



Join-in-Centenary



2007

4

Scouting Tomorrow

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Scouting in the Future: 8-11 years

These activities help Scouts to think about how they can shape Scouting in the future.

Scouts of the Future!

Aim of the game:

To have fun, stimulate the imagination and get Scouts thinking about the future of Scouting.

Group Size: Whole group.

Age: 8 to 11 years.

Materials needed:

Some examples of possible materials include: materials for futuristic clothes, futuristic food and materials for futuristic games.

Time needed: Around 2 hours.

Environment: Scout meeting place (inside or outside).

Steps

This activity consists of running a whole Scout meeting as if it is the year 2107!

1. Before the meeting think about what activities you want to include and what materials will be required. Some ideas for activities could be to make your own futuristic Scout uniform, design a new futuristic Scout badge, make some futuristic food and/or play some of your favourite games but make them more futuristic (using spaceships, aliens and robots).
2. Plan the programme and prepare the Scouts for the activity. If the Scouts need to bring anything let them know.
3. Run your meeting in 2107 and have fun!

Evaluation

Allow some time towards the end of the meeting to discuss the future with the Scouts. Some ideas for questions are as follows:

- What do they think the future will be like? (They should think about changes to everyday lifestyle and changes to the planet and our environment.)
- How has Scouting changed over the last 100 years?
- How do they want Scouting to change in the next 100 years?

Related activities/links

<http://www.kidsites.com/sites-edu/science.htm> - This webpage gives links to safe websites for children which deal with the topic of science and where you can find lots of fun futuristic activities.



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Scouting in the Future 11-14 years

These activities help Scouts to think about how they can shape Scouting in the future.

Space Scouting

Aim of the game: To discover Scouting's links with space and learn more about outer space!

Group Size: Full group and work in patrols.

Age: 11-14 years.

Materials needed: Craft materials/recycled materials for making a spaceship and solar system, pens and paper for interviews, research materials (newspapers, magazines, internet access).

Time needed: 2 or 3 meetings.

Environment: Dry or indoors.

Steps

1. Introduce the subject of Scouting and space with your Scouts. There is some information on Scouting at the end of this activity, and you could use this to develop some true and false statements for an activity where patrols have to guess whether a statement is true or false and gain points for the most correct answers.
2. At World Scout Jamborees, Scouts have been able to link up with International Space Stations to interview astronauts and ask questions about their daily lives on the stations and their Scouting experiences. Ask your Scouts to develop interview questions that they would like to ask astronauts. Each patrol could draw up a list of questions and then the Scouts could act out the interview, with patrols taking it in turns to be asked questions. You could set the scene by creating a special Scout spaceship out of recycled materials.
3. Discover more about astronauts from around the world, some of these could have even been Scouts! Each patrol could be given the name of a famous astronaut and do some research on his/her life. They could each act out a short play to share their findings with the other Scouts.
4. As another activity, ask patrols to make a Scouting and space display showing different the achievements in space of the last century, and perhaps even predicting what will happen in the next 50 years!
5. Discover astronomy. Many Scout Associations have specially developed badge programmes for astronomy, science and space. Create a model of the solar system with your Scout group and learn about the different planets and systems. Perhaps you could observe the moon with a telescope or binoculars. Maybe you could visit a museum or university where they have a more powerful telescope and can give your Scout group an introduction to space and astronomy? Use the links below to try other similar activities.

Evaluation

Ask the Scouts to share their ideas for Scouting in the future. Will there ever be Scouting in space? Why do they think that so many astronauts have been Scouts? Would they like to be an astronaut?



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Alternatives/Follow up

Discover whether your Scout Association has related programme support or badges and work to achieve these with your Scout group.

Discover the International Space Olympics that are held in Russia each year. In 2007 these will be in October. In the past Scouts and Guides have participated, and in 2006 a group of Scouts and Guides from Australia won the overall team gold medal! Search the internet for more information.

Related activities/links

<http://www.nasa.gov> - National Aeronautics and Space Administration

http://www.scouts.org.uk/magazine/AugSep05/augsep05_p84.htm

-Article on Scouting and Space, UK Scouting Magazine, August /September 2005. (The information given above is taken from this article and used with the kind permission of The Scout Association UK)

www.questacon.edu.au - The National Science and Technology Centre in Australia

www.questacon.edu.au/html/cool_links.html - Great links from the Questacon website to other information for young people on the topics of space and astronomy

<http://www.scoutbase.org.uk> - UK Scouting support and resources. Visit the programme section for Cub Scouts to find the Astronomer badge and the Scouts section to find a Astronautics badge!

<http://www.scouts.com.au> - Scouts Australia website where you can find out more on related programmes for Cub Scouts (badges for space, flight and scientist) and Scouts (badges for astronomer and science).

Space Scouting Information

Of the 294 men and women selected to be astronauts since 1959 to 2005, more than 180 have been Scouts.

11 of the 12 men to have walked on the moon were Scouts. Even more remarkably perhaps, two thirds of all the astronauts ever to have gone into space were involved in Scouting.

When NASA began its astronaut selection process, they were looking for people who were not only fit and technically proficient, but who had an even temperament and above all, a thirst for adventure. It was no coincidence that the majority of those who were handed "tickets to the moon" were former Scouts. Despite the huge resources ploughed into the first manned space flights, the astronauts were still taking enormous risks. It was vital that those who spent days in the cramped conditions could keep calm under pressure and cope with being thousands of miles from Earth. Of course, many were former test pilots, but the confidence and initiative of the young men who had come from Scouting also impressed NASA.

Surely the most famous of all the "Space Scouts" was Neil Armstrong. Born in Ohio in the US on 5 August 1930, his interest in flight began early, when as a Scout he built and flew model planes. By the age of 16, he had earned his student's pilot licence. When Armstrong became the commander of the Apollo XI mission to the moon in 1969, he was to lead "Buzz" Aldrin and Michael Collins in one of the most daring exploits of the 20th century. On 20 July 1969, from the surface of the moon, Armstrong famously proclaimed: "That's one small step for man, one giant leap for mankind".

In 1971, Armstrong resigned from NASA and moved back to Ohio. As well as being honoured by his country, he also received the Boy Scouts of America's highest honour: the Silver Buffalo Award. What's more, Armstrong had carried the World Scout Badge with him on his historic mission and it now resides in the offices of the World Scout Bureau in Geneva.



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Scouting in the Future: 15+ years

These activities help Scouts to think about how they can shape Scouting in the future.

How we communicate

Aim of the game:

To learn more about advances in communications including Scout communication!

Group Size: Whole group and some smaller teamwork.

Age: Over 15 years.

Materials needed: Access to research materials (newspapers, magazines, internet access, library). Computer and internet for some of the activities, amateur radio set.

Time needed: 1-2 hours per activity. Activities can also be combined together and run over a series of meetings.

Environment: Various (dry).

