

PROMISE AND LAW

A PROGRAMMING GUIDE



**A PROGRAMMING GUIDE TO
SUPPORT THE INTRODUCTION OF
THE NEW AUSTRALIAN SCOUT
PROMISE AND LAW**



UPDATED 2018

INTRODUCTION

Scouts Australia has a new Scout Promise and Law. A Promise and Law for all Australians.

There are now two versions of the Promise for all members to use. This entirely replaces the five possible versions previously in use versions – one for Joey Scouts, two for Cub Scouts, and two for everyone else.

The new Law will also replace the three versions of the Law previously in use - one each for Joey Scouts, Cub Scouts, and everyone else.

The two versions of the Promise, and the one Law, will be the only Promise and Law you are able to make to be a member of Scouts Australia after September 1st, 2017 you can find more information about this process in our Frequently Asked Questions document/ Promise and Law Paper.

AUSTRALIAN SCOUT PROMISE

Both versions of the Promise are equal. All individuals are encouraged to make their own choice, and other adults and youth should respect an individual's right to do so, and the choice they make.

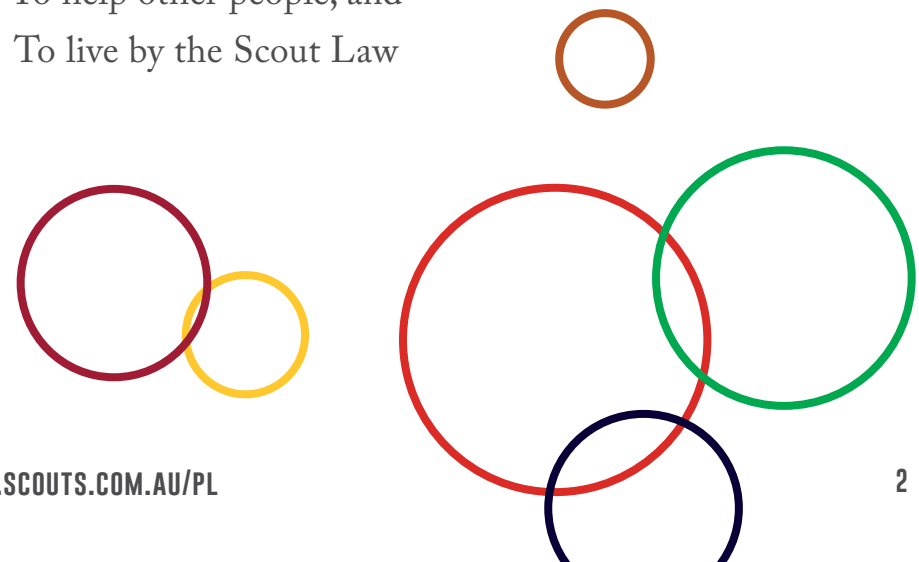
The Promises are to be made exactly as written. "Queen of Australia" is no longer optional in the version of the Promise that includes it.

VERSION 1

On my honour, I promise
To do my best,
To be true to my spiritual beliefs,
To contribute to my community and our world,
To help other people,
And to live by the Scout Law

VERSION 2

On my honour
I promise that I will do my best
To do my duty to my God, and
To the Queen of Australia
To help other people, and
To live by the Scout Law



AUSTRALIAN SCOUT LAW

This Law is designed so that each part can be looked at with more or less depth. The dot points – which are part of the Law – provide more information about what concepts at that part include. For younger members, only the main headings need to be considered.

It is important to remember that members are not expected to recite the Law from memory. This hasn't been the case in the past, and isn't the case today. The Cub Scout Investiture ceremony calls for the Law to be repeated back to the Leader investing the Cub. In this case, it should be simply the three main headings that are used. However, potential members should be given the time to read, understand, and discuss the Law prior to their investiture.

BE RESPECTFUL

Be friendly and considerate

Care for others and the environment

DO WHAT IS RIGHT

Be trustworthy, honest and fair

Use resources wisely

BELIEVE IN MYSELF

Learn from my experiences

Face challenges with courage

This guide is developed to give your inspiration in designing a program that will introduce the new Promise and Law to other members in your section.

It is designed to be used over four weeks (though preferred, they do not need to be consecutive), and can either make up part of the programming (typically about half an hour, although it's up to you), or the entire evening. You may find – particularly for younger sections – that you want to run it over 6-8 weeks instead. We advise against compressing it into a single night's programming for any section: there's a lot of information to be covered, and all members should be able to take their time thinking about the two versions of the Promise. Doing it all in one week will also mean that any members away that week will miss out on all programming related to the change, as opposed to part of the programming if it's done over multiple weeks.

