



Explorer / Venture

CITIZENSHIP DRAMA RESOURCE

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CONTENTS

ACKNOWLEDGEMENTS.....	3
ABOUT THE RESOURCE.....	4
AWARD SCHEME: EXPLORERS / VENTURES.....	5
AREA 1: COOPERATION	
Activity 1: THE TELEPHONE EXCHANGE.....	6
Activity 2: LEADER / FOLLOWER.....	6
Activity 3: COUNT TO 10.....	7
Activity 4: THE POSTURE EXPERIMENT.....	8
Activity 5: YES, AND.....	8
Activity 6: ZOMBIE.....	9
AREA 2: TRUST	
Activity 7: TRUST CARDS.....	10
Activity 8: CHIEF SITTING BULL.....	10
Activity 9: THE LEFT HANDSHAKE.....	11
Activity 10: PUSH NOT TO WIN.....	12
AREA 3: PEACE	
Activity 11: THE PEACEFUL COMMUNITY.....	12
Activity 12: ONE WORD SCENES.....	13
Activity 13: THOUGHT TRACKING.....	13
Activity 14: FREEZE IN THE NAME OF THE LAW.....	14
AREA 4: DIVERSITY	
Activity 15: WORD ASSOCIATION.....	15
Activity 16: SAY THE WORD	16
Activity 17: PLACE YOUR TRADITIONS.....	16
Activity 18: YOU CAN'T GET RID OF ME.....	17
Activity 19: LANGUAGE MIX.....	18
Activity 20: PARTNER STORIES.....	18
Activity 21: IMAGE ASSOCIATION.....	19
Activity 22: POWER CHAIRS.....	20
AREA 5: CITIZENSHIP	
Activity 23: THE GOOD CITIZEN.....	20
Activity 24: COMMUNITY SCOUTS.....	21
Activity 25: ENVIRONMENTAL STEPS.....	22
Activity 26: AGREE / DISAGREE.....	23
Activity 27: THE LIONS LAIR.....	23
RESOURCE SHEETS	
LANGUAGE MIX.....	25
ONE WORD SCENES.....	28
FREEZE IN THE NAME OF THE LAW.....	29
LITTER LINE UPS.....	31
THE LIONS LAIR.....	32
WORD ASSOCIATION.....	33

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CITIZENSHIP DRAMA RESOURCE

Scoutlink is the Scout Citizenship Project, a joint project between The Scout Association and Scouting Ireland.

This is a collection of 27 drama activities to build Citizenship skills within Explorer and Venture Scouts.

The activities are spread across 5 areas: Cooperation, Trust, Peace, Diversity and Citizenship.

Each activity is tailored towards Explorer / Ventures. Each has its own specific purpose and review questions. These are of particular importance to bring out the learning gained through the activity.

The resource is aligned with the Awards Scheme, so you can pick and choose from the activities to compliment your Balanced Programme or use the resource more significantly to gain badges.

Award Scheme: EXPLORER / VENTURES

Use these workshops as a pick and choose resource. You can use the entire programme build towards a performance for your troop's families and friends, or just a few to work towards specific badge awards.

Main performance skills developed: Confidence, Public speaking, Teamwork, Improvisation, Mime, Freeze Frame, Voice and Movement.

EXPLORER / VENTURE ASSOCIATION

Main Badge



Performing Arts:

1. Demonstrate involvement and improvement in a chosen activity. A total of at least 25 hours work is required. Evidence of improvement should be produced in suitable form. – *take these sessions and use them to build towards a performance*
2. Perform or exhibit work completed over a period.

Possible extra badges



Partnership Award:

Linking with another section on a project to benefit the community



Creative Arts:

1. Demonstrate involvement and improvement in a chosen activity. A total of at least 25 hours work is required. Evidence of improvement should be produced in suitable form.
2. Perform or exhibit work completed over a period.

EXPLORER / VENTUREING IRELAND



Spices:

Social
Intellectual
Emotion

Badge connection: Personal Skill - Acting

AREA 1: COOPERATION

ACTIVITY 1: THE TELEPHONE EXCHANGE

Time: 15mins

Purpose: To develop co-operation within a team

Materials: None

- The group sits or stands in a circle.
- This exercise is completely silent.
- The aim of the activity is for the entire group to stay completely still and silent. However, there are some rules to follow:
- Each participant looks at the 4th person on his or her left.
- If the person you are watching makes any movement, no matter how small– a twitch of a finger, a raised eyebrow – then you must copy that movement.
- You must exaggerate this movement a little - so you would twitch the finger more or raise the eyebrow higher.
- The person watching you should see this movement then copy and exaggerate a little.
- This movement will then ripple round the circle, getting more and more exaggerated at each person, until everyone is flailing around.
- Everyone will then be instructed to re-take their place and choose the 4th person to their right.
- As an extension you can call out an emotion that must be put into the movement.

