

Scouts of the World Award



The Activity:

Complete a Scouts of the World Award 'Discovery' and 'Service Project'

The fundamental aim of the SoW Award is to develop 'world citizens': people who actively engage in creating a better world for all, commencing at a local level. The award can help bring Rovers together and give structure to your Crew's journey.

The Rover Challenge



Participation:

- Contribute to the *Discovery*
- Help choose the service project
- Take on a specific job for the service project
- Actively contribute to the success of the project
- Keep track of your personal development



Leadership:

- Organise the *Discovery*
- Help choose, organise and run the service project.
- Take on a role of responsibility within the project
- Assist Rover Scouts doing their 'Participation' stage in their role
- Ensure the project is achieving its aims
- Keep track of your personal development
- Work with partner organisations, if required

ASSESS

- Social – Engage with other Rovers, Non-Scouts and separate Organisations
- Service – Carry out a service project
- Skill – You're bound to learn a new skill or improve on existing skills on your journey
- Environmental – You may choose to do an environmental service project

SPICES

- Social - Recognise my roles within, and make a positive and lasting contribution to society.
- Character - Demonstrate that I have the confidence to live by the Promise and Law.
- Intellectual – Identify a problem/issue within society and resolve it through positive actions
- Emotional – Understanding the positive emotions brought about through service to others

Plan

Introduction

The Scouts of the World Award (SWA) involves a voluntary service project in one of three key areas - *development, peace, or the environment*. The project may take place locally or internationally and must make a lasting contribution to the community.

The SWA is a *team* award: Several crews may collaborate for the award, or a Rover Scout may support an existing project launched by WOSM or another organisation (SVP, UNESCO, etc.).



For example, Walkinstown Venture Scouts travelled to Bolivia in 2016 on a humanitarian mission to enhance and to provide facilities for migrants in Bolivia. The Group worked cooperation with local Dominican Missionaries and the Pastoral de la Movilidad Humana Tarija. By helping improve facilities they promoted the dignity and rights of migrants.

Requirements

There are two elements to the award – the *Discovery* and the *Service Project*.

Discovery:

- Must last 21 working hours
- You should walk away from this with an outline *plan* for your project

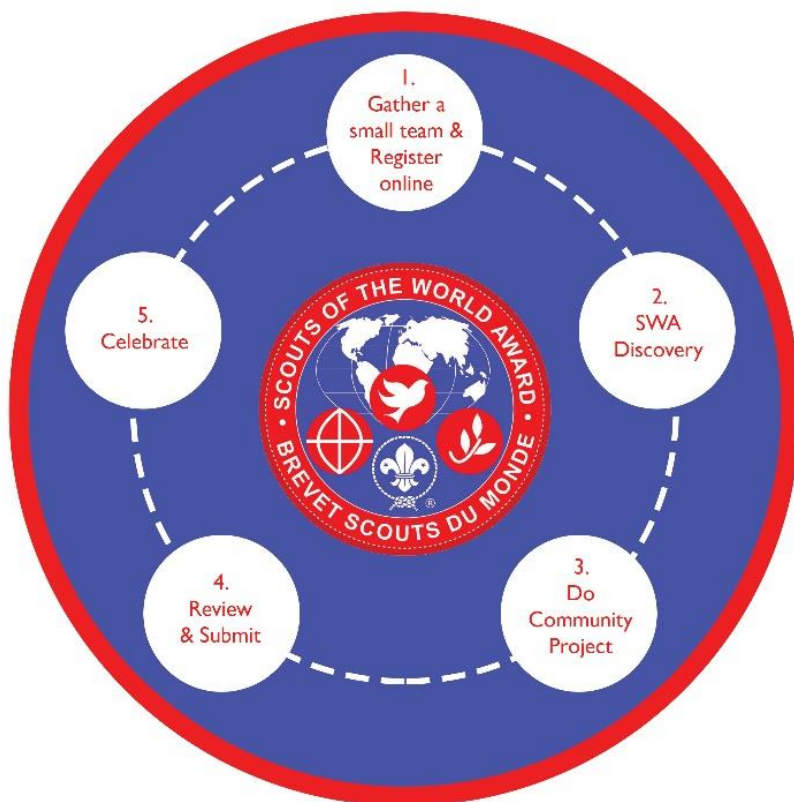
Service Project:

- Minimum 80 working hours
- The project should include:
 - Service to a Community: Your project must be of clear measurable benefit to the community. It needs to be based on the needs of the community, which are identified by exploring and reflecting on social justice and environmental issues.
 - Sustainability: The project has to be achievable and realistic, and it has to have a lasting impact.
 - Personal Progression: Every participant has to have a distinct role, as well as helping with the general work of the project. By taking part in the project, each Rover Scout should advance in their personal journey, by progressing in areas such as their Rover Challenge and Chief Scout Award.