Steps

1. Lead an activity to think about the different ways we communicate and the advances made in recent years. In small groups, research different means of communication and develop a simple presentation that could be shared with younger Scouts or the local community. In order to do this you could gather information from the local library, museums, internet, newspapers, magazines, etc. Interview local people of different ages to find out what means of communications they have used in their lives and what they mostly use now.
2. Discover what are the newest forms of communication and organise a debate on modern technology, or the technological divide. Consider the advantages as well as disadvantages of new communications means for your local community, country and the world as a whole.
3. Learn more about amateur radio communication. Contact an amateur radio operator and ask him/her explain more about this means of communication. Maybe you could set up a radio in your meeting place. Discover the Echolink system which can pass radio signals over the internet (see the links section for more information).
4. Find out more about JOTI and JOTA.
JOTI (Jamboree on the Internet) is an annual event when Scouts and Guides all over the world make contact with each other by means of the Internet and JOTA (Jamboree on the Air) is a similar event which takes place at the same time, but focuses on amateur radio communication. These are fantastic events during which Scouting experiences are exchanged and ideas and challenges are shared. Well over 500,000 people participate each year in the third weekend in October. Take part in the JOTA and JOTI events and challenge your group to communicate with Scouts from at least 5 other countries.
5. Learn about different ways to communicate via the internet and think about how you can use this new technology and skills to support Scouting. You could develop a website for your group or an online photo gallery. You could ask an expert in your community to assist your learning, this could be a parent, local education authority or computer company. Make sure that your access is safe and appropriate.



- 6. Help others to learn about new communication technologies, e.g. internet. You could run safe activities for younger Scouts using the internet, or organise a basic computer class for people in your community who would like to learn more about computers and the internet. The 'Open Source Peace Messages' activity in this pack may be a useful resource.

Evaluation

More and more Scouting activities are organised using new technologies and are more accessible to Scouts worldwide. Discuss the benefits of this. Consider the digital/technological divide and what can be done to overcome this?

Alternatives/Follow up

Learn about Open Source software and try the activity in this section of the pack.

Related activities/links

<http://www.scout.org/joti> - JOTI

<http://www.scout.org/jota> - JOTA

http://www.scout.org/en/information_events/events/jota/all_about_jota/echolink_for_jota
- JOTA Echolink



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Scouting in the Future: All ages

These activities help Scouts to think about how they can shape Scouting in the future.

Open Source Peace Messages

Aim of the game: To learn more about open technologies and record messages for peace.

N.B. In order to run this activity you will need to have access to computers and also to the internet to download the open source applications and familiarise yourself with them. Most of the applications are available for all operating systems. You may be able to use the facilities at a school or library for this Scout meeting. Depending on the sort of message you wish to produce you will need additional materials, e.g. a webcam and microphone to record video clips, a microphone for audio clips and a digital camera for photos. You may also wish to make an example message of each type (photo, drawing, audio and video).

Group Size: Small group work using computers

Age: 11-14 years

Materials needed: Access to computers, and free software downloaded in advance from the internet. A webcam, microphone and digital camera for the different types of messages.

Time needed: About an hour.

Environment: Indoors, with access to computers.

Steps

1. Lead an activity to discover more about access to technology, the digital divide and open source software. Using the information at the end of this activity develop some simple quiz questions. Divide the Scouts into patrols and give each patrol a copy of the information card and questions. They then have 5 minutes to read the information and answer the questions. Check the answers with the whole group and that they have understood the main concepts. You may wish to find out more about the subject and could do this as a group project, gathering information from magazines, the local library or the internet.
2. Explain that you are going to use open source software, freely available for everyone, to record peace messages. Explain that this can be done as photos, drawings, video or audio clips.

Ask the Scouts to think about a message they wish to communicate. What does peace mean to them? What community issue would they like to change? Use pack 2 of the Join-in-Centenary resource to develop ideas.

- For drawings and photographs, you could use the GIMP application
- For the audio clip, you could use the Audacity editor
- You could also use F-spot to import and categorise photographs, and to import the video clips.
- You could then use VLC to play the video clips. VLC is cross-platform and runs on Mac, Windows and Linux.



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3. Working in small groups depending on the resources available, help the Scouts to record and save their peace messages as pictures, photos, video or audio clips using different open source software. Make sure that you make a note of the author of each one.
4. When these are all complete you can display them in your Scout meeting place, or present them to your local authorities.

Evaluation

Is there a common theme picked up in the different messages? Which application was easiest to use? Which is the most effective? How can the Scouts share these messages with others? Perhaps the messages could be sent to friends or families?

Alternatives/Follow up

Share these messages on a website.

Invite other Scout groups, or different age sections to try this activity.

Discuss the advantages and disadvantages of open source software. Organise a debate.

Related activities/links

<http://www.gimp.org> - The GNU Image manipulation programme, a freely distributed piece of software for photo retouching, composition and image authoring.

<http://audacity.sourceforge.net/> - A free cross-platform sound editor

<http://f-spot.org/> - A free photo management application

<http://www.videolan.org/vlc/> - A cross-platform media player and streaming server

<http://www.scout.org/peace-messages/> - View peace messages in the Centenary area of the World Scouting website

Information card

Access to information and being able to communicate easily using technology is everyday life for only a small fraction of the world's population. The phrase "digital divide" is used to describe the gap between those who have access and knowledge on how to use technology and those who do not.

An open standard is a standard that is publicly available. Commonly, the word standard implies that a set of guidelines has been universally agreed upon so that technology and software can work together.

Open Standards

- are available for all to read and implement
- maximise users choice by creating a fair and competitive market. It does not lock customers to particular vendors.
- are free for all to implement, with no royalty or fee.

Open Source Software

Often shortened to OSS, is software whose source code is openly published, often developed through voluntary efforts and is usually available at no charge under a license defined by the Open Source Initiative (<http://www.opensource.org>). This means everyone is free to use, modify and redistribute the software.

Examples of open source software include the Firefox web browser, the OpenOffice.org office application and the Apache web server.



Scouting in the Future: 11-14 years

These activities help Scouts to think about how they can shape Scouting in the future.

Destination Sweden!

Aim of the game: To learn about Sweden and the plans for the 2011 World Scout Jamboree.

Group Size: Patrol work.

Age: 11-14.

Materials needed: Craft materials to make a display. Resource materials to gather information for the display (newspapers, maps, magazines, internet).

Time needed: A whole meeting.

Environment: Scout meeting place, indoors.