Review:

- What does this activity say about working in a team?
- What happens when someone makes a wrong move – in this case, any move?
- Can you compare this to any real life situation?
- How can this be avoided?

ACTIVITY 2: LEADER / FOLLOWER

Time: 30mins

Purpose: To develop team leadership

Materials: None

- Divide the group into pairs.
- One person agrees to be the leader and the other, the follower.
- The leader puts out their hand and holds it in front of the face of the follower, about 30cm away
- The follower must keep this distance the same at all times. As the leaders move their hands, the followers must move their face and body to keep the distance equal.
- The leader is asked to be aware of their surroundings and to always be aware of other pairs.
- The leader must move in slow and controlled movements. You work WITH not AGAINST your partner. Challenge them to move in unconventional ways, but not impossible.
- Stress that this is your PARTNER, not your OPPONENT.
- After a few minutes the roles will reverse.

Review:

- Who preferred to lead or follow, and why?
- What was difficult about being the leader?
- What traits does a good leader have?

- Three volunteers will be chosen from the group.
- One of those volunteers is now the leader, and holds both hands out to either side. At the end of each hand is a follower.
- Now both followers also hold out their hands and four more followers join in. These followers hold out their hands and more followers join until everyone is in the shape.
- Everyone moves around the space as they can.

Review:

- What does the activity look like / remind you of?
- What effect did the movements of the middle person have on the outside?
- Who had the hardest job and why?
- What does this say about leadership?

The image can be compared to a business, a family, a community, a school etc.

ACTIVITY 3: COUNT TO 10

Time: 10mins

Purpose: To develop listening skills

Materials: None

- The group stands in a circle.
- They close their eyes and stand silent for a few seconds.
- The task is for the group to count to the number of Explorer / Ventures, 1 by 1. If there are 12 in the group the count to 12 etc.
- Each participant must say one number each, and no more.
- There must be no order to who says which number.
- The aim of the game is to listen to the group and try to feel when it is your turn to say the next number.
- If two people say a number at the same time, the group goes back to the start.
- They must reach the end with no trip ups, and everyone saying one number.
- It's more difficult than it sounds.

Review:

- Why is listening important in this exercise?
- How can we be better at listening?
- Which is a better skill – talking or listening? Why?

ACTIVITY 4: THE POSTURE EXPERIMENT

Time: 20mins

Purpose: To explore non verbal communication

Materials: Posture cards

Postures:

Arms open wide, big gestures

Hands on hips

Arms folded

Slightly hunched

Look at the floor

Shoulders down

Hands in pockets

Make lots of eye contact

- Give each Explorer / Venture a posture card.
- Give them two minutes to go to a space in the room and stand in their given posture.
- Encourage them to hold it throughout the 2 minutes.
- Ask them to focus on how it makes them feel to stand this way.

- After the two minutes ask them to walk around the room and talk to each other.
- They should keep to their posture as much as possible.
- You can give a topic of conversation, i.e. Ideal Job.
- Let them move around and talk for a few minutes.
- Bring the group to sit in a circle.

Review:

- Can you guess what it says on anyone's posture sheet?
- How did your posture make you feel?
- How did others react to you when you stood like this?
- What affect does our body language have on how others perceive us?
- What affect does our body language have on how we perceive ourselves? – I.E – Did standing confidently make you feel / act more confident?

ACTITVITY 5: YES, AND...

Time: 25mins

Purpose: To think about community co-operation.

Materials: None

- Everyone sits in a semi circle.
- Ask for two volunteers.

- They must make up a story, one sentence at a time.
- The only input is that the story must be about a miracle in the community.
- The two Explorers / Ventures will take it in turns to tell a sentence of the story.
- Each sentence must start with 'Yes, and...' - eg: 'Yes, and then the man with the beard arrived at the house.' 'Yes, and he had the suitcase with him.' 'Yes, and the suitcase was full of money!'
- The story will likely get more and more outrageous, but that is part of the fun.
- Encourage the storytellers to remember that the story needs to be about a miracle in the community.

Review:

- What was the miracle in the community?
- What would have happened to the story if we said 'No, that's wrong...' each time?
- Is it easier to work in cooperation or in argument?
- How can you work in more cooperation with your community?