The first table in this document provides you with a list of possible activities to run each week, relating to the week's theme. You can run as many or as few as you choose – or come up with your own if you'd prefer. You may choose to run these activities on their own as part of a night dedicated to something else, or as part of an entire night dedicated to that theme. Table 2 provides you with ideas that the new Promise and Law activities could be built around each night.

Although we have suggested activities based on sections, you could choose an activity for a younger or older section if you'd prefer. You can also adapt programs. You know your section best!

Ideally, particularly for the Scout section and older, get your Troop/Unit/Crew Council to look over these materials in advance and decide for themselves, their preferred approach to running this program.

You will find full details of each activity in the third table at the end of this document. There are lots of activities, so we recommend that you copy and paste your preferred activities into a separate document for your preferred program on the night.

It's also worth noting that some activities are designed to run over several weeks. Make sure you take a look at these in advance to plan them out.

All activities will require some preparation (even if it's just your reading the activity in advance and grabbing some pens and paper), but those which require a little more thought put into them are described as such in name column of the activity description table).

This guide is designed to be used for introducing the new Promise and Law in term 3-4, 2017. However, these activities don't have a use by date – you can still come back to these activities in future. Many people also have existing Promise and Law activities that they may be able to continue to run, adapting them to the new Promise and Law.

And if you come up with some great activities yourself, be sure to share them around with others in your group, district, state, or even the rest of the country!

You can also find plenty of other resources online, and in the source documents for many of the activities that we're sharing below:

Week 1 is designed to introduce the new Promise and Law – it reminds youth members of what the Promise and Law is, and what it means, before introducing the new one. You should also introduce the new Promise and Law posters to your hall on the same night. The Posters are being provided to your group by your Branch throughout September 2017.

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Week 2 is designed to introduce the first new concept from both the Promise and the Law: ‘my spiritual beliefs’, and ‘Be Respectful’. These activities allow young people to think about:

- Their own spiritual beliefs and what they mean
- The beliefs of other people
- What is meant by the concept of respect
- How to respect each other and our environment

Please also refer to the appropriate sections Internal Compass resource for this.

Week 3 is for the second concept of each: “my community”, and “Do what is Right”. These activities allow young people to think about:

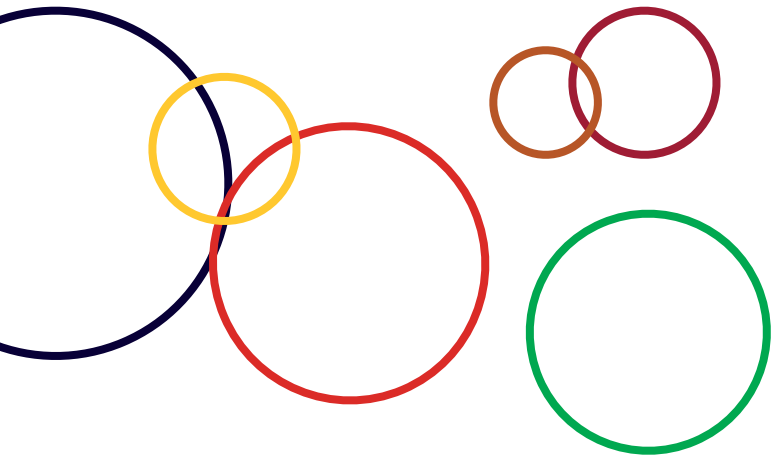
- What their community is
- How to contribute to their community
- How to do what is right

Week 4 considers the third and final concept of each: “our world”, and “Be Positive”. These activities allow young people to think about:

- How our world is full of both differences and similarities
- How they can contribute to our world
- Tactics for thinking positively
- Being courageous

The program finishes with an opportunity for Scouts to either retake the existing version of the Promise (i.e. the one to the Queen of Australia), or to take the new version of the Promise which they have learned about. Every youth member should be encouraged to make their own decision about which they would rather take. A special ceremony should be held to do this.

We also encourage you to make use of the resources Internal Compass and Discussion Guides available to download from www.ypr.scouts.com.au/pl.