Steps

1. Discover the location of the 22nd World Scout Jamboree in 2011: Sweden!
Challenge each patrol to find out 22 interesting facts about Sweden using as many resources as possible, for example: websites, travel agencies, the library, encyclopaedia, magazines, internet, the local Swedish embassy or consulate. The information they are looking for could be related to the geography, culture, food, language, history, technology, nature, people, media, etc. They should then create a display (flat or three-dimensional) to share this information with the rest of the Scout group.
2. Discover Scouting in Sweden.
Find out what Scouting is like in Sweden. You could browse the Swedish Scouts website (<http://www.scout.se> - click on the link 'Scouting in Sweden' for information in English). If you have a Scouts contact in Sweden perhaps you could run an activity for your Scouts to draw up interview questions and then send these to your contact to answer. Or you could gather the information yourself and design a quiz for the Scouts with True/False answers.
3. Discover Jamborees!
Share some information on Jamborees with the Scouts. Explain what the word Jamboree means and what these gatherings are (some information attached below). Ask the Scouts to imagine what sort of activities might take place at a Jamboree, and specifically at a Jamboree in Sweden. What possibilities might there be for adventurous activities, discovering nature, meeting people and having new experiences. The Scouts could each draw a small picture to illustrate one activity that might take place. These could then be shared in a group.

Remember that there are also national and regional Jamborees as well as World Jamborees! You can explain too that even if you don't attend a World Jamboree, you can join in the Jamboree atmosphere by organising related activities in your locality at the same time as the Jamboree takes place on the other side of the world. This is called 'Join-in-Jamboree'.



4. Share some information on the plans for the 22nd World Scout Jamboree in Sweden in 2011 (information attached below) including the theme for the event 'Simply Scouting'. Ask the Scouts to think about what this might mean and share their ideas. Explain that the theme will focus on three key elements: meetings, nature and solidarity and ask the Scouts to think about how these themes are important for Scouts today, e.g. What do we do in our Scout group that is connected to nature, meetings, solidarity? (Possible simple answers could be hiking in the outdoors, discovering local flora and fauna, helping other people, community projects, meeting other people or Scouts, making friends in Scouting).
5. Ask the Scouts, in patrols, to think about activities that they would like to participate in based on one of the themes. You could pick a favourite idea and plan this for an upcoming meeting.

Evaluation

With your Scouts, think about how your country is different to Sweden and how your Scouting is different to Swedish Scouting. Ask Scouts to share, in small groups of 2 or 3 what they would most like to see/discover in Sweden and Swedish Scouting and what they would like to share from their country and their Scouting with someone from Sweden?

Related activities/links

<http://www.worldscoutjamboree.se> - the website of the 22nd World Scout Jamboree in Sweden 2011

Useful information:

Baden-Powell chose the name 'Jamboree', based on the common Swahili greeting 'Jambo' meaning 'Hello'. Jamboree is now an international term used to describe a large gathering of Scouts. Since 1920, World Scout Jamborees have been held almost every four years, except during the Second World War, and hosted all over the world.

The 22nd World Scout Jamboree will be held on the fields of Rinkaby, not far from the town of Kristianstad, in the province of Skåne, southern Sweden and the theme of this Jamboree is Simply Scouting. Under this theme, the Swedish Scouts will focus on three key elements:

1. Meetings

A major theme of this Jamboree will be Camp Meetings - whether they be meetings between cultures, meetings between scouting and the rest of the community, or simply meetings between people.

2. Nature

Camps, hiking and outdoor life are important components of Swedish scouting. This is not difficult to understand considering that the Swedish natural environment is renowned for its magnificence and its accessibility. In Sweden, the right of common access allows people to move freely about the countryside, even on private land. This right has contributed to making outdoor experiences a central role in Swedish culture and society. The Swedish hosts want everyone taking part in the Jamboree to share in a "close to nature" experience in southern Scandinavia.

3. Solidarity

So that as many Scouts as possible can come to the World Scout Jamboree 2011, they will have a solidarity programme. This will support groups which would not have the possibility of participating without economic assistance. Solidarity isn't just about someone giving money, it is about every scout getting involved in helping other Scouts - locally and around the world.

The aim is to give the participants an experience of simplicity when it comes to meetings between cultures and people, relations to nature and solidarity.



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Our Future Environment: 8-11 years

To help Scouts to take steps now to reduce their environmental impact in the future.

What did I do today?

Aim of the game:

To make the Scouts aware of the natural environment, how their actions affect it and what they can do to help in their everyday lives.

Group Size: Whole group together.

Age: 8 to 11 years.

Materials needed: Ball, Pens, Paper.

Time needed: 30 minutes.

Environment: Scout meeting place (inside or outside).

Steps

1. Arrange the group in a circle with one person holding a ball. The first person passes the ball to another Scout who then tells the whole group one thing they have done today that was bad for the environment and why it was bad.

For example: left a television on stand by mode, kept the tap running while they brushed their teeth, dropped some litter on the floor.

2. Once everyone has had a turn, pass the ball round again and this time each person tells the group one thing they have done today that was good for the environment and why. For example: recycled some rubbish, walked to school instead of going by car, switched lights off when they left a room.
3. If you want you can make a note of the answers as the game progresses.

Evaluation

After the game discuss the answers.

- Was it easier to think of good things or bad things?
- Did many people do the same good or bad things?
- How important do you think the good and bad things are?
- Easy do you think it would be to not do the bad things?

Give each Scout a piece of paper and a pen and ask them to write down three bad things that they think they should stop doing. Ask each Scout to stop doing their three chosen things over the next week.



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Alternatives/Follow up

At the next meeting hold a quick discussion:

- Was it easy to stop doing your chosen bad things?
- Do you think you will continue after this week?
- Did you tell anyone else what you were doing and why?
- Do you think your small lifestyle changes helped the environment?

Related activities/links

Take a look at the Green Living Pact activity in this pack. This activity can be adapted for younger Scouts. Try creating a simple Green Living Pact all together.



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Our Future Environment: 11-14 years

To help Scouts to take steps now to reduce their environmental impact in the future.

Green Living Pact

Aim of the game:

To create a Green Living Pact. This is a list of very simple things the Scouts want to do in their daily life to help the environment. This activity shows the Scouts that it is easy to help protect the environment. Everyone can help protect the environment just by making small, simple changes to their lifestyle.

Group Size: In groups of up to five.

Age: 11 to 14 years.

Materials needed: Ball, Pens, Paper.

Time needed: 1 hour.

Environment: Group meeting place (inside).

Steps

1. In one large group, play a quick version of the "What did I do today?" game (see section 1 of this pack). This will help generate ideas and get the Scouts thinking about the environment and their impact on it.
2. Split the Scouts into groups of up to five. Each group is going to produce their own Green Living Pact. Give each group several pieces of paper, some pens and a piece of paper for writing down their pact. If you want you can prepare a special pact paper with a heading and graphics.
3. On the first bit of paper ask each group to write down the good and bad things from the "What did I do today?" game. Then ask them to add any more things they can think of.
4. Then ask each group to think about a typical day in their life. From the moment they wake up in the morning until they go to bed at night, what do they do that has an impact on the environment? Get them to write down their ideas on a second piece of paper.
5. The Scouts should now have a good idea of how they can change their lifestyle to help the environment. Ask them to create their own Green Living Pact, a list of around ten action steps they think they can take in their lives to make them more environmentally friendly.
6. Once each group has finished ask them to present their pact to the rest of the troop.



