



# Join-in-Centenary



# 2007



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**Join-in**-Centenary  
Pack 2: The Peace Pack



# 2007



**Join-in-Centenary**  
Pack 2: The Peace Pack



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## Introduction

### *Part 2: The Peace Pack*

The activities in this pack reflect the theme of the 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 1<sup>st</sup> August 2007 is the dawn of a new century 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.



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*Peace personally: All age groups*

*These activities help Scouts to reflect on peace personally.*

## Looking for peace (Peace word searches)

### **Aim of the game:**

To think about words related to peace

To understand the meaning of these words and their relevance in our daily lives

**Group Size:** Patrols or small groups (3-5 Scouts)

**Age:** All age groups

### **Materials needed:**

Copies of the word-searches (see 3 appendices for the 3 different age groups), pens

**Time needed:** 30-45 mins

**Environment:** A large space indoors or outdoors

### **Steps**

1. Hand out copies of the word-searches and pens.
2. Explain that the aim of the activity is to find words in the word-search related to 'Peace'. The words are listed below each word-search grid.
3. The Scouts can work in patrols or groups to find all the words.
4. When they have found all of the words, the Scouts should see if they know what they all mean. They should first work in their groups to try to explain them to each other. If they need help, hand out the appendices containing the definitions, or use the appendices to explain the meanings.
5. Then ask each group to choose one word from their word-search and to act out a mime or play to explain this word in their everyday lives. This could be in a family situation, a school situation or a Scout situation. Each group can then perform their mime/play in turn and the other groups can guess the words.

### **Evaluation**

- Check with the Scouts that they have understood all of the meanings of the words.
- Ask them if they were surprised by any of the words, and why. Explain that 'peace' is much more than the absence of 'war' - and use this to develop further discussions depending on the age group.

### **Alternatives/Follow up**

- This game could be played as a giant game with each letter on a large card laid out as the word search. Each team is given a word to search for and 'makes' the word by standing each member of the team on a different letter card.
- Ask the Scouts to write down what peace means to them. They could share this in the group or, if they wish this to stay anonymous, they could swap their papers and read someone else's thoughts out.
- Discover more about one of the words in the word-search, e.g. landmines, poverty, etc.
- Ask the Scouts to do some research - asking other people about these issues (parents, brothers and sisters, friends, school teachers, etc.), visiting the local library, internet searches, magazines and newspapers. Share the knowledge with the group in an innovative way.



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**Related activities/Links**

The following websites contain peace related activities, additional information on the Gifts for Peace and support for the development of projects:

<http://www.scout.org/giftsforpeace>

- Gifts for Peace website

<http://worldnet.scout.org/scoutpax>

- ScoutPAX, the toolkit to assist with the planning and implementation of projects

<http://scoutsoftheworld.net>

- Scouts of the World website.



## Peace Wordsearch 1

< 11 years

B	C	E	Y	Q	T	V	I	L	J
E	F	R	I	E	N	D	S	F	D
C	R	T	B	Z	N	U	H	I	T
P	R	T	N	E	I	T	A	P	C
L	I	V	K	U	I	L	R	Y	E
G	N	I	N	E	T	S	I	L	P
W	N	A	I	C	M	W	N	M	S
D	P	H	A	P	P	Y	G	E	E
U	I	G	D	E	C	T	M	P	R
S	G	E	N	E	R	O	U	S	D

- Friends
- Sharing
- Patient
- Kind
- Listening
- Happy
- Generous
- Respect



## *Peace Wordsearch 1 Glossary*

**Friends**

Friends are people whom you know well and whom you like a lot, but who are not necessarily members of your family. These are people you trust.

**Sharing**

If someone shares, then they divide what they have and give some of this to someone else, or they give some of the ownership to another person. This could be sharing a toy or game, or even a secret.

**Patient**

If someone is patient then they have the ability to wait, or to continue doing something despite difficulties, or to suffer without complaining or becoming annoyed.

**Kind**

Someone who is kind is generous, helpful and caring about other people's feelings.

**Listening**

Listening is important, and means giving attention to someone or something in order to hear them

**Happy**

Happiness is feeling, showing or causing pleasure or satisfaction. A person experiencing happiness is 'happy'.

**Generous**

A generous person is someone who is willing to give money, help, kindness, etc., to others, especially more than is usual or expected.

**Respect**

To show respect is to feel or show admiration for someone or something that you believe has good ideas or qualities.



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## Peace Wordsearch 2

11-14 years

E	D	X	N	B	E	U	O	L	M	H	F	R	R	V	W	J	O	I	S
G	D	B	U	L	L	Y	I	N	G	T	V	O	L	L	L	X	I	V	C
Z	I	E	Q	A	Y	S	S	D	A	B	U	S	E	M	K	E	F	E	B
L	S	N	W	N	T	E	G	E	N	A	T	T	N	R	U	W	R	E	T
P	C	V	E	D	K	L	J	W	G	N	H	R	E	T	Z	D	Q	U	J
I	R	F	R	M	R	A	C	I	S	M	W	E	W	N	A	E	R	Z	L
M	I	G	D	I	T	G	O	U	J	A	D	E	M	O	C	R	A	C	Y
G	M	B	F	N	G	H	N	J	I	R	B	T	I	P	Y	L	I	Q	M
X	I	Z	G	E	F	U	F	H	K	G	N	C	A	N	E	I	B	W	N
W	N	H	H	S	D	H	L	Z	L	I	I	H	C	X	U	Q	O	E	B
Y	A	U	J	H	E	J	I	G	O	N	R	I	E	E	O	H	H	R	V
Z	T	K	C	G	D	I	C	T	P	A	B	L	V	F	U	G	P	T	C
I	I	R	S	F	E	O	T	W	W	L	G	D	M	L	Z	N	O	Z	X
P	O	I	E	D	F	K	N	E	J	I	R	R	W	S	B	E	N	U	Y
K	N	L	N	V	S	M	J	S	N	S	Y	E	F	Q	U	L	E	I	A
H	A	W	E	R	O	O	K	X	H	A	A	N	H	R	N	O	X	O	S
F	M	N	D	F	E	P	M	C	B	T	Q	W	X	P	Z	U	H	P	D
S	C	H	I	L	D	S	O	L	D	I	E	R	S	L	J	I	U	L	F
S	S	E	N	S	S	E	L	E	M	O	H	E	R	M	N	F	C	K	G
W	O	M	I	X	C	D	G	H	P	N	X	S	D	G	D	V	R	J	H

Abuse  
Bullying  
Child Soldiers  
Conflict  
Democracy  
Discrimination  
Gangs  
Homelessness  
Landmines  
Marginalisation  
Poverty  
Racism  
Street Children  
War  
Xenophobia



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## *Peace Wordsearch 2 Glossary*

### **Abuse**

Abuse can be cruel or violent treatment, and this can be of a physical or psychological nature.

To abuse is to use or treat someone or something wrongly or badly, especially in a way that is to your own advantage.