PROMISE AND LAW INTRODUCTION TO PROGRAMMING

NOTE: Full explanations of activities are found in the tables on page 7 onwards

	WEEK 1: Introduction	WEEK 2: Spiritual beliefs & Be Respectful	WEEK 3: My Community & Do What is Right	WEEK 4: Our World & Believe in Myself
Questions	<ul style="list-style-type: none"> • Why do we have a Promise and Law? • What's our new Promise and Law? • Why have we changed them? 	<ul style="list-style-type: none"> • What do you believe in? • What do others believe in? • How are we different? • How do we look after what's around us? 	<ul style="list-style-type: none"> • What do you do and who do you do it with? • How do I make a difference? • How can I do better? • How do I know what I am doing is right? 	<ul style="list-style-type: none"> • How does our community fit into our world? • What have I learned in my community that I can take into our world? • Am I brave enough to try?
Joeys	<ul style="list-style-type: none"> • What is a Promise? (D) • Keeping Promises (A) • Help Other People (A) 	<ul style="list-style-type: none"> • Who's Missing? (G) • What do I believe in? (D) • Clean Up Project (A) • Caring for Each Other (A) 	<ul style="list-style-type: none"> • The World Around Us (A) • Right/ Wrong Flashcards (G) • Play Park (A) 	<ul style="list-style-type: none"> • Worry Dolls (C) • Stress Balls (C) • Recycling Relay (G)
Cubs	<ul style="list-style-type: none"> • What is a Promise? (D) • Keeping Promises (A) • Help Other People (A) 	<ul style="list-style-type: none"> • Who's Missing? (G) • What do I believe in? (D) • Clean Up Project (A) • Caring for Each Other (A) • What is Disrespectful? (D) 	<ul style="list-style-type: none"> • The World Around Us (A) • Right/ Wrong Flashcards (G) • Play Park (A) 	<ul style="list-style-type: none"> • Worry Dolls (C) • Stress Balls (C) • Recycling Relay (G)
Scouts	<ul style="list-style-type: none"> • Promises jar (A) • I Promise (A) • Reflection Tree (A) • Help Other People (A) 	<ul style="list-style-type: none"> • Messages of Gratitude (A) • Beliefs of the World (A) • Clean Up Project (A) • Caring for Each Other (A) • What is Disrespectful? (D) 	<ul style="list-style-type: none"> • Love Your Space (A) • Celebrating Help (A) • Election Night (A) 	<ul style="list-style-type: none"> • World Games β (G) • Breaking News (A) • Election Night (A) • Stress Balls (C) • Space Jump (G) • Recycling Relay (G)
Venturers	<ul style="list-style-type: none"> • Promises jar (A) • I Promise (A) • Reflection Tree (A) 	<ul style="list-style-type: none"> • Messages of Gratitude (A) • Beliefs of the World (A) • Clean Up Project (A) • Caring for Each Other (A) 	<ul style="list-style-type: none"> • Love Your Space (A) • Celebrating Help (A) • Election Night (A) 	<ul style="list-style-type: none"> • World Games β (G) • Breaking News (A) • Election Night (A) • An Act Of... (A) • Stress Balls (C) • Space Jump (G)
Rovers	<ul style="list-style-type: none"> • I Promise (A) • Labyrinth (A) 	<ul style="list-style-type: none"> • Messages of Gratitude (A) • Clean Up Project (A) 	<ul style="list-style-type: none"> • Love Your Space (A) • Celebrating Help (A) • Election Night (A) 	<ul style="list-style-type: none"> • World Games β (G) • Election Night (A) • An Act Of... (A) • Stress Balls (C) • Space Jump (G)

(D) = Discussion; (A) = Activity; (C) = Craft; (G) = Game. β means that the activity runs over more than one night.

The bulk of the activity is done on the night that activity is listed for, but preparation or follow up is required on nights in the direction of the arrow.

OTHER ACTIVITIES THAT CAN PROGRAM AROUND THE ABOVE ACTIVITIES:

WEEK 1: Introduction	WEEK 2: Spiritual beliefs & Be Respectful	WEEK 3: My Community & Do What is Right	WEEK 4: Our World & Believe in Myself
<ul style="list-style-type: none"> Review of basic Scout skills – run through the activities you would do for members being introduced to your section 	<ul style="list-style-type: none"> Visit a place of worship Panel of multiple spiritual figures (Buddhist, Humanist; Christian; Hare Krishna etc.) Review your Code of Conduct and run some Breaking the Cycle activities 	<ul style="list-style-type: none"> Visit a community service (police, fire, council, SES, ambulance etc.) Provide services to underprivileged community members 	<ul style="list-style-type: none"> International Night Debate night Have a night discussing major world issues, like the environment or hunger Visit a rock climbing centre, go abseiling, or some other similar activity that takes courage