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Evaluation

Have a quick group discussion:

- How did the pacts differ?
- What were the similarities amongst the pacts?
- Were the pacts realistic and achievable?

Alternatives/Follow up

After a couple of weeks have a follow up discussion:

- Are people still following their pacts?
- Are they finding it easy or difficult?
- Have they encouraged anyone else to join in?
- What do their parents think of the pact?



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Our Future Environment: Over 15 years

To help Scouts to take steps now to reduce their environmental impact in the future.

Quick Thinkers

Aim of the game:

This is a fast thinking debating game that will get your Scouts thinking about environmental issues and test their powers of persuasion to the full.

Group Size: Any size.

Age: over 15 years.

Materials needed: Three chairs (optional), timer, Pen and paper.

Time needed: Up to 45 minutes (depends on group size).

Environment: Inside or outside.

Steps

1. Before this activity you might want to start the Scouts thinking about environmental issues (renewable and non renewable energy, recycling, global warming, pollution, deforestation, extinction etc).
2. Select two Scouts to compete in the debate. The rest of the Scouts are the judges. You will also need a timekeeper.
3. Give each contestant one of the topics listed below. This should be done secretly so that the other contestant doesn't know their opponents subject. Allow the contestants 30 seconds to think about what they are going to say.
4. The debate then begins and each Scout is allowed 30 seconds to state their argument. After each contestant has talked for 30 seconds they then get a further 15 seconds to respond to what the other contestant has said. The judges then decide who was the most convincing and declare them the winner.
5. Repeat the game with the next two Scouts and continue until everyone has had a go. The winners can compete against each other until there is an overall debating champion. If you have a lot of Scouts you can split the group into two.

Evaluation

Discuss the debates:

- Who was more successful – the Scouts who knew facts about their subject or the Scouts who were good at talking?
- Which subjects did the Scouts know the most about?
- Which subjects do the Scouts think are important?



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Alternatives/Follow up

Think about how your daily life relates to these environmental issues. Try the 'What did I do today?' and 'Green Living Pact' activities found in this pack.

Debating topics (you can also think of your own)

Coal is great	vs	Coal is bad
I love solar power	vs	I hate solar power
I think wind farms are ugly	vs	I think wind farms are beautiful
Global warming is very important	vs	Global warming is not important
It will be good if temperatures rise	vs	It will be bad if temperatures rise
Solar power is the best form of energy	vs	Wind power is the best form of energy
We should use nuclear power	vs	We shouldn't use nuclear power
We need to reduce our energy use	vs	We don't need to reduce our energy
I recycle as much as possible	vs	I don't recycle anything
Humans are the best creatures	vs	Humans are the worst creatures
I drop rubbish all the time	vs	I never drop rubbish
And for a bit of light relief, try these crazy subjects:	vs	Red is the best colour
Green is the best colour	vs	Apples are the worst fruit
Bananas are the worst fruit	vs	I love rock music
I love classical music	vs	You should wash twice a day
You should only wash once a week		



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Our future environment: 11-15 and Over 15 years

To help Scouts take action to prepare for natural disasters.

Disaster!

Aim of the game: To help Scouts understand the natural disasters occurring around the world and potentially their community and how they can best prepare for them.

Group Size: Whole group.

Age: 11-15 and over 15 years.

Materials needed:

Information materials about natural disasters with pictures
Pins for attaching pictures
Sheets of papers
Pencils/pen
Timer/stop-watch/clock/wrist-watch
Pioneering poles and ropes
Emergency kit (see contents list from links below)

Time needed: 60-80 minutes including evaluation.

Environment:

Indoors or outdoors.

Steps

Preparation:

1. Collect information about different types of natural disasters, where they occur and what their impact can be. Also research how their impacts can be reduced through good preparation.
2. Prepare cards with images of the natural disasters that can be pinned to the Scout's back.
3. Prepare equipment for Emergency kit. You may wish to contact your local Red Cross/Red Crescent society in advance for advice/assistance and can refer to useful resources listed below.
4. Prepare natural disaster scenarios, using different types of natural disasters.

Activity:

1. Present to the Scouts the different types of natural disasters that can occur around the world and explain that natural disasters are becoming more frequent and more severe. Natural disasters can include: earthquakes, hurricanes/cyclones, storms, floods, landslides, volcanoes, wildfire, drought, locusts, tsunamis and extreme temperatures. Highlight those natural disasters which have occurred in their country.
2. Pin a picture on the back of each Scout that relates to one of the natural disasters. The Scouts then have to ask questions that generate a Yes or No response from the other Scouts, until they have discovered which natural disaster they are. The Scouts can then explain to the group why they think they are that particular natural disaster before checking the picture on their back.



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3. Have a pre-prepared Emergency Kit in a bag. Ask the Scouts what they think should go into an individual or family Emergency Kit and as the articles in the bag are mentioned, present them to the group. Once the Scouts have concluded their list, share anything else from the emergency kit that had been missed. (See links for Emergency Kit List)
4. Break the group into smaller groups of 6 Scouts and provide them with different types of mock disaster scenarios. Have them develop an emergency plan for their family to prepare what they would do before the disaster, during it and afterwards.
5. When the scenario is being finalised, tell the Scouts that you have just heard that a flood is coming their way and will be there in 15 minutes! Using pioneering poles and ropes, they have to construct a structure that elevates the whole team above the ground before the water comes! Give warnings at regular intervals as to how much time before the water comes.

Evaluation

Ask the Scouts to think about what they could do individually, with their family and with their Scout Group to be prepared for natural disasters.

Alternatives/Follow up

Ask the Scouts in the following weeks if they have prepared an Emergency Plan with their family and have an emergency kit prepared in an easily accessible place at home or in the Scout meeting place.

Related activities/links

You may have local emergency services providers who can assist with information and - give the Scouts a presentation about natural disasters and how they can prepare or, assist after a natural disaster has occurred.

Stop Disasters Game (UN International Strategy for Disaster Reduction)

<http://www.stopdisastersgame.org/>

Disaster Preparation Information (UN International Strategy for Disaster Reduction)

http://www.unisdr.org/eng/public_aware/world_camp/2004/pa-camp04-riskland-eng.htm

Ready Kids Emergency Kits

<http://www.ready.gov/kids/index.html>

The UN International Strategy for Disaster Reduction (UNISDR) recommends the following emergency kit for families:

- A first-aid kit: The first-aid kit should contain, among other things, alcohol swabs, cotton wool, bandages, gauze, painkillers, sterilized water and burn ointment. The Red Cross or your community health centre will be able to advise you about what other items you could include.
- Food and drink: Include non-perishable food supplies like canned food for at least three days. It is better if the food does not have to be cooked. Don't forget a can opener. Remember water, and chlorine to purify it.
- Clothes: It's a good idea for each family member to have a spare change of clothes and warm blankets.
- Other things: Torch with spare batteries, paper and pencil, portable radio (with batteries), matches, candles and hygiene items such as soap and tissue paper.