### **Bullying**

Bullying is the intimidation or mistreating of weaker people. (Simple definition)

Bullying is a form of aggressive and harassing behaviour. This antisocial behaviour occurs across geographic, racial, and socioeconomic segments of society. Bullying prevents its targets from enjoying a safe, stress-free living, learning, and working environment.

A bully is someone who intentionally and repeatedly inflicts psychological or physical damage on other, less-powerful people in order to inflate their own sense of self-worth.

### **Child Soldiers**

Children who are soldiers and fight in wars and conflicts. (Simple definition.)

For the purposes of disarmament, demobilization and reintegration programmes, UNICEF defines a 'child soldier' as any child – boy or girl – under 18 years of age, who is part of any kind of regular or irregular armed force or armed group in any capacity, including, but not limited to: cooks, porters, messengers, and anyone accompanying such groups other than family members. It includes girls and boys recruited for forced sexual purposes and/or forced marriage. The definition, therefore, does not only refer to a child who is carrying, or has carried, weapons. (Based on the 'Cape Town Principles', 1997.)

### **Conflict**

Conflict is a continued struggle, or battle, such as open warfare between opposing forces.

### **Democracy**

Democracy is the free and equal right of every person to participate in a system of government, often practiced by electing representatives of the people by the people.

When there is a lack of democracy it means that an individual or group in a position of power is excluding others from participating in a system of government. This can happen when, for example, a country is ruled by a dictator or autocrat.

### **Discrimination**

This is the unfair treatment of one person or a group, often because of prejudice about race, ethnic group, age group, religion or gender.

### **Gangs**

A gang is a group of people who spend time together for social reasons or work together and may engage in delinquent or violent behaviour for a criminal or antisocial purpose.

### **Homelessness**

Someone who is homeless is without a fixed home.

Homeless people may live on the streets, or may move from shelter to shelter, or may be required to live in temporary accommodation.



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### **Landmines**

Landmines are tools of war. They are explosive devices that are buried underground in times of war intending to injure, maim or kill enemies if they walk or drive over the area.

There are two main types of landmines:

- Anti-tank mines – triggered by the pressure of a heavy load, they are designed to destroy tanks and other large vehicles.
- Anti-personnel mines – designed to kill or maim people, they are triggered by a trip-wire or footstep.

When wars end mines are often not removed and become a danger to civilians who return to live in the area, so even in times of peace civilians can be at continued risk of harm from landmines.

### **Marginalisation**

The pushing out of an individual or group from mainstream society, and treatment of this person or these people as if they were not as important.

### **Poverty**

Poverty is the condition of being without adequate food or money to survive within society.

### **Racism**

Racism is discriminatory, oppressive or abusive behaviour towards people because they belong to a different race.

### **Street Children**

A street child is either someone who does not have a home or any place to go at night other than the street pavements and street shop verandas (children of the streets) or a child who sleeps at home in the evening but lives on the streets during the day, perhaps to make money for their families (children on the streets).

### **War**

War is an armed conflict between countries or groups that involves killing and destruction. Civil war is a war between opposing groups within a country.

### **Xenophobia**

Xenophobia is the intense or irrational dislike or fear of people from other countries and of their cultures and or religions.



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Over 15 years

## Peace Wordsearch 3

D	I	S	C	S	T	A	R	O	I	N	T	E	R	N	A	E	G	A	M	S	T	O	E	O	S	V	O	I	T	D
O	D	R	A	C	H	I	L	O	T	H	E	A	G	O	B	E	T	H	N	I	C	I	T	Y	G	O	R	D	O	I
B	I	N	T	E	R	N	A	T	I	O	N	A	L	D	P	A	B	A	I	D	C	A	L	H	O	U	N	C	O	S
E	D	U	G	L	O	B	A	L	C	A	T	I	O	N	O	A	L	M	R	R	T	W	A	N	O	P	B	C	O	C
N	P	O	O	B	A	H	D	U	O	M	O	P	O	R	S	K	A	T	M	E	Q	U	I	L	E	E	J	A	H	R
O	L	A	I	S	O	O	P	Q	R	S	V	W	X	O	I	E	D	U	C	A	P	T	I	O	N	R	A	L	S	I
P	E	T	C	O	O	P	E	R	A	T	I	O	N	N	T	S	C	A	D	E	O	O	M	E	T	S	E	R	S	M
W	C	O	N	F	T	G	A	N	E	S	T	G	L	A	I	O	E	C	O	O	P	E	O	R	A	O	T	P	I	I
A	O	B	E	R	O	S	C	U	G	L	O	E	S	T	V	A	N	N	E	D	I	A	T	C	O	N	N	O	E	N
S	L	E	N	N	N	E	E	D	C	O	N	F	L	I	C	T	Y	O	B	M	M	I	N	E	V	A	T	V	R	A
H	M	E	G	A	C	O	M	M	U	N	E	L	A	O	L	A	T	Y	A	L	E	I	O	N	C	L	T	I	O	T
I	N	O	R	R	D	F	I	N	D	R	O	E	S	N	M	E	S	C	A	L	G	E	S	C	O	E	R	A	M	I
N	L	D	T	E	H	E	M	O	E	N	F	R	O	A	E	E	D	I	S	C	O	R	I	M	M	S	S	E	Q	O
O	A	F	S	D	R	A	C	D	D	P	V	E	R	L	S	O	D	N	A	L	T	B	E	R	P	T	S	O	B	N
B	N	F	O	N	B	A	P	I	C	T	O	Y	J	T	P	O	L	I	T	D	I	F	F	E	R	E	N	C	E	S
N	O	I	R	E	C	E	F	E	A	R	I	A	L	P	R	E	J	U	A	E	A	R	I	C	O	D	A	W	O	B
O	S	N	D	G	C	N	I	F	L	T	C	Y	O	T	R	A	D	E	G	T	T	A	T	O	M	R	S	F	V	E
B	R	D	G	T	F	L	O	R	A	I	E	S	O	R	O	E	S	C	E	I	R	T	A	E	N	M	E	I	M	
E	C	T	N	C	T	N	O	I	T	A	L	A	C	S	E	E	D	F	L	Y	O	O	A	L	S	O	P	T	O	R
E	P	H	H	O	L	L	E	R	I	S	T	A	T	E	O	R	C	R	A	F	N	T	N	T	E	M	R	S	L	S
S	R	U	S	V	W	O	O	R	O	S	E	E	N	B	L	U	A	T	H	O	P	O	D	E	M	P	I	C	E	O
F	E	P	R	E	J	C	H	R	N	I	S	M	C	W	O	R	R	T	S	T	J	A	P	A	N	O	D	G	N	E
R	T	D	E	M	O	C	R	A	C	Y	A	L	K	A	E	R	L	A	E	P	I	E	R	S	O	N	E	R	C	S
E	N	E	P	O	S	I	T	I	V	E	L	L	S	A	R	E	M	B	I	T	T	E	R	M	E	N	T	E	E	E
C	I	W	D	W	I	G	H	T	H	A	C	O	M	M	U	N	I	C	A	T	I	O	N	T	A	F	T	O	N	N
O	D	E	W	I	L	L	T	I	M	N	T	D	K	D	S	F	J	F	E	E	C	I	D	U	J	E	R	P	T	O

### WORD LIST:

communication  
conflict  
cooperation  
de-escalation  
differences  
discrimination  
escalation  
ethnicity

fear  
games  
gender  
global  
international  
interpersonal  
mediation  
national  
negotiation

peace  
personal  
positive  
prejudice  
pride  
race  
respect  
tone of voice  
violence

- Search for definitions in a dictionary or via the internet.