DETAILED EXPLANATIONS OF PROGRAMMING ACTIVITIES

NAME	TIME	SECTION	WEEK	DESCRIPTION	EQUIPMENT	SOURCE
What is a Promise?	00:10	J, C	1	<ol style="list-style-type: none"> 1. Discuss with the youth members what a promise is: <ol style="list-style-type: none"> a. What promises do they make? b. To whom? c. What do they mean when they do so? d. What makes them keep that promise? e. What happens if you break a promise? f. Why should you keep a promise that you make? 	<ul style="list-style-type: none"> • Somewhere comfy to sit • Discussion guide 	
Keeping Promises	00:10	J, C	1-2	<ol style="list-style-type: none"> 1. Each person to take a piece of paper, and write down or draw three promises that they're going to keep for the next week. 2. Fold them up and put them in their pocket, to return to next week. 3. Discuss how easy or hard it was to keep the promise. 	<ul style="list-style-type: none"> • Paper, pens/ pencils 	
Promises Jar	00:10	S, V, R	1-2	<ol style="list-style-type: none"> 1. Each person invited to take as many lollies as they would like from the jar, but not eat them. 2. Write down a promise that they will keep for the next week, for each lolly that they have taken, and put them in their pocket. 3. Return their lollies in the second jar for next week. 4. Next week take out their pieces of paper, and discuss how many of their promises they have kept. For each one that they have kept, they can have a lolly back from the second jar to eat. 5. Discuss how easy or difficult it was to keep that promise, and how it felt to do so. 	<ul style="list-style-type: none"> • Two jars, one filled with lollies (or chocolates, pebbles, etc.) • Small sheets of paper (lots) • Pens/ pencils 	
I Promise <i>(preparation required)</i>	00:20- 00:30	S, V, R	1	<ol style="list-style-type: none"> 1. Provide young people with the selection of Promises and Laws from around the world 2. Ask them in small groups to look and notice the differences. Discuss these differences: <ul style="list-style-type: none"> • What are the reasons behind them? • What are their reactions? 3. Consider why they might be different (some background knowledge of the countries in question may be useful): <ul style="list-style-type: none"> • religious reasons • political reasons • any other reason. 4. Ask the different groups to report back 	<ul style="list-style-type: none"> • Selection of Scout and Guide promises from around the world (visit https://en.wikipedia.org/wiki/List_of_Scout_Promises_by_country) for a list). • Paper • Pens/ pencils 	1

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NAME	TIME	SECTION	WEEK	DESCRIPTION	EQUIPMENT	SOURCE
Reflection Tree <i>(preparation required)</i>	00:10	S, V	1	<ol style="list-style-type: none"> 1. Draw a tree with bare branches on a large piece of paper about five feet high. 2. Give everyone a Post-it note or piece of paper, in the shape of a leaf or flower. Ask them to think for a few minutes what has meant most to them about Scouting, something for which they would like to give thanks. 3. Each person should write these thoughts on their 'leaf', and come forward and stick them on the branches of the tree. 4. The leader may finally give a brief reflection offering these collective thoughts. 	<ul style="list-style-type: none"> • Post-it notes or sheets of paper in the shape of leaves or flowers • Pens/ textes • Butcher's paper or similar 	1
Labyrinth <i>(extensive preparation required)</i>	00:30+	R	1	<ol style="list-style-type: none"> 1. Download a labyrinth design from www.scouts.org.uk/faith or search the web for a different design as over the years many different ones have been created. 2. Decide how you are going to create your labyrinth and be as creative as you can. You could mow it in a field on a campsite, use tape on the floor of your meeting place or lay it out using stones or tent poles (they don't have to have curves) on the ground. 3. Decide if you are going to use a focal point such as a candle and if so, place it at the centre of your labyrinth. 4. Walk the labyrinth, leaving plenty of space between each person. Ideally it takes about 20 minutes to walk to the centre and back again. Don't worry about passing people on the labyrinth, but pass carefully and quietly so you don't interrupt their thoughts. Have them think about: <ul style="list-style-type: none"> • How do you follow your Promise and Law? • How has your concept of the Promise and Law changed over the years? 5. Once everyone has walked it, discuss how walking the labyrinth made them feel, and if appropriate, ask them to share their experiences with each other. Ask them to discuss: <ul style="list-style-type: none"> • What did you think about as you walked? • What did the focal point mean to you? • Did walking the labyrinth help you think about your life journey? • Did the labyrinth help you to think about your own faith, beliefs and attitudes? 	<ul style="list-style-type: none"> • One of the following: masking tape, chalk, spray paint, stones, or something else to mark a path (mown grass for instance) • Candles and matches (optional) 	1