This information can be found at:

http://www.unisdr.org/eng/public_aware/world_camp/2003/english/2_Inspring_Ideas_eng.pdf



2007

Our future communities: 11-15 and over 15 years

To help Scouts take action to improve their local communities.

In your shoes

Aim of the game: To help Scouts think about issues facing others, in particular those of the opposite gender.

Group Size: A mixed group of girls and boys, preferably balanced.

Age: 11-14 and over 15 years.

Materials needed: Paper and pens/pencils, a watch or clock for timing, a whistle or bell.

Time needed: Around thirty minutes. Longer if there are many Scouts in the group.

Environment: In a quiet open space indoors or outdoors.

Steps

1. In advance, cut up sheets of paper, ensuring that there is one for each Scout taking part in the activity.
 2. Write different roles of men and women on each piece of paper (use the ideas at the end of this activity or create your own, adapting these to real roles in your community/society). When you play the game, each boy will select a female role, and each girl will select a male role, therefore, for example, if there are 10 boys and 8 girls, make 10 pieces of paper with female roles and 8 with male roles.
 3. Ask for two volunteers whose role will be to note down points from speakers during the activity. They will need some paper (or a flip chart each) which should be divided in two with a line (one section each for male and female). One person will then record views from the male roles (positive and negative) and the other will record views from the female roles (positive and negative).
 4. The Scouts will then take part in a game where each Scout gets one minute to speak, putting him/herself in the shoes of someone else, specifically a typical role of a person of the opposite gender. As each Scout takes the floor, he/she will pick up a role from one of two piles of papers (taking the opposite gender role). For the first 30 seconds he/she should speak about the happy things in their life (according to the role they are assuming on the piece of paper) and then for the next 30 seconds he/she should speak out about the troubles and issues.
- N.B. As the thoughts and ideas should be spontaneous, there is no preparation time and the speaker should start talking immediately after picking up the paper.
5. Meanwhile, the two volunteers should take notes in turn, and should also write down the name of the roles before starting to note down the points.



6. After each speaker finishes talking, ask the group if they have any extra points to add to the role played by the recent speaker. Give approximately 2-3 minutes for this input from the group after each speaker.
7. Try to alternate the gender of the speakers/participants to keep the interest of the group alive.

Evaluation:

At the end of the role-play, examine the results and ask the group to comment and reflect on the differences and similarities for the male and female roles. Which were the most important challenges for each role? How could the lives of these people be improved? Was it easy to put yourself into someone else's shoes? Is it easier or harder to put yourself into the shoes of someone from the opposite gender?

Alternatives/Follow up

If a person is shy and does not feel comfortable speaking, you could ask the person to come back later with another role, or they could work on a role with a partner.

Learn about women's rights and human rights. You may wish to invite a speaker to talk about human rights, children's rights or women's rights.

Related activities/links

<http://www.unifem.org/> - Information on women's rights

<http://www.un.org/Overview/rights.html> - Information on human rights

<http://worldnet.scout.org/scoutpax> - ScoutPAX, a tool to help plan and implement projects. The section on social issues contains useful information.

http://eycb.coe.int/compass/en/chapter_5/5_7.html - Information on gender equality

http://www.salto-youth.net/find-a-tool/?search=gender+issues&date_from=2003-03-01&date_to=2006-08-03 - resources on gender issues

http://eycb.coe.int/compass/en/chapter_2/calendar.html - information on human rights

http://www.salto-youth.net/find-a-tool/?search=human+rights&date_from=2003-03-01&date_to=2006-08-03 - resources on human rights

Male roles

Schoolboy
Working boy child (6-12 years old)
Male student (18-24 years old)
House-husband 1 (poor)
House-husband 2 (rich)
Gardener
Unemployed young male
Uneducated farmer
Male nurse
Man working in a company where other workers are female

Female roles

Schoolgirl
Working girl child (6-12 years old)
Female student (18-24 years old)
Housewife 1 (poor)
Housewife 2 (rich)
Domestic helper (maid, cleaner)
Babysitter (looks after children)
Middle class working wife
Woman walking home late at night
Woman working in a company where other workers are men



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Our future communities: 11-14 years

To help Scouts take action to improve their local communities.

The Scout Cabinet

Aim of the game: To think about important issue affecting our communities and to develop/improve leadership and decision making skills of the group.

Group Size: Whole group, divided into smaller groups.

Age: 11-14 years.

Materials needed:

A number of tokens (at least equal to the number of Scouts playing) - these could be pieces of coloured paper, or sweets, or coins of a low value, plus sheets of paper, pens/pencils.

Time needed: 1 1/2 hours.

Environment: No specific requirements.

Steps

1. Divide the Scouts into 6 groups of politicians, who comprise the cabinet. Ask each group to chose a specific ministry (for example: Home Affairs, Defence, Education, Environment, Youth, Finance/Commerce, Transport, Agriculture, Employment, Foreign Affairs). Each group should have at least 3 Scouts, so if you have fewer Scouts you should create fewer ministries.
2. Distribute a sheet of paper, a pen/pencil and 5 tokens to each group (N.B. there should be some extra tokens left over).
3. Ask them to discuss the current and possible future issues in their community related to their chosen ministry for 15 minutes. They should write down the top 5 priorities.
4. Bring the groups together and ask them to present their 5 priorities in turn, giving reasons for their choices.
5. After each input on each priority, ask the other groups if they can identify an issue which is of higher importance than those listed by the group. Conduct a vote amongst all the Scouts to see if they agree with this.
6. If a priority is changed, based on the vote, the group who suggested the new priority 'wins' an extra token from the group giving the input. As such, the number of tokens that each group has may increase or decrease.
7. The group with the highest number of tokens, after all of the priorities are presented and debated upon, can choose a leader as the President/Prime Minister of the cabinet.



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8. The President/Prime Minister has the job of 'officially' thanking everyone for their participation. If you have used sweets or other tokens that you can give to the Scouts, the President/Prime Minister could distribute these fairly to the Scouts. Make sure that you have enough for everyone!

Evaluation

Ask if the Scouts knew about the various priorities brought up by all the groups. Suggest methods of improving awareness about the society they live in.

Alternatives/Follow up

- Scouts could bring newspaper cut outs about issues affecting their society and have discussions on them.
- The Scouts could be taken for a visit to the local parliament to discover how their local and national governments function.

Related activities/links

http://eycb.coe.int/compass/en/chapter_5/5_2.html - Compass is a manual on Human Rights Education for young people. This link gives information on citizenship.



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Our future communities: 11-14 and over 15years

To help Scouts take action to improve their local communities.

Six Thinking Hats & Six Action Shoes*

Aim of the game: To help Scouts plan a community project and explore relevant issues. The "Hats" symbolise a thinking mode, each colour hat represents an emotional reaction to an issue. The "Shoes" represent walking or action to achieve a goal.