ACTIVITY 6: ZOMBIE

Time: 15mins

Purposes: To develop team communication skills.

Materials: None

- The group all sit in chairs, placed randomly and evenly about the space. There is one extra.
- A volunteer (or leader) will be the 'Zombie'.
- The Zombie wants to sit down. Any free seat will do.
- The group must work as a team to fill the empty chairs to stop the walker sitting down.
- Explain the rules and give a practice run before putting players out.

Rules:

- It is everyone Vs. the Zombie – you should all work as a team.
- IMPORTANT: The walker can only walk – the group can run.
- This is a non-contact game. No physical contact is acceptable.
- The seats are glued to the floor – they cannot move.
- You can only occupy one seat at a time.
- If anyone leaves their seat, they cannot go back to that seat before sitting in another.
- If the Zombie sits down, the last player to sit in that seat is out of the game.
- Those that are out must take their chair and sit in an 'out' zone.

Review (throughout the activity)

- What skills do you need to work well in a team?
 - Encourage the group to COMMUNICATE – How can the Zombie be stopped?
 - Encourage the group to communicate one at a time – What can you hear when everyone talks at once?
 - Ask for suggestions from those that are out of the game – What have they learned?
- Eventually the Zombie will put out all players but one.
 - Set the last two chairs about 10 meters apart.
 - Give the last player a countdown of 30 seconds.

- If s/he keeps the Zombie out of the seat for that time, s/he is the winner.
- Ask for suggestions / advice from the rest of the group –what have they learned so far that will help her win?

AREA 2: TRUST

ACTIVITY 7: TRUST CARDS

Time: 20mins

Purpose: To explore the meaning of trusting one another

Materials: Deck of cards / Selotape

- Each participant has a card taped to their back.
- They have one card in their hand.
- They must never show this card to anyone.
- The aim of the game is to swap the card in hand until you have the match of the card on your back.
- However, a player will only know what card is on their back by the word of the other players.
- Explain that you have to know who to trust and who to disbelieve.
- If a player believes he has a king on his back and receives a king while swapping, he can call out 'I have a pair of Kings so I am leaving'
- If the card in his hand matches that stuck on his back, then they may leave.
- If they were being lied to they must hold their card facing out for the rest of the game. This way others can swap for that card if they think they need it.

Review:

- Why is trust important?
- How can you build on trust?
- What does it mean to trust one another?
- Why is trust hard to develop?

ACTIVITY 8: CHIEF SITTING BULL

Time: 20mins

Purpose: To develop trust within a team

Materials: None

- Volunteer A will sit in a seat, knees tight together.
- Volunteer B will sit on his/her knees.
- Volunteer A will hold Volunteer B at the waist.
- Add Volunteer C, D, E until all of the group is in one line sitting down.
- As a team they must lift their right legs, then left legs.
- Remove the original chair – the group should stay in their position.

- The group may start to walk as a team.
- The person at the front of the line should lead the team around until Volunteer A can sit on his or her knees – making a complete circle.
- Everyone can let their hands down once the circle is created and the group will stay up.

Extension

- Try with a few teams
- The teams must all eventually link up into one line, then a circle

Review:

- In what way does this game rely on trust?
- How does it develop trust in the group?
- Why is team trust important?
- What team skills will trust help to develop?

ACTIVITY 9: THE LEFT HANDSHAKE

Time: 20mins

Purpose: To engage in a meaningful discussion that explores trust between communities

Materials: The Story and Character Roles (see below or resource sheet).

- Read a story to the group.
 - As you read each line, members of the group will mime what you have described.
 - To mime they will act out the sentence, but with no sound.
 - Allocate some roles before you begin:
- Chief of the Ashanti / Chief of the Zulu's / Ashanti tribes people / Zulu tribes people

The Story:

- Two tribes in Africa were at war. The Ashanti and the Zulu's.
- For many years they battled and lost lives.
- One day, the leader of the Ashanti had a sudden change of heart.
- He walked to the border of his own land and waited.
- Word spread like wildfire back to the Zulu's that he was waiting there.
- The Chief of the Zulu's appears at the border.
- The Chief of the Zulu's threw his shield onto the ground.
- The Chief of the Ashanti did the same and both thrust out their left hand to shake.
- All of the Tribes men did the same.
- The left hand shake became a sign of trust and friendship.

Review:

- What did it take for the leaders to drop their shields?
- Why has this become the Explorer / Ventures handshake?
- Why is trust important between communities?

- Can you think of any communities locally that could learn from the story?
- What could you do to build trust in your community?

