



... in the face of terrorism

resource material for Leaders in the Scout Movement

September 2001

Introduction

This programme material has been devised to help Leaders in The Scout Association who are facing the need to help Scouts to come to terms with the impact of terrorism, brought so much into focus by the attack on the World Trade Centre in New York and on the Pentagon in Washington DC.

Our thoughts and prayers are with all those who have been killed and with their families and friends. At the same time we recognise that terrorism takes many forms and these impact on many other countries and communities from Northern Ireland to Spain, Zimbabwe to the Middle East and south east Europe

These programme ideas are intended to help Scouts:

- understand some of the impact of terrorism and war on themselves, on other young people and their families
- take part in practical activities which help this process.

Background

Underpinning the material in this pack are references that are important to Scouting:

"Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed."

Constitution of UNESCO, 1945, first paragraph

"Education should be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It

shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace."

Article 26 (2) of the Universal Declaration of Human Rights, 1948

"We should take care, in inculcating patriotism into our boys and girls, that it is a patriotism above the narrow sentiments which usually stops at one's own country, and thus inspires jealousy and enmity in dealing with others. Our patriotism should be of the wider, nobler kind which recognises justice and reasonableness in the claims of others and which leads our country into comradeship with ... the other nations of the world.

The first step to this end is to develop peace and goodwill within our own borders, by training our youth of both sexes to its practice as their habit of life; so that the jealousies of town against town, class against class and sect against sect no longer exist; and then to extend this good feeling beyond our frontiers towards our neighbours ..."

Robert Baden-Powell, 1929

Scout Associations throughout the world have been responding to the recent events in the United States by offering sympathy and support.

It would be wrong for Scouting to have nothing else to do or say. As an educational movement, we all will want to help our Scouts to come to terms with the events and to think about what each may do as an individual to make the world a place where terrorism no longer flourishes.

Some considerations

Many young people will have been exposed to images on the media which are deeply upsetting, the consequences of which are uncertain. It may be that there are members of the Scout Group who have lost loved ones or who are otherwise



The Scout Association

Gilwell Park Chingford London E4 7QW

Tel +44(0)20 8433 7100 Fax +44 (0)20 8433 7103 email scout.association@scout.org.uk website <http://www.scouts.org.uk>

Patron HM The Queen President HRH The Duke of Kent Founder Robert Baden-Powell OM Chief Scout W George Purdy

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closely involved in the tragedy. We should of course be especially careful here. For example:

- be careful not to condemn all those of particular race or cultural or religious background
- arrangements could be made to express sympathy to those families known to us and directly affected by the incident
- Scouts can be encouraged to send cards and letters to appropriate groups
- your Group could be represented at religious observances (memorial services, for example), if welcomed by the family
- for the future, anniversaries are key times and should be planned for and handled with sensitivity.

The impact of a terrorist incident on the general public is immense, even without direct involvement. Dealing with it at Scout meetings is difficult. It is important to:

- acknowledge the emotional state of adults and young people and the effect on home and social life for families and individuals
- allow time and space when needed
- remember that some Leaders may not wish or feel able to be directly involved in these activities.
- Take care that the burden of support does not may fall disproportionately on too a small number of adults
- Recognise that the incident may act as a trigger to those people (especially children) who are emotionally vulnerable, with resulting difficulties in behaviour and relationships.

...how to use the material

Programme ideas for different age ranges are provided, so that you can incorporate them into the meeting in a way you find comfortable.

At some stage, after an appropriate activity, we suggest that you explain to the Scouts that we are thinking especially about terrorism: the hatred, and its effects, and about the need for justice, peace and reconciliation - for a better future. You will know best how to express this with the Scouts, depending on their ages.

After an activity, try to generate a discussion (again, in a way which is suitable for the ages of the Scouts), with a view to encouraging them to think what they can do to help. Be careful to say

that Scouting is not a political organisation and that we must not be seen to be indulging in propaganda. The three quotations at the beginning of this pack are an illustration of the approach of Scouting world-wide and will help here.

Our purpose, of course, is not to have an ideological debate but to help Scouts to express their feelings and to open their minds to the realities of conflict. We need to challenge short term thinking, hate and prejudice as well as to show solidarity with people – in the United States and around the world – who are the victims of terrorism.

in summary

The three step process which we are trying to encourage is:

raising awareness

- using suitable activities to make the necessary points
- explaining the context to the Scouts

accepting responsibility for a better future

- discussion and debate

taking action to make it happen

- personal commitment
- reviewing at intervals to consider further action

... a Scout Prayer for Peace

(link hands)

O God, we join with Scouts throughout the world to pray for Peace. Grant that through Scouting we may come to understand each other better and learn to live together in harmony.

... programme ideas... ages 6 to 11

An introductory yarn - Autumn Passage

As each goose flaps its wings it creates uplift for the bird that follows. By flying in a V formation together, the whole flock can cover nearly three times the distance than if each bird flew alone. When a goose falls out of formation, it feels the drag and resistance of flying alone. It quickly rejoins the formation to take advantage of the lifting power of the bird in front of it. When the lead goose tires, it rotates back into the formation and another goose flies into position.