Group Size: A patrol or a troop.

Age: 11-14 and over 15.

Materials needed: 6 coloured hats and 6 different pairs of shoes (see descriptions below), or pictures or illustrations of the hats and shoes. A couple of large sheets of paper and pens/pencils.

Time needed: Patrol or Troop meeting (around one hour).

Environment: Big room or a large game area.

Steps

Brainstorm

1. As a group, draw up a list of issues in your community that you would like to explore further and eventually tackle as community projects. Write these up on a sheet of paper.

Reflection activity: Six Thinking Hats

2. Run the Six Thinking Hats game to think about and better understand different aspects of your identified issues. One by one, the scouts should pick up the different hats and according to the 'specific thinking mode' of each one they can share comments and feelings about these community issues. The patrol or troop listens to the comments of each Scout and for each coloured hat without commenting. The patrol or troop leader notes all of the opinions on a flip chart under the matching colour hat.

Each colour of hat point indicates a specific thinking mode:

- Red hat: indicates emotions and feelings as an important part of thinking. The Red Hat must be not used to try to justify feelings or to provide a logical basis for them.
 - Yellow hat: indicates positive and constructive thinking. The Yellow Hat symbolises sunshine, brightness and optimism. Use the Yellow Hat for positive assessments.
 - Black hat: indicates a negative assessment. The Black Hat points out what is wrong or inaccurate and also the possibility to throw out issues.
 - Blue hat: indicates the control process. The Blue Hat is in charge of summaries, overviews and conclusions. Use the Blue Hat to discuss what the troop or patrol has learned.
 - White hat: Indicates neutrality. The White Hat is used to collect or identify facts and figures. The White Hat does not offer interpretations or opinions.
 - Green hat: indicates creative thinking. The Green Hat symbolises fertility and growth. Use the Green Hat when there is a need to explore a new path.
3. When all of the Scouts have given their contributions, the patrol or troop can discuss, challenge and take a deeper look at the thoughts expressed. They can then narrow down the list of issues that they may wish to tackle in their community.



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Action activity: Six Action Shoes

- Once the Scouts have identified issues that they would like to work on, they can try the Six Action Shoes activity to decide what type of action they can take to deal with the issues. Put a pair of each of the 'Six Shoes' (listed below) in a different part of your activity area.

Each style of shoe illustrates of type of action:

- Red boots: to take urgent action to manage a crisis or to deal with an emergency situation.
- Slippers: to take helping action where it is vital to consider and respect human feelings.
- Ladies shoes: to take action requiring authority or rules.
- Moccasins: to take concrete action.
- Cowboy boots: to take "extraordinary action".
- Sports shoes: to take action to gather information.

- For each issue that you have identified, the Scouts should consider and answer the question: What type of action we will take? They should physically move to the area of the shoe they have chosen.

- The Patrol or troop can agree to 'put on' the appropriate 'Action Shoes' and behave in that style, and also encourage their community to take action in the same way. The next step is to plan the action - and you can refer to activity 'Gifts for Peace' in Join-in-Centenary pack 2, or use the ScoutPAX resource for additional support or ideas.

Evaluation

You could use the following questions to discuss what the Scouts have learned and how effective the activity was:

Did this activity help you to identify appropriate actions and prioritise these?

Did the activity raise your awareness of community issues and capability to take actions?

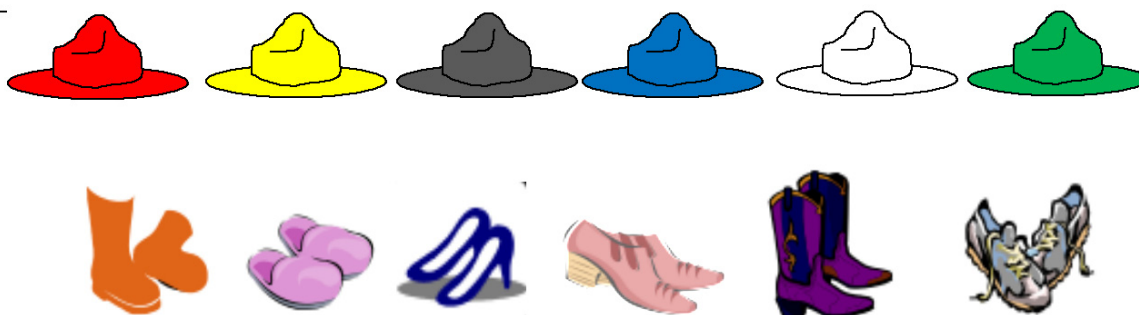
Resources/ Links

*The games above were developed by Eduardo De Bono in the following publications:

De Bono, E (1990) Six Thinking Hats (Penguin)

De Bono, E (1996) Six Action Shoes (Harper Collins Business)

<http://worldnet.scout.org/scoutpax> - ScoutPAX, a resource to support the planning and implementation of projects.





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Our future communities: 11-14 years

To help Scouts take action to improve their local communities.

Global Scout

Aim of the game: To think about our world and work towards becoming a more 'global' Scout.

Group Size: As a patrol or small group.

Age: 11-15 and over 15.

Materials needed: Resources for research (Internet and/or library access) flip-charts and markers, old magazines/journals for pictures, glue (or a computer, projector and a screen).

Time needed: 1-2 hours the activities, plus time for planning and research.

Environment: Scout meeting place (indoors).

Steps

1. Ask the Scouts to think about what it means to be a global citizen and also a global scout. Ask the Scouts to research this in their patrols using all possible methods (newspapers, a visit to the library, internet searches, etc.) and then share their ideas with the group. They could make a diagram to share their ideas, e.g. a cut out figure of a scout on which they write their ideas and thoughts. Use some of the internet links listed below.
2. Ask them to think about how the world is changing. It sometimes seems to be getting smaller and smaller, as transport, borders, languages and cultures open up to more and more people. Think about languages first. What is the language that people generally speak in your country? What languages do people speak in your community? (Perhaps many more languages are spoken in your community, especially if this is an urban community.) What languages do Scouts speak in your group? Does anyone speak more than one language? Do you learn languages at school or at home? Ask your Scouts to work in patrols and think of as many ways as possible to say hello in different languages. Depending on how much help they need and the knowledge they already have, challenge them to learn 5 new ways of saying hello. Give them some help if necessary (20 examples below).