Plan

Steps to getting the Award:

1. Register: Contact your NSO's SWA Coordinator by emailing betterworld@scouts.ie
2. Plan: Complete an SW Discovery
3. Do: Complete an SW Award Voluntary Service
4. Review: Evaluate your SW Award Discovery and Voluntary Service
5. Submit: Send your report in to the SWA Coordinator and report on scout.org about your SW Award
6. Celebrate your achievements and ensure the sustainability of the project!



Plan: The Discovery

Objectives

- Familiarise Rover Scouts with the stages of the SW Award.
- Discover and explore a challenge, related to a global issue, faced by the Scouts’ community. This challenge must be associated with one or more of the award’s three aspects - development, peace, and/or the environment.
- Research the identified challenge and its effect on the group on both a **personal** and a **community** level.
- Begin planning a service project to address this challenge.

Discovery Activities

If you’re holding the Discovery yourselves, without an external facilitator, you’ll firstly need to design an exploration map. Your *Discovery* may take place over a weekend, or you could spread it over a series of day activities.

Here’s a sample of what your exploration map for a weekend workshop might look like...

DAY/TIME	ACTIVITY	LEADER
Friday		
20:00 – 21:00	Arrival + Introductions + Overview of Weekend	Mark
21:00 – 23:00	Ice-breakers/Evening Activity	Claire
23:00	Relax and Bed	

DAY/TIME	ACTIVITY	LEADER
Saturday		
09:00 – 10:00	Introduction to the SWA, SDG's & Previous SWA Projects	Andrew
10:00 – 11:00	Exploration Activity (Peace)	Tara
11:00 – 11:15	Break	
11:15 – 12:00	Guest Speaker – Refugees in Ireland	Mark
12:00 – 13:00	Exploration Activity (Development)	Karl
13:00 – 14:00	Lunch	
14:00 – 15:00	Guest Speaker – Lumela – Fáilte Project	Claire
15:00 – 16:00	SDGs Brainstorm Activity	Aoife
16:00 – 16:15	Break	
16:15 – 17:00	Review + Decide on Community Issue	Andrew
17:00 – 18:00	Explore Challenge in Depth	Tara
18:00 – 19:00	Dinner	
19:00 – 21:00	Visit to local community group	Mark
21:00 – 23:00	Campfire	Karl
23:00	Relax and Bed	

DAY/TIME	ACTIVITY	LEADER
Sunday		
09:00 – 10:00	Develop Action Plan	Claire
10:00 – 11:00	Assign Roles + Research	Aoife
11:00 – 11:15	Break	
11:15 – 12:00	Review Findings + Refine Plan	Andrew
12:00 – 13:00	Reflect on Challenges + Scouts Own	Tara
13:00 – 14:00	Lunch + Departure	

Remember that if you’re working with individuals or groups from a non-Scouting background be sure to introduce them briefly to **who** we are as Scouts, **why** we do what we do, and **how** we go about doing it. Ask them to do the same for their background/organisation.

Now let’s take a look at some activities that might help us in our Discovery...

Exploration Activity (Peace): The Importance of Listening

Aim: To highlight the importance of seeing someone else's point of view, and to grasp the value of listening.

Time: 1 hour

Sustainable Development Goals: 4. Quality Education, 5. Gender Equality, 17. Partnerships for the Goals

Materials: Question sheet, a chair for every participant

The Facilitator's actions are restricted to reading out the topics, deciding when to move on to the next topic, guiding the discussion based on input from the inner circle, but must remain unbiased.

The Mediator ensures that the group in the outer circle remain silent, keeps track of time, assists the Facilitator in their duties, and helps calmly and unbiasedly resolve any conflict that may arise.