The geese, flying in formation, honk to encourage those up front to keep up their speed. When a goose gets sick, wounded or shot down, two geese drop out of formation and fly down to help protect it. They stay with it until it dies or recovers and then form a small formation to catch up to their original flock.

If we have as much sense as geese do, we will stand by each other in difficult times as well as when we are strong. [From www.teams.org.uk quoted in One World Week Pack 2001]

Games and projects

Circle Tug

Make a hoop of rope. If using knots, make sure they are very secure. Divide the group into four teams. In turn, each member of the team pulls in opposition to the representatives of the other three teams. The objective is to pull the rope circle back to their home base – a chair – on which is placed their Scout scarf. The winner is the first to pull their scarf over their own head, while still holding on to the rope. When everyone has had a turn, an exciting finale can be created if everyone participates in the tug, the winner being the first to put their scarf over their head.

On completing both the reading and the game, in a moment of quietness together, the group can be encouraged to discuss the geese working together and their teams competing in the game. Point out that if the objective of the game was to put a scarf around your neck, then everyone could have won, if they had not pulled against each other.

Everyone can then resolve to work with someone else in the following week to accomplish a good turn for a deserving cause or individual. They might even wish to tie a thumb knot at the end of their Scout scarf which they will only undo when they have completed their challenge.

Building Bridges of Friendship

Each Scout designs a greetings card. They Pack then exchanges cards with another group, either at home or (better) in another country, for example, in the United States.

Order out of Chaos

Divide the Scouts into two or more teams. A Leader devises a sentence for each team with as many words as there are Scouts in a team. Each word is written on a different piece of paper. The Scouts pin the word onto their chests and on the word 'Go' have to hunt for their correct place in the sentence. The first team to complete their sentence is the winner. The Leader can then explain the benefits of peaceful co-operation and the game can be repeated.

Picture Book

Give each group Six or Patrol some old magazines or newspapers and ask them to cut out twelve pictures depicting Peace, Friendship and Co-operation, and paste them onto a large sheet of paper. Ask each Six or Patrol to explain their choice of pictures.

Peace Mobile

Make mobile comprising symbols of world peace such as doves, the globe, the World Scout Badge, olive branches and rainbows.

Peace Song

Learn a song about peace, such as 'I'd like to teach the World to Sing'.

... ages 11 to 16

Resolving conflict

Split the group into small groups. Each group thinks of a conflict that one of them has been involved in recently, or that they have seen on a soap opera or other television programme. Each member of the group takes a role in the conflict and together they work out a tableau or 'frozen picture', which shows one split second in the conflict, for instance, a boy watching 'Top of the Pops' when his sister comes home and changes to the other side! There should be no words in the presentation of the tableau.

Each group shows their tableau to the whole group which tries to guess what the conflict is. The audience group should put questions to the characters to find out how they are feeling. For instance, what were they doing before the conflict? What words describe how they are feeling now?

The onlookers then make suggestions for how to resolve the conflict. Characters can 'unfreeze' one at a time to give their views on each solution.

Continue until a solution is found which is acceptable to all members of the tableau. For instance, the boy agrees to video his sister's programme.

Afterwards, discuss the following with the group. How would the conflict have been avoided? What can we learn from the conflict? How can we, as a group, respond to conflict in the future? Stress that listening to each other and valuing others' opinions is key to resolving conflicts whether it is in the home or between different countries. Point out that soap characters are always in conflict because they never listen to each other!

[From www.globalgang.org.uk who adapted it from Values and Visions, co-published by Christian Aid, Hodder and Stoughton, SCIAF and CAFOD]

Possessions

Make lists of the ten possessions which are most important to you, for example your television, CD player or computer. Consider another country in the world affected by conflict or terrorism and list what you think are the ten most important possessions at the moment of someone your age – perhaps a refugee or victim of terrorism- in that country. Explain your list.

Religion

Visit local places of worship, possibly in Patrols, and compare your findings with others about the differences and the similarities. You may want to do this either when the place is empty to see the decoration, adornment or layout, or when worship is being conducted to see how others worship.

Games

Have a games night. Create a game to represent a country where most people are of the Muslim faith.

Build a Bridge of Friendship

Using any available contact, such as school, church, Scouts etc, send a message of friendship to Scouts in a country affected by conflict or and terrorism. Design your own card, postcard or letter and make sure that everyone has a chance to contribute, even if it is only to sign the message.

Relief Organisations

Find out all you can about an organisation which gives help to other parts of the world. Each Patrol could choose a different agency. You could organise an exhibition for the whole Group and maybe invite parents for a talk by an invited expert.

Prayers

Write and use a series of prayers during Scout meetings which serve to highlight our position in the world, and the position of those bereaved or affected by war or and terrorism.

... ages 16 - 20

Challenging stereotypes

Give everyone a sheet of paper. Ask them to divide the sheet into two equal halves by drawing a line from top to bottom. The leader calls out the name of a country which each person writes on one side of the sheet. On the other side, each person writes down the first thoughts that come into their heads about that country. This should be done quickly. The leader calls out the next country and the process is repeated until about five countries have been completed.

