

Messengers of Peace

The Activity:

*Complete a Messengers of Peace
service project*



Cub Scout Adventure Quest

Turas: Help with the service project

Taisteal: Take on a specific job for the service project

Tagann: Help choose and organise the service project

Whose talents can help with this activity?

Sarah: Understand that it is important that I am
considerate and help others

Conor: Be kind to others and keep things fair

Plan

Introduction

The Messengers of Peace Award aims to promote world peace through the positive activities of young people. Any Cub Scout who has voluntarily invested more than 10 hours in a community service project is eligible for the award. This can be anything from running a fun day for the disadvantaged in your local community, to coordinating a book donation for a school in need.

Any community project that brings a positive change to an area - its health, environment, social circumstances, safety or addresses conflict – is a Messengers of Peace project. Since 2012, Scouts across the world have been sharing their community service initiatives online on scout.org. To date, more than 620,000,000 service hours have been registered in over 40,000 community service initiatives.

Requirements

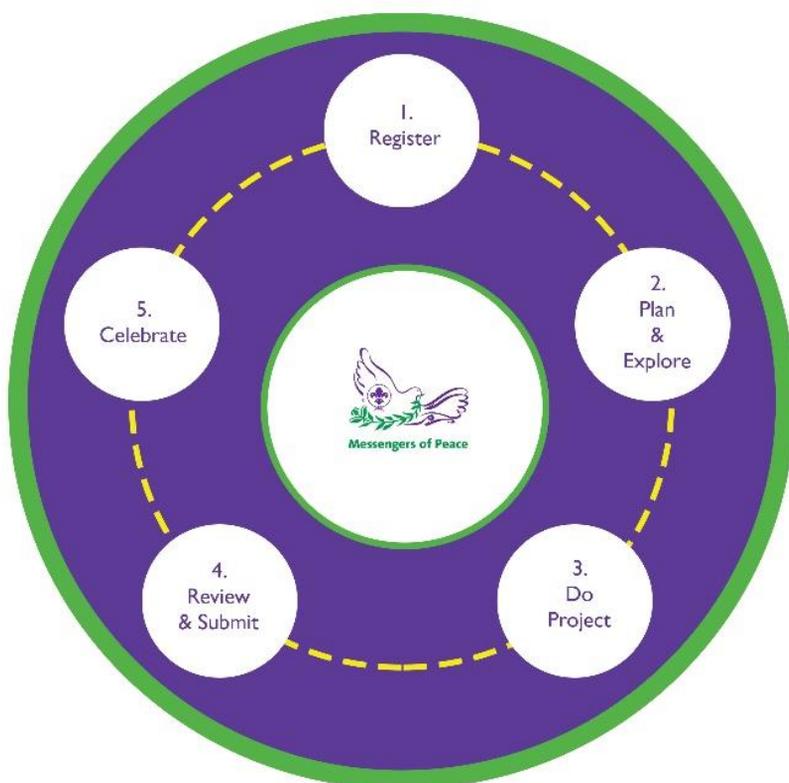
Complete a service project which involves at least 10 hours of effort. Your project should include the following:

- Service to a community: the project should address a need in the community
- Sustainable: It should have a lasting impact
- Personal Progression: All of the Cubs should be involved in organising and doing the project.

Plan

Steps to getting the Award:

1. The Pack or each Six firstly registers by emailing betterworld@scouts.ie (include your Group details, numbers of Cub Scouts participating, and your planned project).
2. Plan: Sarah helps us explore a community issue (meeting) and Conor shows use why it is important to help (meeting)
3. Do: Each six does a community project (weekend)
4. Review: Conor helps you look at the difference you made and Sarah helps you celebrate (meeting). Submit an application.
5. Celebrate your achievement!



Plan

Exploration activities

Activity 1: Should I Stay or Should I Go? – Moving Debate

Aim: To understand what influences decision making. Debate through ‘reasoning’. To imagine what it might be like for a refugee who is fleeing conflict. To understand that it’s not an easy decision to leave one’s home, family, friends, job, club, school, etc..

Time: 30 minutes.

Sustainable Development Goals: 1. No Poverty 3. Good Health 4. Quality Education

Materials: ‘Stay’, ‘Go’, and ‘Not Sure’/‘Depends’ signs (Optional). Statements sheet.

Step 1: Pick one location to be the ‘Stay’ side, pick another location to be the ‘Go’ side. Halfway between these locations is the ‘Not Sure’/‘It Depends’ spot.

Step 2: Tell the Pack that you will be calling out a number of statements, and that they must react to these statements by moving to either of the three locations. Let the Pack know that after everyone has moved, you will be asking people *why* they moved there. The Cub Scouts are free to change their mind and move again at any stage.