Step 1: Let people know in advance, perhaps even a few hours before carrying out this activity, that it requires the group to be split based on male/female sex groupings. If someone is uncomfortable joining either group, ask them to make the facilitator/leader of the activity aware – the facilitator may assign them to the role of 'Mediator' instead.

Step 2: Divide the group as outlined above. The leader of the activity will be known as the 'Facilitator', their assistant the 'Mediator'.

Step 3: Arrange half of the chairs into a circle. Arrange the other half in a larger circle surrounding the first.

Step 3: Invite the females to sit in the inner circle. The Facilitator and Mediator will join them (sitting opposite one another in the circle)

Step 4: Invite the males to sit in the outer circle. Only those sitting in the inner circle may speak.

Step 5: Ask the females in the inner circle to discuss the following. The discussion should last somewhere between 15-25 minutes.

- Have you ever felt that you were treated differently based on your sex? – Share your stories.
- How did it feel to be treated that way?
- Looking back on it, do you feel differently about it now than you did at the time?
- Do you think that much has changed since that happened? Would it be likely to happen again?

Step 6: Ask the groups to swap places. Discuss the following with the males now in the inner circle. Equal time should be given to this discussion.

- How do you feel about what you have heard?
- How did you feel about having to remain silent?
- Have you ever felt that you were treated differently based on your sex? – Share your stories.
- How did it feel to be treated that way?

Step 7: Merge the two circles and groups. Pose the following to the group...

- Ask the females to discuss how they feel about what they have just listened to with the males.
- What similarities were there in the two discussions?
- What differences were there in the two discussions?
- What have we learned from this exercise? Pay particular attention to the different stages of dialogue.

Now watch the following video and as reflect on it as a group – How does it relate to the exercise you have just carried out? How do you think it relates to your SWA Discovery?:

<https://www.youtube.com/watch?v=2C4c7VR8X7I>

Exploration Activity (Development): Exchanging Resources

Aim: Developmental service projects are based on reciprocation – all parties involved must actively participate and gain equal benefit. In this way, it is different from a solely charitable service project, where there is a distinct sender and receiver. A number of factors may hinder progress; this activity helps us to identify and understand some of these obstacles.

Time: 20-30 minutes

Sustainable Development Goals: 8. Good Jobs & Economic Growth, 17. Partnerships for the Goals

Materials: Four different coloured stickers, bags, and envelopes. Review questions (on following page). Item cards for ‘NEEDS’, and physical items (for ‘HAVES’), including...

- Bread (Cracker)
- Bricks (Lego/Jenga Block)
- Medical Supplies (Plaster)
- Cars (Toy Car)
- Clothes (Sock)
- Poultry/Fish/Meat (Toy Chicken/Fish/Cow)
- Gadgets (Toy Phone)
- Coffee (Coffee Bean)

Before the activity begins, prepare the bags/envelopes according to the chart below.

TEAM	HAVES	NEEDS
Europe	Bread, Medical Supplies	Gadgets, Coffee
Asia	Cars, Poultry/Meat/Fish	Bread, Bricks
Africa	Bricks, Clothes	Medical Supplies, Poultry/Meat/Fish
The Americas	Gadgets, Coffee	Cars, Clothes

Step 1: Divide the group into the four teams and distribute the coloured bags/envelopes. They may not open these yet.

Step 2: Explain the following to the teams...

- Your team's '*NEEDS*' are in the envelopes – It is the ultimate goal of each team to attain all of their needs.
- Your team's '*HAVES*' are in the bags – You must swap these with the other teams in order to attain your needs.
- Your team must only engage in exchanges and/or dialogue with two other teams for the duration of the game.
- The game has three rounds.
- Each round lasts only one minute.
- Each team must elect a '*Messenger*'. The Messenger is the only member of the team who may ask other teams what resources they have/need and, after consulting with their team, is the only team member who may swap resources with the other teams. They should wear their team's coloured sticker.

Step 3: Ask all of the teams to pick a corner of the room/space and stand in it. They may now take a look inside their bags/envelopes.

Step 4: Allow the teams to discuss their strategy. When the teams are ready, BEGIN THE GAME!

Step 5: When all three rounds are over, invite everyone back to the middle of the room/space to discuss the following...