In small groups, discuss the words which have been used. It will help to facilitate discussion by asking questions: Does anyone have experience of meeting people from that country? Did the experience match up to the words used? Are they fair assumptions?

Give everyone just one minute to write down the words they believe would come up if someone from another country was asked to do the same exercise about the British.

End the discussion by reminding people that it is important that we do not judge people on these preconceptions. At the same time, we must be aware that other people may have preconceived ideas about the British!

Celebrate Peace

An evening of songs about peace which could include a contribution from a local folk group or an ethnic music group. Consider countries where there is still conflict. Discuss how you might respond to a particular need which you perceive, as a positive ending to the evening.

Games

Games are an enjoyable and effective way to think about the problems of interdependence and of peace between groups of people. Development education games can be found in 'Fifteen Development Education Games for Scouts'. This is available from the World Scout Bureau.

Video

Prepare a video on the theme of 'Peace and Human Understanding'. Cover some key points and leave some questions and challenges for follow up discussion.

Building Bridges of Friendship

Plan an event for the Unit, Group or District on the theme 'Building Bridges'. How do we make a bridge to those of other cultures, other ways of living, with other ideas, from other Scout Groups in your area or those who are 'different' (for example with disabilities or different political or sexual views)?

Action Plan

Together, draw up a table of two areas of which you as individuals are proud, and two of which you are not so proud, in respect of the community and of Scouting. Make an action plan to make good the deficiencies your table shows.

Boundaries

Every town/city/village has various territorial boundaries. Survey how your community divides itself in relation to housing, social differences, or ethnic differences. Express the survey in various media (photo, words, and tape) along with your comments.

... for the whole group

Wall of Silence

As an initial activity, distribute a few A4 sheets of paper to each participant. Brick shapes are then drawn around the edges of each sheet. This could be using coloured pens, potato printing or sponge printing.

From news clippings and personal narratives from television and radio, create a set of starter bricks. Write in or stick on the quotation in the space in the centre of the A4 sheet. Some sheets should be left blank in the centre.

Distribute the 'bricks' among the participants. Each should have one 'starter brick' and at least one blank brick. In turn, each person reads out the quotation or information from their starter brick and then pins it up on a notice board or sticks it to a wall. The idea is to begin making a wall of the bricks.

Allow time at this stage for everyone to read the various contributions and discuss how they feel. Then each person writes down their own thoughts on a blank brick and, when complete, this is stuck up on the wall as well. Suggestions on what to write should be given – such as prayers, poems, readings and personal comments.

Allow time for everyone to read all the contributions and to discuss quietly how they feel.

The Wall of Silence might be displayed in an area where others can see it and they may be invited to contribute. It should not be displayed in an unsupervised area as others may be tempted to vandalise the display.

Display

Make a collage on the theme of justice, peace and the plight of refugees, to be constructed by all Sections for display in the local place of worship, village hall or community centre.

Scouts' Own

Hold a Scouts' Own on the theme of Peace.

Peace Garden

Create a Peace Garden - an area dedicated to peace - in a local churchyard, park or green. Everyone can be involved in the initial creation, planting and maintenance.

Camp Theme

Hold a camp on an international theme. Use sub-camp names, games, challenges, and campfires, to promote an understanding of your theme.

World Scouting

Set up a display in the Town Centre to reflect on 'Scouting round the World'.

Give money

You can donate money online for the benefit of those in need who are affected by the disasters in the United States at www.redcross.org

(Please note that this web page is the American Red Cross, not the British Red Cross Society.)

Finally, here are two other ideas:

World Scout Jamborees and World Scout Moots are tremendous examples of what Scouting can do for understanding and peace in action - Scouts of all religions, cultures and countries working together, exploring and sharing their cultures. A 'Join in Jamboree' pack for the next World Jamboree is now available from the Information Centre (£4.50).

The Commonwealth is a great example of people from diverse backgrounds working together. The Commonwealth is to be the focus of Her Majesty the Queen's Golden Jubilee and a pack of ideas will shortly be distributed to every Scout Group. The pack encourages greater understanding of this international network and the issues we all have in common, and celebrates diversity.

... more information

One World Week – 21 to 28 October 2001 – www.oneworldweek.org

Christian Aid – www.christian-aid.org.uk

Global Gang – Christian Aid's youth site – www.globalgang.org.uk

Boy Scouts of America website – www.bsa.scouting.org

Greater New York's Council of the BSA – www.bsa-gnyc.org

International Links Scheme – Waybrook@aol.com

World Scout Website – www.scout.org

Commission for Racial Equality – www.cre.gov.uk

Quaker Peace and Service – www.quaker.org.uk

The Children and Armed Conflict Unit – United Kingdom - www2.essex.ac.uk/c&acu

European Platform for Conflict Prevention and Transformation - www.oneworld.org/euconflict

ScoutBase – www.scoutbase.org.uk

International Office at Gilwell Park – international@scout.org.uk