



# SCOUT CITIZENSHIP DRAMA RESOURCE

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# CONTENTS

<b>ACKNOWLEDGEMENTS</b> .....	3
<b>ABOUT THE RESOURCE</b> .....	4
<b>AWARD SCHEME: SCOUTS</b> .....	5
<b>AREA 1: COOPERATION</b>	
Activity 1: MIRRORS.....	6
Activity 2: X MARKS THE SPOT.....	7
Activity 3: COUNT TO 10.....	7
Activity 4: FROZEN EMOTIONS.....	8
Activity 5: THE CURIOUS ITEM.....	8
Activity 6: ZOMBIE.....	9
<b>AREA 2: TRUST</b>	
Activity 7: HYPNOTISE.....	10
Activity 8: BLIND CARS.....	10
Activity 9: OBSTACLE COURSE.....	11
Activity 10: PUSH NOT TO WIN.....	12
<b>AREA 3: PEACE</b>	
Activity 11: IMAGINARY ADVERTS.....	12
Activity 12: PERSON @ PEACE.....	13
Activity 13: CONSCIENCE ALLEY.....	14
Activity 14: FREEZE IN THE NAME OF THE LAW.....	14
<b>AREA 4: DIVERSITY</b>	
Activity 15: THE ALIENS HAVE LANDED.....	16
Activity 16: DIVERSTIY DUELS.....	16
Activity 17: TRADITION MACHINE.....	17
Activity 18: IDENTITIY PARADE.....	18
Activity 19: LANGUAGE MIX.....	19
Activity 20: PARTNER STORIES.....	19
Activity 21: EVERYONE WHO.....	20
Activity 22: IMAGE ASSOCIATION.....	20
Activity 23: A SCENE TO DIE FOR.....	21
<b>AREA 5: CITIZENSHIP</b>	
Activity 24: CITIZEN MIME.....	22
Activity 25: 3 FREEZE STORIES.....	22
Activity 26: LITTER LINE UPS.....	23
Activity 27: AGREE / DISAGREE.....	24
Activity 28: THE LIONS LAIR.....	24
<b>RESOURCE SHEETS</b>	
LANGUAGE MIX.....	26
PERSON @ PEACE.....	28
CONSCIENCE ALLEY.....	31
FREEZE IN THE NAME OF THE LAW.....	32
LITTER LINE UPS.....	34
THE LIONS LAIR.....	36
THE ALIENS HAVE LANDED.....	37

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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 28 drama activities to build Citizenship skills within Scouts.**

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

**Each activity is tailored towards Scouts and has its own specific purpose and review questions. These are of particular importance in bringing 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 earn badges.**

# Award Scheme: SCOUTS

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

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

## SCOUT ASSOCIATION



### Balanced Programme:

**Zones:** CREATIVE EXPRESSION.

**Badge connection:** CREATIVE EXPRESSION:

Area 1: Performing - Putting on a short performance.

Area 2: Crafts – Create costumes or props for the performance

Area 3: Invite local audience (friends and family) to see the performance.



For example: Run Activity 25 over 2 weeks. Have the Scouts craft some props and costumes and invite parents to watch at the end of the session.

### Other Badges Connected:

Arts Enthusiast –	Requirement 1 and 3
Entertainer –	Requirement A and B
Writer –	Requirement 7

