



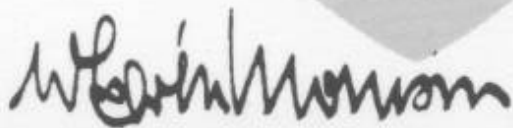
God are you still in there ?

From the very beginning, Scouting has been concerned about the 'whole person', a person with spiritual, physical, mental, social and emotional dimensions, all of which should blend together to give that sense of being 'fully alive'.

The Scouting method of learning by doing, in small groups, guided by trained adult leadership, has proved itself over more than eighty years, as countless boys and girls across the world have seen their lives enriched through their being Scouts. Thousands of ordinary adults have run the programmes through which these Scouts have grown and have been enabled to make the most of their lives, to their own advantage and for the well-being of the communities in which they live.

This activity pack provides a powerful resource to Scouters who seek to understand more clearly how the Scouting programme meets the spiritual needs of the Scout. In fact, it does more than this by enhancing the understanding of adults, as well, in areas where we can find it difficult to talk freely.

I commend it to all who have at the heart of their Scouting a fervent wish that the Scouts in their care should be 'fully alive'.



Garth Morrison
Chief Scout of the United Kingdom
Member of the World Scout Committee

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foreword and introduction

Many Scout leaders in Europe are looking for new ways of helping young people grow spiritually. In today's multi-cultural society, this is no easy task! This is why we have followed with interest the work carried out during many years by The Scout Association of the United Kingdom. In Scouting, there is too often confusion between spiritual development and religious education. There is a tendency to ensure that one's 'Duty to God' is fulfilled simply by adding some religious activities to Scout activities. Many Scout leaders are trapped in this rigid notion and feel unable to deal with spiritual development. As a result, they do nothing about it.

Our Scottish friends have tackled this problem in the way that Baden-Powell himself recommended: there is no need to add external elements to Scouting in order to stimulate the spiritual development of young people. What we need to do is to take advantage of all the elements within the Scout programme and propose activities which already include a spiritual dimension. This is the purpose of this activity kit. The activities in the kit are examples which should be enriched and developed by each leader, according to the programme of his or her national association and the particular culture of his or her country.

Dominique Bénard

*Regional Executive of
the European Scout Region*

This is an activity pack which has a lot of information, a number of ideas, some examples designed to help you underline for the young folk in your section the key things that are developing them spiritually. It is an ideas pack – and you are the best people to translate the ideas into action.

Yes, this is that horrible fourth part of the *Aim of Scouting* which we all get nervous about. This activity pack's title comes from a story that underlines the misunderstanding that causes us problems about the subject. There was a little boy who grew up believing that God lived in the bathroom of his house. He had three brothers and sisters who took a long time over washing and shaving so that every morning in life he heard his father bang furiously on the bathroom door shouting 'God, are you still in there?!' His belief was, therefore, while mistaken, completely understandable.

Many of us are afraid to become involved in this area of work because spiritual development is seen by so many people as the religious thing and better left to the professionals. The fact is, they are wrong. But our apprehension about it does not mean that we are in any way less spiritual; we are all involved with spiritual development. So let's stop trembling – it's easy – and you are probably doing a lot already.

All told there are 5 pages to each section in this pack but we hope that they will help you to do what you are best at, helping the members of our Movement grow into whole people who care about the world.

It's easy – let's go . . .

Spiritual development – what is it?

The Scout Movement recognises five principles of spiritual development.

- 1 To develop an inner discipline and training
- 2 To be involved in collective/corporate activities
- 3 To understand the natural world around us
- 4 To help create a more tolerant and caring society
- 5 To discover the need for prayer and worship.

These can be called wisdom, work, wonder, welcome and worship respectively. This pack looks at each of these principles and suggests programme ideas which could be used by your Colony, Pack, Troop

or Unit. The pack also gives you ideas about values education and Scouts' Owns.

But, before we do that, you may be asking why there is a 'duty to God' clause in the Scout Promise. Why don't we just 'drop' God? To grow as whole people in this world, there are a number of different parts of our character which develop during our lives. These include our physical abilities, mental capabilities, emotional development, our social interactions and our spiritual awareness. No one will ever reach the ultimate in any of these, and we are sure that the leaders of our faiths never fully understand the mystery of their faith. Scouting sees all of these areas of development to be important in the lives of young people. Scouting requires a belief in God – a faith in the Creator and Source of everything that is. Our understanding of 'God' develops over the years and our belief in God may ebb and flow like the tides during our lives. But, Scouting is concerned with a knowledge of God's presence in our lives; the difference between good and evil, love of others and care for the world in which we live.

In a survey carried out by the Alister Hardy Centre (UK), 80% of young people claimed to have had an experience similar to this one:

I remember one evening standing by the sea.
The sun was setting, the tide was going out,
leaving little pools and streams of water, and wet sand.
There was a marvellous feeling of light and peace all around me. I felt a great joy; also a strong desire to find meaning and purpose in life.
A little later I remember feeling the same when I was sitting on a hillside and looking out over the spreading green countryside. It was beautiful, and also strange: you feel you are somehow part of a mysterious whole.

(Young People Now, October 1991)

That is spiritual awareness!

In his booklet *What's all this about, God?*¹, addressed to leaders and Venture Scouts, Father Roger Barralet writes: 'Sometimes, when people say that they don't believe in God, what they are really saying is that they don't believe in their wooden dolls, their pictures of God. Those pictures may come from early childhood. They may be pictures of God as a super-policeman waiting to catch us out for our misdeeds. There are so many possible pictures of God picked up for one reason or another in child-

hood that, as we move towards adulthood, we rightly reject as non-acceptable. But that does not mean that we necessarily reject God. We would only have to say of someone that he is really an atheist, that the word “God” makes no sense in his life, if he is

a person for whom the whole of reality, and it must be the whole of reality, is limited to his experience of the immediate, the material. If a person is completely satisfied that there is no more to life than “brute facts” then, for such a person the word “God” is a non-word. But if a person is satisfied that there is more to life than “brute facts”, if a person is searching for meaning, looking for a way in which those experiences may be put together to reveal an intelligible pattern, then, I believe, such a person is beginning a search, that is beginning a search for God’.

‘Scout’ literally means ‘path finder’. A Scout has to search for the best path, to choose the best way in every situation. When outdoors, when at camp, when hiking, as well as in every aspect of his or her life.

To keep moving in the right direction when hiking, what do you need? A compass! In life, it is the same: to keep moving forward in the right direction, you also need a type of compass. You need to know where to find it and how to use it!

Each of us already has a built-in compass that we can learn to use to guide us. When you have to choose between several paths and you choose the right one, you gain a feeling of happiness. The feeling of happiness is not something material yet you know it is there within you – it is real.

The same thing happens when you willingly share something with another person – it may only be a moment of your time, or when you give something, expecting nothing in return; and every time you make a gesture of love.

As leaders, we need to help our members learn how to use this built-in compass for the same reason that we teach them how to use a normal compass. By helping them to recognise and accept this built-in compass as the power that is the beginning, the middle and the end of everything, we will be giving each one of them the confidence always to choose the right path in their lives – the path towards happiness. This is spiritual development.

Scouting helps young people to develop spiritually. It lays a foundation on which a specific religious education can be built. Baden-Powell called this foundation ‘the natural form of religion’. ‘The natural form of religion’ is so simple that a child can understand it. It comes from within, from conscience, from observation, from love, for use in all that he does. It is not a formality or a dogmatic dressing donned from outside, put on for Sunday wear. . . It is, therefore, a true part of his character, a development of soul, and not a veneer that may peel off.’² Baden-Powell realised that activities in nature play a central role in the spiritual development of young people. To Baden-Powell, ‘the wonder . . . of all wonders is how some teachers have neglected this (i.e. nature study) easy and unfailing means of education and have struggled to impose Biblical instruction as the first step towards getting a restless, full spirited boy to think of higher things.’³

To help young people develop spiritually, a Scout leader should not lecture on religion but simply propose concrete activities following the principle of ‘learning by doing’, so that young people can grow in the five areas we propose. This is why spiritual development is not a special programme alongside the Scout programme. It must be fully integrated within the Scout programme.

To summarise :

- Spiritual development is an integral part of the Scout Method and cannot be an activity in itself;
- There is no real Scouting without spiritual development;
- Scouting avoids the use of dogmatic approaches or scholastic learning;
- The spiritual dimension in Scouting unifies people and should not divide them;
- Spiritual development is the trunk on which the branches of formal religious education can grow.

Finally, then, let us jot down some ideas about the different types of activities in this pack:

wisdom

the types of activity which help young people to develop responsibility towards themselves, resist

negative influences, identify positive personal goals and the necessary steps needed to achieve them.

work

the types of activity which help young people to play an active role in a small group (patrol), to share responsibilities, to co-operate with others, etc.

wonder

the types of activity which help young people to explore and discover the wonders of nature; to understand why we must protect wildlife and the environment.

welcome

the types of activity which help young people to understand that it is possible to improve and change society through their acts of service and community involvement projects.

worship

the types of activity which help young people to think about the events they have been through and to understand the value of these experiences. It is through activities, such as times of silence, meditation, expression (drawings, songs, drama, poems) that young people can realise the need for prayer and worship.

The set of activities in this pack is not exhaustive. Sometimes you may see an activity in one area that you might feel belongs somewhere else. You may need to adapt them to your situation. Don't be afraid to reject some and bring in others. Remember, these are only some ideas. After all, the best ideas may come from the young people themselves.

¹ *What's all this about, God?* Father Roger Barralet OFM, edited by Hazel Chewter, The Scout Association, 1987. ISBN 0 85165 205 0.

² Robert Baden-Powell, *The Scouter*, April 1918.

³ Robert Baden-Powell, *Aids to Scoutmastership*, 1930.

pre-cub / beaver scout activities

wisdom

to develop an inner discipline and training

pre-cub / beaver scout activity sheet 1

one mirror, mirror

Split the Beaver Scouts into pairs. Everyone must look closely at their partner. One then turns away and the other changes his or her appearance in some way, i.e. ruffles her hair, rolls up a sleeve, etc. When ready the other Beaver Scout must try to identify what is different.

two Kim's game

Set a number of items on a tray, and let all the Beaver Scouts look at them closely for a set period of time. Remove the tray and remove a few of the objects. The Beaver Scouts must then try to identify which items have been removed. Use different kinds of objects, i.e. tools, kitchen utensils etc. As an incentive, give the Beaver Scouts a small sweet or similar prize for each one they get right.

three word search

Make up a simple word search made up of letters in a grid with words spelt from left to right or from top to bottom hidden in the grid. The theme could be to do with Scouting or the Colony. Each Beaver Scout must try to find all the hidden words.

four keep fit

Get all the Beaver Scouts to participate in some simple keep-fit activities, appropriate to their physical abilities. Running on the spot, touching toes, etc. Change each activity every 30 seconds and try to maintain for a total of four minutes with no break in between. Ask the Beaver Scouts how much exercise they do each day/week. Stress that exercise is good for their health and well-being and that it requires self discipline to maintain.

five road safety

Teach the Beaver Scouts how to cross the road safely and the correct place to cross. Split the Colony in two, one half cross the road while the other half play at being the cars. Change over the groups and repeat.

six helping hands

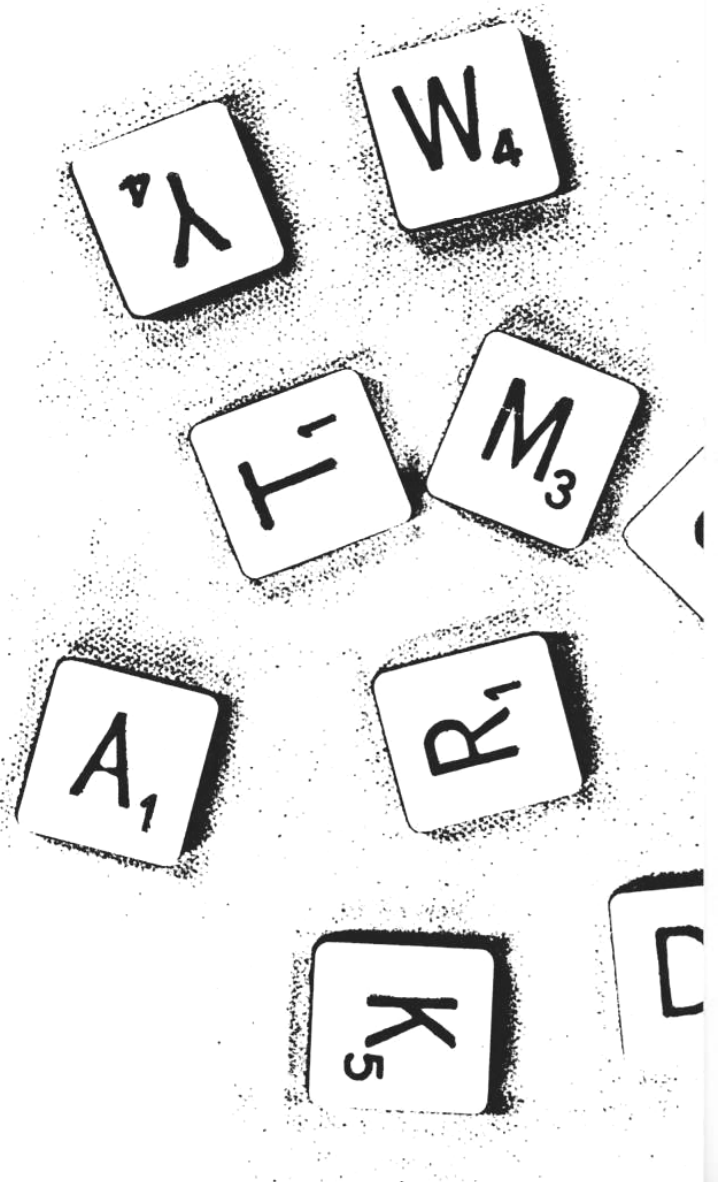
Encourage the Beaver Scouts to help out at home in some way. Get them to make a promise to help at home and ask them to report back at the next Colony meeting.

seven silence is golden!