ACTIVITY 10: PUSH NOT TO WIN

Time: 10mins

Purpose: To explore the meaning of trust

Materials: None

- The aim of this game is to apply all of your strength but not to overwhelm the other player.
- The group splits into two sets of 20 and form two straight lines, facing each other around 3 to 4 feet apart.
- The participants now facing each other are now partners.
- There is an imaginary line down the middle. Pairs put their hands on one another's shoulders and begin to push.
- To push your partner back and to step over the line is not the purpose of the exercise. The point is to try to find the balance, both pushing harder or softer, transferring power back and forward without moving your partner.
- The pairs step further apart, while still pushing. If either partner let go, both would fall.
- The pairs may also try: Hand to hand & Back to back – from sitting to standing

Review:

- How is the balance of power important in a team?
- How did it feel to place your trust in your partner?
- What happens in a team if one person lets go?
- What can we do to strengthen trust?

AREA 3: PEACE

ACTIVITY 11: THE PEACEFUL COMMUNITY

Time: 30mins

Purpose: To reflect on what a peaceful community looks like

Materials: None

- The group will all sit facing an open space.
- An image will be chosen to create – 'A community at peace'
- The image will be made by each individual freezing as some part of the community. i.e. Playing football, reading in the park, talking in the street....whatever they think should be there.
- As it builds up, ask 'what is missing from the image?' – encourage the group to think of all aspects of life that need to be shown.

Review:

- How does this image present a peaceful community?
- How is it different from our community?
- How can we effect a change?
- Who has to take the first step?

ACTIVITY 12: ONE WORD SCENES

Time: 25mins

Purpose: To think about what it means for an individual to be at peace

Materials: None (or print and cut the below titles)

- Split the Explorers / Ventures into groups of 3 or 4
- Give each group a title from below:
 - @ peace with self
 - @ peace with community
 - @ peace with God
 - @ peace with family
 - @ peace with decisions made
- Each group must come up with a scene that displays the title.
- Each member of the group can only say one word each during the scene. They must choose this carefully!
- Bring everyone into a semi circle and have each group present their scene

Review:

- What might this scene represent?
- Why is it important to be at peace with ...?
- How can you become more at peace with ...?
- What difficulties do you face in trying to be at peace?

ACTIVITY 13: THOUGHT TRACKING

Time: 25mins

Purpose: To understand why respect for others is important.

Materials: None

- Split the group into smaller groups of 4.
- Give each group 5 minutes to prepare a scene illustrating disrespect in some way.
- This should only be roughly improvised – it doesn't have to be perfect
- You could give them a head start with a few suggestions:
 - Disrespect to property
 - Disrespect to a person
 - Disrespect to self
- Each group will perform their scene in front of the rest of the group.
- Explain that at interesting points in the scene you will call out 'Freeze'.
- You then tap each or some members of the scene on the shoulder.
- When tapped they must say one word, or one sentence that describes how they feel, or what they are thinking at this exact moment. (The character, not the actor)
- Do this a few times for each scene to get a sense of how the disrespect is affecting each of them.

Review:

- How did the disrespect affect everyone in the scene?
- What could have been done to avoid it?
- Why is respect a basic responsibility?
- How can you learn to be more respectful?

ACTIVITY 14: FREEZE IN THE NAME OF THE LAW

Time: 30mins

Purpose: To think about how the Scout Laws relate to peace

Materials: The Scout Laws on individual strips of paper. (See below and resource, Pg 6 and 7)

- Split the group into smaller groups of 3 or 4.
- Give each group one of the laws.
- They will create a single freeze frame (like a photograph) showing the start of a story.
- The story would show how the law relates to, or builds, Peace in the community.
- For example: A Explorer / Venture is to be trusted
 - **Freeze 1: Start:** A man is walking down the street and has dropped his wallet. The Explorer / Ventures are walking behind and spot this happening.
- Gather the whole troop into a seated semi circle.
- A group will volunteer to reveal their law and show their 'Start' freeze.
- Explain that all good stories need a Start, Middle and End. We have seen the start so we now need the middle and end.
- A group will volunteer, or be volunteered, to quickly invent the middle of the story in a new freeze.
- Another group will then show the end. For example
 - **Freeze 2: Middle:** One Explorer / Venture is picking up the wallet and the other calling to the man. The man is turning around.
 - **Freeze 3: End:** The man is shaking hands with one of the Explorer / Ventures and saying something in thanks. The Explorer / Ventures were only happy to help.
- Discuss how the story is developing all along, and try to keep it related to peace.
- Start again with a different groups 'Start' freeze.