## SCOUTING IRELAND



### Spices:

Social  
Intellectual  
Emotional

### Badge connection:

Special Interest Badge – Personal Skill

# AREA 1: COOPERATION

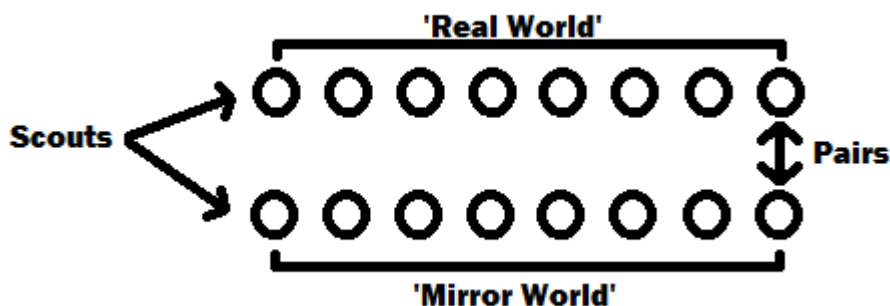
## ACTIVITY 1: MIRRORS

**Time:** 15mins

**Purpose:** To develop co-operation within a team

**Materials:** None

- This is a silent exercise. Split the group into two halves (make numbers even by using leaders)
- Each half lines up, shoulder to shoulder, facing the other line.
- Pairs are now created with those that are facing each other.
- One side is the 'real world'. The other is the 'mirror world'. See image:



- Encourage the real world Scouts to stand as still as possible.
- Ask the mirror world Scouts to look at their partner and copy how they stand. Everything from toes to head.
- If the real world moves, so should the mirror world. But just like a real mirror, there should be no time delay.
- STRESS: This is a team work exercise – your partner is your team mate, you want to work together to make it look like a mirror image.
- Ask the real world to make slow, controlled, smooth movements. These are much easier to follow. Repeat this. Talk slowly to encourage the group to copy you.
- Have the group circle around and observe a pair working particularly well.
- Swap over so the real world is now the mirror and vice versa.
- If the group are good at the exercise, ask them to swap real world and mirror roles without stopping movement. To be able to flow control back and forth is difficult but rewarding.

Review:

- Why is cooperation important in a team?
- How did you cooperate in this exercise?
- What happened when pairs did not cooperate?
- What could you have done to work better as a team?

## ACTIVITY 2: X MARKS THE SPOT

**Time:** 20mins

**Purpose:** To develop team leadership

**Materials:** Chalk, Blindfold (a scarf or similar can be used)

- Two (or more) large X's are drawn on the floor.
- Two teams are created. They stand at opposite ends of the space in their 'Team Area'.
- A volunteer is chosen from each team.
- They are then blindfolded and turned around 3 times.
- The team must guide their Zombie to the center of one of the X's. Only the blindfolded Scout is allowed to move outside of the team area.
- The team to get their player to stop in the center of the X first is the winner.

Review:

- How well did you work as a team?
- Did anyone take the role of leader?
- What skills does a good team leader have?
- What does a leader need from the team?

## 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 Scouts, 1 by 1. If there are 12 in the group they count to 12.
- 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, and it's easy for one individual to disrupt the exercise. Encourage everyone to focus together.

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: FROZEN EMOTIONS

**Time:** 20mins

**Purpose:** To explore non verbal communication

**Materials:** None

- Split the group into smaller groups of 2 or 3
- Call out a letter and ask the group to make the shape of something beginning with that letter.
- For example: Letter 'T' – Could make Tea Pot, or Truck, or Tyrannosaurus
- The group must make the shape together. I.e. 1 Tea Pot, or 1 truck, not each individual making the shape. They must work together.
- After a few rounds, ask the groups to create a freeze showing one of the following:
  - Faith / Community / Friendship / Scouting
- For each freeze, focus on a specific group's creation and discuss.

Review:

- How can we see ..... in this picture?
- What else can we see in the picture? Does it represent anything else?
- Why are body language and facial expression important?
- Can your body language affect your voice?

## ACTIVITY 5: THE CURIOUS ITEM

**Time:** 20mins

**Purpose:** To think about community co-operation.

**Materials:** Random objects – anything from the normal to the obscure.

- The group sits in a circle.
- One half of the circle is Community 1, the other, Community 2.
- Explain that the Communities are going to make up some information about an object.
- Each community will get a chance and the best information/story wins.
- Introduce an item. For example: 'This is a pen. But it's no ordinary pen. This pen once belonged to the King of France'
- Pass the pen to the next person in the circle.
- This person must add one sentence of information to the story/background. For example: 'The King used this very pen to sign the death warrant of 200 men'
- The next person can choose to add whatever information he or she likes.
- At the end you can ask 'what do we think this item is worth?'
- Repeat for the other Community.