Encourage a silent period in the meeting, when Beaver Scouts must carry out an activity without talking.

eight get up and go

Go on a Colony outing to the Police Station.



work

to be involved in corporate activities

pre-cub / beaver scout activity sheet 2

one towering

Have a variety of different objects, ie. beanbags, toilet rolls etc. scattered around the hall. Every time a whistle is blown twice, every Beaver Scout must collect an object and place it on a pile. The object is to try and build a tower of things as high as possible by the Beaver Scouts working together. This activity can be done several times throughout the evening and the tower measured at the end, to see how well the Colony worked together on the task.

two long jump

Working in teams of six, have the Beaver Scouts long jump. Each Beaver Scout starts from where the previous Beaver Scout has landed. The Leader can then jump as far as he or she can. Measure the jump and compare it to the Beaver Scouts' joint jump. Stress how much better teams of people can do things rather than as individuals. If someone cannot jump, then measure their height and count that as the distance.

three trust circle

Encourage everyone to work together and trust each other. Stand 6-8 Beaver Scouts in a small tight circle. One Beaver Scout stands rigidly in the middle with their eyes closed and falls forward. The remaining Beaver Scouts in the circle must work together to support the Beaver Scout and stop them from falling.

four musical paper

Spread several sheets of newspaper on the floor. Play some music. Every time the music stops everyone must stand on a piece of paper. Gradually remove the papers until everyone must work together to get everyone on the remaining piece of paper.

five follow my lead

Form one long line behind a leader. Everyone must follow the actions that leader does, ie. scratch their heads etc. Change the leader frequently.

six build the river bridge

Everyone faces a partner in two parallel lines. Each firmly takes hold of both hands of the partner facing. You have now formed a long bridge. (NB: it is very important that each Beaver Scout has a firm grip of their partner's wrists or hands. This should be explained and demonstrated carefully.) One Beaver Scout climbs on to the hands at one end of the 'bridge' and is propelled across the other side of the river by the Beaver Scouts moving them along. Let other Beaver Scouts cross the bridge one at a time. Stress that by working together the task is made easier.

seven climbing frame

Arrange for the Scouts or Venture Scouts to construct a structure that the Beaver Scouts can climb. This is a real corporate activity involving other sections in the Group! Do give plenty of warning to allow the visitors to prepare thoroughly.

eight parachuting

Get hold of a parachute and play a variety of parachute games. These are really good fun and encourage everyone to work as a team.

nine get up and out

Go on a Colony outing to visit the fire station. Ask the Beaver Scouts to find out how the Firemen work together in a team.

one nature tale

As a Colony, sit around a parachute or a blanket. Tell a story about a pond and encourage the Beaver Scouts to make the relevant sounds, i.e. frog sounds, duck sounds, etc.

two growing

Get the Colony to grow some cress or mustard seeds. Look at how quickly they grow; explain that this is how plants grow.

three flower pressing

Collect some flowers and have the Beaver Scouts press them in a book. Take care to collect only common flowers – not rare ones.

four leaves

Collect a variety of different leaves and compare the different shapes. Try to identify which trees they are from. The Leader will need an identification chart or book.

five butterflies

Paint one half of a piece of paper, fold the paper in half, while the paint is still wet, and press together. Open up and look at the different butterfly shapes made.

six feeding time

Visit a local pond and take some food to feed the ducks and other wild birds.

seven snow!

If it snows in your area, why not go outside and have a snowball fight. Make footprints in the snow and see who has the biggest feet, etc.

eight snowflakes

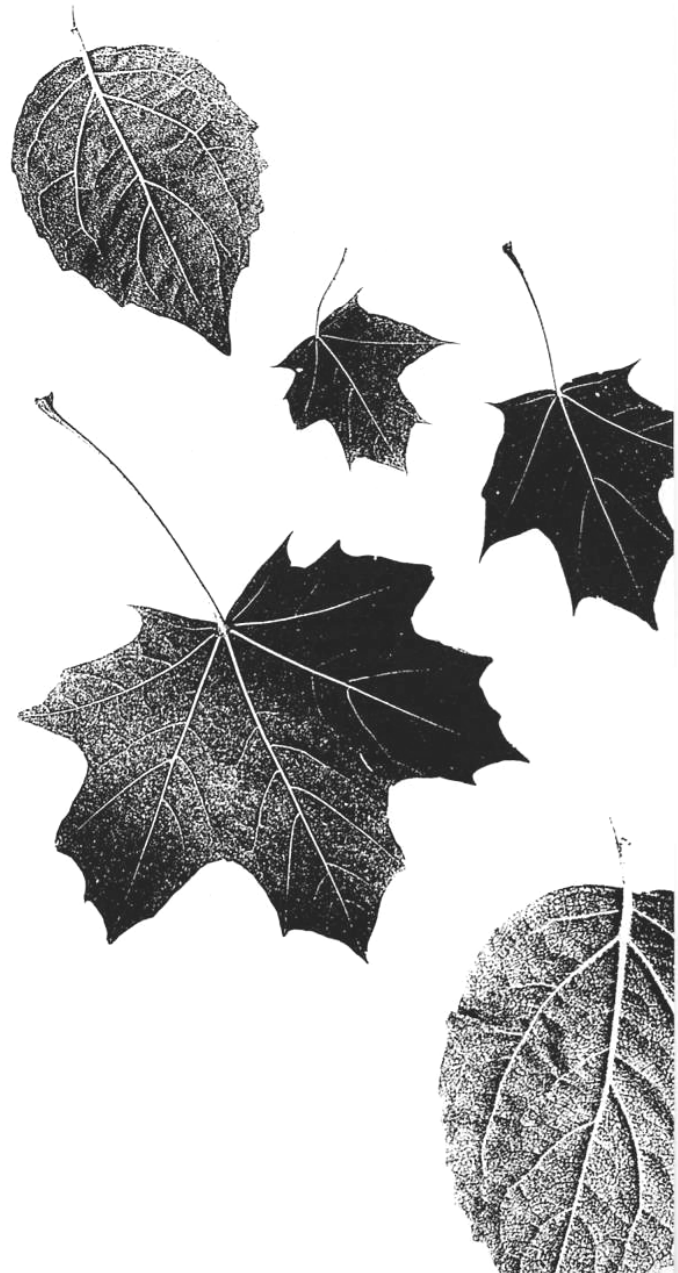
Fold a piece of paper into eighths, cut sections out and open to see the snowflake.

nine bark rubbings

Take a bark rubbing from a tree using greaseproof paper and a wax crayon. Notice how the different trees produce different patterns.

ten get up and go

Go on a Colony outing to a farm or a zoo and find out what the zoo keepers or farmers do to care for the animals.



welcome

to help create a more tolerant and caring society

pre-cub / beaver scout activity sheet 4

one blind trail

Split the Beaver Scouts into pairs. One of the pair is blindfolded and the other, who can still see, has to guide the partner through a variety of obstacles. Stress the care, patience and team-work needed.

two draw a picture

Challenge all the Beaver Scouts to draw a picture using the hand they do not normally use or by using a brush held between their toes. Stress that some people with disabilities have to learn to do this in order to communicate and some even become excellent artists this way.

three disability relay race

Have a disability relay race. First Beaver Scout has to hold their foot, second Beaver Scout has to hop, etc. Stress the many different problems people can have.

four beaver scout braille

Using soft modelling clay make some braille letters. Let each Beaver Scout try to read some of the letters using their hands. Stress that this is the way some people read.

five Mars bar game

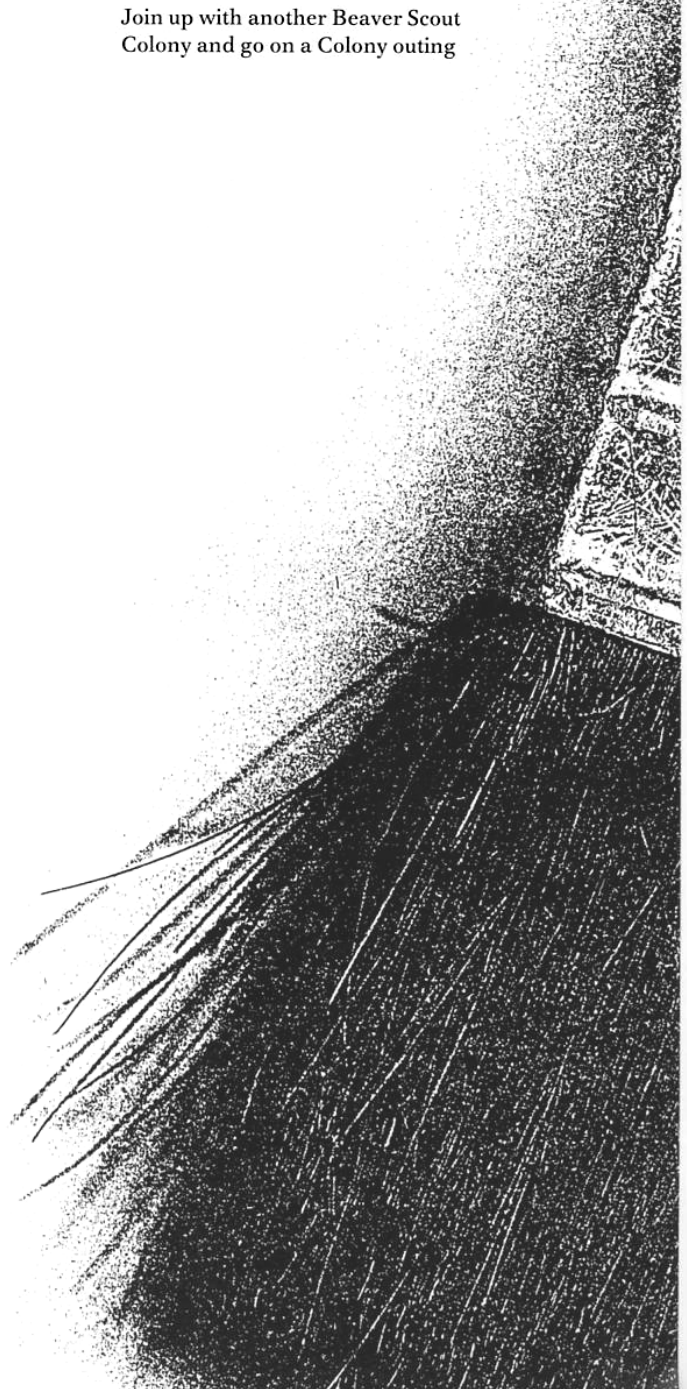
Play the Mars Bar game. In groups of 6–8, each Beaver Scout shakes a dice. Every time a six is thrown, the thrower must put on some gloves, a hat and a scarf, then try to cut a piece of the Mars bar (or similar) using a knife and fork. This game is fun and can show how awkward some tasks can be for people.

six who is it?