*Peace personally: <11 years*

*These activities help Scouts to reflect on peace personally.*

## A rocket or a sparkler

### **Aim of the Game:**

To think about how we appear to others and how our behaviour might affect them

**Group Size:** Any

**Age:** Under 11 years

**Materials needed:** None

**Time needed:** 20 minutes

**Environment:** Anywhere!

### **Steps**

1. Ask for the names/types of different fireworks and discuss what they look/sound/act like
2. Ask the Scouts to spread out and run around. When you call the name or type of firework they take on those characteristics for example – ‘crackers’ they jump up and down making plenty of noise, ‘spinning wheels’ means they spin round on the spot, ‘rockets’ they race around and so on.
3. Discuss what sort of firework best describes them. They could draw themselves as that firework – are they a rocket or a sparkler? How does their behaviour affect other people? Do they make lots of noise and distract everyone? Do they make a great show and then fizzle out? Do they last and last throwing out lots of sparks and attracting others?

### **Evaluation**

- At the end ask what they think a display would be like if it only contained one type of firework.
- Explain how blending all kinds of characteristics can make one fabulous show and that getting that right by accepting how the fireworks work together can be like trying to get along with other people.

### **Alternatives/Follow up**

Make and decorate model fireworks from boxes and card or a collage of made from felt scraps, shiny threads and sequins.

You could make edible fireworks by decorating shaped biscuits with coloured balls or sugar strands stuck on with icing sugar glue.

### **Related activities/Links**

The following websites contain peace related activities, additional information on the Gifts for Peace and support for the development of projects:

<http://www.scout.org/giftsforpeace>

- Gifts for Peace website

<http://worldnet.scout.org/scoutpax>

- ScoutPAX, the toolkit to assist with the planning and implementation of projects

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- Scouts of the World website.



*Peace personally: <11 years*

*These activities help Scouts to reflect on peace personally.*

## Peace alphabet

### **Aim of the game:**

To explore words, positive and negative, related to peace

**Group Size:** Any

**Age:** 11-14 years

**Materials needed:** Cards with letters of alphabet, pens

**Time needed:** 1 hour

**Environment:** A large room, or space outdoors

### **Steps**

1. Explain to the Scouts that they are going to explore words related to peace. The challenge is to find a word for each letter of the alphabet.
2. Either give out the cards with all the letters of the alphabet or have a relay race to collect the cards.
3. Scouts are asked to find positive or negative words related to peace for each letter. The word should be written on the card. Points could be given for each letter, 2 points if no other patrol has the same word and 1 point if the word is used more than once. This will encourage the Scouts to be creative in the words they choose.
4. The positive words should go in one pile and the negative words in another pile. It is helpful if these can be displayed, either on a wall or on a line so that everyone can see the results.
5. When the patrols have finished, ask a Scout from the patrols in turn to read out the word for each letter and ask them to explain what the word means. If the Scouts are unsure a leader should provide a definition. It may be useful to have a dictionary close by.

### **Evaluation**

- Ask each patrol to count up the number of positive and negative words identified by each Patrol.
- Have a discussion on the words used. Was it easy to find positive words related to peace or was it easier to find negative words?
- Take key words from the Scout Promise and Law and try to fit the positive words that relate to peace to these words.

### **Alternatives/Follow up**

Each patrol could make a poster out of the positive and negative words.

### **Related activities/Links**

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- Scouts of the World website.

**+ POSITIVE**

## *Peace Alphabet*

**- NEGATIVE**

A  
B  
C  
D  
E  
F  
G  
H  
I  
J  
K  
L  
M  
N  
O  
P  
Q  
R  
S  
T  
U  
V  
W  
Y  
Z



# 2007

*Peace personally: 11-14 years*

*These activities help Scouts to reflect on peace personally.*

## Diamond ranking

### **Aim of the game:**

To discuss the importance of the different dimensions of peace

**Group Size:** > 6

**Age:** 11-14 years

**Materials needed:** 9 cards with words related to 'Peace' or 'Conflict'

**Time needed:** 30-45 mins

**Environment:** Various

### **Steps**

1. Give out the nine cards or organise bases in which activities are run and Scouts receive the cards, or put the cards up outside and ask the Scouts to go and search for them.
2. Ask the Scouts to read the cards and rank the different aspects of 'peace' or 'conflict' in a diamond shape with the 'most important' at the top and 'least important' at the bottom. They need to discuss the words and agree on the ranking. A list of possible words is attached.
3. Share the results of the different patrols. If each word is put on a different colour of card, the differences are very clear.

### **Evaluation**

At the end the leader should talk for a few minutes about value of peace in our lives – in our homes, families and friendships, in society, nationally and internationally.

### **Alternatives/Follow up**

Photographs which show the areas to be explored can be used rather than words. The activity can be done with older groups, perhaps looking at peace from an international perspective.

### **Related activities/Links**

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- Gifts for Peace website

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*Peace personally: 15+ years*

*These activities help Scouts to reflect on peace personally.*

## Peace and violence

### Aim of the game:

To be able to identify oneself not only as an object of violence but also as someone who could be a source of violence

To encourage the development of skills to deal with violence in positive ways

To develop values of tolerance and responsibility

**Group Size:** Any size

**Age:** Over 15 years

**Materials needed:** No specific requirements

**Time needed:** 45-60 minutes

**Environment:** No specific requirements

### Steps

1. Explain that this is an opportunity for the participants to share thoughts and feelings about personal experiences of inter-personal violence, both when people were violent to them and when they were violent to others.
2. Make sure that everyone knows and understands the rules for participatory group work: that everyone should be treated with respect, that what anyone says is held in confidence and that no one should feel under pressure to say anything which makes them feel uncomfortable. Bear in mind that there may be guidelines about young people disclosing information and be aware of the sensitive nature of this.
3. Conduct a brainstorm of the word "violence" and ask them to give examples of everyday violence, for instance, verbal abuse, insults, sarcasm, queue-jumping, pushing in front of someone, smacking a child or hitting/being hit, burglary, petty theft or pickpocketing, vandalism, etc.
4. Ask everyone to take five minutes to reflect about personal incidents when:
  - a) someone acted violently towards them
  - b) when they acted violently towards someone else
  - c) when they saw someone else being violent but did not intervene.