Review:

- How well do you think we co operated on the information?
- Which object had the best information?



- What skills does a community need to work together?
- How are the Scouts like a 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.
- The further apart the chairs are spread, the longer the activity will take.

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: HYPNOTISE

**Time:** 20mins

**Purpose:** To explore the meaning of trusting one another

**Materials:** None

- Split the Troop into pairs.
- Name a Player A and Player B.
- Player A will hold his or her hand up in front of the face of Player B. It should be about 5 inches away, chin to heel and forehead to finger tips.
- There is no physical contact, so the hand should never touch the face.
- Player A starts by moving his hand slowly up and down and side to side.
- Player B must move around to keep his face this equal distance from the hand at all times.
- Player A can start to move his hand lower and higher, back and forth – challenging Player B, but not making it impossible or uncomfortable.
- Player A can step back and forward, moving around the space – leading Player B.
- Player B must trust Player A to keep him safe and watch out for obstacles – including other pairs.
- The Players swap roles.

Review:

- How is trust important in this exercise?
- How did it feel place your trust in your partner?
- What does it mean to trust someone?
- How should you treat the trust you have gained?

### ACTIVITY 8: BLIND CARS

**Time:** 20mins

**Purpose:** To develop trust within a team

**Materials:** Blindfolds – 1 per 2

- The group is split up into pairs. One of the two is the driver and the other is the car. The Car is blindfolded.
- The driver must direct and move the 'car' by touching the cars back with his or her hand. -Touch left shoulder = turn left,  
-Touch right shoulder = turn right,  
-Touch middle of back = move forward,  
-No touch = stop.  
-Pressure denotes speed
- One pair will demonstrate for the rest of the group.
- Eventually all pairs will be moving around the room, having to negotiate around each other.
- It is the responsibility of the driver to keep the 'car' safe. The pairs switch over after a few minutes.

Review:

- How did it feel to place your trust in your partner?
- Why is trust important?
- How can we develop and improve on trust in our Troop?

## ACTIVITY 9: OBSTACLE COURSE

**Time:** 20mins

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

**Materials:** Various objects from about the room (chairs, bags, jumpers etc).

- An obstacle course of various items is laid out across a space or room.
- The group is split into two teams, or Communities.
- One side of the room is the start, the other is the finish.
- Both communities must stay on the 'start' side.
- A challenger from each Community is chosen and blindfolded
- The Challengers must make their way through the obstacle course to the finish with the help of their community.
- Every time s/he touches an obstacle s/he must freeze for 5 seconds. – You could appoint a couple of referees or leaders to call for freezes.
- Only the challengers are allowed inside the course.
- NOTE: It will get increasingly difficult as the challengers get further away from their team, and closer to the other side.
- Time the group to see how long it takes to get both Challengers over the finish line.
- Have a discussion before playing again:

Review:

- What was difficult about the exercise?
- What did both communities want? (To get their challenger over the finish line)
- Was it a race? (no one said it was...)
- How could both communities work together to get both challengers over the line quicker?

- Give a couple of minutes to discuss tactics and planning.
- Run through the challenge again and time it.

Review:

- How was it different this time?
- Why did this not happen the first time?
- How can we build trust between communities?
- How would we benefit from communities working together?