Review:

- What was the story told through the freeze frames?
- How did their actions build peace?
- How does this law relate to peace?
- Would you change any of the laws?

SCOUT ASSOCIATION LAWS:

- A Scout is to be trusted.
- A Scout is loyal.
- A Scout is friendly and considerate.

- A Scout belongs to the worldwide family of Explorer / Ventures.
- A Scout has courage in all difficulties.
- A Scout makes good use of time and is careful of possessions and property.
- A Scout has self-respect and respect for others

EXPLORER / VENTUREING IRELAND LAWS:

- Scouts are Friendly
- Scouts are Kind
- Scouts are Honest
- Scouts can be Trusted
- Scouts are Respectful
- Scouts are Brave

AREA 4: DIVERSITY

ACTIVITY 15: WORD ASSOCIATION

Time: 15mins

Purpose: To think about how we describe culture

Materials: Images in the resource. A bean bag / ball or similar.

- The group stands in a circle.
- Place an image in the centre of the circle and step back.
- The bean bag is then passed around and across the circle to different individuals.
- When the bean bag is received the participant must say one word in relation/reaction to the image in the middle.
- Encourage those responding to say the first word that comes into their head – we want initial, honest reactions.
- Once four or five have responded, place a new image in the middle.
- When all images have been displayed, hold a brief discussion about the responses.
- Add any other images you would like to discuss.

Review after each image:

- Were any of the responses surprising to you?
- How would you describe this part of our culture to someone from a different culture?
- How important is this as part of our culture?
- What do you think people from other countries think of this?

Review at the end:

- Do these images aptly reflect our culture? What is missing here?
- How would you describe our culture in 3 words?

ACTIVITY 16: SAY THE WORD

Time: 20mins

Purpose: To explore what we understand by diversity

Materials: Pens and paper, a bowl or hat etc

- Give each Explorer / Venture a piece of paper and a pen or marker.
- Ask them to write down three words that describe diversity. They can be three separate words, or a three word sentence. Ask them to write one more completely random word.
- Tear off each word or sentence and place them into a bowl.
- Ask for two volunteers.
- They must each choose 3 bits of paper from the bowl.
- They have a few seconds to look over their selection.
- The group will decide upon a setting for a scene: i.e. a restaurant / at school / about to skydive
- The pair must act out the scene as proscribed, and use the all the words they chose from the bowl.
- Repeat so everyone gets to participate.

- At the end read out all the words used to describe 'Diversity'. Set aside the random words.

Review:

- Do these words effectively sum up diversity?
- How would you explain diversity in one sentence?
- What is diverse about this group?
- What does diversity do for our community?

ACTIVITY 17: PLACE YOUR TRADITIONS

Time: 30 minutes

Purpose: To think about what traditions are important to us and why

Materials: Pictures (see resource sheet)

- Give each Explorer / Venture a picture
- Have them spread around the space
- Choose a volunteer to stand in the middle of the room (perhaps inside a hula hoop to designate)
- He or she will place each person holding an image relevant to how they feel about it.
- If it's important to them they move it closer, if they don't like it / feel threatened by it, they put it further away.
- He or she can place things behind, to the right and left, building up a 'rainbow' image of what is important to him.
- Other volunteers can create their own 'rainbow'.
- The group will discuss each image being held and then the rainbow. Compare and contrast the Rainbows created to get a better understanding of how everyone is similar and different.

Recycle symbol / Irish dancing costume / St Bridget's Cross / Flute / Rosary beads / Parades / Bonfires / Polish flag / School / Sash / GAA Flag / Ulster Scots Mural / Scots Dancing / Explorer / Venture Symbol

Review (with each Rainbow):

- Why is X more important to you than Y?
- Do you think X is a big part of your culture?
- How can X be important to someone, and not important to another?
- What new traditions are starting?
- How does David's Rainbow compare to Stephen's?
- What parts of your life shape your cultural identity? Family / Friends / Religion / School / Community / Scouting?

ACTIVITY 18: YOU CAN'T GET RID OF ME

Time: 20 minutes

Purpose: To develop a sense of our own identity

Materials: None

- Each Explorer / Venture is asked to think about their identity.
- Create groups of 2 or 3.
- Ask each group 'If you had to say in one sentence: "I am" what would you fill in the blank with?' – What is MOST important to you?
- Give some areas to think about – Sport / music / education / nationality / faith / hobbies
- They must choose one thing as a group
- The entire group will sit in a semi circle.
- Each smaller group will get up in front of the rest and have to justify why they are important part of their identity.
- They cannot say exactly what they are (Rugby, Traditional Music, A particular School etc). The Group should guess through the answers given.
- Ideas for starting questions:
 - Why are you important?
 - What do you add to our identity?
 - What do you say about us?
 - How are you more important than X or Y?
- The group will decide if this is a worthy part of our identity and worth keeping, based on the answers given.