- Did each team meet their needs?
- Was that game difficult?
- Why was it difficult? – Speak about distance travelled, barriers in communication, conflict within the teams, etc.
- What could have made the resource exchange easier? (You may want shuffle the needs/wants and repeat the exercise based on the answers to this question - *Did the new method make things easier?*)
- Can you picture any similarities between this activity and an SWA project?
- How can we apply what we have learned to an SWA project?

Activity: Framing the SDGs

Aim: To begin thinking about what the new SDGs mean to the members of the Crew on a personal level, within the community, and on a global scale. This exercise has been designed to help participants understand where they might take action. The activity should help participants understand the tools required for *change* and how it occurs.

Time: 1 hour

Sustainable Development Goals: All

Theme: The SDGs and Advocacy

Materials: A2 paper/flipchart paper, markers, list of the SDGs

Go through the 17 SDGs (provided at end of document) and pose some/all of the following questions to the Crew (this may be done in smaller groups if necessary)...

- Looking at the 17 goals, where do you see a connection with yourself as an individual and your role as a young person, student, citizen, Scout, volunteer, etc.?
- Are some goals more important than others? What are the most important to you?
- Do you see any barriers/challenges in achieving these goals within a community that you are familiar with? Explain.
- Where does your community of interest fit into these goals?
- Why is it important for individuals to be aware of these goals?
- Do you think it's important for companies/organisations to be aware of these goals? Why?
- If there were one or two key messages that you would want those in positions of power within the community you discussed earlier to hear, what would that message be?
- What action will *you* personally take to support these goals?
- What action will your team take?
- What support do you/the Crew need to enable and empower you to take action?

Activity: Taking Action

Aim: Some tips, exercises and tools to help your team get started on your project.

Time: As long as you need!

Sustainable Development Goals: All

Materials: A2 paper/flipchart paper, markers, pens, post-its list of the SDGs

Phase 1: Brainstorming

- Hand out post-its and ask everyone to write down some ideas for an action they could take in a community of the team’s choosing.
- Draw the following table on a large sheet of paper

	HIGH IMPACT	MEDIUM IMPACT	LOW IMPACT
SIMPLE			
NEEDS EXTRA EFFORT			
QUITE TOUGH			

- Collect all the post-its in a pile and ask individuals to take a few
- Team members should then read out what it says on their post-it, and decide as a group where it fits in the table
- After all the actions are on the chart, decide what actions are best for your team, and where they fit on the timeline of your project – in the *Early stages, Middle, or Late?*

Phase 2: Think BIG, Start small

As a Group...

- Start on a new page
- As a group, write down which issue you want to address most
- How does it relate to the SDGs?
- Bear in mind the ASSES and the SPICES
- What can your Crew do about the issue?
- Think about what you want to happen
- Cross out anything that's unrealistic
- Identify the right people to ask for advice – use the skills of people and organisations around you
- What can you do to fund this?
- Will you need to do any reconnaissance work?
- Sometimes, it helps to work backwards when doing up your timeline
- Make sure that you check in on the project regularly – e.g. *15 minutes devoted to the SWA project at weekly meetings*

As an Individual...

- You may want to ask a supportive figure who you are in contact with regularly to be your personal mentor for the journey
- Reflect personally on the SPICES
- Go for tasks/roles that you know will challenge you, but be careful that you don't get burned out – you could negotiate task/role rotations with your team to ensure that you're making use of the skills you already have, as well as learning new ones – the key is BALANCE!

Phase 3: Moving Towards Action:

- Give everyone a task
- Create a timeline – When, What, Who?
- Let relevant parties know what's going on – e.g. *Consult with your Rover Advisor*
- Make it fun
- Keep logs

What can your Rover Advisor do?

- Give guidance on project feasibility
- Guide Rovers on maintaining a balanced schedule between Scouts, work, family, university, school, etc..
- Keep an eye out for fundraising opportunities
- If tensions are mounting or the teams are getting stressed, let your Rover Advisor know – They may want to make arrangements for a mindfulness session, a break week, facilitate a group discussion, etc..
- They may have more contacts in the local media than the Rovers – ask them to forward these on

Do

Group Reflection:

Brainstorm on the following...

- What activities did you carry out in the first stages of the discovery?
- What did you learn from these activities?
- How does what we have learned relate to our local community, or a community we know of?
- What can we do for this community in relation to the issues addressed?
- Is there already a community group who need help with a project?