## ACTIVITY 10: PUSH NOT TO WIN

**Time:** 10mins

**Purpose:** To explore the meaning of trust

**Materials:** None

- Best used later in a session, or after a calming exercise.
- The aim of this game is to apply all of your strength but not to overwhelm the other player.
- The group splits in half and forms two straight lines, facing each other around 3 to 4 feet apart. (like the Mirrors exercise)
- 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: IMAGINARY TV ADVERTS

**Time:** 25-30mins

**Purpose:** To reflect on what a peaceful community looks like

**Materials:** None

- The Scout group is split into groups of 4 or so.
- Each group must come up with a new product to advertise.
- The product will help create peace in the community.
- Ask the groups to think about what they would change in their community if they could, and create a product to do just that.
- The product does not have to be based in reality, for example: Glasses that help you see someone else's point of view.
- They must come up with a name and slogan for their product, for example: Clear View Glasses: see a brighter future.
- They will then spend around 10 minutes developing and rehearsing a 30 second advertisement for the product.
- The ad can mimic current TV ads, or come up with a new style – the more creative the better.
- The adverts will be performed in front of the other groups.

- They will discuss which products are worth buying and why.

**Review:**

- What does this product do?
- Do you think the problem it solves is one worth tackling?
- How could we (in the case of the glasses) help people see things from other points of view, without the product?
- What do you think a completely peaceful community would look like?
- What makes a community upset – i.e. not at peace?

## ACTIVITY 12: PERSON@PEACE

**Time:** 25mins

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

**Materials:** Chairs, Character Briefs and Peace Titles. (See resource sheet)

- The Scouts are given five incomplete email addresses:
  - @ peace with self
  - @ peace with community
  - @ peace with God
  - @ peace with family
  - @ peace with decisions made
- There are three characters, each with a brief story (see resource sheet).
- Give a story each to three Scouts. Ask them to read over them for a couple of minutes and think about their character.
- The rest of the Scouts will sit in a semi circle, around a single chair.
- Place the five '@ peace with...' options on the floor in front of the Scouts.
- Each character will take the seat, one by one.
- The Scouts must ask questions of the character to find out everything about them.
- The characters will add information that is not on their sheet – as long as it is in keeping.
- Once the questioning is over, the Scouts will decide which '@ peace with...' section they belong in to complete the email address. Perhaps they belong in more than one.

**Review:**

- Which character do you think was most at peace? Why?
- What does it mean to be at peace?
- What is peace for an individual?
- What is peace in a community?

## ACTIVITY 13: CONSCIENCE ALLEY

**Time:** 25mins

**Purpose:** To understand why respect for others is important.

**Materials:** Story. (See below and Resource sheet, Pg 5)

- Best used with a group of between 6 – 10 Scouts.
- You describe a scene.

*Steven has been friends with Sarah for years. Recently Steven has started hanging out with some of the boys from the year above. They have chosen Sarah as an easy target for bullying. Steven found himself in a difficult place. He wants to impress his new friends, but doesn't want to hurt Sarah's feelings. Today Steven was caught trying to hide Sarah's school bag. Right now he and Sarah are sitting outside the Principal's office. Parents are on the way into the school. Both Sarah and Steven are silent.*

- Two lines of 6 (or so) stand facing each other, about 2 meters apart.
- A volunteer is chosen to be Stephen or Sarah.
- The character stands at one end of the 'alley' of people.
- These Scouts are the voices inside the characters head, the conscience.
- Steven steps into the alley and faces the first Scout. He or she says something that Steven would be thinking right now. i.e. 'I wish this never happened' 'Why did I do it?'
- Steven moves from side to side, hearing all of the voices, each saying something different.
- Steven then stands back at the entrance. He will walk slowly, straight through the alley while the voices call out to him – saying the same line they did the first time round.
- Steven will now stand right in the centre of the alley. All of the voices will repeat over and over, each trying to be heard, shouting the loudest. Stephen shouts 'Stop!'
- This is repeated for Sarah, the parents, the teachers, the older boys. Whatever time will allow.
- Change the 'Conscience' Scouts each time so everyone can fully participate.

Review:

- How did Stephens actions make Sarah feel?
- Why is it important to consider other people's feelings in our actions?
- What does it mean to respect others?
- Why is respect for others important?