Review:

- What does identity mean?
- What else in life shapes our identity?
- In what way does your identity change over time?

ACTIVITY 19: LANGUAGE MIX

Time: 20 minutes

Purpose: To discover how our individual identities are connected

Materials: 3 of each word cut out (see resource sheet Pg 1 and 2)

- Split the group into 3 smaller groups
- Each group sits in a circle
- Give each team the three language cards and all of the words. Irish Gaelic, Ulster Scots, Other
- We use these words in English, some of them every day. The challenge is to place all of the words where they originally came from.

Words:

Redd Out (Scots) Taboo (Other Hawaiian) Egg (Other Viking) Shindig (Irish) Whiskey (Irish)
Wee (Scots) Cowp (Scots) Thon (Scots) Oxter (Scots) Bog (Irish) Clock (Irish) Houligan (Irish)
Baguette (Other French) Mammoth (Other Russian) Banana (Other African)

EXTENTION:

- Challenge two or three volunteers to make up a scene as they go along. They must use as many of the words from the exercise as possible.
- Give them a setting to make it easier to start:
 - A man ordering food in a restaurant
 - Two old friends meeting
 - Two people trying to have a conversation in a quiet library

Review:

- If English is made up of words from many languages – what does this say about our culture?
- Can you guess what languages the ‘other’ words came from?
- How does this mixture make us better?
- How else are our identities connected?

ACTIVITY 20: PARTNER STORIES

Time: 20mins

Purpose: To explore how our Explorer / Venture group is diverse

Materials: None

- Ask ‘What is Diversity?’ ‘Is our Group diverse?’
- Pair up the group. Ideally two who do not know each other particularly well.
- Each pair has 5 minutes to tell their partner as much about themselves as possible.
- They should tell where they are from, what school they go to, what church, what nationality their family is, their favourite sport, their happiest memory etc. Try and squeeze a life story into a few minutes – the more information the better.
- One of those things should be a lie – try to make it fit with the rest. (i.e. not: ‘I made friends with a Lion and I became king of the Jungle)

- The group forms into a circle and volunteers are chosen to stand and tell everyone their partner's story.
- Each speaker must pretend to BE their partner. I.e. Shaun will say 'My name is Mark. I was born in...'
- Afterwards the partner can fill in any missed or wrong information.
- The group must guess which part of the information is the lie. (suggest putting something that is actually the truth, but sounds like a lie: 'I went Skydiving in a superman outfit')

Review:

- Did anyone find out something they didn't know, or weren't expecting?
- How did it feel to have someone else tell your story?
- Where can you see diversity within the group?
- Why is this important?
- How does diversity make our community better?

ACTIVITY 21: IMAGE ASSOCIATION

Time: 30mins

Purpose: To think about the extent of diversity within our local town

Materials: Photos/items to represent the local area.

Prep: Gather 10 images or objects representing diversity in the local town. Perhaps the week before this exercise, ask the Explorers / Ventures to take in one photo, picture, clipping or item each. These could be:

- A Polish food store picture / A flyer for a cultural event / a foreign food item / A picture of a Muslim place of worship / A crucifix / A mural or graffiti image / A school badge / a traditional musical instrument / a bit of sports equipment
- Sit or stand in a circle.
- Place one of the items in the middle of the circle.
- Ask the Explorers to say one word in response to the item.
- Repeat for all of the items.
- Place all of the items around one Explorer/ Venture.
- Ask the individual to move each item regarding how he or she feels about it. Closer for more important, further way for less important.
- Encourage them to use all the space around them – not just a straight line. Make it like a mental map of where the items belong.
- Repeat and compare with other individuals.

Review:

- How diverse is our town?
- Why is diversity important?
- How were the mental maps different?
- Where does culture come from – the person or the place?

ACTIVITY 22: POWER CHAIRS

Time: 20mins

Purpose: To explore different points of view

Materials: 5 chairs of the same type

- The 5 chairs are placed in a line in front of the group. They are evenly spaced and neatly aligned.
- Ask: 'Move one chair to make it more powerful than the rest'
- Then: 'Take a look at the image now. What does it look like to you? Does the moved chair look more powerful?'
- There will be many responses to what the image now looks like. These can be aided by the Leaders to encourage discussion and debate. Some people might see an interview while others see a teacher and class, or general and army etc.
- Re-set the chairs and someone else tries.
- Extension – Replace the chairs with Explorers / Ventures

Review:

- Can you think of any image that one person would love and another hate?
- What does this tell you about points of view?
- How does this apply to your life?
- What skills are needed to resolve a conflict?