### Evaluation:

Start with a short discussion about the activity itself and whether or not it was difficult, and, if so, why.

Then analyse the causes and effects of the different situations a), b), and c) above. Ask for volunteers to offer their experiences for general discussion. Let them say what happened and how they feel about it and then open the discussion to everyone.

1. Why did the violent situation happen?
2. How would other members of the group have behaved in similar circumstances?
3. Why did you behave the way you did?
4. How could you have behaved differently? Has the rest of the group any suggestions?
5. What could anyone have done to prevent the incident from happening?
6. In the case of c), why didn't they intervene?
7. What were the causes of the incident?
8. How many incidents were the result of misunderstandings, how many the result of bitterness, spite or jealousy and how many the result of differences of culture and custom, opinion or belief?



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9. What do people understand by the word "tolerance"? How would they define it?
10. Is it right that people should be completely tolerant of everything other people do or say?
11. Why is tolerance a key value for the promotion of human rights?

**Alternatives/Follow up**

Find out about organisations that provide support for victims of violence, for example, telephone help-lines or victims' support networks. Find out about other organisations that promote understanding and tolerance in the community.

**Related activities/links**

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*Peace personally: <11 years*

*These activities help Scouts to reflect on peace in the wider world.*

## A tuneful fable about diversity (Si Sou Do)

(Based on a story written by a Greek Scout, Antonis Papatheodoulou.)

**Aim:** To think about diversity and teamwork.

**Group Size:** All - flexible

**Age:** Under 11 years

**Materials needed:** A copy of the story 'Si Sou Do'.

**Time needed:** One hour

**Environment:** All - indoors or outdoors.

### Steps

1. Explain that you are going to tell a story written by a Scout in Greece. The Scouts should sit together and read the story aloud. The leader could read, or some of the Scouts could take it in turns. If the Scouts are sharing the reading, then a little more time may be necessary to complete the story and pass the booklet around.
2. The leader may need to give some explanations about the terms used, e.g. si, re, etc as for some cultures a difference system is used musically. Remember that a Mib is a 'Mi flat' or 'E flat', and a Do# is a 'Do sharp' or 'C sharp'.

Do Re Mi Fa So La Ti /Si Do  
C D E F G A B C

### Evaluation

- When the story is finished, ask the Scouts some questions, they can discuss as a big group or work in patrols:
- What is the 'moral of the story?', or what did they learn from the story?
- What does the story teach us about being different, and about working together?
- Can you think of other examples where teams composed of different people work well together? (e.g. at school, in Scouts, in sports, etc.)

### Alternatives/Follow up

- Ask the Scouts to act out short stories in their patrols to tell a story about different people working together to achieve something good.
- Run a competition for the Scouts to write short stories on the theme of diversity, or teamwork, or friendship.

### Related activities/links

The following websites contain peace related activities, additional information on the Gifts for Peace and support for the development of projects:

<http://www.scout.org/giftsforpeace>

- Gifts for Peace website

<http://worldnet.scout.org/scoutpax>

- ScoutPAX, the toolkit to assist with the planning and implementation of projects

<http://scoutsoftheworld.net>

- Scouts of the World website



### *A tuneful fable about diversity*

The old piano was forgotten for years in the back storehouse of the antique store. Its wood, which used to blaze from the polish and the burnishing, was now white from dust, and its legs with the rusty wheels were full of web and spiders.

No customer had shown any interest whatsoever for the piano or even the colourful puppets of porcelain, the Karagiozis paper-made puppets, the wooden old toys, the cranky cameras, the odds and ends that joined the piano in the back storehouse. A score half buried in a thick layer of dust was sitting on its cankered cover.

No music, no voices not even the car horns could reach that place. There was an absolute silence. Yet beneath the piano cover there was still some life. The days of musical creation that those piano keys had experienced next to some great pianist could not be that easily erased.

Boredom together with the obsolescence made the keys even more silent. You could only hear a whisper every now and then beneath the old cover but even that was dying out

Recently the dullness and the scent of stuffiness had reached their limit and the discussions were getting up steam. If someone could only put away the dust and the scent of time, he would then probably smell an imperceptible dispute hovering in the small amount of air held inside the piano cover.

*-I am so bored! I want to play sonatas, ballads and preludes again, said a white Re one night.*

*-Me too, agreed a black Mib. I want to feel the intensity, the shake coming from the fingers of a virtuoso pianist again...*

*-So much for the intensity, a white Si interrupted. At least you don't play as often as we do.*

*-So what? Asked the black Mib annoyed.*

*-The Si is right, said a white Do from the last octave. We are the true notes. We play Do, Re, Mi, Fa, Sol, Si. You may be useful for a Do# or a Solb, so stop saying that you miss the intensity of music too.*

Although the Mib was black it began to turn red from anger. They had the nerve to tell him that he has never felt the intensity and the rhythm of music just because he plays a tone between two notes.

*-Whatever, he said, I will not continue this fight, and the discussion ended there.*

A bitterness remained in the black Mib and one of the following days he decided to share his thoughts with the rest of the black keys.

*-Don't you think that the white keys are thinking highly of themselves lately? he asked.*

*-They have always been that arrogant, replied a Re#, they think that the beautiful melodies don't include many sharp and flat notes.*

*-They think that they are better just because they outnumber us, added a Mib from the last octave.*

*-They are wrong though! Without us all melodies would be dull.*

*-They won't get away with it shouted (in fortissimo) the Mib when seeing that all black keys*



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were on his side. We will show them.

And all the keys started little by little to plan how to avenge the boasting of the white ones.

A white Do, having heard the commotion, asked a black Do# standing on top of him.

*-What is going on up there, will you be quiet at last?*

*-I am not talking to you, replied the Do#, I am not talking to the white keys.*

*-And why is that? asked the Do.*

He received no answer because the Do# had turned to the other side and kept whispering with the rest of the black keys.

The Do was extremely annoyed:

*-Wake up, he shouted to the white keys.*

Various notes of the staff were being heard as the white keys were waking up in fear.

*-Something is going on up there, said the Do in a hurry. We should give them a lesson before they start to raise their head up.*

*-You are right, said the Re next to him and the white keys started their own whispering meeting.*

Imagine that very moment, a customer coming in the storehouse and opening the piano cover; the sight that he would face, would be rather funny. All the white keys were gathered on one side and all the black keys were on the other side whispering and throwing glances to each other.

But no one will remember the piano so let's get back to our story.

*-We have an announcement to make, yelled suddenly a black key. The rest of the black keys were standing behind him with an air indicating that they agreed with what their representative would say, while the white keys were standing on the opposite side having an ironic and curious look at the same time.*

*-We have decided not to talk to you ever again and not to participate in the same melody with you. We came to this decision because you white keys are inferior to us black keys, and when looking at a piano that is more than obvious since it is the black keys that are on top of the white ones.*

After those words the black key with his friends went back to their proper place.

The white keys were now more furious than before. They had to plan their revenge really soon.

