree themes, in their local meeting places.

Flags and Ceremonies

Aim of the game: To help Scouts to think about symbolic aspects of Scouting in their small groups and their Pack.

Group Size: Small groups of 6-8 Scouts

Age: Under 11 years

Materials needed: Large pieces of material for flags or shields, pictures of when the national flag is shown, materials, photos for flags and shields, fabric pens.

Time needed: 1.5-2 hours

Environment: At camp or indoors

Steps

1. Talk to the Scouts about flags and symbolism. Identify occasions when your national flag is flown.
2. In small groups, ask the Scouts to think about what they could include on a flag to represent their Six. This could be a plant, an animal, badges gained by the member of the Six, a local symbol or natural feature.
3. Make a flag, decorate it and put it on a flagpole.
4. Use the flags at a simple ceremony.
5. Explain that at the World Scout Jamboree in the United Kingdom in 2007, Scouts from many countries will be present and the flags of all these countries will be flown on the camp-site and used during some of the ceremonies.

Evaluation

Look at all the flags that have been made. Ask the Scouts to explain what the symbols mean to them? Ask them what makes them proud to be Scouts? Ask them where they would like the flags to be displayed and when they should be used?

Alternatives/Follow up

Make posters or shields rather than flags.
Prepare a meditation/act of worship to celebrate all that Scouting means to the group – as displayed on the flags.

Related activities/links

Use the flags or posters at a local event to promote Scouting and what Scouting means to the Scouts.

21st World Scout Jamboree website: <http://eng.thejamboree.org>



2007

Jamboree Activities: >15 years

These activities help Scouts to take part in activities, on the Jamboree themes, in their local meeting places.

Global Development Activities

Aim of the game: To help Scouts explore a global issue and identify action that they can take in response to the issue. The themes used in the Global Development Village at the World Scout Jamboree are: Health, Human Rights, Peace and the Environment.

Group Size: Small groups

Age: Over 15 years

Materials needed: Various

Time needed: 2-3 meetings

Environment: Various

Steps

1. Ask the Scouts in small groups to identify a global issue which is important to them. This could also be done using an exercise called 'Diamond Ranking'.
2. The different groups should share their topics and explain why these are important. This could be done by asking each group to speak for 'Just a Minute' on the topic.
3. Each group is challenged to develop an activity to help the other groups to find out more about the issue and identify actions that they can take in response.
4. The groups should find out more information on their issue, devise activities that will interest their peers and prepare to run these activities.
5. Hold an evening or day where each group in turn runs the activities they have planned.

Evaluation

Ask each group to review the exercise. What did they learn - about the subject that they prepared? from the activities that they took part in? about working together as a team? about running activities for their peers?

Alternatives/Follow up

The Scouts could be asked to run activities for younger Scouts, or for young people in another youth organisation or their school.

Related activities/links

ScoutPAX, a kit to support the development and implementation of Gifts for Peace projects, contains activities Diamond Ranking and Just a Minute: <http://worldnet.scout.org/scoutpax>

GAPP (Global Awareness Partnership Project): <http://www.gapp.me.uk/>

21st World Scout Jamboree website: <http://eng.thejamboree.org>



2007

Jamboree Activities: >15 years

These activities help Scouts to take part in activities, on the Jamboree themes, in their local meeting places.

Vigil

Therefore, through the vigil a period of self-examination occurs in which “the young man reviews the past, thinks of future possibilities dimly seen, and dedicates himself in silence to the Service of God, and his fellow men”. Baden-Powell

Aim of the game:

To help Scouts to reflect on an issue that is important to them and to consider how they can engage with it and take action in the future.

Group Size: The whole group

Age: Over 15 years

Materials needed: Various

Time needed: A few hours over 2 or 3 meetings

Environment: Suitable for reflection

Steps

1. Ask the Scouts to identify the topic that they would like to focus on for the vigil. This could be done by brainstorming ideas and ranking them using the diamond ranking technique. Alternatively review recent news stories locally, nationally or internationally to see where there are common areas of interest and concern or consider recent significant events in the life of the group.
2. In small groups the Scouts can explore different aspects of the topic, for example:
 - The historical aspects
 - The situation today, facts that make us think or show a different standpoint
 - What famous people have said on the topic
 - What religious writings contribute
3. Consider as a group what is the best way of helping the Scouts to reflect – this could be using silence, quiet music, being in natural surroundings, use of candles etc.
4. Discuss how the Scouts are going to express their response and possible actions for the future during the vigil. This may be done personally and not shared or it could be shared through writing or speaking.
5. Collect the contributions and make a plan for the vigil. Consider where it is going to be held, how long it will last and how an appropriate atmosphere will be created.
6. Make the necessary preparations.
7. Undertake the vigil.



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Evaluation

- At a future meeting discuss the vigil and the impact that it had on the Scouts.
- What insights did they gain any into the subject?
- Have they thought about the subject of the vigil since it happened?
- How have they responded personally to the vigil in the form of taking action?
- What is the role of vigils in the life of the group?
- What are other occasions in their Scout life when vigils could be held?

Related activities/links

'An analysis of the Rover Vigil as ritual': http://scoutdocs.ca/Documents/Rover_Vigil_and_Ritual.php

21st World Scout Jamboree website: <http://eng.thejamboree.org>



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Jamboree Activities: 11-14 years

These activities help Scouts to take part in activities, on the Jamboree themes, in their local meeting places.

World Villages

Aim of the game:

To discover new cultures, traditions and countries through activities from around the world.

Group Size: The whole group

Age: 11-14 years

Materials needed:

Time needed: Time to plan the activities, and a meeting or various meetings to run the activities.

Environment: Space to run around and be active

Steps

1. Plan a themed meeting on activities around the world. When planning this meeting in advance, let the Scouts choose which countries or regions of the world they would like to learn about.
2. When they have decided which countries to deal with, challenge each patrol to find out about activities which take place in these countries. If one of your Scouts has been to the Jamboree, ask him/her to share their experiences of the World Villages activity. Use the information on the Jamboree website, internet searches, newspapers and magazines, National Geographic magazines, etc.
3. Ask each patrol to prepare one activity each and then run it at a meeting. They should draw up a materials list, and come prepared with any necessary items. You may wish to run one activity per week, or 3 or 4 at a single meeting.

Here are some examples of activities run at the World Scout Jamboree in the World Villages:

Argentina - Learn the basic steps of the Tango dance

Azerbaijan - Learn the skills involved in carpet making and producing a small rug

Denmark - Take part in an activity to build a Viking boat and learn about Viking history

Egypt - Paint each others hands with traditional Henna designs

Indonesia - Make shadow puppets and take part in a mini-theatre show

Italy - Design and make Venetian masks and have a themed party

Nepal - Learn about paper recycling and the different techniques worldwide

Saudi Arabia - Learn the basic symbols of the Arabic alphabet and write your name in Arabic

UK - Learn about the tradition of Welsh Lovespoon craft and make one to give to a friend.

For each activity, try to include an orientation session:

- Where is the country? (Use a world map)
- What is the population?
- Find out some of the history of the country.
- What is the language spoken in the country?



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Evaluation

Ask each Scout to share his/her favourite activity and explain why they enjoyed it. This could be done as a brainstorming activity in patrols. If this is popular, continue the activity every few months, and look for new activities to try.

Related activities/links

21st World Scout Jamboree website: <http://eng.thejamboree.org>



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