Blindfold all the Beaver Scouts. The leader then pairs every Beaver Scout up. They must then try to identify their partner using only touch. No talking is allowed. Stress how important touch is to people who can't see.

seven get up and go

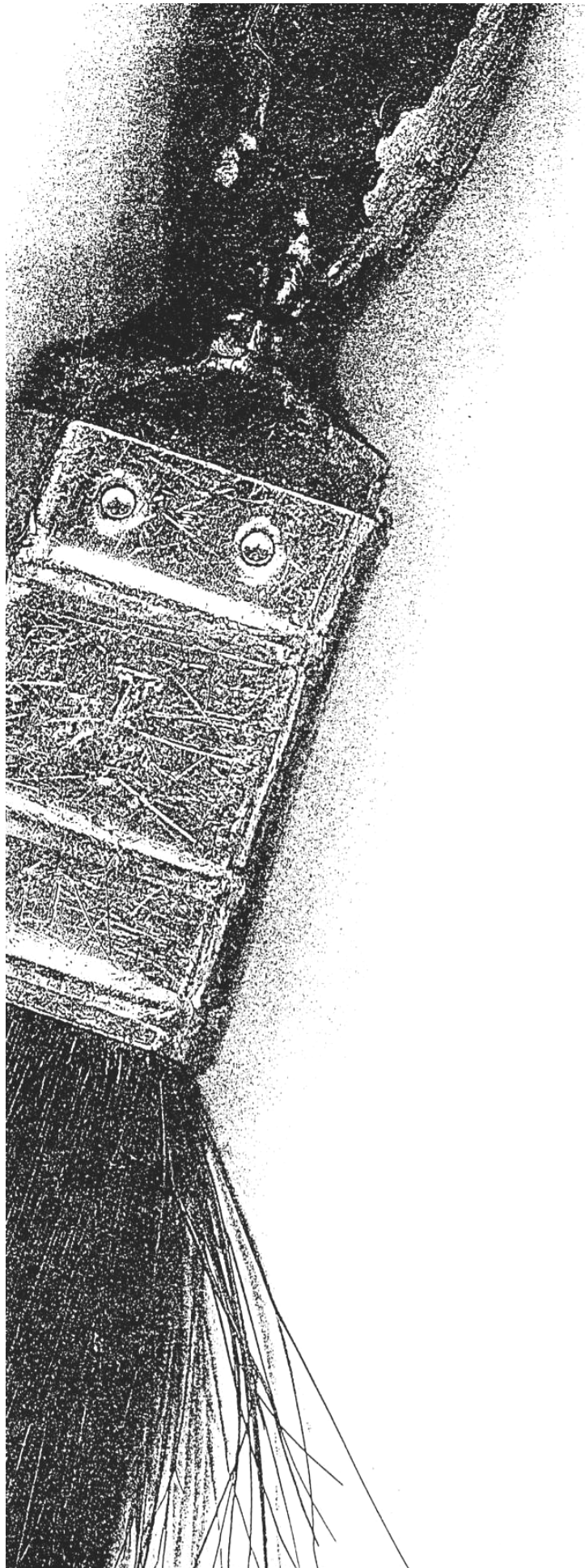
Join up with another Beaver Scout Colony and go on a Colony outing



worship

to discover the need for prayer and worship

pre-cub / beaver scout activity sheet 5



one teddy bears' picnic

Everyone should bring their teddy bears or other soft-toy companions to the Colony meeting. Explain that God is a bit like a teddy bear because you can tell him everything in confidence.

two God and the glove

Take a glove, show that with a hand it is useful and can do many things but without the hand inside it is useless. Compare this to God. Without God we are useless, yet with God's support we are useful and can do things.

three thank you

At the end of the meeting everyone stands in a circle and holds hands. A Leader starts by saying 'Thank you God for ... (something)'. Each Beaver Scout then repeats the phrase 'Thank you God for ...' and thanks God for something else. Once all the Beaver Scouts have said something, everyone shouts together 'Thank you'.

four conservation

Encourage the Beaver Scouts to think how they can help to improve God's world, i.e. not dropping litter, etc.

five ballooning

Blow up a balloon. Explain that God is like the air inside the balloon. Even though you cannot see him you know that he is in there supporting everyone.

six get up and go

Go on a Colony outing and include some worship

cub scout activities

wisdom

to develop an inner discipline and training

cub scout activity sheet 1

one tv diary

Ask the Cub Scouts to keep a diary of which television programmes they watch each week, if any, and what sort of programmes they watch. Discuss the amount of television and the type of programme with the Pack.

two just a minute!

All the Cub Scouts sit down on the floor. A Leader times one minute with a watch and the Cub Scouts are asked to stand up when they think one minute of time has elapsed. Once everyone has stood up the Leader states which Cub Scout was the closest. Ask the Cub Scouts to do the exercise again and see if they can get any closer.

three road safety for pedestrians

Learn your country's road safety code for pedestrians and have the Cub Scouts demonstrate a working knowledge of it. (If no such code exists nationally, help the Cub Scouts to write their own version of what they think it should be.)

four helping at home

Get the Cub Scouts to promise to keep their room tidy for a week or help their mother around the house in some way for the same amount of time. Encourage them to keep a diary of good turns. Perhaps a number of Cub Scouts might like to try and complete their Home Help badge (or equivalent).

five outdoors

Learn to prepare a fireplace correctly before lighting a fire and cooking something simple on it. Equally important, make sure that the area is left after use as it was found, i.e. no one should know that a fire has ever been lit there.

six pocket money

Ask the Cub Scouts to keep a record of how their pocket money is spent for one month. Discuss with the Cub Scouts whether they feel that they spend their money wisely or not.

seven fitness

Complete some fitness exercises every week within the Pack meeting for a month. Encourage the Cub Scouts to do the exercises at home every day or every second day during the whole month. Discuss how the Cub Scouts felt, i.e. if they felt fitter at the end and if they found it difficult to discipline themselves to do the exercises.

eight yarn

Look at some people in history who have shown a lot of perseverance and self discipline. Tell the Cub Scouts about them.

nine stay healthy

Look at some social issues as a Pack, i.e. glue sniffing, smoking or taking drugs, and discuss how these can affect a person's health. Have the Cub Scouts make a poster showing the danger to a person's health.

ten silence

Learn sign language and then complete a section of the Pack meeting in total silence using only sign language and other similar methods to communicate. How do the Cub Scouts feel about not being able to speak? Frustrated?



work

to be involved in corporate activities

cub scout activity sheet 2

one trust me!

Play some games with the Pack that encourage everyone to work together and build trust:

e.g. A small group of the Cub Scouts form a tight circle with no gaps between them. In turn, each Cub Scout stands rigidly in the centre of this circle with eyes closed and allows himself or herself to fall to one side. Their feet must stay on the same spot in the centre of the circle. The rest of the Cub Scouts in the circle must gently move the Cub Scout in the centre around while preventing this person from falling over completely! The Cub Scout in the centre must keep his or her feet together and trust to the rest to keep them safe.

two problems problems

Give the Cub Scouts some problems to solve as a team:

e.g. Mark off a circle on the floor with a piece of rope; place a bucket or a small barrel in the centre of the circle. Leave some pieces of rope around the area outside the circle, a variety of lengths but at least one long enough to reach the bucket, and return it to outside the circle. The object of the exercise is to retrieve the bucket from the centre of the circle without touching it with hands and without entering the circle.

three parachutes open

Get hold of a parachute and encourage the Cub Scouts to work together with some parachute games.

four camping

During a camp, look at the jobs that everyone does and emphasise how everyone must work together to get things done.

five that's entertainment

Organise a simple entertainment show and invite the parents to attend. Each Six must do some form of entertainment. Encourage the Cub Scouts to complete their Entertainers' badge (or equivalent).

six read all about it

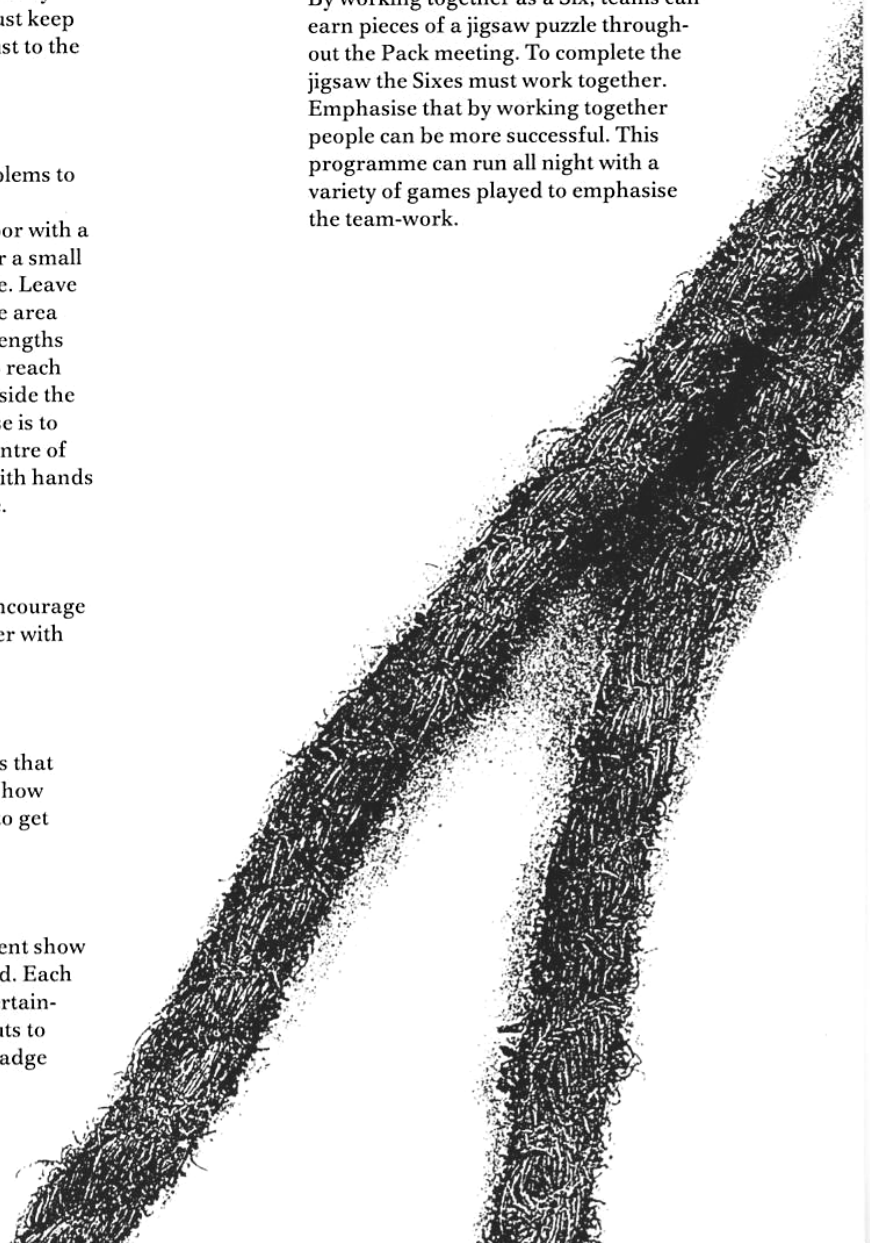
Make a Pack or Six newspaper. For example, encourage the Cub Scouts to report on their activities or explore their opinions with a simple survey.

seven together

Participate in a District or Area event and meet Cub Scouts from other Packs. Alternatively arrange a joint meeting of two Packs.

eight jigsaw prize project

By working together as a Six, teams can earn pieces of a jigsaw puzzle throughout the Pack meeting. To complete the jigsaw the Sixes must work together. Emphasise that by working together people can be more successful. This programme can run all night with a variety of games played to emphasise the team-work.



one weather log

Ask the Cub Scouts to keep a simple weather log for two weeks.

two listening to nature (a)

As a Pack, go on a nature trail. Encourage the Cub Scouts to listen to the various noises they hear. See how many they can identify.

three listening to nature (b)

Prepare a recorded tape of a variety of wildlife noises and see if the Cub Scouts can identify any of them.

four feelings!

Place a variety of different natural items in a bag. Have the Cub Scouts take turns to put their hands in the bag and feel the items without looking. They must try to identify the items in the bag.

five stars

Get the Sixes to make a constellation chart (using their imaginations). Compare it to the actual map of the constellation. Try to identify some of the groups of stars, i.e. the plough, the great bear, etc. Try this activity three or four times throughout the year to let the Cub Scouts see that stars appear in different positions depending on the time of the year.

six growing plants

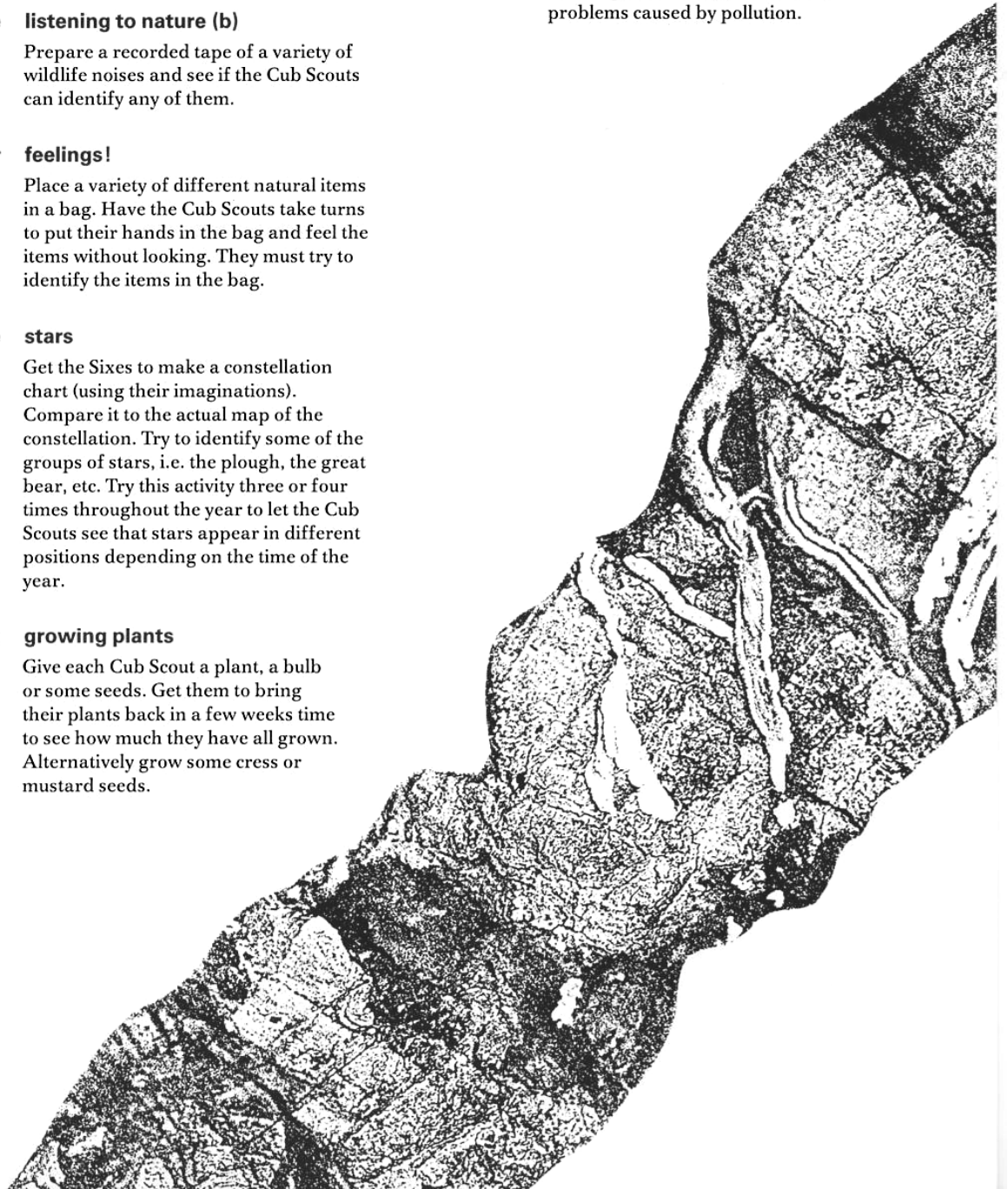
Give each Cub Scout a plant, a bulb or some seeds. Get them to bring their plants back in a few weeks time to see how much they have all grown. Alternatively grow some cress or mustard seeds.