## 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, but tell them to keep a secret!

- They will have 3 minutes to make 3 freeze frames, like a photograph, representing the law.
- It must show how each law relates to, or builds, Peace in the community.
- The three freezes will tell a story: Start, Middle and End
- For example: A Scout is to be trusted
  - **Freeze 1: Start:** A man is walking down the street and has dropped his wallet. The Scouts are walking behind and spot this happening.
  - **Freeze 2: Middle:** One Scout 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 Scouts and saying something in thanks. The Scouts were only happy to help.
- Gather the whole Troop around to see the three freezes of each smaller group. It helps if they close their eyes between each freeze.
- Discuss all the laws before guessing which one the story represented.
- Discuss the story told and how it relates to Peace.

#### Review:

- What was the story told through the freeze frames?
- Can you tell which law this represents?
- How did their actions build peace?
- Why is peace important?

#### 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

#### SCOUTING 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: THE ALIENS HAVE LANDED

**Time:** 20mins

**Purpose:** To think about how we describe culture

**Materials:** Culture cards (see below and resource sheet)

- An Alien ship has landed in your area.
- The Aliens have come to the Scout meeting in order to find out about our culture.
- Each Patrol (or other smaller groups) will have to tell the Aliens about a specific part of our culture.
- Split the Scouts into their Patrols, or 4 teams.
- Give each team one of the 'Culture Cards' from the resource.
- Give 5mins to discuss and prepare what to tell the Aliens – remember they know nothing about us!
- Each team member must speak in the presentation.
- However! The Aliens are not a patient and kind race. Each group will have only 1 minute to tell them everything they can!
- If the Aliens are not pleased with the presentation – they will vaporise the group with highly advanced technology.
- Everyone sits in a semi circle. If not presenting, the Scouts become the Aliens.
- Each group will approach and introduce themselves to the Aliens.
- They will explain as much as they can about the part of culture on their card.

Culture Cards:

- Behaviour – What do we do? Sports, traditions, hobbies...
- Belief – What do we believe in? Faiths, Superstitions, Politics...
- Music – What do we listen to and play? Traditional, pop, dance...
- Language – How do we talk, and what do we say? Languages spoken, Slang, accents...

Review (after each presentation)

- How well did they describe this part of our culture?
- Was there anything important missed out?
- How would you describe it?
- Is this an important part of our culture?

Review (at the end)

- Putting all the presentations together, is there anything we missed?

## ACTIVITY 16: DIVERSITY DUELS

**Time:** 20 minutes

**PURPOSE:** To explore what we understand by diversity

**MATERIALS:** None



- Ask the Scouts to think about what makes them unique as individuals. Encourage them to think of lots of different things – likes / hobbies / subjects / things you've done / family / religion etc
- All Scouts pair up, roughly the same physique.
- The pairs face each other and put their left hand on one knee, right hand in the air.
- Both feet are glued to the floor.
- The aim is to touch one of your opponent's knees with your right hand only, without yours being touched.
- Every time your knees are touched you must stand up and call out to everyone something that makes you different or individual.
- This could be anything from 'I like basketball' to 'I am allergic to nuts'.
- Encourage the group to always say something that hasn't already been said.
- After a few minutes call for a freeze.
- Their feet are not longer stuck and it's everyone for themselves. If a Scout's knees are touched, that Scout must call out something that makes them different. If s/he can do this, s/he stays in the game. If not, s/he is out.
- Everyone in the game will freeze while the person says what makes them unique. The leader will make sure everyone stops. (A whistle might help).
- Leaders have discretion over who stays and goes.

Review:

- In the game, knowing how you are individual helped you stay in. Why is this important?
- What is diversity? (The state or quality of being different or varied)
- How does a community benefit from being diverse?
- How does our Scout troop benefit from being diverse?