Even though time had no true significance for a forgotten piano, no more than ten minutes of silence had passed when the discussion between the white keys went wild again.

*-Let's wind their chords off, shouted a Mi.*

*-We should remove them from the piano, yelled an angry Fa.*

*-Let's play our notes repeatedly until we deafen them, suggested a Re.*

*-What did you say Re? asked a Do from the 2nd octave.*

*-I said why don't we play our notes out loud until we deafen them and they can no longer stand it, repeated the Re. Then we'll see if the talk to us again or not.*



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*-This is the best idea, said the Do. This is what we'll do.*

*-And who are you to decide what we all should do, came a voice from the other side of the piano.*

*-Who spoke? said the pompous Do.*

*-I the Si, yelled the Si.*

*-And who are you? shouted the Do.*

*-I the Si.*

*-I the sea?*

*-I didn't say the sea, I said the Si.*

*-And where did you see that written, a Si talking back to a Do, cried out the Do of the 2nd octave.*

After a small pause the Do from the 4th octave run to reconcile the two notes.

*-Dearest Si our colleague is quite right; after all we the Do notes are more intelligent and more organized.*

Having heard all this, the Si was that furious that he would make a terrifying grimace with his eyebrows if only he had eyebrows. The Do kept on talking with the same pompous way in spite of the situation.

*-After all we are the first notes and therefore the first keys in each octave.*

And by saying this he returned to his place considering that he was a very diplomatic key and that everything was taken care of. A minute later, the Si burst out:

*-In that case we the Si notes will make our own decisions and you the Do notes can "Do" what you like!*

*-Si, shouted all the Si notes together in order to show that they agreed and they went away in a corner.*

*-We will do the same, said all the Re notes.*

*-We will do the same too, said all the Fa notes and this went on and on until all the white keys were divided in separate notes talking.*

All the white keys? Unfortunately the same situation stood for the black keys too. While the white keys were shouting to each other the black keys had already started to divide themselves in notes. For instance all the Do# notes were now sitting together.

*-Silence, said the Do# of the 1st octave. I'm afraid that the rest of the black keys have gone so mad that we have to act alone against the white keys. Now listen up...*

*-You can't tell us what to do, said the last Do# so angrily that everyone thought it was a Re speaking and not a Do#.*

*-Don't raise your tone with me, answered the first Do# and they were that close to quarrel using their hands this time.*



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But since the keys have no hands, as you may have already known, they continued their quarrel using their mouth, saying bad things and insulting each other with words. Words no key ever imagined saying to his own friends. And it wasn't only the Do#. All the keys were using insulting language. There were no longer any teams or groups or similarities. Each key was on his own.

The worse words a key heard, the more insulting the answer he gave, until all you could hear was a noise like stones falling on the untuned keys, composing the most hideous music ever heard.

It seems that this situation had worn the keys out because once they heard a key shouting out loud

**-Quiiiiiieet...**

...they stopped all together at once. It made no difference whether the key was black or white or which note it stood for but these were its exact words:

*-This situation is unbearable and it can't go on. So listen up to my idea. What caused all this trouble? The fact that we are different notes, we play different tunes, one plays Do, the other one plays Re, the next one Si... There's the solution. We will invent a note that doesn't exist, for example a note between the Si and the Do. And we will name it, let's say... Sou. It will be like Do Re Mi Fa Sol La Si Sou Do. It sounds nice. We will all agree to tune ourselves to the note Sou and when we do so we will have nothing standing between us.*

All the keys were speechless. They all had to agree that it was a marvelous idea. They stood motionless for a few minutes until they realized what they had to do and then they all started to stretch and unstring themselves in order to tune themselves to the Sou note.

This is what happened. And all the Sou lived in peace without any fighting and quarreling.

*-Nice weather today, said one Sou.*

*-Yes it is nice, replied another Sou.*

*-What time is it? asked one Sou.*

*-Time to go to sleep, replied another Sou.*

*-I am bored, said a Sou one day.*

*-Me too, they all said in one voice.*

*-What should we do? asked a Sou.*

*-Shhhhhhh...hush, yelled a Sou, I hear something.*

There was something going on over the cover of the old piano. It was something that hasn't happened for years, maybe even for centuries.

*-Hmmm Nick, take a look at this Karagiozis, this puppet is made of leather like they used to make them many years ago.*

The seller of the antique store was showing the Karagiozis puppets one by one to the customer and his grandson.

*-Grandpa, look, a piano.*



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Nick ran towards the piano, placed the score on the music stand and was ready to open the piano cover.

*-Nick, we've said that we are not to touch...*

*-Please let the boy play, said the seller...*

Nick opened the cover. Even though he wasn't yet a well know pianist but a young student of a conservatory, he put his hands in position and with the characteristic click clack the musicians' fingers do right before a recital, he looked at the score and touched the keys. He started playing and the piano made a horrible sound going like this:

Sou  
Sou  
Sou  
Sou  
Sou Sou Sou...

Nick stopped and examined the piano curiously.

*-This piano is broken, he said, it can no longer play a thing.*

The keys woke up from the long lethargy. Who could not play a thing? How dare a young inexperienced musician insult such a honoured piano, a piano that welcomed the fingers of the greatest pianists?

Where was this disrespecting young man when its keys were shining, reflecting the big scene lights, receiving applauses in filled rooms?

Without exchanging a single word between them they began to tune themselves to their own notes until in ten seconds the piano was well-tuned again.

*-Let me try once again, Nick said placing his fingers back on the piano.*

An enchanting music filled the old storehouse. Nick had a hard time playing fast, but the keys were so thrilled that they started playing on their own.

*-The piano is playing by itself, Nick said terrified, and he ran in his grandfather's arms, who was standing near the door of the storehouse with a smile on his face, humming the melody.*

*-It is playing by itself, Nick repeated, it is haunted.*

*-It's not haunted, grandpa answered..., it's magic.*

The piano was truly magic and its music enchanting. It was playing by itself; each note was playing on her own. All the notes together were giving out this wonderful music. The Do, the Mi, the Fa#, the Sol, so many different notes were mixed up in one mesmerising melody.

Each note was discovering herself in the music.

*-Being yourself in a unique, different way, this is magic, was the thought of every note and that way they all felt even closer to each other*



# 2007

*Peace personally: <11 years*

*These activities help Scouts to reflect on peace in the wider world.*

## Grow a centenary tree

### **Aim:**

To encourage Scouts to think purposefully about others

**Group Size:** Patrols or small Groups

**Age:** Under 11 years

**Materials needed:** Paper, Paints, Scissors, Dishes

**Time needed:** 30-45 minutes

**Environment:** Various

### **Steps**

Explain that you are going to make a tree

1. Each Scout makes two leaves for the tree. They make the first leaf by putting their hand palm down, in a dish of paint and pressing it onto the paper. They ask a friend to draw round their hand on a piece of paper to create the second leaf.
2. On the first they write their own name and on the second the name of someone they want to think about along with the reason why.
3. They then cut these out and all the hands can be stuck onto a large paper trunk fixed to the wall. This can then provide an opportunity to talk about people that we care and think about for all sorts of reasons.