seven conservation

Undertake a nature conservation project in the community, e.g. keep a section of the local park clear of litter.

eight pollution

Look at the problems caused by pollution. How can we improve or help the world? As a Six, get the Cub Scouts to draw a poster to illustrate some of the problems caused by pollution.



welcome

to help create a more tolerant and caring society

cub scout activity sheet 4

one charities

Pick a national charitable organization. Find out about the kind of work it does and undertake as a pack to raise some money for it.

two international (a)

Find out about Scouting in another country. Run a Pack meeting as it would be run in that country.

three international (b)

Find out about another country, its customs, cultures and traditions. Discuss with the Cub Scouts how they differ from their own culture and traditions. Cook a typical traditional meal from the chosen country.

four international (c)

As a Scout Group, complete the International Friendship Award (or equivalent).

five disabilities

Carry out a variety of activities with an arm in a sling, preferably the main arm the Cub Scout uses. Discuss how they feel about not being able to use part of their body and ask them how they can overcome their disabilities.

six disability obstacle

As a Six, complete an obstacle course. Each member of the Six is given a different disability, i.e. one blind, one with an arm in a sling, one with legs tied together, etc. As a team they must complete the obstacle course by helping each other.

seven parlez vous?

As a Pack, learn a few words in a different language.

eight braille

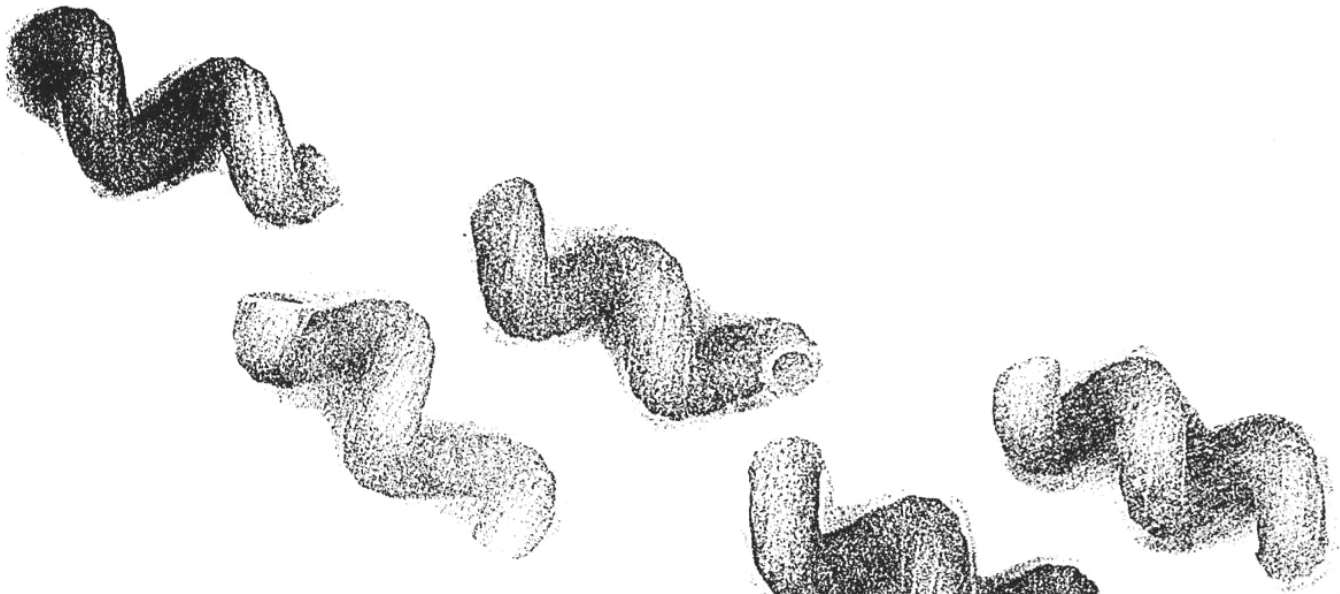
As a Pack, learn some Braille letters and encourage the Cub Scouts to try to 'read' some words while blindfold.

nine camping

Take a Six camping and get them to see how they can cope and adapt in a different environment.

ten yarn

Tell the Pack a story about someone who has overcome disability in order to achieve something important. Use the story to raise awareness of how people can overcome disabilities generally.



worship

to discover the need for prayer and worship

cub scout activity sheet 5

one prayer graffiti

Set up some paper on a wall. Have the Cub Scouts write up their prayers on the wall. These prayers can then be made into a Pack prayer book. Keep the wall up for a few weeks and let Cub Scouts add to it.

two faiths

As a Pack, learn about a different faith and any traditions related to that faith. Cook a traditional meal from that particular faith or invite someone to come to your meeting and tell the Pack about his or her faith.

three cub scout's own

Ask each Six to prepare and carry out a Cub Scout's Own for the rest of the Pack.

four trail to worship

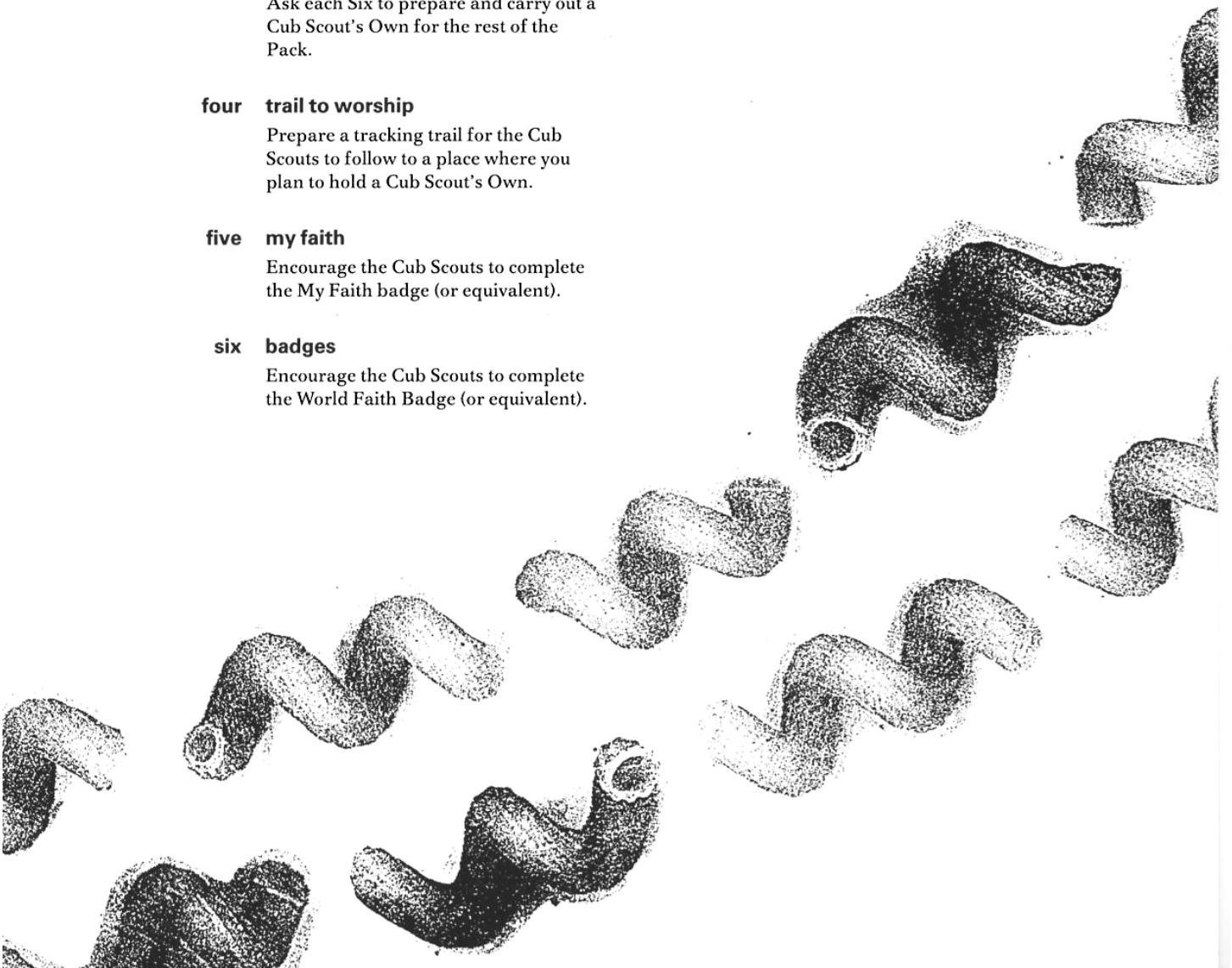
Prepare a tracking trail for the Cub Scouts to follow to a place where you plan to hold a Cub Scout's Own.

five my faith

Encourage the Cub Scouts to complete the My Faith badge (or equivalent).

six badges

Encourage the Cub Scouts to complete the World Faith Badge (or equivalent).



scout activities

one blind pirate

An individual Scout is selected to be the blind pirate. He or she is blindfolded and sits in the middle of the floor cross-legged. A bell, or a bunch of keys, or anything which can make a noise when moved, is placed just in front of the blind pirate's feet. One at a time, Scouts, who are sitting cross-legged in a circle around the blind pirate, try to stand up, sneak into the circle, take the bell and return to their places without making a sound. The blind pirate tries to point directly to the individual that is moving. If successful, they change over. This game, like many others played by Scouts, develops a particular discipline. It might be worth spending five minutes at the end of the game or at the end of the evening discussing how they felt having to keep silent for long periods.

two keep a diary for a week

If you have the facility, produce a simple eight-page diary covering one week for each Scout – (two sheets of A4 folded with the days and perhaps the dates).

As accurately as they can, get them to keep an hour-by-hour timetable of what they have done for the week – the time they went to bed, got up in the morning, started breakfast, finished breakfast, left for school, got to school, etc.

At your next meeting, analyse how much time has been spent on each of a number of activities during the week – (it might be helpful to have a calculator). You might make a list comprising sleeping, eating, at school, doing homework, watching television, Scout activities, etc. Produce league tables, or bar charts, or whatever the Troop want to use to display the results.

Finally, consider what this shows about priorities, inner discipline, etc.

three spot the advert

Prepare around 20 adverts taken from magazines etc. and cut out the name of the product. Some of the adverts should be for items that are not necessarily good for us (e.g. cigarettes, alcohol, etc.) Using whatever technique you prefer for running a quiz, get them to see if they

can recognise the products. Discuss the influence of advertising. This can lead on to good and bad influences and influencing others.

four what influences you?

Ask them to conduct a survey during the week using questions like:

What makes you decide which TV programmes to watch?

Who or what influences what you wear?

Who or what influences how you spend your money?

Who or what influences the things you think are right or wrong?

Who or what influences your aims in life?

For some it may be enough for them to consider this for themselves. Others may be able enough to also collect a few answers from friends and family.

Collate the answers. Then discuss who or what they follow. Discuss why they follow who or whatever and how this affects their life. Do they think that these influences will change as they get older?

five the waiting game

Provide a bucket half-full of water, with a high-value coin in the bottom. (This activity could cost you money!) Give each person a smaller value coin to drop in to try to cover the high value coin. It is almost impossible. The trick takes time and patience. Discuss the need for patience, and when and why it may be appropriate.

six who am I?

There are millions of people in the world, we are all unique, and all are citizens of the world. Get the Scouts to write a page or draw a poster about themselves and the gifts that they have. Write a prayer based on this information.

seven time

Ask the Scout to work out how many hours, minutes and seconds in their lives if they live until they are 75. How many hours will they spend asleep? How many hours have they spent so far on Scouting activities?

work

to be involved in corporate activities

scout activity sheet 2

one produce a picture story

This can be done over several sessions at a camp or over several weeks on troop nights. A keen amateur photographer, or even a friendly professional, may be prepared to help with this project. Each Patrol or team needs access to a camera. Each should be provided with one roll of film and a photograph album. The Scouts then need to select some story. This could be from the Bible or other holy book or a favourite story or a story written by themselves.