## ACTIVITY 17: THE TRADITION MACHINE

**Time:** 20mins

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

**Materials:** None

- Gather the group into a semi circle (seats or on the floor).
- Ask them to think about what traditions we have and which ones are most important.
- Get some examples and suggestions from the group. E.g. Music/food/art/festivals/family traditions.
- A volunteer will get up into the space in front of the group and present one of the traditions as a mime (movement, but no sound).
- The volunteer must make the movement repetitive and mechanical – like a part of a machine.  
For example:
- Tradition: Music. Movement: Strumming a guitar
- The next volunteer will choose a different tradition and a mechanical movement that represents it.
- Just like in a machine, the parts need to be linked together. Each new, or added, tradition must lock into the other pieces – physically and rhythmically.
- Try to exhaust the list of traditions, and involve as many Scouts in the machine.

- Keep reminding the 'Machine' that they should be silent. We should see the rhythm of the machine working.

Extension:

- Once the machine is created, go through each individual part and ask them to make a sound that fits with their tradition and movement.
- This could be a word describing what they are doing, like 'Strum, Strum, Strum', but encourage random imaginative sounds to fit with the tradition.
- This sound should be repetitive as the movement is. This way the group will look, and sound, like a machine
- If the group is focused, you can try to change the rhythm and sound. Ask them as a group to speed up, slow down, get louder, get quieter, make the movements sharp or soft, angry or sad etc.

Review:

- If a stranger to our culture saw this machine, would you say any traditions are missing?
- Why are traditions important?
- Can new traditions be created?
- Are there any traditions you would change, or get rid of?

## ACTIVITY 18: IDENTITY PARADE

**Time:** 20mins

**Purpose:** To develop a sense of our own identity

**Materials:** Marker and sheets/strips of paper (one per Scout)

- The group sits in a circle of chairs
- Go round the circle and ask each Scout to give a word that describes a positive part of someone's identity (not anyone is particular, just a word).
- For example: Funny, clever, brave, loyal, proud, confident....
- The word is then written by the Scout on a piece of paper – big lettering.
- The word is placed in the middle of the circle.
- Go round until everyone has put in a word, and each word is different.
- Ask everyone to look at the words and choose 3 of those words that describe themselves.
- Now ask if anyone is willing to tell the group the words they have chosen.
- When someone does, ask the group if they agree, or if there are other words that you think better describe that person.

Review:

- Was anyone surprised by the words that others chose for you?
- How important is our identity?
- What else, other than personality, makes up our identity?
- Is your identity something you can change?

## 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)

- 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
- It might be worth explaining briefly Ulster Scots Language and Irish Gaelic Language.
  - Ulster Scots: A Germanic language brought to Ulster by Scottish settlers.
  - Irish Gaelic: The Gaelic language spoken in Ireland before English.
- We use these words in our 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)

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 Scout group is diverse

**Materials:** None

- Ask ‘What is Diversity?’ ‘Is our Group diverse?’
- Put the group into pairs. Ideally two who do not know each other very well.
  - Explorers / Ventures:
    - 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.
  - Scouts:
    - Each pair has 5 minutes to tell each other 3 interesting things about themselves.
- 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 the three things about their partner.

- Each speaker must pretend to BE their partner. I.e. Shaun will say 'My name is Mark. I go to St Patrick's ....'
- 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')
- In large groups consider having each individual present one thing they learned about their partner – this way everyone gets to participate.

Review:

- Did anyone find out something they didn't know, or weren't expecting?
- Where can you see diversity within the group?
- Why is this important?
- How does diversity make our community better?

## ACTIVITY 21: **EVERYONE WHO...**

**Time:** 15mins

**Purpose:** To explore how our Scout group is diverse

**Materials:** None

- The group sits in a circle of chairs.
- Stand in the middle and call out 'Everyone who....' and add in something like '...has a brother', '...loves spaghetti', '...is wearing red'.
- Everyone who fits into that sentence must get up out of their seat and swap with someone else.
- After a few practices, take a seat when everyone is up and moving.
- Someone will be stuck in the middle
- S/he must say something to get others out of their seat. This must be true about themselves.
- Ask the person in the middle to try to:
  - Get everyone up.
  - Have no one get up.