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1. Arabic-based languages – Marhabah
2. Chinese – Ni hao
3. Czech – Dobry rano
4. Dutch – Goedendag
5. Finnish – Hyvää päivää
6. French – Bonjour
7. German – Guten Tag
8. Greek – Yia sou (Ya-soo)
9. Hebrew – Shalom (this is used for hello, goodbye and peace)
10. Hindi – Namaste
11. Irish – Dia Duit
12. Italian – Bon Giorno
13. Korean – Ahn nyeong ha se yo
14. Japanese – Ohayou gozaimasu (pronounced O-ha-yoh go-za-ee-mas)
15. Korean – Ahn nyeong ha se yo
16. Portuguese – Bom dia (Good Morning)
- 17 Russian – Zdravstvuite (pronounced Zdra-stvooy-tyeh)
18. Swedish – Hej
19. Swahili – Jambo
20. Vietnamese – Chao

3. Now ask the Scouts to think about other countries around the world. Ask each patrol to choose a country (it is better if the patrols choose different countries, e.g. a developing country, an underdeveloped country, an industrialised country). Ask them to find out some more information on these countries, and present three key issues/challenges facing 'their' country to the rest of the group. Encourage Scouts to watch those television channels which telecast global news and documentaries that can help in learning about the issues concerning various countries. Encourage the participants to visit a library during their research and to go through journals and magazines from the countries chosen by them, to find out about the key issues. It would help to have a globe or an atlas available to see exactly where the countries are. Ask the Scouts to consider how 'easy' or 'difficult' it would be for them to visit that country, for example, in terms of travel (availability of transport, cost, visas), language and communications and difference of culture. Would it be easier now than 10 years ago? Do they think it will be easier in the future, for example in 10 years time?
4. Challenge the Scouts to learn the recipe of one well known dish from the chosen country. Each group could prepare a dish to share with the others. They will need to plan this in advance and bring the necessary ingredients and cooking equipment to the meeting.



Join-in-Centenary
Pack 4: Scouting Tomorrow



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Evaluation

Did you enjoy learning about other countries?

What similarities and differences did you find between your country and the countries chosen to study?

Is the world really 'getting smaller'? What are the advantages and disadvantages in this?

Alternatives/Follow up:

Take a look at globalisation as a wider issue. Use the information and ideas in ScoutPAX (listed below) to explore this subject and try new activities.

Related activities/links

<http://www.vida.ca/global> - Information and resources on world issues, including global citizenship.

<http://www.scout.org> - The home of World Scouting

<http://www.ipl.org/div/hello> - Information of how to say hello in different languages and pronunciations.

<http://recipes.wuzzle.org> - Recipes from around the world

http://worldnet.scout.org/scoutpax/en/8/8_globalisation_en - Information on globalisation

http://worldnet.scout.org/scoutpax/en/6/6_globalisation_en - Activity on globalisation



2007

Our future communities: All ages

To help Scouts take action to improve their local communities.

Odd one out!

(Adapted from the 'Diversity Toolkit for Guiding and Scouting' produced by the 'Overture Network' of the European Scout Region)

Aim of the game: To think about different groups in society, raise awareness about prejudice and discrimination and encourage empathy towards those who are rejected or excluded.

Group size: Full group.

Age: All ages.

Materials Needed:

Coloured sticky paper spots. For example, for a group of 16 people you will need 4 blue, 4 red, 4 yellow, 3 green and one white spot. You could also use coloured post-it notes or coloured paper and tape.

Time needed: 20 minutes.

Environment: Indoors, outdoors.

Steps

1. Stick one spot on each player's forehead. Players should not know what colour spot they have.
2. Ask the players to get into a group with others who have the same colour spot, however no one should talk, they should only use non-verbal communication.

Evaluation

Help the group explore their feelings about what they did and what they learnt using the following questions:

- How did you feel at the moment when you first met someone with the same colour spot as yourself?
- How did the person with the odd (white) spot feel?
- Did you try to help each other get into groups?
- What different groups do you belong to e.g. sports team, school? Can anyone join these groups?

Remember that being the odd one out doesn't always mean we've been excluded, sometimes it's by choice that we want to stand apart from others and be different.



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Alternatives

1. Use coloured sticky paper spots as above but don't have someone who will be the odd one out - at the end everyone will be in a group.
2. Prepare as for Alternative 1 and then ask the players to get into groups so that everyone is in a group, but no group has more than one person with the same coloured spot, i.e. you will end up with 'multi' groups.
3. This activity can also be used as an icebreaker and to get people into groups for another activity.

Follow up

Think about, and possibly review the membership policy of your group. Can anyone join? What can you do to make your group more open and welcoming to everyone?

Links

<http://www.overture-network.org/toolkit/index.htm> - Overture Network toolkit containing many great resources.



2007

Our future communities: Over 15 years

To help Scouts take action to improve their local communities.

How much is justice worth?

(Taken from the Scouts of the World Award Guidelines)

Aim of the game: To encourage young people to consider whether certain rights should take priority over others; to help them reflect on the ways in which different rights are linked and to help young people share their cultural beliefs about development.

Group size: Groups of around 4.

Age: Over 15.

Materials needed: Flip-charts/large sheets of paper and pens/pencils, blank paper, copies of the project funding request sheet (see document below) for each group of four, copies of the Convention on the Rights of the Child should also be at hand for reference (www.unicef.org/crc/crc.htm).

Time needed: 1 hour.

Environment: Dry - indoors or outdoors.

Steps

1. Ask the Scouts to form groups of four. Explain that they are the newly appointed members of the Justice Commission for an imaginary country. This country has recently signed the Convention on the Rights of the Child. As Commission members, their job is to read the different funding requests from organisations that are working on children's rights issues. Give each group a copy of the project funding request sheet.
2. In small groups, the Scouts should decide which projects they feel should receive funding. They should discard descriptions of any projects they feel should not be funded.
3. You can then tell them that the Prime Minister has allocated one million units of currency to funding for these projects. They are to decide how much money to give to each project. In making funding decisions, they must consider both the short-and-long-term impact of each project. They could prepare large charts (using the flip-charts/large sheets of paper) to illustrate their funding decisions.
4. Each group should share their results and explain their decisions.



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Evaluation

Discuss the following questions:

- Which children's rights were considered the highest priorities? Why?
- Which rights were given the least priority? Why?
- In your own country, which of the rights issues addressed by the imaginary projects do you consider the most critical? Least critical? Why? Do you think the views of your current government on rights and justice issues agree with your own? Why or why not? Which projects do you think would be most likely to receive funding? Why?

Links

<http://www.scoutsoftheworld.net> - Information on the Scouts of the World Award, including links to the guidelines which contain further activities.

Project funding request sheet

The freedom of expression project

Helping young people to express their opinions, and giving them access to information about justice issues, is the best way to ensure that they will be able to participate in democratic decision-making as adults. This project will work with schools to ensure that students' opinions are heard on issues of importance to them. It will:

- Produce a free magazine for students informing them about rights issues;
- Fund regular television programmes for students on social justice;
- Set up legal counselling for students on issues relevant to them;
- Establish a hotline to the Justice Commission so that students may directly express their views and receive information.

The child labour project

Many children in our country are forced to work at hazardous jobs from an early age. This project is essential to protect children from abuses, and ensure that they grow up in a situation, which will allow them to develop all their capabilities. It will:

- Work with the government to establish a minimum working age and regulate conditions of employment;
- Provide support services to families who need their children's income;
- Establish a confidential reporting system for children and young people who are being forced to work at an early age;
- Provide parent education on this subject;
- Pay special attention to the situation of minority children, who are more likely to be involved in child labour.