Statements

- Your parents are going on holidays next month and they have asked if you want to go with them. – *Do you stay or go?*
- You’re at a birthday party and the other children are excluding you. – *Do you stay or go?*

Statements (cont'd)

- Your friend is pushing another of your classmates in the school yard. The teacher is on their way. – *Do you stay with your friend, who hasn't noticed the teacher coming, or do you run away?*
- You've been offered to go stay with your cousins in Spain for the summer to learn the language. – *Do you stay or go?*
- Your parents have lost their jobs and suggest moving to a different county to find work. – *Do you stay or go?*
- You're playing football on the green when an army jet goes overhead. – *Do you stay or go?*
- You're watching the news with your family, the presenter says that a war has begun in another part of the country. – *Do you stay or go?*
- There are rumours that a nearby town is going to be bombed in the coming months. – *Do you stay or go?*
- Your family has given all of their savings for a place on a boat across the Irish Sea to escape a war. You arrive at the shore and realise that there is no life jacket for you. – *Do you stay or leave?*

Plan

Activity 2: The Crossing

Aim: To explore the journey of the many refugees making their way towards Europe, while exploring the breaches of their human rights on their journey and on their arrival. To consider what is involved in the journeys undertaken by refugees across the Mediterranean Sea.

Time: 45 minutes

Sustainable Development Goals: 3. Good Health, 10. Reduced Inequalities, 16. Justice, 17. Partnerships for the Goals

Materials: Masking tape, cut-outs of the individual articles in the Universal Declaration of Human Rights.

The idea of this exercise is to give the Cubs an idea of the journey undertaken by many people as they flee their homeland.

Step 1: Mark out an area of 10ft by 2.5ft using the masking tape.

Step 2: Tell the Pack that they are now refugees fleeing across the Mediterranean Sea, and that this is their boat. Ask the Pack to divide into their Sixes. Assign one of the following to each Six, making sure that everyone in the Pack can hear...

You are fleeing because...

- A rebel group took control of your town
- A government group took control of your town
- You ran out of money and could no longer stay
- Your homes were destroyed and you had nowhere else to go
- It was too dangerous to stay, your lives were in danger
- All of your family and friends had left

Step 3: Ask each of the Sixes to sit into the 'boat' one-by-one, handing each Cub Scout that boards an individual article cut-out from the Universal Declaration of Human Rights (provided).

Step 4: Once everyone is in the boat, ask the Six who '*ran out of money*' to raise their hands. Tell them that they don't have life vests, they couldn't afford them.

Step 5: Ask the Pack to look at their article. Invite the Cub Scouts to raise their hands if their article has been breached in the boat, or on the journey to/from the boat.

Step 6: Ask a few of the Cub Scouts with their hands up to read out their article, and explain why they put their hand up.

Step 7: The Cub Scouts may now disembark and regroup into their Packs, they have arrived safely in Europe.

But...

- The Six whose '*homes were destroyed*' must remain where they are, this is now a *waiting room*. They cannot leave the waiting room because they have no passports, these were destroyed along with their homes.
- The Six who '*ran out of money*' must remain seated also, they are now in the *hospital*, they did not make the crossing safely.
- The Six whose town was taken over by the rebels are kidnapped by criminals gangs in Europe.
- The Six who left because their lives were in danger were told to leave Europe because there was '*no money*' and '*no room*' to take care of them.
- The remaining Sixes found safe asylum in Europe.

Step 8: Give each Six a sheet of paper and a pen. Ask them to brainstorm the things they might be thinking if they were in this situation.

Step 9: Get the Sixes to read out what they have written down.

Step 10: Group discussion on the following...

- Did you realise anything about the journey many refugees take which you may not have realised before?
- Is there anything we could do to make this journey easier for the refugees?

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS 1948 (Simplified by Amnesty International UK)

1. We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. These rights belong to everybody
3. We all have the right to life, and to live in freedom and safety
4. Nobody has any right to make us a slave. We cannot make anyone else our slave.
5. Nobody has any right to hurt or torture us.
6. We all have the same right to use the law.
7. The law is the same for everyone. It must treat us all fairly.
8. We can all ask for the law to help us when we are not treated fairly.
9. Nobody has the right to put us in prison without good reason, to keep us there, or to send us away from our country.
10. If someone is accused of breaking the law they have the right to a fair and public trial.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS 1948 (Simplified by Amnesty International UK) (cont'd)

11. Nobody should be blamed for doing something until it has been proven that they did it. If people say we did something bad, we have the right to show this was not true.

12. Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a very good reason.