Individual Reflection:

Think about the following in relation to *your* personal journey...

- Think of the personal challenges you think you may encounter in this project. Maybe you've encountered some already?
- How will you tackle these challenges? What are the obstacles?
- Is there anything you're anxious about? Is there someone on the team you can talk to about this?
- How can *you* get the most out of this project? Is there any SPICE in particular you'd like to focus on?
- How can you stay motivated throughout the project? – Support from a role model? Looking back on quotes from people you admire? Mapping your progress? Watching TED talks? Making a motivational playlist on Spotify?

Do: Make it Happen!

Objective:

After the Discovery, you should have a very clear idea of what your project is about. It's a good idea to write out the main objectives so everyone understands with them.

Master Plan:

- Your project should have a clear focus and be completed in a limited amount of time.
- Make out a project outline and schedule.
- Your plan should include a list of all tasks that need to be done, spend time working on this, going from the large items, eg. Run fundraising, get training, run project, to the details items, eg. book transport, contact sponsors, buy tea!
- It might be helpful to check out project management tips online or buy a simple book on it.

Roles

- Assign roles: each member of the Crew should have a clear general role in the project, such as treasurer, quartermaster, training coordinator, or liaison person. The role taken on by a Rover Scout should reflect their personal challenge, so that they can benefit personally from the role.
- If there are more than 10-12 Rover Scouts involved in the project, you might want to set up smaller Crews who can focus on key areas, such as finance, logistics, and training. A Crew lead for each of these could then form a coordinating council to oversee the whole project.
- Tasks: There will be tasks to be completed at each stage and these will need to be shared amongst everyone.

Budget:

- A Treasurer, with the support of others, should coordinate the budget. Perhaps, get the help of your Group or County Treasurer in developing one.
- From the plan list out all items of expenditure, and add a 10% contingency
- List all the income, including planned income from fundraising
- If there is a significant amount of money it might be worth setting up a credit union or bank account for the project
- The handling of money should be done with at least two people always and should occur in a transparent manner.
- Check out resources online or a project management book to get some tips.

Training/Preparation:

- Your project may require Rover Scouts to be training or upskilled in different areas. The project plan should include this as an important task.
- Project: the project may rely on specialised knowledge or skills, such as teaching, horticulture, or working with people with special needs. Ensure that all the participants have received the appropriate training to carry out the project in an effective and safe manner.
- Roles: Some roles made need specialised support or training, this will also have to be addressed in the plan. For example, the PR person might need to learn about marketing.
- In any training, try to draw of the pool of expertise in your Group by include Scouters, parents, or friends who have knowledge of particular skills. You could also approach local businesses or companies.

Review

The review should focus on evaluating the success of the project and individual reviews by Rover Scouts on their role and how they progressed.

Team Evaluation

- Objectives: look back at the project objective, and decided did you achieve it. What was your project? How did it help the community?
- Successes: Outline the main wins of the project, from helping others to learning new skills, and making friends.
- Challenges: Considers the problems, mistakes, and failures as well, but put them in context. Why did they happen? And, most importantly, what did we learn?
- Plan and tasks: Look at the whole process, from planning to completion; how did it go? How has the project changed from how you first envisioned it? Was the plan adequate? How did each phase go?
- Roles: Did the roles work? Did you need to change them? To what extent do individuals feel that they fulfilled their role/s within their team/s?
- Team work: In a positive manner, think about how you operated as a team? Have peers noticed any positive changes in individual team members over the course of the project? – Invite them to share constructive comments on the less positive areas
- Lessons Learned: What were the main things you learned? What advice would you give others running a project
- Celebrate: How will you celebrate your achievement?

Review

Individual Review

Possible questions for you to consider:

- What did I get out of this project? – What personal challenges did it help you with? Have you learned something new about yourself?
- What were your roles?
- How did you contribute?
- Were you satisfied with the effort you put in? – Did you do your best?
- Was there any aspect of the project that made you feel uneasy? – Did you voice this to your team? If not, make a note of it, you may feel more comfortable coming back to it at a later stage.
- Do you have a new appreciation for the social issues you explored?
- How have you progressed in the SPICES?
- How will you reward yourself for your achievement?
- Look back on your wish for the project
- How will you ensure that your efforts continue to have a lasting impact in the community? – Make a pledge to the upkeep/continuation of the project

Review SPICES

Social

- I value the people and relationships in my daily life.
- Develop the skills and attitudes needed to build and maintain meaningful and appropriate relationships and friendships.
- I respect the social integration of other cultures.
- I use my communication skills effectively.
- I recognise my roles within society.
- I make a positive contribution to society.