NAME	TIME	SECTION	WEEK	DESCRIPTION	EQUIPMENT	SOURCE
Introduction to the night	00:05	J, C, S, V, R	2, 3, 4	<ol style="list-style-type: none"> 1. Remind everyone of the new Promise and Law 2. Introduce the sections of the Promise and Law that are being covered that week 3. Introduce the topics that are going to be covered that week 	<ul style="list-style-type: none"> • Promise and Law poster 	
Who's Missing?	00:05- 00:15	J, C	2	<p><i>NB: Close supervision may be required. Potential risk of bullying, for which early intervention and response is necessary.</i></p> <ol style="list-style-type: none"> 1. Arrange youth members in a circle. 2. While they all cover their eyes, remove one person from the circle and get them to hide from the others. 3. Youth members then have to look around and decide who is missing. 4. They then need to say something positive about the missing person to bring him or her back. 		1
What Do I Believe In? <i>(preparation required)</i>	00:10- 00:15	J, C	2	<ol style="list-style-type: none"> 1. Youth members sit in a circle, with the World Views cards laid out in front of them (this activity is best done in smaller groups) 2. Ask youth members what they think each of the cards represents. Provide more explanation if necessary 3. Ask youth members which of the beliefs their parents believe in – make sure that they know that there is no right or wrong answer, and that their parents might believe in more than one of them 4. Follow up with questions like: <ul style="list-style-type: none"> • Which of these things do I think I believe in? • How do I show this? 	<ul style="list-style-type: none"> • World Views cards (available at the end of this document) 	
Clean Up Project	00:15+	All	2	<ol style="list-style-type: none"> 1. Clean or tidy up a room/ object etc. as appropriate with the youth members. 2. Explain that we have all helped to complete this project, and how in doing so we have shown our respect for this room/ object that we have access to. Now we must continue to show this respect, both for the room/ object, and for the effort that we have all put into this, in future. Ideally have a youth member leading this discussion. 	<ul style="list-style-type: none"> • Anything that could do with a clean-up – a room, a patrol box, the kitchen, something that needs to be painted or sorted out or organised. 	

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NAME	TIME	SECTION	WEEK	DESCRIPTION	EQUIPMENT	SOURCE
Viewpoints of the World <i>(preparation required)</i>	00:15-00:30	S, V, R	2	<ol style="list-style-type: none"> Put up pieces of butcher's paper around the world, with one of the World Views cards stuck at the top of each Give youth members textas, newspapers, magazines, tape etc. and ask them to write down or stick up the values and ideals that they associate with each of the beliefs, ie. 'family', 'faith', 'research', 'charity' etc. <i>NB: Close supervision may be required. Watch for inappropriate or inaccurate associations with beliefs, such as child abuse, terrorism etc. If these come up, deal with as appropriate for age group and issue – typically something like 'we're thinking about what the core values of this belief system are, but that's the actions of some individuals who don't represent that belief'.</i> Give each person some sticky dots or a texta. Get them to go round to each sheet of paper and put a dot or draw a star next to every value or ideal on the sheet that they associate or agree with Bring all the young people and the sheets of paper together. Discuss: <ul style="list-style-type: none"> Which of these beliefs would you say you believe in? Why? Can you have a belief in more than one of these things? Can you hold some of the values or ideals of one of these beliefs without holding that belief? 	<ul style="list-style-type: none"> World Views cards (available at the end of this document) Butcher's paper Textas Magazines Newspapers Tape/ blue tac Scissors Sticky dots (optional) Discussion Guides Internal Compass Guide 	
Messages of Gratitude	00:10	S, V, R	2	<i>NB: Close supervision may be required. Potential risk of bullying, for which early intervention and response is necessary.</i> <ol style="list-style-type: none"> Give each young person a sheet of paper and get them to help each other to tape it to their backs – everyone should have a sheet on their back Give everyone a texta, and ask them to write messages on each other's sheets of paper, about why they're thankful for that person, a nice memory of them, or what they like about them. Remind them that all messages must be appropriate, and that everyone must write something positive on every other person's back. At the end everyone takes their own sheet off and can read it. It may be helpful to do this at the end of the night so that they can take it home and read it privately. 	<ul style="list-style-type: none"> Pieces of A4 paper (not scrap) Textas (not pens/ pencils) Tape 	