The next step is to produce a story board as they may have seen in comics or on television, being careful that they have only a fixed number of photographs on the roll. Then each team sets up and takes their set of photographs. Have them developed.

Finally, the Scouts can put their pictures into the album with appropriate words alongside.

two initiative test

Many such activities can be used to illustrate team work. Provide each team / Patrol with a list of things to find out, such as:

What number of bus can be caught at the bus stop in the High Street?
What colour is the gate of 22 Low Street?
What is the telephone number of the nearest bakery?

Then leave them to get on with it, and have a cup of tea! The teams which all rush round together will not do so well as those who plan and divide up the task. Discuss the benefits of planning, team-work, using the strengths and weaknesses of the team, etc.

three joint events

It definitely pays to get involved in activities with other Troops and Groups. District and Area organized events are obvious examples. However, there are also Cub Scouts, Venture Scouts, local football teams, athletic clubs and so on. When these activities are over, ask the Scouts to discuss them in their Patrols. Ask if there is anything that others do that they might want to incorporate into

their own Patrol programmes. Ask them to think about what they enjoyed about these joint activities and what would improve them.

four friends

What is it that makes someone a friend? Encourage the Scouts to think about friendship by thinking of something friendly to do for a new Scout.

five money

Ask the Scouts to keep a record of what they spend any pocket money on, how much they save, etc. Encourage them to discuss as a Patrol how much should be spent, saved, or given away.

six helping others

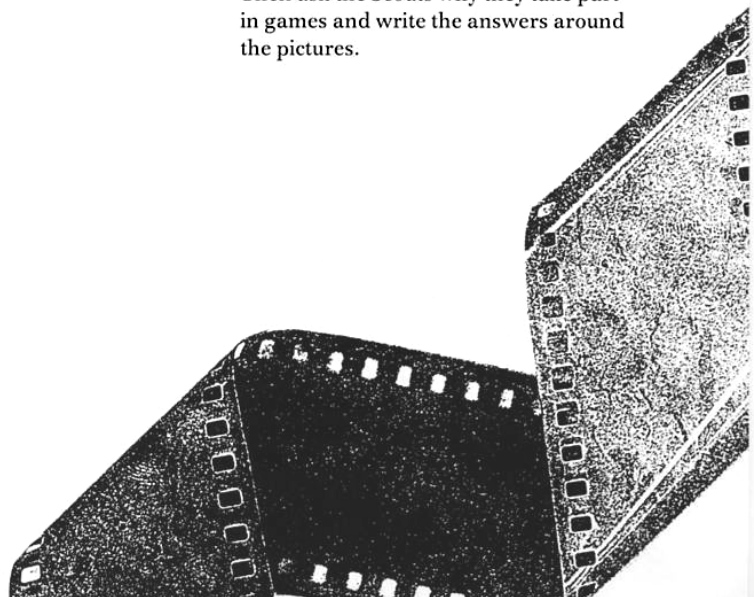
As a Troop, think of an organization which could explain its work to the Troop and which the Troop could help.

seven the scout family

How does everyone work together to form Scouting? Explain to the Troop the structure of local Scouting. Why are the young people the most important members?

eight sport

Have the Scouts design a poster showing lots of team games. They could use pictures cut from magazines or newspapers, as well as their own drawings. Then ask the Scouts why they take part in games and write the answers around the pictures.



one a blindfold meal

At a camp, get everyone to eat a simple meal or undertake a simple activity blindfolded. Care needs to be taken that no-one gets burnt or hurts themselves.

Afterwards encourage the Scouts to consider how wonderful their gift of sight is. This could develop into a discussion on the idea that there are different types of blindness: blindness to the needs of others, blindness to the world we live in, blindness to the obvious existence of God.

two deny a sense

Undertake some game or activity but not using an essential sense. As in Activity one, it could be blindfolded or without talking, or with one hand tied behind your back or with fingers taped together, or legs tied together etc. Perhaps each Scout could be denied a different sense.

Later, discuss how hard it is to do without these different senses, and how wonderful these senses are.

three a specialist

Invite an expert to come and talk to the Troop on some aspect of nature. Remember it is important to make sure the expert is well prepared, and knows the age range of the Troop, how long to speak for, and what visual aids are possible.

The Scouts, too, should prepare themselves by listing questions which can be asked. Remember to thank the visitor both verbally, and by letter.

four the world conservation badge

Have you really considered trying to do it? Get a parent or a friend to mastermind the whole project.

five think rubbish!

If you are at a camp, or if you have your own headquarters or use a church building, see what can be done to collect different types of rubbish (glass, metal, paper) in different containers and then dispose of them in your local recycling system. This assumes that the local authority has this type of system!

six fire and water

Both fire and water can be either useful or dangerous. They need to be treated with care. Get the Scouts to make posters relating to safety for fire and water. Fire keeps us warm and we use it to cook our food, but if we are careless we can get burnt. Water will quench our thirst and we can swim or canoe in it, but if we don't follow the safety code, someone could drown.



one what is the cost?

Have ready a selection of every-day items such as a chocolate bar, an audio cassette, a pair of socks, and so on. You also need to know how much each of these items costs to buy.

Then play a team or Patrol game of 'The price is right'. Produce your items, one at a time. Get each team to suggest 'What is the cost?' of the item. Each team takes it in turn to start. No-one is allowed to say the same price as some other team.

Two points for being exactly right, one point for being the closest.

Then move to part two. Produce a sheet of paper for each team, headed-up with one of the following, or similar:

What is the cost of learning to play the piano?

What is the cost of keeping up a friendship?

What is the cost of owning a dog?

Have the Scouts spend a short time talking about and listening to the non-financial costs and their different values.

two helping the blind man

Each team selects a single member to be blindfolded. Once the blindfold has been put on, setup a very simple slalom course with chairs or other obstacles.

Teams then have to steer their blind man through the course by shouting instructions. Afterwards get them to say how it felt, (dependence, frustration, fear etc.). If you wish, this discussion can move on to the problems blind people may have, or perhaps faith, and the faith that blind people have to put in guide dogs, etc.

three helping others

Make a real effort to encourage the Scouts to adopt a 'community grand-parent'. This works well if three or four Scouts are 'allocated' to each grand-parent. The Scouts will soon realise that their visits are greatly appreciated.

four touch taste

Organise some games in which the Scouts have to guess what things are, by touch only, by taste only, etc.

five do without a meal

Youngsters of Scout age are too vulnerable to go long without food. However, carefully planned, this type of exercise can be very meaningful. At a camp on one carefully planned day, give them only a light breakfast and then nothing other than liquids until the early evening. Be sure that the evening meal is very nourishing, and that there is plenty for everyone. During the day they will experience hunger and some discomfort. Once everyone is well fed and comfortable, discuss the experience and the people in our own country and elsewhere who suffer this every day. You could start the discussion by asking each Patrol to decide for themselves the minimum amount of food that they think is needed to stay alive.

six communication games

There are a large number of games such as charades and Pictionary which are basically about communication. Spend time thinking about those who find communicating difficult. This could lead on to considering the issues of distrust and social unrest and the theory that much of it is based on a lack of understanding of others.

seven illness

Have any of the Scouts been in hospital? Ask the Scouts to think of how they, as a Patrol, can help to make young people happier in hospital? Ask a nurse or doctor, or a patient for advice.

eight hearing

Split into groups. One group thinks of four sad sounds, another, four useful sound, another, four dangerous sounds, and so on. In turn, each group describes or presents their sounds to the others.

nine sign language

Learn a few words of a sign language, or signed letters of the alphabet and then try to communicate messages. Are there any times when this form of communication would be useful?

worship

to discover the need for prayer and worship

scout activity sheet 5

Worship follows from a recognition that there is a being far greater and more powerful than ourselves.

The idea that God exists will come from the successful delivery of Principle 3: Wonder – *To understand the natural world around us*. It is only in the last 100 years or so that mankind has tried (largely unsuccessfully) to refute the idea that there is a Creator.

Many young people have had bad experiences of acts of worship, because they have been delivered in over-formal and boring ways.

Scout Leaders who basically understand what young people enjoy, are the ideal people to devise, and in some measure deliver, enjoyable and meaningful acts of worship for them.

one hope

Ask the Scouts to write down their hopes. Draw five footsteps and ask them to identify five things they will need to do to realise their hopes. Discuss with them how easy or difficult this will be.

two God is love

What is love? Ask the Scouts to identify what love is and how people express love. The word 'love' is widely used. Encourage the Scouts to think about love in its widest sense: love for friends, family, animals, activities in addition to boy/girl friends and their relationships.

three world faiths

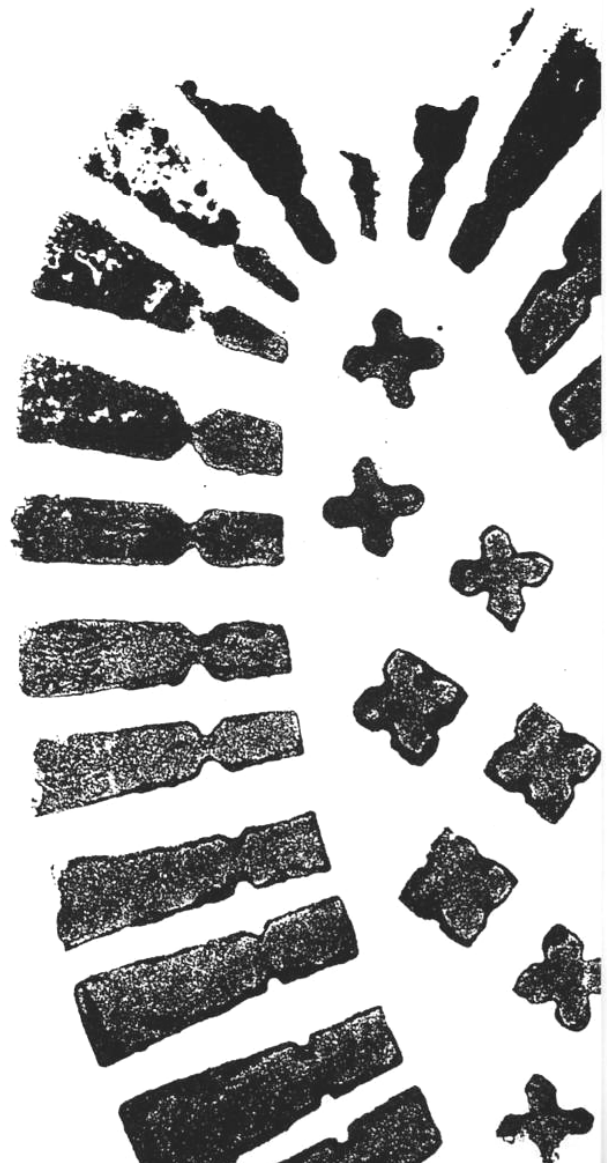
Many other Faiths involve food a great deal in certain ceremonies. Ask the Scouts, as a Patrol, to find out about a traditional religious meal from a particular Faith. Have them prepare some or all the meal and allow the other Patrols to try some.

four scouts' own

Have the Patrols prepare a short Scouts' Own on a theme. Remember that this does not have to be in a traditional format. Discuss with them how they think a short Scouts' Own should be run. Then do it.

five sunrise

Encourage Patrols to plan an overnight hike or walk in order to be in a suitable place to watch the sunrise. Try to make the venue as spectacular as possible to fully appreciate the experience.



venture scout activities

wisdom

to develop an inner discipline and training

venture scout activity sheet 1

one activity safety

As a Unit, formulate a set of safety rules for Unit activities. Talk about why rules are needed for activities. See how close your activity rules come to those in your national Scout association's policies.

If you have thought of rules that are not in the national association's rules but which you feel would enhance your safety further, then implement them.

two alcohol and drugs

As a Unit, speak about the use of alcohol and drugs by young people. Formulate a Unit policy for yourselves, and implement it.

three let's talk about sex

Talk about sex and relationships. Invite someone with knowledge about relationships, HIV/AIDS, other sexually-transmitted diseases or contraception to speak to the Unit. Think how these issues might affect you as individuals or as a group of young people.

four do you follow the crowd?

As a Unit think of the pressures that young people are under. Do you always follow the crowd, or do you make a stance? Think about such issues as sexist comments, racist remarks or reading pornography.

five mask-up

The Unit is split into pairs. One person draws the face of the other and shows on it all of the things which represent the character of that person. The pair talks about whether this is a true representation. Follow with a group discussion. How can we take off the mask which we all wear, to reveal our true selves?

six who am I?