### **Evaluation**

Talk about how we can think of others people's needs and wants. We can think easily about friends because we know them well. To think about people we don't know, we need to talk to them or find more about their lives.

### **Related activities/Links**

The following websites contain peace related activities, additional information on the Gifts for Peace and support for the development of projects:

<http://www.scout.org/giftsforpeace>

- Gifts for Peace website

<http://worldnet.scout.org/scoutpax>

- ScoutPAX, the toolkit to assist with the planning and implementation of projects

<http://scoutsoftheworld.net>

- Scouts of the World website



## Join-in-Centenary Pack 2: The Peace Pack

# 2007

*Peace personally :11-14 years*

*The activities help Scouts to reflect on Peace in wider world.*

## Friendship

### Aim of the game:

To help Scouts to think about friendship, particularly in relation to how they work together as a team, being friends and supporting one another. This activity can be run by the Patrol leader if he or she is briefed to make sure that every Scout receives a card.

**Group Size:** 6-8 Scouts

**Age:** 11-14 years

**Time needed:** 20 minutes

**Resources:** A set of cards, each containing a statement on friendship (see next page) or blank cards/paper and pens

**Environment:** Anywhere

### Steps

1. Explain that patrols are groups of friends who do activities together. Ask the patrols to think about the things that they do for each other.
2. Ask the patrols to write aspects of friendship on small cards or use the examples provided in Appendix 4.
3. Give a set of cards to each patrol.
4. Each Scout takes a card in turn and gives it to an appropriate member of the patrol without speaking.
5. If a Scout takes a card and would rather not give it to someone, the card can be placed at the bottom of the pack.
6. Once all the cards are distributed, each Scout reads out the cards they have received, beginning the sentence by 'I am a Scout who is.....?'

### Evaluation

- Ask the Scouts if the cards reflect how they treat their friends in the patrol.
- What is a surprise to them?
- Is there a statement that they would have liked to receive but did not get?
- Do the cards received reflect the aspects of friendship which are important to them?

### Related activities/Links

The following websites contain peace related activities, additional information on the Gifts for Peace and support for the development of projects:

<http://www.scout.org/giftsforpeace>

- Gifts for Peace website

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# 2007

## *Friendship Cards*

... is kind	... is generous	... is thoughtful
... listens	... is fun	... is truthful
... can be trusted	... is understanding	... is good company
... likes the same activities	... likes the same music	... shares jokes
... is sympathetic	... is caring	... is honest
... shares confidences	... laughs at my jokes	... is like a brother or sister
... is loyal	... is someone I choose to be with	... is considerate



*Peace personally: >15 years*

*These activities help Scouts to reflect on peace in the wider world.*

## Daily conflict and violence

### Aim of the game:

To discover what causes conflict at local level

**Group Size:** Any

**Age:** Over 15 years

**Materials needed:** No specific materials required

**Time needed:** 2 days

**Environment:** Various

### Steps

#### 1. Finding Out

- a) Explain that the aim of the activity is to look at conflict in the local community and when this results in violence.
- b) The Scouts should discuss how they can find out more about the situation – e.g. discussions with friends, family, discussions with the local police, review local newspapers, interview people in the community, talk with people who support victims of crime.
- c) Make a plan of action to find out as much as possible about local conflict. Who is responsible? Why? What are the outcomes? When does conflict lead to violence? What can be done to reduce it? Divide into small groups to undertake the research.
- d) Share the results and discuss the following questions:
  - What are the main causes of conflict and violence locally?
  - Who are the main groups that cause violence?
  - What can be done about this, by the community? by Scouts?

#### 2. Explore attitudes to conflict and violence

Violence is often seen as something that other people do as a result of conflict but everyone is capable of violence and conflict is part of our everyday lives, so we need to be able to manage conflict in an appropriate way.

**The activity 'Opinion Line' helps us to consider attitudes to issues.**

Place a sign 'Yes - I agree' in one place and around 10 m away another sign has 'No - I disagree'. Each statement is read out and the Scouts stand at a place on the line which represents their opinion.

1. It is important to express your views even if you disagree.
2. Conflict is always wrong.
3. Conflict always leads to violence.
4. I have been violent to solve a problem.
5. Sometimes violence can make a situation worse.
6. Sometimes violence can make a situation better.

Leaders may wish to promote discussion and ask the young people the reasons for their opinions as the game is being played.



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### 3. Taking action – Gifts for Peace

- After this activity, review the results from the local community to explore the conflict and the actions that have been taken.
- Which groups do the Scouts empathise with?
- Can they support action in the local community to reduce conflict or violence? This could be developed to be a Gifts for Peace project in the local community.

### Evaluation

- What did the Scouts learn about the local community?
- What did they learn about their own response to conflict and violence?
- What actions can be taken locally to support groups and reduce conflict/violence in the community?

### Alternatives/Follow up

Look at the activities for gangs and street violence in ScoutPax.

### Related activities/links

The following websites contain peace related activities, additional information on the Gifts for Peace and support for the development of projects:

<http://www.scout.org/giftsforpeace>

- Gifts for Peace website

<http://worldnet.scout.org/scoutpax>

- ScoutPAX, the toolkit to assist with the planning and implementation of projects

<http://scoutsoftheworld.net>

- Scouts of the World website



# 2007

*Peace personally: All age groups*

*These activities help Scouts to reflect on peace in the wider world.*

## Posters/murals for peace

### Aim of the game:

To encourage older Scouts to organise a challenge for younger Scouts to develop posters or a mural on peace

**Group Size:** 15+

**Age:** All age groups

**Materials needed:** Large sheets of paper, colour pens, glue, old magazines, newspapers or fabric and paints.

**Time needed:** A number of meetings

**Environment:** A large room and small rooms for group work

### Steps

#### 1. Preparing the challenge

The Scouts should get together and discuss their aims for the challenge and set success criteria e.g.

Aim	Examples of success criteria
<ol style="list-style-type: none"> <li>1. To help the Scouts to explore and respond to a local issue.</li> <li>2. To involve all the younger Scouts in the District area.</li> <li>3. To have a result that can be shown in the local community.</li> <li>4. To have a focus for the local celebrations on 1 August.</li> </ol>	<ul style="list-style-type: none"> <li>• To choose a local issue that everyone can identify with.</li> <li>• 75% of all younger Scouts take part.</li> <li>• A display/exhibition of results locally.</li> <li>• The results used in local celebrations.</li> </ul>

Once the aims have been identified a planning team needs to identify how the challenge will be organised.

- What will be the theme, what issue will be explored?
- What plans need to be put in place?
- What permission is needed and who can give this?
- What communications are needed and with whom?
- How will the younger Scouts be informed of this challenge?
- What will encourage them to take part?
- How will it be resourced?
- How will participation be recognised, will everyone get a certificate, a badge?