NAME	TIME	SECTION	WEEK	DESCRIPTION	EQUIPMENT	SOURCE
Caring for Each Other	00:15	J, C, S	2	<ol style="list-style-type: none"> The purpose of this activity is to consider how our actions will have a permanent effect on people, and hence why respect is important to us. <ul style="list-style-type: none"> Toothpaste: ask someone to squeeze out the toothpaste Piece of paper: scrunch it up Apple: drop it Plate: drop and break it Consider the damage done – can it be fixed? <ul style="list-style-type: none"> Put the toothpaste back in the tube Flatten the paper Cut the apple open to show the damage Fix the plate Consider how no matter what you try, the activity cannot be reversed. Also consider that though the damage to the apple wasn't obvious from the outside, the inside bruising was obvious once cut open. 	<ul style="list-style-type: none"> Any of the following: apple, a tube of toothpaste, a piece of paper, a china plate (or anything else that could work). 	
The World Around Us	00:10	J, C	3	<ol style="list-style-type: none"> Put up the four posters in the hall. Youth members can add their ideas to each paper. This may be done by: <ul style="list-style-type: none"> writing on post-it notes using pictures cut from magazines using pictures from ClipArt using digital photos Follow up with a group discussion: <ul style="list-style-type: none"> What makes the world a happy place? People who love us, nature to enjoy How do we damage the world? Too many cars, leaving the television switched on, dropping litter How can we look after this world? Bus/walk/cycle, re-cycle, grow more plants/trees 	<ul style="list-style-type: none"> Four pieces of butcher's paper with the following headings: <ul style="list-style-type: none"> 'People important to us' 'Animals in danger' 'Plants in the garden/park' (as appropriate) 'What can we re-use/re-cycle' Textas or other things share ideas with as per instructions. 	1

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NAME	TIME	SECTION	WEEK	DESCRIPTION	EQUIPMENT	SOURCE
Love Your Space <i>(extensive preparation required, or to be done as a full night's activity)</i>	00:20	S, V, R	3	<p><i>NB: Depending on time constraints, interest of young people, and access to resources, this activity can either be done as written or with photographs of a well-known place in the local community taken in advance.</i></p> <ol style="list-style-type: none"> Visit a local park, open space or bushland. Photograph all the positive features, such as: <ul style="list-style-type: none"> health and safety features facilities views natural beauty signs of care and attention people who care for it (with permission) Photograph any negative features, such as: <ul style="list-style-type: none"> neglect deterioration vandalism graffiti dangers litter Put together two photo-collages – one positive/ one negative. Positive features might be displayed in local community places: <ul style="list-style-type: none"> schools libraries town hall faith centres. Negative features might be challenged by writing letters to: <ul style="list-style-type: none"> parks department local councillor. 	<ul style="list-style-type: none"> Cameras, computers, printers OR previously prepared photos Butcher's paper Textas. 	1

NAME	TIME	SECTION	WEEK	DESCRIPTION	EQUIPMENT	SOURCE
Celebrating Help <i>(this activity is based around making a plan for a future activity)</i>	00:20	S, V, R	3	<ol style="list-style-type: none"> Draw up a list of people who the young people recognise as helping in their lives and in the life of their neighbourhood. They may think of: <ul style="list-style-type: none"> family members leaders school staff local crossing patrol community support officers emergency services local councillors refuse collectors graffiti cleaners the postman. Plan an event to celebrate all these people and some entertainment for the evening (ie show, quiz or awards night). Come up with ideas for: <ul style="list-style-type: none"> invitations cards for announcing name and nature of help on arrival dress code design and produce certificates/name badges for guests catering master of ceremonies clearing up photographer press release. 	<ul style="list-style-type: none"> Butcher's paper Textas 	1
World Games <i>(this requires preparation the week before)</i>	00:15+	S, V	3-4	<ol style="list-style-type: none"> Ask Scouts to research games from around the world (an internet activity perhaps). These may be indoor or outdoor. Choose one or more games to play from around the world on the night. Talk about the place that the game comes from, and about how the game is similar and different to games you usually play. 	<ul style="list-style-type: none"> As required for games. 	1