The non-discrimination project

Concern for the rights of children and young people is meaningless if those rights are only bestowed on certain privileged groups. This project will:

- Set up a monitoring board in each county to ensure that all children and young people are being treated equally, and having their basic need met;
- Investigate all charges of discrimination, especially those brought by young people themselves;
- Pay special attention to the needs of minorities, girls and the disabled.



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Our future communities: 11-14 and over 15 years

To help Scouts take action to improve their local communities.

Worldrail

(Taken from the Scouts of the World Award Guidelines)

Aim of the game: To challenge Scouts' stereotypes and prejudices about other people and minorities, reflect on the perception of minorities that different participants have and raise self-awareness about the limits of tolerance.

Age: 11-14 and over 15.

Materials needed: Copies of the activity sheet and a pen/pencil for each participant.

Time needed: 2 hours.

Environment: Indoors or outdoors, dry.

Steps

1. Give a copy of the activity sheet to each Scout. Briefly describe the scenario (see the documentation below) and ask them to read the description of the people travelling on the train.
2. Individual work: Ask each Scout to choose the three people they would most like to travel with and the three they would least like to travel with.
3. Group work: Once everybody has made their individual choices, ask them to form into groups of 4-5 to share their individual choices and the reasons for them, compare their choices and reasons and check where three are in common and come up with a common list (the three pluses and the three minuses) agreed upon by the group.
4. In plenary (with the whole group): ask each smaller group to present their conclusions including the reasons for their common choices. They should also say in which cases there was the biggest disagreement within the group.

Evaluation

Consider the following questions:

- How realistic are the situations presented?
- Has anyone in the group experienced a similar situation in real life?
- What were the major factors that determined your individual decisions?
- If the groups did not manage to reach common conclusions, why was this?
- What was the most difficult?



Links

<http://www.scoutsoftheworld.net> - Information on the Scouts of the World Award, including links to the guidelines which contain further activities.

Tips for the Scout leader/activity leader:

Be aware that the list of passengers enclosed is very long and makes it difficult for the groups to come with a common list, consequently you may require more time for both the individuals and the group part. If you wish, you may reduce the list to a maximum of 10-40 passengers and adapt it to the local or national situation of the group you work with. It is very important that some of the passengers description correspond to minorities which are familiar to the group including 'invisible' minorities such as homosexuals, people with disabilities, someone who is HIV-positive, etc.

In many cases the groups will not manage to come up with a common list. Do not emphasise this aspect of the activity especially as it may lead to a false consensus. It is equally interesting to check why it is difficult to reach a consensus on the matter like this.

It is important for everyone to respect each other's opinions and not attack people for their personal views. If someone's seem choices doubtful it is more relevant to discuss the reasons, which lead to particular choice, rather than to question personal decisions. In fact both the participants, you and the facilitator, will be in very difficult positions: it is very easy to turn this activity into a condemnation session! For this reason beware not to let the discussion develop into 'who has got the least prejudice?' but rather build on the fact that we all have prejudice.

It is also important to discuss and explore the fact that the description of the passengers is very brief, we know little about the personality or background of the people. But is that not the way we normally react to information in newspapers and television and in conversation or when meeting people for the first time?



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The scenario:

You are boarding the 'Deer Valley Express' train for a week-long ride from Lisbon to Moscow. You are travelling in a sleeping compartment, which you have to share with three other people. With which of the following passengers would you prefer to share with?

- Serbian soldier from Bosnia.
- A dancer from Latin America.
- An overweight Swiss financial broker.
- A street child from United States.
- An Italian disk jockey that seems to have plenty of money.
- Chinese girl who will study in Russia.
- An African woman selling leather products.
- A young artist who is HIV-positive.
- An Iraqi professor of social science.
- A politician from Honduras who travels regularly to Russia.
- A famous singer from Afghanistan.
- A German rapper living a very alternative life-style.
- A young photographer from Colombia.
- A doctor from Nigeria.
- A blind accordion player from Austria.
- An Ukrainian student who doesn't want to go home.
- An Australian pregnant girl.
- A Dutch hard-line and aggressive feminist.
- A famous designer from Japan.
- A skinhead from Sweden ostensibly under the influence of alcohol.
- A writer from Israel.
- A wrestler from London apparently going to a football match.
- An Indian genius in computer.
- A French farmer who speaks only French and has a basket full of strong cheese.
- A football player from Brazil.
- A Kurdish refugee living in Germany who is on his way back from Libya.

Instructions:

Individually select your three first choices of the people you would like to travel with and the three you would least like to travel with.

In groups share your choices of the 3 best and the 3 worst companions and discuss the reasons which led to your decision. Then try to come to a consensus on a common list of the three most-favoured and the three least-favoured companions.



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Our future communities: Over 15 years

To help Scouts take action to improve their local communities.

Personal vision

Aim of the game: To develop a vision of a world with peace, development and environment in balance and use that vision as the foundation for personal goals.

Age: Over 15.

Materials needed: Copies of the activity sheet, paper and pencils/pens.

Time needed: 1 hour.

Environment: Large quiet space.

Steps

1. Distribute a copy of 'A Story from the Future' (see below) to each Scout.
2. Ask them to each find a space where they are comfortable and can take some time to relax. When they are ready, they should read the story and follow the guidelines.

Evaluation

Ask the Scouts to share the messages they have written as a group. If they do not wish to share their own message, these could be collected in and distributed anonymously to read.

Links

<http://www.scoutsoftheworld.net> - Information on the Scouts of the World Award, including links to the guidelines which contain further activities.



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The Story from the Future

You are walking along a path (maybe a city or town street or a country lane). The surroundings are familiar and you realise that this is an area you have lived in. However, you are 150 years into the future.

As you look around, you sense that everything is very different. The air is clean, people seem happy, friendly with each other and relaxed. You feel at ease as there is no sense of harm or threat. You take a walk to your favourite area, a personal special place for you. What can you see? How does it feel? What can you hear? You notice another person sitting quietly, nearby and wander over to join them.

(Pause)

You sit together and talk. You tell this person that you lived in this area 150 years ago and comment on the differences you have noticed. The person laughs and explains to you that the differences are because true peace has finally been achieved. There has been global and local disarmament. True equality exists between men and women. Degraded environments have recovered and global environmental threats stabilised. There is no more hunger and poverty or exploitation.

(Pause)

You feel yourself drifting, very relaxed and happy. You ask the person how this state of balance was achieved on Earth. You realise that you are now being drawn back to your own time as the person you were speaking to gives you a message to take back to that era.

(Pause)

You bid farewell and drift along now back into the present. You are now aware that you have arrived back in your time, ready to think about the message of balance you have received.

(Pause)

Now write down the message of balance that you were given.