AREA 5: CITIZENSHIP

ACTIVITY 23: THE GOOD CITIZEN

Time: 30mins

Purpose: To explore what it means to be a 'good citizen'

Materials: Pen and paper

- Give everyone a pen and paper
- The task is to write a short story about a good citizen. Give 10 minutes.
- Talk about the story needing a start, middle and end.
- The story must clearly show someone as a good citizen.
- Ask them to write as clearly as possible!
- Bring the group into a seated circle.
- Everyone will place their story under their chair.
- Play 'everyone who...' for two or three rounds to mix everyone up. Call out a statement and everyone who matches this must get up and swap seats: E.g.
 - Everyone who likes football
 - Everyone who watches The X-Factor
 - Everyone who has been out of the country

- Ask everyone to lift the story that is under the chair they are now in.
- Give a few minutes to read over the stories internally.
- Ask for volunteers to read out their story.
- Discuss the story afterwards.

Review:

- Can we guess who wrote the story?
- How did it present the 'good citizen'?
- Would you consider yourself to be a good citizen?
- How can we become better citizens in our community?

ACTIVITY 24: COMMUNITY SCOUTS

Time: 30mins

Purpose: To think about how Scouting is important in the community

Materials: None

- Split the group into pairs
- Ask each pair to come up with three ways that Scouting helps the community.
- For each example ask them to make a frozen image together to represent it.
- After 10 minutes of planning / rehearsal bring the group back.
- Have them sit in a semi circle.
- Ask each group in turn to get up and present their three images.
- Discuss the images presented and how they illustrate the importance of Scouting in the community

- How does this image represent the importance of Scouting in the community?
- Does anyone agree/disagree?
- Could we improve upon the image in anyway?
- What skills / personal qualities are shown here?

- Once all groups have finished, ask each group to choose one of their freezes.
- Bring all the groups back up, one by one, and place all the freezes into one big image.

Review:

- Does this image aptly illustrate how Explorer / Ventureing is important in the community?
- Is there anything missing (if so, can we add it?)
- What skills do you bring from Explorer / Ventureing into the community?

ACTIVITY 25: ENVIRONMENTAL STEPS

Time: 30mins

Purpose: To think about how we should respect our environment.

Materials: 1 of each – Newspaper, Apple Core, Fibre Rope, Plastic Bag, Aluminium Can, Glass Bottle, Plastic Bottle.

- How long to biodegrade?
- Create as many groups of 7 from the Explorers.
- Name each member of the group one of the following - Newspaper, Apple Core, Fibre Rope, Plastic Bag, Aluminium Can, Glass Bottle, Plastic Bottle.
- Each group's task is to line up in the order of biodegradability, quickest to slowest. I.e. the rate it completely disappears into the earth.
- Once all of the groups have finished then they can present their decision to the rest of the class by lining up and calling out their order. Each will be discussed amongst the class.
- Place all of the items listed below on a table for all to see.
- Discuss each item and ask groups to guess how long it will take it to disappear. Have the groups arrange into the proper order as you go through.

Newspaper (6 weeks), Apple Core (8 weeks), Fibre Rope (14 months), Plastic Bag (10-20yrs), Aluminium Can (80-100yrs), Glass Bottle (500yrs), Plastic Bottle (indefinite)

Review

- Why is it important to recycle?
- What other impacts do you have as an individual on the environment?
- How else can we respect the environment?

- Split the Explorer / Ventures into groups of 2 or 3.
- Each group will come up with one thing you can do every day to have a positive effect on the environment. (I.e. walk or take the bus instead of driving, or turning off lights, use less water etc)
- Let them know to prepare 1 minute worth of reasons to support their action. The more info the better!
- Once all the groups have prepared then bring them back into a semi circle.
- Choose two groups.
- Each group will present their claims, and then they will have another minute to debate with the opposing side.
- The audience will decide which group wins the argument.

Review:

- Which action would be the easiest to take on?
- Which action would have the biggest impact?
- How can you encourage others to be more environmentally conscious?