Physical

- I can identify when my body is working well and when it isn't.
- I have the good judgment to get help when I need it.
- I understand that society is richer because of physical difference.
- Before I make important lifestyle choices, I will inform myself of all the risks/benefits involved.
- I recognise and understand the impact of my choices on myself and others.
- I recognise and understand the impact of physical abuse on myself and others.

Intellectual

- I can assess situations, identify resources, make an informed choice, form my own opinions.
- I can recognise the best possible solution to a given situation.
- I am responsible for my own learning.
- I can incorporate the learning styles of others into all aspects of my life
- I can use my capacity for imagination & ideas, and my ability to be innovative and creative.
- I can make decisions, execute and review a project and accept responsibility for the outcomes.
- I understand how teams work and I strive to get the best from all members.

Review SPICES

Character

- I have the confidence to live by the Promise and Law.
- Show your awareness and understanding of the true value of all things.
- I believe in myself.
- Accept my abilities and be content with them while striving to be the best that I can be.
- I can take a stand and be strong in the face of adversity.
- Be able to identify injustice, inequality or conflict and explore ways of resolving it, and where appropriate play my part in its resolution.
- I have the courage to live out my dreams and aspirations.

Emotional

- I can recognise, interpret and accept my emotions, their changing nature, and the effects they have on all aspects of my life
- I know how others can support me in understanding my emotions
- I am tolerant of the emotional needs of others
- I strive to express my emotions constructively
- Demonstrate the confidence and ability to deal with life's challenges
- I stand up for my personal beliefs and values
- Develop my potential and recognise the possibilities for my future

Spiritual

- I can express, uphold and re-evaluate my spiritual beliefs/faith upon reflection
- Understand and demonstrate a respect and appreciation for my environment (natural, human, built)
- I understand the role I play in my environment, the contribution I make to it, and the impact my actions have on it
- I recognise my spirituality as a potential part of my life

Submitting

Be sure to include the following when submitting your project...

SUBMIT

Project Report

A detailed report summarising the project.

Project Aims

What were they and how did you meet them?

Budget

Detailed accounts of the budget.

Programme

Provide a list of the programme for the project.

Participants

Provide a list of participants' names and their roles held over the course of the project. If you have worked with an external organisation, be sure to list them also.

Diaries

Each participant must provide a diary of their SWA journey. Include a summary of your group review.

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

Additional Links and Activities

Youth Developmental Education Site - <http://www.youthdeved.ie/>

Human Rights in Ireland – www.humanrights.ie

Rich Man's World Activity Booklet -
<http://www.youthdeved.ie/sites/youthdeved.ie/files/A-Rich-Man%27s-World.pdf>

Report on Young People's Standpoints and Global Attitudes -
[http://www.youthdeved.ie/sites/youthdeved.ie/files/Standpoints_Global Attitudes 0.pdf](http://www.youthdeved.ie/sites/youthdeved.ie/files/Standpoints_Global_Attitudes_0.pdf)

UN's Lazy Person's Guide to Saving the World -
<http://www.un.org/sustainabledevelopment/takeaction/>

One World Week SDG Presentation and Resource Pack -
<http://oneworldweek.ie/sdgs-presentation>

Possible partner organisations

- **Amnesty International** campaigns for a world where human rights are enjoyed by all. amnesty.ie
- **BeLongTo** provides safe and fun services to LGBT young people across Ireland. belongto.org
- **Community Associations** often undertake small social projects which you can help out with.
- **City/County Councils:** Local authorities often have community 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
- **No Name! Clubs** are run by and for young people aged 15 years + who come together in a safe and lively environments nonameclub.ie
- **St Vincent de Paul** offers practical assistance to families in need. 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
- **Jigsaw** provides support to Irish young people with their mental health on a free one-to-one basis and through community workshops - <https://www.jigsaw.ie/>