Each member of the Unit writes down on a piece of paper the ten most important things in their life. They are then asked to cross one off, and so it continues until only one thing is left. Members are then asked to explore their results together.

seven hopes in flames

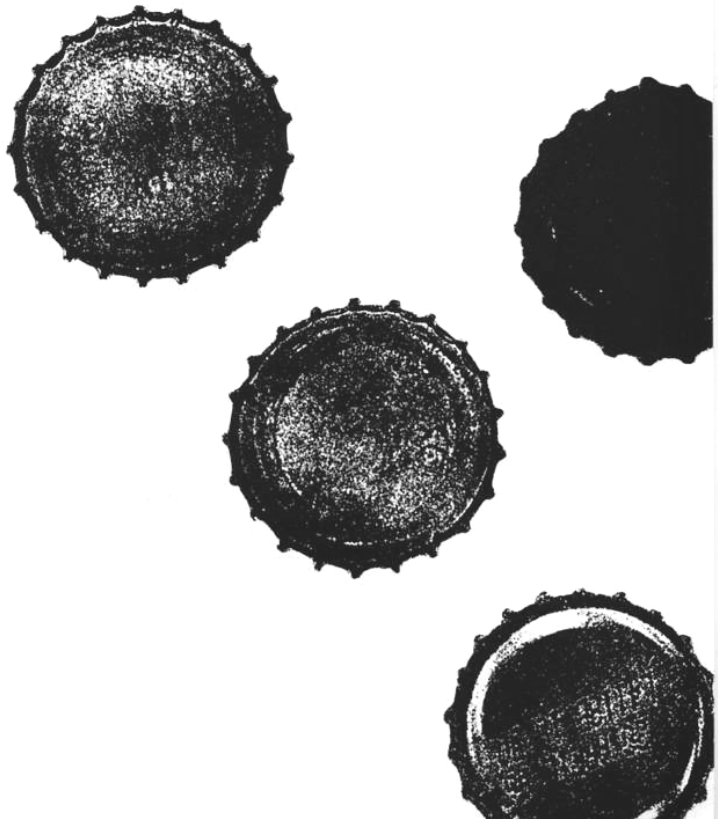
Members are asked to write down their biggest hope on a piece of paper. These are then collected together and set fire to, or thrown into a camp fire. Members are reminded that many people have hopes that never come to anything; young people in some parts of Africa hope for rain, and in Northern Ireland young people hope for peace. We can be reminded to have many hopes by our Founder, Lord Baden Powell, when he said 'look wide, and even when you think you are looking wide – look wider still'.

eight silence

Whilst outside on an activity, spend some time in silence to listen to the noises around you. Think how important silence is, so as to be able to collect your thoughts.

nine money management

Visit a bank and find out about current accounts and how to write cheques. Find out about aspects of money management and the problems associated with people getting into debt.



work

to be involved in corporate activities

venture scout activity sheet 2

one unit activities

Taking part in camps and being involved with team games are examples of corporate or collective activity. Discuss the advantages and pitfalls of working and living closely with other people.

two district area events

As a Unit, be involved with a District or Area event. If the event is being run for another Section (Cub Scouts or Scouts, for example), then offer to help with staffing or organising the event.

three how about other youth groups?

Invite another local youth group to an event. Think about having occasional joint meetings and undertaking training events together.

four helping other sections

Offer to help run an event for another Section in your Scout group. Liaise with the other Leaders and learn about some of the practical problems which they face.

five helping a charity

As a Unit, think of a charity that you would like to support. Organise fundraising events or voluntary help. Write to the local media to tell them what you are doing.

six go international!

Think internationally and make contact with a Rover/Venture Scout Unit abroad through your international commissioner or the International Team of your national Scout association. This may well lead to exchange visits to take part in a camp or other activity.

seven a shared world

As a Unit, think about sharing in the world. You could invite someone from an international aid agency such as Oxfam, Christian Aid or Unicef to talk about the uneven distribution of the world's resources. What can we do in the so-called 'economically-advanced countries' to even this imbalance out? Find out what you can do to help these organisations.

eight working together

As a Unit, undertake some leadership training. This will help prepare you for future roles and you will learn a little about group dynamics.

nine help, or is it?

Find out about the country's welfare benefits. Are all of these benefits available to all young people?



one conservation

As a Unit, undertake a conservation project in your local area. A local wildlife trust or conservation group will be able to give you practical ideas for this.

two environmental problems

Invite a speaker to talk about a wide scale environmental problem. Find out how we can do things to help on a small scale. *The Venture Scout Eco-Pack*, or the World Organization's *Scouting – Nature and Environment Kit* can help here.

three environmental camp

Plan a camp on the environmental theme. Think about the transport you will use to get there, the way energy is to be used at the camp, the ecological impact of the camp, and the recycling of waste products.

four natural products

Find out about natural products and how we can make and use these. This could include cosmetics, fabrics and food stuffs.

five animal rights

As a Unit, think about animal rights. Visit an animal sanctuary where injured wildlife can be brought to be cared for and recover. Invite someone who is against fox hunting and other blood sports, or the testing of products on animals, to visit and speak with the Unit. What is the reaction of members?

six world conservation badge

Offer to help with the Cub Scout or Scout Sections and their work towards gaining the World Conservation Badge.

seven bird nest boxes

Build bird nest boxes, bat boxes or bird rafts for a local conservation organisation or nature reserve.

eight natural things

Ask each member to find something natural and to talk for 1–2 minutes on why it particularly impresses them.

nine seeing wildlife

Organise a visit to see wildlife in its habitat. For example, foxes can be watched in some cities at night. A local wildlife trust, ornithological society, bat group, nature-watch group, farmer or forester could be able to help you.

ten water

Water is a vital resource throughout the world. Find out about how different countries in the world collect and clean water for use. Find out about how your local Unit can help international agencies to bring clean water to parts of the economically disadvantaged areas of the world.

eleven recycling

Look at waste. Identify what could be recycled in the place where you meet and plan to do this over the next few months.



welcome

to help create a more tolerant and caring society

venture scout activity sheet 4

one helping others

As a Unit, decide to help a group of people in your local area. For example, help elderly people in a nursing home, or help distribute meals at a soup kitchen. Visiting someone who is lonely can bring a lot of happiness.

two peace in the world

Find out about the work of the United Nations and its role as a peace maker in the world. Simulate a problem and, as a Unit, think of a world-wide response.

three marginal groups

Find out about marginal groups in your community and the particular problems which they face. This could be single parents, young black people, or lesbian women and gay men.

four discrimination

Think about sex discrimination. Create small, single-sexed groups and write down on a piece of paper the good and bad sides of being a woman/man in society. Discuss the results among the groups and think about how all men and women can be helped to achieve their full potential.

five the games children play

In small, single-sexed groups, write down a list of all the toys which you had as a child. Compare the lists with other groups. Discuss whether you think it was natural to play with these toys or whether family and friends thought they were the most suitable.

six thank you

It is all too easy to forget what others do for us. Organise an event to thank all those who have helped your Unit over the past year.

seven justice

Visit a court and find out about justice in the country you live in.

eight our community

Organise a day event with other organisations in your community. Share ideas and think about how you can work together to improve your community in some way.

nine multi-faith society

Find out about how different faiths come together in your community. Talk with a religious leader from a faith community other than your own and, if it is appropriate, attend worship of this community.

ten national stereotypes

Write up the names of five or six countries in the world, e.g. America, Australia, Japan, Mexico, Ethiopia. List the images which are identified with the country and the people. Discuss why these stereotypes exist and what you can do to counteract them. How does stereotyping create problems in international communication?



worship

to discover the need for prayer and worship

venture scout activity sheet 5

one how accessible is our faith?

In small groups, consider the following extract:

From my bedroom window I can look out across this city and see the roofs, spires, towers and parapets which mark out the places of worship to the people of this city. But, how full are these buildings? How open are they? How can they evolve and open their doors to the young and the troubled people of today's society?

I am thinking about this because last month the Ventures went to church with the rest of the group. Well, when I say the Ventures, I mean three of us; one says that she is 'born again', Bob and I just went to see the girls. I was so bored. The singing was terrible – the church was full of operatic (and geriatric) old grannies. I could not really understand what the Minister was saying. When I laughed at the wrong place in her sermon she just glared at me. Why can it not be more fun?

Have you had a similar experience? How can we make our faith more accessible? What do you think should happen at meetings of your faith? Can you approach the local leaders of your faith to speak about your feelings?

two the world's faiths

Invite members of the world's faiths to speak to the Unit about their beliefs. Search for the important ideas that they have and see if there is a common link between the world's different faiths.

three the traditions of the world's religions

Meal times are periods of sharing and many of the world's faiths celebrate festivals with special meals. Find out what these meals are, and prepare a meal as a Unit.

four meditation

As a Unit event (perhaps after completing an activity), ask the members to find a space far from other people, to sit quietly and to think about what things they have learnt, what it means to them, and how it may change them.

five the power of God

During a Unit event, the time might be just right to underline the power of God. An occasion might be at the top of a mountain, watching the tides or at the end of a camp-fire. Simple words can be used and it can be very short.

six music

Music can be used to create a spiritual atmosphere. Music such as the Pachelbel Canon or Pan-pipe music. Even some modern music, if used in the right context, can be used. Religious music can also be used; some Taize music can be used by all faiths.

seven other faiths

Find out about different religions and present an aspect of that faith (song, reading, food, smell).



an introduction to scouts' owns

Perhaps the best place to start is to say what Scouts' Owns are not.

They are not:

- church services, nor are they meant to be a substitute for them. They may be the only act of worship in which a Scout or Scouter is involved over, say, a weekend or at camp, but they do not replace the personal worship of the individual nor his or her sharing in the worship of whatever faith they belong to.
- multi-faith Services.
- formal parades, where uniform is essential, although they may happen at a point in an event when everyone is in uniform – like at flag-break or at sunset.
- a structured liturgy like the Book of Common Order or the Book of Common Prayer.
- 'the Chaplain's responsibility' or 'his/her department' – nor, indeed, are they the Leaders' duty.
- a good opportunity for the Leader to bang home some home truths with a little bit of God added for effect!

So, having got that out of the way, let's try to discover what Scouts' Owns are. This is not what they ought to be – this is what they are; and if they do not fulfil one or more of these categories, they are not Scouts' Owns.

They are:

- an acknowledgement of God and his creation and ourselves as part of it, expressed in a way that all the faiths that Scouting embraces can share in together.
- a pause in our activity to discover something deeper and more permanent in the things we are trying to achieve or learn or enjoy.
- a response to the Creator for the gift of life.

Which means, of course, that they can be almost everything from a time of silence through a single sentence right up to a kind of service of worship that might include music and singing and stories and readings and prayers. In other words, although the next few paragraphs and pages suggest some material that could be useful for a Scouts' Own and end with an outline that might be useful

for a colony/pack/troop/unit evening or in a camp, there really is no 'proper' form. For example, a group of Venture Scouts may get to the summit of a mountain after a difficult or challenging rock climb. As they stand or sit down to recover and enjoy the view, one of them says, with feeling, 'Thank God we made it!' and the others respond 'Too right!' (in this context, another word for 'Amen'), conscious or not, they have experienced a Scouts' Own, because they have recognised both their achievement and their growing because of it. The glory of a sunset and the breaking of the dawn; the sky at night, the hills by day and the flickering friendship round a camp-fire are absolutely natural settings for thinking – sometimes silently, sometimes aloud – about the power that is the beginning and end of everything and our human place in the complex order of the universe.

And that's a Scouts' Own, without the need, even, for a mention of God by name – only by implication. You see the point? A Scouts' Own is really a spiritual experience that happens.

But sometimes, especially at the younger ages, it has to be underlined. So a game or an activity that has demanded effort in body or mind or in tolerance and team-work can, on the spot, be turned into a Scouts' Own with a thought and a 'thank you' for God – no necessity for hymns or uniforms or readings.

Of course, there is a place for a Scouts' Own with songs and readings – when a time is set aside for God. Then it can be good to tell a story of adventure or challenge, where the people have relied on their faith – whatever their faith – in the Creator God to achieve their goal; and sing a camp-fire song or two about sharing and caring and serving. There's nothing wrong with *Kum bah yah* – though it's used rather often. Nor is there anything wrong with *Seek ye first* or *Ubi Caritas* or *Allelu, alleluia, praise ye the Lord* – that one can be fun too, because, divided into two groups, one does the 'Alleluias' and the other the 'Praise ye the Lord' and whenever they are singing they stand and when not they sit. Praise that is ordered chaos and fun. Maybe that's a good description of a true Scouts' Own. Anyway, Jew, Hindu, Sikh, Christian, and even Moslem, would have little argument against any of these songs nor any in the list that follows.

And prayers. A lot of young folk today find prayer difficult, yet the best prayers come from them. The young Cub Scout who prays 'Thank you God for making me' has hit the nail on the head – that's a Scouts' Own in a sentence. So it is far better to let the young people make up their own prayers – maybe creating a Group book of prayers and use it, updating it year by year. As a Leader, you will never quite match, for them, the depth of their own thinking.

Finally, having, hopefully, done away with the mystique surrounding Scouts' Owns, and any necessity for formality or a formal structure for them, we suggest you go and get on with them – and enjoy them!

outline

The most useful structure is simple – it consists of an **introduction**, with or without singing. On a Group situation a song would be appropriate; with Beavers or Cubs on their own; again, a song would be appropriate; with Scouts and Rovers/Ventures, the chances are that a song may be counter-productive. But that is not a hard and fast rule. You know your young members best.

The second element is the **story**. There are hundreds of stories that would be suitable – stories about Baden-Powell or modern adventure and achievement. Something that can be illustrated by audience participation in some way is usually more effective but not absolutely essential. It could simply be a yarn read from a book – but better retold by the leader without the book!

The third element is the **Devotional**. Once again, there are options. Younger boys and girls like Beavers and Cubs have less problems with prayer than Scouts and Ventures. So, the choice is between meditation and prayer – or a combination of both. Nothing complicated or fancy, just a drawing together of things that are eternal – like love and beauty and truth and justice and peace – and a suggestion of the vital place that members of the Scout Movement of all ages have in the winning and maintaining of them. Which is how we do our duty to the Creator Power (God) who is the beginning and the end of everything.