13. We all have the right to go where we want to in our own country and to travel abroad as we wish.

14. If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.

15. We all have the right to belong to a country.

16. Every grown up has the right to marry and have a family.

17. Everyone has the right to own things or share them. Nobody should take our things from us without good reason.

18. We all have the right to believe in what we want to – to have a religion, or to change it if we want.

19. We all have the right to make up our own minds, think freely, speak freely, and share our ideas with people.

20. We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS 1948 (Simplified by Amnesty International UK) (cont'd)

21. We all have the right to take part in the government of our country.

22. We all have the right to a home, to have enough money to live on and medical help if we are ill. We should all be allowed to enjoy music, art, craft, sport and to make use of our skills.

23. Every grown up has the right to a job, to get a fair wage, and to join a trade union.

24. We all have the right to rest from work and relax.

25. We all have the right to a good life, with enough food, clothing, housing and healthcare. Mothers and children, people without work, old and disabled people all have the right to help.

26. We all have the right to an education, and to finish primary school, which should be free. We should be able to have a career. We should learn about the United Nations and about how to get on with other people and respect their rights. Our parents have the right to choose how and what we will learn.

27. We all have the right to our own way of life, and to enjoy the good things that science and learning bring.

28. We have a right to peace and order so we can all enjoy rights and freedoms in our own country and all over the world.



**THE UNIVERSAL DECLARATION OF HUMAN RIGHTS 1948
(Simplified by Amnesty International UK) (cont'd)**

29. We have a duty to other people, and we should protect their rights and freedoms.

30. Nobody can take these rights and freedoms from us.

Do

As a recap. from earlier, this can be anything from running a fun day for the disadvantaged in your local community, to coordinating a book donation for a school in need.

Before You 'DO' Anything...

Reflect:

Brainstorm with your Cub Scouts on the following...

- What activities did the Cub Scouts carry out in their exploration?
- What did they learn from these activities?
- How does what we have learned in the 'exploration' relate to our local community, or a community that we know of?
- What can we do for this community in relation to the issues addressed?
- Is there already a group in your community who need help with a project?

Do:

- Make an *action* plan!

Once you have a rough outline of your action plan, ask your Cub Scouts to draw/explain the community as it is now, then ask them to draw/explain how they imagine things might look after the project is complete. You might ask your Cub Scouts to write one wish for the project on a piece of card. Keep these somewhere safe to look back on in your Review!

Review

- What was your project?
- How did it help the community?
- Did you like helping other people?
- Look back on your wish for the project



How did the Atlantic Six help us achieve our Personal Journey Badges?



Sarah shows us it is important to be considerate and help others

Turas: What was your project? What did you do?

Taisteal: What was your job? Did the project help other people?

Tagann: How did you help? Why is it important to help others?



Conor shows us why we should be kind.

Turas: What was your favourite part?

Taisteal: Did you like helping other people?

Tagann: How did the project help other people?

Don't forget to clip your travel cards!

The Sustainable Development Goals

1. No Poverty
2. No Hunger
3. Good Health
4. Quality Education
5. Gender Equality
6. Clean Water & Sanitation
7. Renewable Energy
8. Good Jobs & Economic Growth
9. Innovation & Infrastructure
10. Reduced Inequalities
11. Sustainable Cities & Communities
12. Responsible Consumption
13. Climate Action
14. Life Below Water
15. Life on Land
16. Justice
17. Partnerships for the Goals

Key Definitions

- A **refugee** is someone who has been **forced** to flee their home country because of a well-founded fear of persecution because of ethnicity, religion, nationality, and political opinion, or because of violence, conflict, or natural disaster.
- An **asylum seeker** is a person seeking to be granted protection as a **refugee** outside their country of origin, and who is waiting for a legal determination of his/her application.
- A **migrant** is someone who **chooses** to move to another country in search of a better life – to find work, or for such reasons as education, business, or family reunion.

Castle Saunderson Scout Centre

Castle Saunderson has Peace and Community programmes which are specifically linked to the Messengers of Peace Award. It is a great way of practically exploring the Award and getting started on planning a project. castlesaunderson.com

Possible partner organisations

- **Community Associations** often undertake small social projects which you can help out with.
- **City/County Councils:** Local authorities often have community or recreational divisions which offer support to community organisations.
- **Enable Ireland** provides services to children and adults with disabilities and their families. www.enableireland.ie
- **Irish Red Cross** provides humanitarian support and community services to the most vulnerable at home and abroad. redcross.ie
- **Irish Wheelchair Association** provides quality services to people with limited mobility throughout the country. iwa.ie
- **St Vincent de Paul** offers practical assistance to families in need. You could fundraise for them or organise a collection of items for their shops. www.svp.ie
- **European Anti-Poverty Network Ireland** provides training on social issues. www.eapn.ie
- **Trócaire** have a number of campaigns to get involved in - www.trocaire.org
- **World Vision** are always seeking funding for their work – perhaps this could tie in with your project? - worldvision.ie