Once the plans have been discussed, it is a good idea to check the details with some leaders from the younger sections so that all the arrangements are clear and nothing is forgotten.

#### 2. Running the challenge

- Divide into small teams to undertake the work and have a small co-ordination team that meets regularly to make sure that everything is progressing as planned.
- Launch and run the challenge.
- Promote the results.



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**3. After the challenge**

- Publicise the results as widely as possible.
- Thank everyone for taking part – the young people who participated in the challenge and all the other adults who supported it.
- Evaluate the results.

**Evaluation**

- The leaders should ask the Scouts how they found the exercise? Did they learn any more about the topic through taking part? Are there actions that they can take to follow this up?

**Related activities/links**

The following websites contain peace related activities, additional information on the Gifts for Peace and support for the development of projects:

<http://www.scout.org/giftsforpeace>

- Gifts for Peace website

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# 2007

*Scouting's Sunrise: <11 years*

*These activities 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.*

## Good Turns

### **Aim of the game:**

To encourage Scouts to do 'good turns'

**Group Size:** Small groups and the full Scout group

**Age:** 8-11 years

### **Materials needed:**

- Newspapers or stories to look for good turns
- String, wool, leather strips, or similar to make reminder wristbands
- Paper and pens or a board and pens/chalk to draw up an action plan and list of good turns

**Time needed:** 1-2 hours

**Environment:** Any for discussions and activities.

### **Steps**

1. Explain to the Scouts that you are going to think about good turns. Ask the Scouts to work in groups and find answers to the following questions:
  - "What is a good turn?"
  - "What is not a good turn?"
  - "Why is important to do good turns?"
2. Think about how 'doing good turns' is reflected in our religions. Tell a story from your religion and discuss the good turn. Could you do something similar?
3. Think about famous good turns in films, stories, newspapers. Who does the good turns and why? Could you do something similar?
4. Lead an activity to make a 'reminder wristband' with wool or leather strips. These could be very simple, or very decorative. Explain that these should be used as a reminder to do good turns for other people. This could be worn for a week, or until the next Scout meeting, or during a Scout camp.
5. Ask the Scouts to make a list of ten things that they could do as a group for others. Develop an action plan or wall chart of how you can implement these good turns - maybe one per meeting. For example, perhaps you can do something to improve the condition of the place where you meet, or you could do something for a local play area.

### **Evaluation**

- Ask the Scouts what they could do before the next meeting to help others. Ask them at the next meeting if they did a good turn for someone else.



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**Alternatives/Follow up**

Plan a special Good Turn for 1 August 2007, Scouting's Sunrise - perhaps one that will help your local community. Invite others to join you in this good turn.

**Related activities/links**

The following websites contain peace related activities, additional information on the Gifts for Peace and support for the development of projects:

<http://www.scout.org/giftsforpeace>

- Gifts for Peace website

<http://worldnet.scout.org/scoutpax>

- ScoutPAX, the toolkit to assist with the planning and implementation of projects

<http://scoutsoftheworld.net>

- Scouts of the World website

More information on Scouting's Sunrise, 1 August 2007, is available in the 2007 area of

<http://www.scout.org>

Scouts in Singapore are promoting good turns as part of their Gifts for Peace project. Find more on the Gifts for Peace website.



## Join-in-Centenary Pack 2: The Peace Pack

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*Scouting' Sunrise: 11-14 years*

*These activities can be used at gatherings for Scouting' Sunrise, 1 August 2007, and to help Scouts reflect on the Promise they have made as Scouts - which lasts a lifetime.*

## Join-in-Community

### Aim of the game:

To include the local community in Scouting celebrations throughout 2007, in particular on 1 August 2007, Scouting's Sunrise.

**Group Size:** full group, split into smaller groups for various activities

**Age:** 11-14 years

### Materials needed:

- Various, depending on activity
- Exhibition materials
- Paper, pens, collage materials for invitations

**Time needed:** Around 2 hours per activity, in the weeks preceding Scouting's Sunrise

**Environment:** Various

### Steps

1. Explain to your Scouts that you are going to invite your local community to find out more about Scouting. This could coincide with your celebrations for Scouting's Sunrise on 1 August 2007.
2. Decide what you would like to do on your special day (or part of a day) and plan and develop these in the preceding weeks and months. Choose some of the activities from those listed below.
3. Reflect on the Scout Promise and follow the others activities in this kit. (See the activity "Our Promise" and adapt where necessary.)
4. Do the Good Turn Activity. (Adapt this activity where necessary.)
5. Make a display of Scouting's history, locally, nationally and internationally. (See the activity "History Time Lines" in the Join-in-Centenary Pack 1 and adapt where necessary.)
6. Run an activity to find out about former Scouts and what they are doing now. Scouts could draw up interviews and contact former Scouts in their local communities to ask them about their happy memories, what they learned in Scouting that has helped them in life, etc. Collect these together and display them in an attractive way, perhaps with photos and quotes. The Scouts Could also include quotes from famous international personalities who have been Scouts or who support Scouting, e.g. Nelson Mandela, Steve Fossett, Neil Armstrong (see [www.scout.org](http://www.scout.org)).
7. Decide who you wish to invite to your celebration, you could maybe do this as a brainstorming activity with your Scouts. Remember to invite former Scouts, parents and families of your Scouts, as well as local authorities and the media.
8. Run an activity to make the invitations for your special day. Using paper and pens or more original materials (wood, wool, tie dye cloth, etc.) design invitations to send out in advance to the local community.

On the day of your celebration, you could organise a special 'round-table' discussion led by the Scouts, where the Scouts take questions from the audience (your guests). You could choose topics in advance, for example: Why I enjoy Scouting - What I learn in Scouting - Our Scout Group History - International Scouting History - Community Service.



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You could run fun activities for all, such as games, challenges, demonstrations of orienteering or pioneering, a mini football tournament of mixed teams, dance, drama, music, singing, drumming. Make sure that these are run fairly and safely for all the participants and spectators.

Remember to give a positive image of modern, exciting, involving Scouting on your special day - and run activities that the local community of all ages can join in. Encourage younger children to try Scouting and see whether any adults would be interested in volunteering.

**Evaluation:** You may wish to set targets for this day and then evaluate them afterwards e. g.

- How many members of the group were involved?
- Did you attract members from each of the Sections? If yes, what proportion?
- How many leaders were involved on the day? In the planning beforehand?
- Did you manage to recruit adults new to Scouting to assist with the preparations?
- How many members of the community came to your celebration?
- Did you get any positive media coverage?

### Alternatives/Follow up

Follow up any useful contacts that may help to support local Scouting, e.g. with the media, local authorities, interested adults and young people who wish to get involved, etc.