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NAME	TIME	SECTION	WEEK	DESCRIPTION	EQUIPMENT	SOURCE
Breaking News <i>(preparation required)</i>	00:20	S, V	4	<ol style="list-style-type: none"> In patrols or small groups, arrange for youth members to watch some news programmes, possibly <ul style="list-style-type: none"> live recorded online newspapers Reflect upon each item of news. How does it make you feel? Does this make you want to do something? Change what you already do? Is there anything that it makes you think you should do? 	<ul style="list-style-type: none"> News items 	1
Election Night	00:30-00:40	V, R	4	<ol style="list-style-type: none"> Choose an issue from the following: <ul style="list-style-type: none"> World politics National politics Local politics Local community Scouting Anywhere else Brainstorm the issue to be clear what they: <ul style="list-style-type: none"> think about it say about it feel is good about it feel is bad about it want to keep/change/improve. Invent 'parties' for different viewpoints and come up with a manifesto for each party – youth members could do this by themselves or come together. Explain to the youth members that they need to decide what their party is going to stand for and how they are going to achieve their aims. Give parties 10 minutes to come up with a thirty second speech on what they're going to do. Each party gives their speech. OPTIONAL: Vote for a winning party. 	<ul style="list-style-type: none"> Paper Pens Access to the internet may be useful 	1

NAME	TIME	SECTION	WEEK	DESCRIPTION	EQUIPMENT	SOURCE
An Act Of... <i>(preparation required)</i>	00:30	V, R	4	<ol style="list-style-type: none"> Display images suggesting some or all of these world-wide concerns: <ul style="list-style-type: none"> Climate change Pollution HIV/AIDS War Floods Poverty Any others you think of. All of these have causes which people identify with, debate and argue about. Ask the young people to brainstorm and come up with a list of who is responsible for it. Here is a list of traumatic events: <ul style="list-style-type: none"> Earthquake Tsunami Volcano Coastal erosion Any others you think of. Ask the young people to discuss: <ul style="list-style-type: none"> The scientific background as they understand it What could be done to reduce the effects of these events in the future. Reflection: <ul style="list-style-type: none"> Do some things happen which are nobody's fault? Are some things the result of human action? Are some things unattributable? Have you ever heard the phrase 'an act of God'? In what context? 	<ul style="list-style-type: none"> Paper and pens (optional) 	1
Right/ Wrong Flashcards <i>(preparation required)</i>	00:10	J, C	3	<ol style="list-style-type: none"> Use the set of flashcards that you have developed for a relay, or any other game based around flashcards, that asks the young people to decide whether something is right or wrong. Discuss with the young people what they decided. Why? If something about the situation changed, would your decision on whether it was right or wrong change? 	<ul style="list-style-type: none"> Develop your own set of flashcards based on what is relevant to the young people in your group, and what is right and wrong for them – use local references. 	

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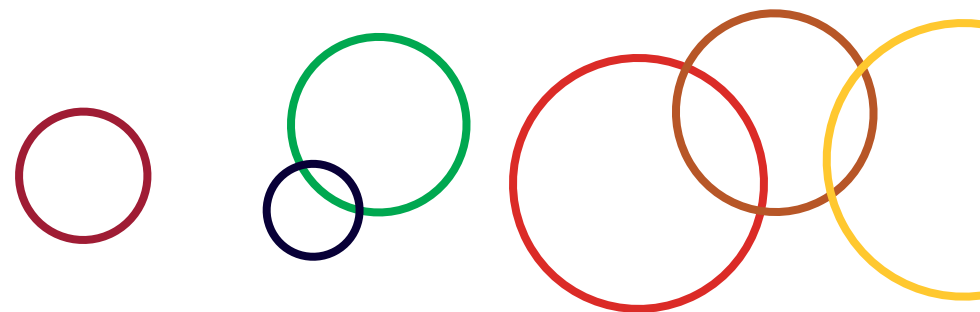
A PROGRAMMING GUIDE



NAME	TIME	SECTION	WEEK	DESCRIPTION	EQUIPMENT	SOURCE
Help Other People (preparation required)	<i>As much or as little as you have</i>	J, C, S	1	1. Work with the young people in your section to find a way that you can help other people, and carry it out.	<ul style="list-style-type: none"> As required for the activity you undertake. 	
Worry Dolls (preparation required)	00:20	J, C	4	<ol style="list-style-type: none"> 1. Explain to youth members that Worry Dolls originate from Guatemala and Mexico. They are tiny dolls made out of whatever can be found, which children can tell their worries too when they're sad or worried. 2. With whatever you have available, help the young people make small dolls (they don't have to be the size of traditional dolls!). 	<ul style="list-style-type: none"> Bits of paper, textile, wire, or anything else you could make dolls out of that you have to hand. Do some searching online for more ideas. 	
Stress Balls			4	<ol style="list-style-type: none"> 1. Explain to youth members that sometimes we get stressed for all sorts of reasons. It's normal and natural, but we should try and find ways to help us when we are stressed. Stress balls are one thing that can help. 2. Each youth member gets a balloon and fills it with rice, and then ties up the balloon (a leader may need to help). 3. Take a second balloon and snip some holes in it. Pull that second balloon over the first balloon. You can now squeeze it when stressed. 	<ul style="list-style-type: none"> Balloons Scissors Rice Funnel 	
Recycling Relay	00:10	J, C, S	4	<ol style="list-style-type: none"> 1. Put piles of rubbish and recycling at one end of the room, and buckets at the other. Line youth members up at the buckets end in sixes/ patrols/ small groups. 2. Youth members are to one at a time run to their pile, take an item, run back and dispose of it in the correct bucket. Only when disposed of correctly can the next person run. 3. First group to complete the relay wins. 	<ul style="list-style-type: none"> Selection of rubbish, both recyclable and otherwise Different bins or buckets labelled with different types of recycling. 	