... that's the theory – now the reality...

We begin with a couple of questions: what things during this day and this Colony/Pack/Troop/Unit meeting have been most enjoyable?

... let's make a list...

Now, while we think about the lists, we'll sing a song. Number ten would be a good one – *If you're happy and you know it clap your hands*. At the end of the song ask another question: 'Are you happy?' Whether the answer is 'yes' or 'no', the next question is 'why?'. Then see whether any of the reasons tie up with the lists.

... now a story...

A long time ago, a famous soldier started Scouts. He was Robert Baden-Powell. During his time as a soldier, he saved a whole city which was under

siege by using all kinds of backwoods skills. When he came home from his victory, he thought that it would be a good thing if lots of youngsters had the chance to learn the kind of skills that saved him and a whole city of people. So Scouts began. And he told the young Scouts that the best way to learn was by doing. That has been the way we do things in Scouting ever since. And it was natural that younger boys wanted to learn all the kind of skills – tracking and cooking and camping and exciting things like that – well, why should older boys and girls have all the fun? So Cubs were started – in the beginning learning the story of *The Jungle Book* when Mowgli, the man-child, found himself in the jungle with the animals. It was great fun. And it still is.

Quite a long time ago, Robert Baden-Powell – he was a Lord by then, as well as being a Major-General – knew that he had not very much longer to live. So he wrote a last letter, from his home in Africa, to all of his Scouts in every age – including you. And what he said to us was that God has put us in this wonderful world to enjoy it. But happiness does not come from being rich or important or famous. What makes a person really happy is to be able to make other people happy. Now, there's something that every single one of us can do.

You see, our Founder believed that God matters – and that the best way to serve him is to do what he wants; and what he wants is that we should do our best to make his world a little bit better than we found it. Making people happy; making their lives a little easier and kinder – that's Scouting.

... let's talk to God now...

First, think how wonderful the world is and how special you are, and then let us think of all the things we put on our lists, and say 'thank you' for them.

Now let us think of all the people who make our living good, including our

- scouters
- parents
- teachers
- families
- leaders
- friends

And, having said 'thank you' for them, let us ask

the Creator God to bless them with his love and let us promise to give them our love, too, in the name of the Lord God, Creator and Source, our Friend.
Amen.

... how about singing another song? ...

Look at number three: *You shall go out with joy.*

... what about a prayer? ...

Lord, bless these your children in this place, and every place, on this day and every day.

Amen.

... some more stories, yarns, thoughts ...

An Arab had 17 camels. When he died, he left half his camels to his eldest son, one third to his second son, and one ninth to his youngest. The trouble is that 17 will not divide by 2, 3 or 9. A friend heard about the problem, and lent the boys a camel. That made 18. Half of 18 is 9; one third is 6 and one ninth is 2. But $9 + 6 + 2 = 17$ so the friend got his camel back, and the sons got what was right for each of them. A good Scout will always do what the friend did – whatever the cost – to make his neighbours happy. The promise is, of course, that if you sacrifice something (like an expensive camel) you will never lose, and others might gain – which is the beginning of happiness. Okay?

Take four Scouts out to the front, and stand them at the four corners of a square 2.5 metres \times 2.5 metres. Take four others from the group and tell them to sit down inside the square. See how much – or little – space there is left. Make the point that more than half the population of the world lives in huts and shacks little larger than the 2.5 metre square and, some, in smaller spaces. See how much of the ordinary things of living – dressing, sleeping, cooking, eating and so on can be done in the tiny space. And the promise we make as Scouts is to make it possible for people who have to live like that to be able to live better, freer lives.

Some themes for Scouts' Owns

As we have said elsewhere, Scouts' Owns really ought to emerge from activities and adventure unplanned, even unexpected. But there are occasions when it is appropriate to have a formal gathering to acknowledge the gifts of God that are being used and enjoyed. This page is about them.

Without question, the best and most effective Scouts' Owns are constructed by Scouts, even Cub Scouts, themselves. Therefore, it should be the practice to involve them in the preparation for the occasion as well as participation in it. You might have to tell the yarn or story; but it might be just as effective for you to give a group a theme and tell them to present it whatever way they feel would be most effective. They may well come up with songs, even things to be read, that you wouldn't have dreamed about, but for their peers it will make the point better than anything you can say.

So you might like to suggest themes like these:

Caring for God's World and the people in it

Working for Peace and Justice for everybody

Making the best use of the life God has given to us

How to cope with hurt or handicap

all of which have a Scouting significance.

Or you might ask about the abstract – love, hope, beauty, wonder, despair, sadness, forgiveness; or, why not take the bull by the horns and ask them to express in word, song and mime/drama what they understand about God, Creation, the Universe, themselves.

The point is that, formal or not, it doesn't have to be professional – only honest. And it doesn't have to last half an hour – only as long as it takes to say what is necessary.

Of course there are more obvious themes like holidays, and the camp, and Scouting, and friendships and adventure and so on. Our bet is that you'll be pleasantly surprised by the things they come up with.

As we said – enjoy it!

one kum bah yah *Traditional*

Kum bah yah my Lord, Kum bah yah
Kum bah yah my Lord, Kum bah yah
Kum bah yah my Lord, Kum bah yah
O Lord, Kum bah yah

Someone's waiting Lord, Kum bah yah
And debating Lord, Kum bah yah
Contemplating Lord, Kum bah yah
O Lord, Kum bah yah

Someone's teaching Lord, Kum bah yah
Someone's preaching Lord, Kum bah yah
Someone's reaching Lord, Kum bah yah
O Lord, Kum bah yah

Someone's learning Lord, Kum bah yah
Someone's burning Lord, Kum bah yah
Someone's turning Lord, Kum bah yah
O Lord, Kum bah yah

Someone's praying Lord, Kum bah yah
And obeying Lord, Kum bah yah
And they're staying Lord, Kum bah yah
O Lord, Kum bah yah

Kum bah yah my Lord, Kum bah yah
Kum bah yah my Lord, Kum bah yah
Kum bah yah my Lord, Kum bah yah
O Lord, Kum bah yah

two allelu, alleluia *author unknown*

Allelu, allelu, allelu, alleluia
Praise ye the Lord
Allelu, allelu, allelu, alleluia
Praise ye the Lord
Praise ye the Lord, alleluia
Praise ye the Lord, alleluia
Praise ye the Lord, alleluia
Praise ye the Lord!

three you shall go out with joy *Stuart Dauermann*
the trees of the field *Steffi Geiser Rubin*

You shall go out with joy
and be led forth with peace
and the mountains and the hills
shall break forth before you.
There'll be shouts of joy
and the trees of the fields shall clap
shall clap their hands,
and the trees of the field
shall clap their hands
and the trees of the field
shall clap their hands
and the trees of the field
shall clap their hands
and you'll go out with joy.

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four ubi caritas et amor *from the Taize Community*

Ubi caritas et amor
Ubi caritas, Deus ibi est

(Where charity and love are,
God is there)

five seek ye first the kingdom of God

Karen Lafferty

Seek ye first the kingdom of God
and his righteousness;
and all these things
shall be added unto you
Allelu, alleluia
Alleluia, alleluia, alleluia, allelu, alleluia

Ask and it shall be given unto you
seek and you shall find;
knock and the door
shall be opened unto you
Allelu, alleluia

Man shall not live by bread alone
but by every word
that proceeds from the mouth of the Lord
Allelu, alleluia

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six one more step along the world I go

Sydney Carter

One more step along the world I go
one more step along the world I go
from the old things to the new
keep me travelling along with you:
*And it's from the old I travel to the new
keep me travelling along with you.*

Round the corner of the world I turn
more and more about the world I learn;
all the new things that I see
you'll be looking at along with me:

As I travel through the bad and good
keep me travelling the way I should;
where I see no way to go
you'll be telling me the way, I know:

Give me courage when the world is rough
keep me loving when the world is tough
leap and sing in all I do
keep me travelling along with you:

You are older than the world can be
you are younger than the life in me;
ever old and ever new
keep me travelling along with you.

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seven jubilate everybody, jubilate Deo

Fred Dunn (1907–79)

Jubilate, everybody
serve the Lord in all your ways
and come before his presence singing
enter now his courts with praise.
For the Lord our God is gracious
and his mercy everlasting
Jubilate, jubilate, jubilate Deo!

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eight Abba Father, let me be *Dave Bilbrough*

Abba Father let me be
yours and yours alone
may my will for ever be
ever more your own
Never let my heart grow cold
never let me go
Abba Father let me be
yours and yours alone

nine day is done *author unknown*

Day is done, gone the sun
From the sea, from the hills, from the sky
All is well, safely rest
God is nigh

ten if you're happy and you know it

author unknown

If you're happy and you know it
clap your hands
If you're happy and you know it
clap your hands
If you're happy and you know it
and you really want to show it
If you're happy and you know it
clap your hands

If you're happy and you know it
nod your head
Etc...

If you're happy and you know it
stamp your feet
Etc...

If you're happy and you know it
do all three
Etc...

eleven he's got the whole world in his hands

author unknown

*He's got the whole world in his hands
He's got the whole wide world
in his hands*

*He's got the whole world in his hands
He's got the whole world in his hands*

He's got the little tiny baby in his hands
He's got the little tiny baby in his hands
He's got the little tiny baby in his hands
He's got the whole world in his hands

He's got the sun and the moon
in his hands
Etc...

He's got you and me, brother
in his hands
Etc...

He's got my father and my mother
in his hands
Etc...

He's got my brother and my sister
in his hands
Etc...

twelve rejoice in the Lord always *Henry Tyler*

Rejoice in the Lord always
and, again, I say, rejoice
Rejoice in the Lord always
and, again, I say, rejoice
Rejoice, rejoice
and, again, I say, rejoice
Rejoice, rejoice
and, again, I say, rejoice

This can be sung as a 2 or 4 part round

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thirteen Gloria *author unknown*

Gloria, Gloria, Gloria
In excelsis Deo.

This is sung in three parts

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Scouting is different. All kinds of activities are available through schools and community centres. But Scouting beats them all because of its commitment, its fellowship, its teamwork and its adventure.

The fact is that no other organisation provides such a wide range of activities at such a low cost. Which sounds like a commercial.

Well, in some ways it is. But it is more than that. It is the base camp of something wonderful. Scouts ask of youngsters a belief in God – well, actually, if a youngster is prepared to say that he or she accepts the possibility of a Creator God, that's enough.

It isn't the end of it all, because we must encourage them to explore the idea more and find a place to do that through worship. But, in the Scout Movement, we think that all that is important at this stage is that the Scout accepts that the necessity of a creator power is real – whether that power is simply the shimmer in the order of pre-existence before there was matter or space or energy or time, which caused them all, or is a conscious entity that is the beginning of time and energy and space and matter.

What is certain is that humanity is so fallible that, had humanity been the supreme being of creation, the world would not have lasted this long. So, all we ask of young people is that they accept the possibility of a Supreme Power which began and maintains and will, ultimately, end the existence which is humanity on the tiny planet Earth, spinning round the insignificant star – called 'the Sun' – to the left of centre of a galaxy which includes the Milky Way and another billion stars as part of the cosmic population of a billion galaxies, and to have the certainty that, until it ends, they have a special and individual place in that cosmos. That should make them feel important! Which they are. They are Scouts.

Well, what we have tried to do in this Pack is to provide some activities and programmes that are calculated to let young folk of Scout age realise that they have a real place in the whole order of creation and that to be a good Scout is to make the most of that special, unique place in that order.

In fact, we hope that you will discover that you've been doing this frightening thing called 'Spiritual Development' all your Scouting days without putting such an important name to it. And we are sure that, with the projects and ideas on these pages as a starter, you'll never again be worried by it.

In fact, you might even enjoy it!

faith matters

To be a Scout or a Scouter requires a belief in God – not necessarily a complete understanding of God but a belief that this world has a creator and a power that helps it continue to exist. The trouble is that so many of us have got a whole range of images of God that are quite mistaken. In fact, the word ‘God’ is, simply, our human symbol for the power that was the beginning of everything, the existence of everything and will be the end of everything. After all, it is simple to point out that there is no way that the detail of creation – flora, fauna and humanity – could be either an accident or a natural development. There has to be some power that is the beginning, the middle and the end of everything. And that is God.

Baden-Powell believed in God. His God was such a friend that, when B-P died, the symbol on his gravestone was the tracking sign of a dot surrounded by a circle, which means ‘I have gone home’. For B-P, God was home – the beginning, the middle and the end of everything. Which is why he included in the Promise the bit about duty to God.

duty to God

Here’s the big problem for so many of our members – and Leaders. Duty to God. Well, duty to the Queen or duty to the country is also a problem for some and we’ll come to that. The common word in these problems is the word ‘duty’. Maybe we have to look for a different word, but duty is not a compulsion, only a commitment. Duty to the Queen or duty to the country can be translated into serving the community. Which is the natural instinct of the Scout – isn’t it? So, in just the same way duty to God is, simply, doing what God wants us to do.

And what does God want? First of all He wants us to live life to the full and enjoy it. Honestly, being real people is part of our Duty to God promise. It also means realising how wonderful is the world in which we live – and taking on the responsibility of being stewards of it – caring for its wildlife and environment and people and history – well, is there a Scout Group for whom that is not a natural instinct? Duty to God is about caring for people and animals and the whole environment – and that is normal Scouting. Duty to God is one of the three fundamental principles of Scouting. It is defined in the Constitution of the World Organization of the Scout Movement as:

- adherence to spiritual principles;
- loyalty to the religion that expresses them; and
- acceptance of the duties resulting therefrom.