ACTIVITY 26: AGREE / DISAGREE

Time: 20mins

Purpose: To help Explorer / Ventures share their views on littering

Materials: None

- Designate one side of the room (or line) as 'Agree', and the other as 'Disagree'.
- Explain that you will call out a sentence. If the Explorer / Venture agrees with it, go to agree and vice versa.
- Encourage the individuals to be brave, and go where they wish to go, not just to stay with their friends. There are no right or wrong answers here – just opinions.
- Give a simple sentence to start, so everyone understands the exercise:
 - 'It should be Christmas everyday'
- Once everyone has moved (there is no 'middle' ground) have a discussion about it.
 - Why would it be good to have Christmas every day? Why would it be bad?
- Give the following statements, and have a discussion after each:
 - Recycling is important
 - We are not respectful of our environment
 - Dropping small bits of litter doesn't matter
 - It is ok to spit out chewing gum on the street – NOTE: before discussing this one, ask for a show of hands for who has spit out chewing gum before – be honest! Usually a lot of those who disagree with the statement will still have done it before. Often what we know is right and what we do, are different things.

ACTIVITY 27: THE LIONS LAIR

Time: 30mins

Purpose: To develop Explorer / Ventures ability to speak up and share opinions about a local issue that is important to them.

Materials: Theme for presentation (See below or resource, Pg 10)

- Some millionaires (the Leaders, or Explorer / Ventures) have decided to give away 1 million pounds to a worthy cause in the area.
- The groups are split into 3's.
- Each group must come up with a presentation as to where this money should be spent, and why.
- The groups will be encouraged to think of a local issue that is important to them – where do they see a need in the community?
- Once the presentation is over, they will answer questions from the millionaires (and possibly the rest of the group).
- The group that presents the best cause, and answers most professionally will be awarded the money.

You can introduce some products to present:

- Anti Bullying Shampoo / Anti Litter Zapper / A Youth Club / Friendship Sunglasses

If they need some motivation, each group can be given an issue to theme their pitch around. I.e.

- Racism / Religious Discrimination / Economic Deprivation / Youth Stereotypes

Throughout the presentation, the 'Millionaires' can ask some questions to encourage deeper thought about the local issues.

Review:

- How will putting the money here help the community as a whole?
- Why is this issue important?
- What would the impact of spending the money here be in 10 years time?
- Is there anything we could do to help, without any money?

RESOURCE MATERIALS

LANGUAGE MIX – PRINT ONE FOR EACH GROUP AND CUT OUT EACH WORD

Redd Out

Taboo

Egg

Shindig

Whiskey

Wee

Coup

Thon

Oxter

Bog

Clock

Houligan

Baguette

Mammoth

Banana

LANGUAGE MIX ANSWERS – PRINT ONE FOR EACH GROUP AND CUT OUT

IRISH GAELIC

ULSTER SCOTS

OTHER

(CAN YOU GUESS WHICH LANGUAGE?)

LANGUAGE MIX ANSWERS

	IRISH GAELIC	ULSTER SCOTS	OTHER
Redd Out		x	
Taboo			x (Hawiiian)
Egg			x (Viking)
Shindig	x		
Whiskey	x		
Wee		x	
Coup		x	
Thon		x	
Oxter		x	
Bog	x		
Clock	x		
Houligan	x		
Baguette			x (French)
Mammoth			x (Russian)
Banana			x (African)

ONE WORD SCENES

Email titles. Cut out.

@ peace with self

@ peace with community

@ peace with God

@ peace with family

@ peace with decisions made

FREEZE IN THE NAME OF THE LAW

SCOUT ASSOCIATION LAWS:

- A Scout is to be trusted.

- A Scout is loyal.

- A Scout is friendly and considerate.

- A Scout belongs to the worldwide family of Scouts.

- A Scout has courage in all difficulties.

- A Scout makes good use of time and is careful of possessions and property.

- A Scout has self-respect and respect for others

FREZE IN THE NAME OF THE LAW

SCOUTING IRELAND LAWS:

- Scouts are Friendly

- Scouts are Kind

- Scouts are Honest

- Scouts can be Trusted

- Scouts are Respectful

- Scouts are Brave

LITTER LINE UPS - How quick will it Biodegrade?

Newspaper (6 weeks),

Apple Core (8 weeks),

Fibre Rope (14 months),

Plastic Bag (10-20yrs),

Aluminium Can (80-100yrs),

Glass Bottle (500yrs),

Plastic Bottle (indefinite)

THE LIONS LAIR – SOME ISSUES TO THEME PRESENTATION ON:

- **Racism**
- **Religious Discrimination**
- **Economic Deprivation**
- **Youth Stereotypes**

PLACE YOUR TRADITIONS – IMAGES