Review:

- What interesting things did you find out?
- Where can you see diversity within the group?
- Why is this important?
- How does diversity make our Scout group better?

## ACTIVITY 22: **IMAGE ASSOCIATION**

**Time:** 20mins

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

**Materials:** Photos from the local area.

**Prep:** Gather 10 images representing diversity in the local town. Perhaps the week before this exercise, ask the Scouts to take in one photo or picture each. These could be:

- A Polish food store
  - A name above a doctor's surgery or a shop.
  - A flyer for a cultural event
  - A Muslim place of worship
  - A Catholic Church
  - A mural or graffiti
- 
- Sit or stand in a circle.
  - Place one of the pictures in the middle of the circle.
  - Ask the Scouts to say one word in response to the picture.
  - Repeat for all of the pictures.

Review:

- How diverse is our town?
- Why is diversity important?
- Where else can we see diversity?
- Is there diversity in our Scout group?

## ACTIVITY 23: A SCENE TO DIE FOR

**Time:** 25mins

**Purpose:** To explore different points of view

**Materials:** None

- Split the group into smaller groups of 4/5
- Give each group a few minutes to improvise a scene. The only rule is that someone must die at the end.
- They can play it whatever way they like, and the story is up to them.
- Encourage them to be as creative as possible
- Make sure they rehearse the scene beforehand – lots of groups will just discuss what to do and not practice it first.
- Each group will perform their scene for everyone else.
- Have a brief discussion after each.

Review:

- What did you like about the scene?
- What did you not like about it?
- Why would people see different things in this?
- Is anyone's point of view more important than the rest?
- How can we share our points of view and opinions in a good way?

## AREA 5: CITIZENSHIP

### ACTIVITY 24: CITIZEN MIME

**Time:** 25mins

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

**Materials:** None

- Split the Scouts into groups of 3.
- Give the groups 5 minutes to come up with three examples of being a good citizen. The examples should be things we could do every day.
- They will rehearse these three examples as very short mimes. i.e. silent.
- For example: A group are out in the park eating a picnic. They finish and put the rubbish in the bin.
- Each group will then present the three examples to the rest of the group, who will discuss what happened in the scenes.

Review:

- Are there any of these acts you wouldn't do?
- Why is it important to be a good citizen?
- How does the community benefit from these acts?
- How do you become a better citizen?

### ACTIVITY 25: 3 FREEZE STORIES

**Time:** 30mins

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

**Materials:** Felt tip pens, Flip chart paper

- Split the group into roughly 4 teams.
- Each team writes three skills they develop through Scouting that they think are important.
- Each team will call out these skills and choose one to be the most important.
- They will write this skill down on a sheet – Make sure each team writes a different skill.
- The sheets will be mixed up and given back out.
- The teams must think of a story how this skill can be used in the community.
- All stories have three main parts – Start, Middle and End.
- The group will make three freezes to tell the story.

i.e.

**Skill: Team work**

Start (Freeze 1) - A car won't start. A group of people are walking past.

Middle (Freeze 2) – The group are helping to push start a car.

End (Freeze 3) - The man drives off waving.

**Skill: Leadership**

Start (Freeze 1) - A fight is about to break out.

Middle (Freeze 2) – Someone steps in and is saying something to stop it.

End (Freeze 3) – Those about to fight walk away.

**Skill: Communication**

Start (Freeze 1) –A pupil has his head in his hands, struggling during a test. Others are around are writing.

Middle (Freeze 2) – After the test the pupil is speaking to the teacher.

End (Freeze 3) – The pupil is getting extra help with the subject.

- It will be up to each group to come up with their own ideas.
- Each group will then view the other stories and discuss.

**Review**

- What happened in the story?

- What skill does this represent?

- Why is this skill important to develop?

-In what other ways is Scouting important to the community?