When challenged to define the spiritual dimension in Scouting, the Constitutions’ Committee of the World Organization replied: ‘the acceptance of a Spiritual Reality and the search for its full significance’.

Elsewhere in this pack, this Spiritual Reality has been described using terms such as God, the Creator, or the source of everything.

This Spiritual Reality is often expressed through adherence to one particular faith or another. Learning to respect the world’s many different faiths can help young people to gain a deeper understanding of their own. In addition, it is important to explain to young people that spiritual principles or religions only serve a legitimate purpose if they are related to behaviour in daily life.

religious policy *

The religious policy of a national Scout association is as simple as it can be. Having established that every member should have a basic belief in a creator power, whatever that power may be, the Scout Association encourages each member to worship that power according to whatever religion they follow. A true Scout or Leader is a regular participant in the worship of his or her faith – not necessarily every week, but certainly with regularity enough to be recognised as a follower of that faith. The teaching of that faith is the responsibility of the Church or Temple or Synagogue or Mosque and has nothing to do with the Scout training programme – breathe a sigh of relief!

We are not in the business of making little Christians or Jews or Moslems or Sikhs or whatever. What we are in the business of doing is the opening of young minds to the wonders of the world, to the need for a Creator and to the discovery of their personal place and value in the complex pattern of the universe. And frankly, we cannot think of a more exciting and worthwhile task for anyone to do – can you?

Note *

Scouting does not belong to a specific religion. Scouting is open to every denomination. Scout Associations in Europe have a variety of different approaches towards their relationship with religious denominations. There are three main categories:

- 1 Scout Associations in which every local group is linked with a specific denomination,
- 2 Scout Associations in which local groups may choose to be linked to any denomination, or none,
- 3 Scout Associations in which local groups must be independent of all denominations.

In any case, the requirements of the World Constitution are clear:

The Scout Movement is a voluntary, non-political educational movement for young people open to all without distinction of origin, race or creed, in accordance with the purpose, principles and method conceived by the Founder...

(Constitution of the World Organization of the Scout Movement, Article 1)

All references to a Religious Policy given in this activity pack refer specifically to the situation in the United Kingdom and some other similar associations. You should refer to the particular policy of your own association for further guidance.

Hinduism

If you ever have a young person from the Hindu faith in your Section or District, you are in touch with the distant eras of history, because Hinduism is the oldest of the world's religions and, partly because of that, it is different from most of the others. For example, it has no rigid set of beliefs, though the Hindu follower will pray with deep devotion before his Dharma or guiding spirit.

To be a Hindu only two things are required – to seek the truth and to do no harm to anyone. (Failing to help someone in need can be understood as doing them harm.) In order to be able to do these two things properly, the Hindu must prepare his or her mind and body to be capable of undertaking them. Which is very much the heart of Scouting.

The Temple is the Hindu's holy place of prayer, but a room set aside for the purpose, or a tent is quite suitable for prayer and meditation. In fact, a Hindu will normally be prepared to use a church or other place of worship for his or her own devotions.

The Hindu symbol is important. Hindus do not have a word for God like Jews, Christians and Moslems. The essence of their faith is in the syllable AUM – the

symbol – which describes the relationship of the 'Spirit' or Brahman to the world: 'A' stands for the power of God to create the universe; 'U' stands for the power of God to preserve the universe; and 'M' stands for the power of God to dissolve this universe.

There are two sets of holy writings – the *sruti* which are divine and eternal; and the *smriti* which are less so. There are one thousand chants or hymns. The Hindu believes that the great spirit appears in three forms – Brahma, Vishnu and Shiva, using many different guises, human and animal. They also believe in the doctrine of reincarnation – that after this life we shall be born again in another body. The quality of a person's life this time helps determine in what kind of body they will appear next.

Most Hindus are vegetarian but some may enjoy chicken or lamb. Beef is strictly forbidden. Hindu Scouts are normally immaculately turned out and will readily join in a Scouts' Own. Other Scouts will be welcome in the Hindu Temple.

The main Hindu festival is Diwali, the festival of lights celebrated towards the end of November. It would be good to ask a Hindu Scout to tell about it or tell a yarn from the long history of his faith.

Christianity

In Europe generally, most Scouts come from a Christian background; but for the majority of them it is a fairly nominal kind of faith. Christianity grew out of Judaism. Its leader, Jesus of Nazareth, believed that he was chosen by God to call the people to a true faith and trust in God. His teaching was that God didn't just want people to keep the Jewish laws as a kind of ritual, he wanted them to live out their lives in love and care for their neighbours and for anyone in need – especially the poor and oppressed. He criticised the Chief Priests for keeping God in the Temple and turning the Temple into a business which made it hard for the poor to go to worship. The Chief Priests reacted by plotting to have Jesus killed. They persuaded the Roman Governor, Pontius Pilate, that Jesus was a political danger to him because the common people followed him and, although Pilate couldn't find any proof of the charge, he had Jesus whipped and crucified – nailed to a wooden cross – which was the Roman method of execution at the time. This was done on a Friday – the eve of the Jewish Sabbath. Christians call it Good Friday because they

believe that when Jesus died, the forgiveness of God was released for human failure to love, serve and trust in God. Christians also believe that Jesus, having been buried in a cave, rose from the dead on the Sunday (Easter Day) and was seen by his followers many times over several weeks. Certainly, they believed this happened because many of them were executed for saying so and you don't die for something that you know isn't true.

Those early followers were all Jews and it wasn't for some time that non-Jews were able to join the new community. Probably about 30 years passed before they were called 'Christians'. It is estimated that there are about 1,200 million people in the world who say they follow Jesus. They have special services and celebrations to mark his birth – Christmas Day (25 December) and usually a service at midnight the night before; and at Easter – on the Sunday before Easter (Palm Sunday), on Good Friday and, of course, on Easter Day. Easter weekend often being a four-day holiday, care should be taken to make sure that the significance of Easter for Christians at camp is not forgotten.

Judaism

There are a good number of Jewish Scout Groups in the United Kingdom, for example, and it is most likely that Jewish Scouts will find a place in one of them. But where there is no large Jewish community, it is very possible that a Jewish boy or girl may want to join your Group and it is important that they are welcomed and their needs catered for.

Jews base their religious practice on the Law of God, the *Torah* found in the five Books of Moses – Genesis, Exodus, Leviticus, Numbers and Deuteronomy. Although the stories in the early part of Genesis tell of the Creation of the world, the history of Judaism as such really begins with Abraham more than 3,000 years ago, who first recognised that there was only one Supreme Being. It was Abraham's trust in one God that was really the birth of Judaism. It was further developed when Moses led the Israelites out of slavery in Egypt towards the promised land. This was somewhere around 1300 BC. Two events from that time are much in the centre of Jewish faith today. The first was the final plague on the people of Egypt, which persuaded Pharaoh to release the Israelites – the spirit of death killed the first-born of every Egyptian family.

But it passed over the homes of the Israelites because their door posts were marked with the blood of a lamb. And the other event was the giving of the Ten Commandments to Moses. Judaism was then, and still is today, based on a firm belief and active trust in God and in obedience to the rules of life contained in the Ten Commandments.

Jewish Scouts will want to keep the Sabbath, their holy day, which runs from sunset on Friday to sunset on Saturday. During these hours no work is done and families gather for a special meal on Friday to welcome the Sabbath, thanking God for his providence. They will go to worship in the Synagogue on the Sabbath. They will also keep the Passover, a festival remembering the spirit of death passing over the Israelite homes in Egypt. That is around mid-April – it moves with the date of the new moon. And they will want to keep 'Rosh Hashanah' (New Year) and 'Yom Kippur' (Day of Atonement), very devotional festivals around September.

Jews do not eat pork and for festivals and holy days use special pots, pans and dishes for their festival food. Jewish Scouts will join in a Scouts' Own and most normal Scout activities.

Sikhism

If you have a Sikh boy in your Group, there will be no mistaking him for he will be wearing a turban on his head to cover his uncut hair. Sometimes, for sport and games and in camp, he will dispense with the turban and tie his hair in a knot or bun on the top of his head with a kind of folded handkerchief on it. This is known as a pukta. That will give him more flexibility to join in the fun. But the turban to a Sikh is very important because it symbolises generosity, truthfulness, maturity, piety and fearlessness. Maybe that's why most Sikhs have the name 'Singh' which means 'lion'. The Sikh faith is really a break-away from the Hindu faith and dates back to the second half of the fifteenth century when its founder – Guru Nanek – lived. Guru really means teacher, and the most commonly used name for God in the Sikh faith is *Sat Guru* – being the teacher. The name 'Sikh' literally means disciple.

The reason this religion was founded was to provide a faith that crossed the barriers between religions. The very first thing that Guru Nanek said was 'There is no Hindu, there is no Muslim'.

The whole practice of the Sikh religion is the brotherhood of all people – something like the concept of Scouting. They believe in one God whose name is true, who is the Creator and who has been, is now and will be in every age. But the Sikh believes that it is impossible to gain a concept of God; it is his duty only to worship him and follow his way. The Sikh faith has no ministers or priests and anyone can lead worship. Sikh hymns are usually played on drums and sitars (that may be described as a kind of guitar). There are no restrictions on food, though many Sikhs are vegetarian.

Sikh girls are treated as equals in orthodox families, so they may be interested in sharing in a Venture Scout Unit or as a leader in one of the other sections. Both boys and girls, young men and young women, will be happy to share in a Scouts' Own because they are encouraged to pray to God as much as possible and to share their goods with the needy.

Anyone is welcome at a Gurdwara, which is the name for a Sikh Temple. Sikhs celebrate the birthdays of Guru Nanek at the end of November and Guru Gobind Singh around Christmas time.

Islam

If you have a Moslem boy or girl in your Group, you have a follower of a world religion of some billion members. Islam is a way of life. Moslems are people of the book – the *Quar'an*, or as we pronounce it, the 'Koran'. There are some common origins with Judaism: Arabs (Moslems) are said to be descended from Ishmael, who was the son of Hagar, the maid-servant of Abraham's wife. So Islam, Judaism and Christianity are all very closely linked and while Jews and Moslems do not accept that Jesus was the Son of God, Moslems do accept him as a prophet. So Moslem Scouts ought to have no difficulty in sharing fully in a Scouts' Own, where it is God who is worshipped. The Moslem boy has to learn the Koran by heart and will want to do his duty to Allah, which is his name for God. His religion has two parts, faith and action, and both are essential to him. He has five pillars of faith. First he believes in the unity of God and in Moham-mad (Peace be unto Him) as His Last Messenger. Second, if he is of Scout age he will have to say prayers

five times a day – and time must be allowed for this at camp and other events. And he will have to fulfil a special ritual washing before his prayers. Other boys should expect to see him at prayer and respect him for it. Then, third in the month of Ramadan, the Moslem boy will have to fast – have no food or drink – from sunrise to sunset. This is to help the rich experience the pain of the poor. But it will need understanding on the part of other boys and Leaders. At camp a Moslem will eat beef, chicken and lamb if it has been properly killed, but he will not eat pork. It is probably better to provide fish for meals along with cereals and vegetables and so on, because there will be no problem with them. The fourth pillar of the faith involves his giving to the needy, and the fifth, if possible, is a pilgrimage to Mecca. The five pointed star in the symbol is a reminder of the five pillars, while the crescent is the sign that the Islamic month begins with the appearance of each new moon. A Moslem will be supported by his parents.

Buddhism

There aren't a great many Buddhists outside Asia and the far East, but many of the Scouts from Japan, for example, who attend Jamborees and Jamborettes are Buddhist by faith. Buddhism was founded by Sid-dhartha Gautama who was born about 563 BC. He realised that the ills that strike humanity come from inside the human being and human life is suffering. His realisation came around 528 BC so that is a point from which we can say Buddhism comes. It is a very old faith and important, because its followers are found right across Asia and the Far East. It is quite a difficult religion to explain. Buddhists believe that it is possible to move from the suffering of humanity to a state of perfection or salvation called 'Nirvana'. But this state takes a very long time – many lifetimes – to achieve. When someone dies it does not mean that they cease to exist, but that they move into another state of existence. And in this world nothing is permanent – even time is a flow of milliseconds having no permanence. But in order to reach the 'Nirvana' and escape from the misery that is the reality of human existence, the Buddhist follows the Eight-fold path.

That is:

- 1 right understanding
- 2 right thinking
- 3 right speech
- 4 right action
- 5 right mode of living
- 6 right work
- 7 right mindfulness
- 8 right meditation

Now, laid out that way, it can be seen how people who follow the Buddhist faith find Scouting appropriate.

Buddhists keep some festivals which are mostly related to the birth, life, enlightenment and death of Buddha. The most important of these is celebrated in the Buddhist month of Vasek at the full moon. On that day captive birds and fish are released to symbolise the Buddha's love for all living things. Paper lanterns and flowers are hung up in homes and temples, candles are lit and incense burned. The Japanese New Year, celebrated from 31 December to 3 January, is also a very important Buddhist Festival.



World Organization of the Scout Movement
Organisation Mondiale du Mouvement Scout

spiritual development activity pack

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