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Space Jump	00:15-00:20	S, V, R	4	<ol style="list-style-type: none"> 1. Best played in smaller groups of 4-8. One person starts acting out an improvised scene – a leader may need to demonstrate to get this started. 2. Other players have to find a way to enter the scene and change it: when ready, they call out “freeze”. The person already in the scene freezes, and the second person joins, with the two of them continuing the scene. For instance, the first person may act out searching for something on the ground. A second person calls “freeze”, and enters the scene. As the first person resumes their initial activity, the second person adjust the scene by complimenting them on how well they’re varnishing the deck, and they both proceed to act out varnishing a deck. 3. The rest of the group continue to join the scene. 4. When everyone is in the scene, they can then proceed to exit the scene in reverse, repeating all previous scenes backwards. 		2
Making your Scout Promise	00:10	J, C, S, V, R	4	<ol style="list-style-type: none"> 1. Remind everyone that the Promise they choose to take is their choice. Give everyone an opportunity to ask clarifying questions to make their decision. 2. If possible, go somewhere meaningful or find a way to make your ceremony special. 3. Depending on the members of your group, find a way to assist your members to remake their Promise (repeating after someone, giving everyone their own card, putting the poster somewhere for everyone to refer to) 4. Everyone make the Scout Promise of their choice 		

1. <https://members.scouts.org.uk/documents/DocumentUpload/May2014/Rise%20to%20the%20Challenge%20booklet%20May2014.pdf>
2. http://improvcyclopedia.org/games/Space_Jump.html



AWARD SCHEME OPPORTUNITIES

There are lots of opportunities for these activities to slot into parts of the award scheme for each section. Check out some badge ideas that we think would work particularly well below (remember that you'll still need to build the elements from these badges into your programming – participation in new Promise and Law programming by itself won't qualify for all of these badges!).

Joeys	Care and Share Challenge Environment Challenge Adventure Challenge
Cubs	Boomerangs Citizenship Naturalist World Friendship
Scouts	Scoutcraft World Scouting Community Citizenship
Venturers	Venturing Skills Ideals Citizenship Environment Service
Rovers	Squire Training (Squire Project – provide resources for your hall)
All Sections	Messengers of Peace Their Service Our Heritage Faith Awareness

WORLD VIEWS CARDS



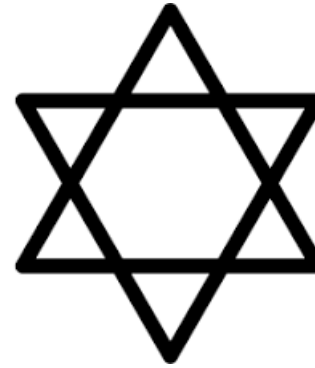
CHRISTIANITY



ISLAM



BUDDHISM



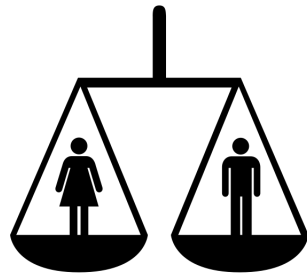
JUDAISM



DREAMTIME



HINDUISM



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SOCIAL EQUALITY

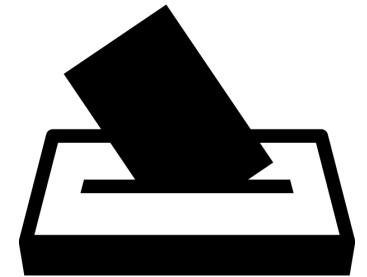


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PHILANTHROPY



SUSTAINABILITY



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DEMOCRACY