### Related activities/links

The following websites contain peace related activities, additional information on the Gifts for Peace and support for the development of projects:

<http://www.scout.org/giftsforpeace>

- Gifts for Peace website

<http://worldnet.scout.org/scoutpax>

- ScoutPAX, the toolkit to assist with the planning and implementation of projects

<http://scoutsoftheworld.net>

- Scouts of the World website

More information on Scouting's Sunrise, 1 August 2007, is available in the 2007 area of

<http://www.scout.org>



**Join-in-Centenary**  
Pack 2: The Peace Pack

# 2007

*Scouting's Sunrise: <15 years*

*These activities can be used at gatherings for Scouting's Sunrise, 1 August 2007, and to help Scouts reflect on the Promise they have made as Scouts - which lasts a lifetime.*

## Our Promise

**Aim:**

To reflect on our Scout Promise

**Group Size:** small to medium sized groups for discussions

**Age:** over 15 years (or adapt the activity using simpler language for younger Scouts)

**Materials needed:** Paper, pens and envelopes

**Time needed:** 2 meetings (one to prepare and one for the Sunrise)

**Environment:** Discussion space - indoors or outdoors

**Steps**

1. Lead a discussion and reflection on promises. In groups think about the promises we make in different aspects of your lives and to what degree you fulfil these promises. Think about the promises you make when studying or at work, in the home, to your families and friends, to yourselves, for your futures, to other people.
2. Reflect on the importance of promises and what happens if you break these. Think about how this can disappoint others and how this makes you look and feel if you break them. Consider the positive side, the powerfulness of a freely given promise made by one person to another.
3. Look at the Scout Promise in detail. Discuss each section and what this means to individuals, a group, Scouts nationally and internationally. Look at the various elements - honour, promise, doing your best and duty - to self, to others and to God.
4. Think how you have fulfilled your Promise as an individual and as a group in the last year. Think about how you could fulfil your Promise in the months ahead. Ask the group to write individual promises on a piece of paper and put these in sealed and named envelopes. These can be opened up again on 1 August 2007, Scouting's Sunrise and shared with others if you wish.
5. Write to local prominent individuals or groups in the community to ask them to make promises for the local community. For example, a promise from the local government to do more to support diversity in the community, or from local businesses to support recycling, or from local media to support young people and Scouting. Ask these individuals/groups what promises mean to them? Collect these promises and share these on Scouting's Sunrise.
6. Decide how you will communicate your Promise. Many young people use alternative forms of Communication, for example sign language. This could be taught/incorporated into your ceremony.

**Evaluation**

- Look back at this activity a few months later. Has it made you reflect on your behaviour? Have you managed to fulfil your Scout Promise over the last months?



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### **Alternatives/Follow up**

Write to former Scouts in the community and ask them about what their Promise means to them. Ask them to join them on Scouting's Sunrise, 1 August 2007.

### **Related activities/links**

The following websites contain peace related activities, additional information on the Gifts for Peace and support for the development of projects:

<http://www.scout.org/giftsforpeace>

- Gifts for Peace website

<http://worldnet.scout.org/scoutpax>

- ScoutPAX, the toolkit to assist with the planning and implementation of projects

<http://scoutsoftheworld.net>

- Scouts of the World website

More information on Scouting's Sunrise, 1 August 2007, is available in the 2007 area of

<http://www.scout.org>

See the six series of articles in 'The Scout Association (UK) magazine' on the Scout Promise (February/March 2006 to December/January 2006):

- [www.scouts.org.uk/magazine](http://www.scouts.org.uk/magazine).



## Join-in-Centenary Pack 2: The Peace Pack

# 2007

*Scouting's Sunrise: All age groups*

*These activities can be used at gatherings for Scouting's Sunrise, 1 August 2007, and to help Scouts reflect on the Promise they have made as Scouts - which lasts a lifetime.*

## Gifts for Peace

Gifts for Peace is the centennial programme for all Scouts to tackle local issues and make a difference in our communities. Simply speaking, Gifts for Peace are good community projects that can be implemented by Scouts of all ages.

### **Aim:**

To develop local projects

**Group Size:** All - flexible

**Age:** All age groups

### **Materials needed:**

Various - papers and pens or equivalent for planning. Access to planning tools and activities, e.g. ScoutPAX

**Time needed:** This depends on the size of the project, but at least 4 meetings for all of the project planning stages, plus time to implement the project.

**Environment:** Any

### **Steps**

1. Identify a need in your community where Scouts could make a difference. This may be a very simple project, or more of a challenge. You will need to choose different areas appropriate to the different ages, and consider cultural sensitivities too when deciding on your project. Use the tools provided in ScoutPAX, available from the World Scout Bureau, or [http:// worldnet.scout.org/scoutpax](http://worldnet.scout.org/scoutpax)
2. This is a great opportunity to promote youth involvement in decision making - let the Scouts identify and design the project themselves.
3. When you have decided on an area of work, don't just launch straight in, but take the time to learn about this issue with your Scouts. Make sure that they really understand the issue and help them to explore this further and to empathise with the situation.
4. Before you take action, make sure that you have a clear plan for your work and that you have the necessary resources - both human and financial,
5. To undertake the project successfully the Scouts may also have to develop more specific skills e.g. problem-solving and mediation, decision-making, critical thinking and analysis, listening etc. Use activities to develop these skills with the Scouts, there are examples in ScoutPAX.
6. When you start to work on the project, keep a record of your work, including photos and stories. Don't forget to tell your story to the local media and press and to present your Gift for Peace to key leaders, partners and supporters in your community. To do this, it may be necessary to prepare a report. It is also important to share your ideas in Scouting. Your learning and success will help to inspire and encourage others.
7. On 1 August 2007, Scouts worldwide will share Gifts for Peace projects with their local communities and show them what Scouts are doing to create a better world. This is a great opportunity for you to highlight your Scout group and encourage others to join and support Scouting. See the other Join-in-Centenary activities for 1 August 2007 for more ideas on how to involve the community.



# 2007

## Evaluation

As a final step, measure the change in both Scouts and the impact that you have had on the community.

Through the implementation of the project, young people have acquired new attitudes, knowledge and skills. They have changed. Hopefully the project has also had an impact on the community; Scouts have made the community more aware of the problem and have contributed to some solutions. These changes have to be evaluated and recorded in order to show the value of the Gift for Peace developed by the Scouts. ScoutPAX contains ideas and activities to help you evaluate the change.

## Alternatives/Follow up

- You could develop a project for all of the different Scout age sections to work on together.
- Your project could be a project composed of many parts and have long-term implications.
- You may wish to work in partnership with local charities, organisations, other youth groups.

### Related activities/links

The following websites contain peace related activities, additional information on the Gifts for Peace and support for the development of projects:

<http://www.scout.org/giftsforpeace>

- Gifts for Peace website

<http://worldnet.scout.org/scoutpax>

- ScoutPAX, the toolkit to assist with the planning and implementation of projects

<http://scoutsoftheworld.net>

- Scouts of the World website

More information on Scouting's Sunrise, 1 August 2007, is available in the 2007 area of

<http://www.scout.org>

- Kit 'Dons pour la Paix' - available in French on the Centenary website of the Scouts et Guides de France:

<http://www.centenaireducoutisme.fr>



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**2007**