**ACTIVITY 26: LITTER LINE UPS**

**Time:** 30mins

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

**Materials:**

- Various items of rubbish, i.e. paper, wrappers, plastic bottles, envelopes, plastic containers, aluminum cans, cardboard, plastic bags, banana skin. Anything that goes in the bin!
- 4 boxes, labeled: Reduce, Reuse, Recycle and Compost. (or Brown, Blue, Black and Reuse)
- 1 of each – Newspaper, Apple Core, Fibre Rope, Plastic Bag, Aluminium Can, Glass Bottle, Plastic Bottle.
- (See Recourse Pg 8 and 9)

**Section 1: 15mins**

- A number of waste items will have been hidden around the room. The group will seek them out and bring them to the centre of the room.
- Place the boxes in the centre of the room. The group will decide where each item should go. The Waste Hierarchy will be discussed and the group will move items from box to box.

**Section 2: 15mins**

- How long to biodegrade?
- Create as many groups of 7 from the Scouts.
- 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?
- Were you surprised by any of them?
- How else can we respect the environment?
- What is the Leave No Trace pledge?

### ACTIVITY 27: AGREE / DISAGREE

**Time:** 20mins

**Purpose:** To help Scouts 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 Scout 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 28: THE LIONS LAIR

**Time:** 30mins

**Purpose:** To develop Scouts 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 Scouts) 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.

For Scouts: You can introduce some products to present. I.e

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

For Explorers / Ventures: 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**

**Cowp**

**Thon**

**Oxter**

**Bog**

**Clock**

**Houligan**

**Baguette**

**Mammoth**

**Banana**

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

# **IRISH GAELIC**

**The Gaelic language spoken in Ireland before English.**

# **ULSTER SCOTS**

**The Germanic language brought to Ulster by Scottish settlers.**

# **OTHER**

**(CAN YOU GUESS WHICH LANGUAGE?)**

**LANGUAGE MIX ANSWERS**

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

PERSON@PEACE

Email titles. Cut out.

**@ peace with self**

**@ peace with community**

**@ peace with God**

**@ peace with family**

**@ peace with decisions made**

**PERSON@PEACE – GIVE EACH TO A SCOUT TO PREPARE**

1 – I'm David. I'm 56 years old. I'm not married. I spent 15 years in prison. I started getting into trouble about the age of 12. I really regret where that lead me. I go to church every Sunday now. I only found my faith last year. For most of my life I have been without God.

2 – I am Elizabeth. I live in a multi cultural town. Catholic, Protestant, Muslim are all represented (among others). When I was 15, my father was shot in a sectarian attack. He was not involved in any sectarian activity. I forgive the people who shot him. I know that I must learn from the past. An eye for an eye will never end.

3 – I'm Paul. I'm 32. I did some things as a teenager that I am not proud of. I have made amends with those I hurt. I understand that I need to forgive myself and move on to live my life. I'm happy knowing that I'm not the person I once was.

## CONSCIENCE ALLEY

Read to the Scouts at the beginning of the exercise:

*Steven has been friends with Sarah for years. Recently Steven has started hanging out with some of the boys from the year above. They have chosen Sarah as an easy target for bullying. Steven found himself in a difficult place. He wants to impress his new friends, but doesn't want to hurt Sarah's feelings. Today Steven was caught trying to hide Sarah's school bag. Right now he and Sarah are sitting outside the Principal's office. Parents are on the way into the school. Both Sarah and Steven are silent.*

## **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 - To label the boxes:

**REDUCE**

**REUSE**

**RECYCLE**

**COMPOST**

**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**

## THE ALIENS HAVE LANDED

Culture Cards: Cut out and give one to each group

- **BEHAVIOUR** – What do we do?  
Sports, traditions, hobbies...
- 

- **BELIEF** – What do we believe in?  
Faiths, Superstitions, Politics...
- 

- **MUSIC** – What do we listen to and play?  
Traditional, pop, dance...
- 

- **LANGUAGE**– How do we talk, and what do we say?  
Languages spoken, Slang, accents...