

## ***Messengers of Peace***

### ***The Activity:***

*Complete a Messengers of Peace service project*



Messengers of Peace is an excellent way for Venture Scouts to develop in the Social and Character areas by engaging in practical projects that address local social needs.

### ***SPICES Objectives***

Social: Get involved in your community

Character: Try to help where you see injustice or inequality

### ***Fiontar***

Suas: Help choose the service project. Take on a specific job for the service project.

Trasna: Help choose and organise the service project.



## Plan

### Introduction

The Messengers of Peace Award aims to promote world peace through the positive activities of young people. Any 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 'legal awareness camp' 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:

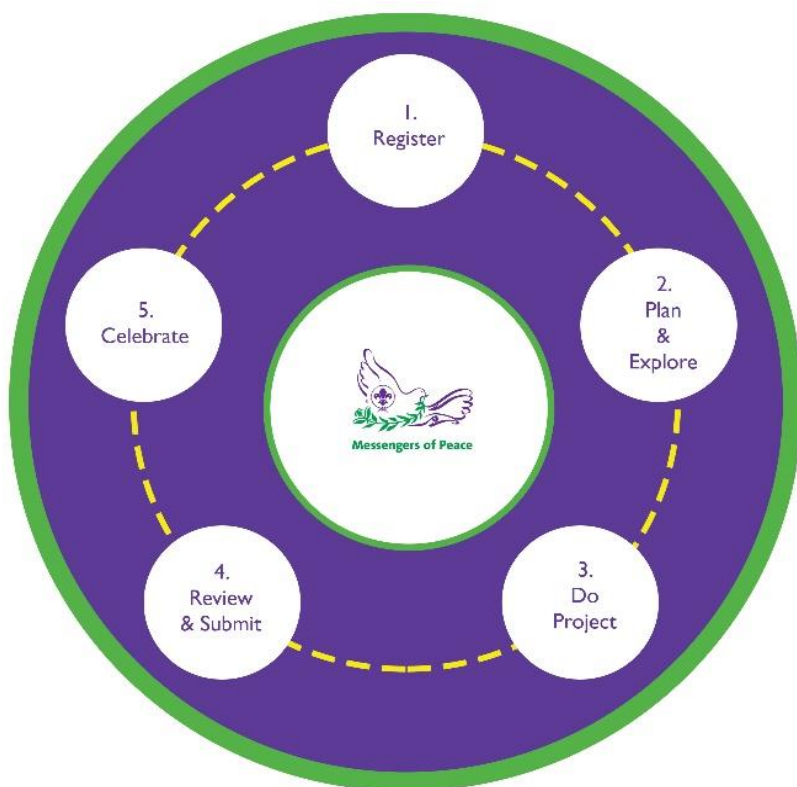
- Service to a community: The project should address a need in the community.
- Sustainable: It should have a lasting impact
- Personal Progression: All of the Ventures should be involved in organising and doing the project.



# Plan

## ***Steps to getting the Award:***

1. The Unit firstly registers by emailing [betterworld@scouts.ie](mailto:betterworld@scouts.ie) (include your Group details, numbers of Venture Scouts participating, and your planned project)
2. Plan: Learn about a social issue (several meetings) and plan ways in which you can help (several meetings)
3. Do: Activity Crews undertake a community project (two weekends)
4. Review: Evaluate your project and commit to maintenance (meeting, on-going). Submit an application.
5. Celebrate your achievement!



## Plan

### Exploration activities

#### **Activity 1:** It's Only Words

**Aim:** To gain an understanding of the importance of the language we use, and how our attitude towards other countries, religion, and other people can be shaped by the media.

**Time:** 45 minutes

**Sustainable Development Goals:** 4. Quality Education, 10. Reduced Inequalities, 11. Sustainable Cities and Communities, 16. Justice

**Materials:** Headline cut-outs, paper, pens, A4 paper, markers.

**Step 1:** Divide the Unit into small groups.

**Step 2:** Provide each of the groups with a cut-out of one of the headlines provided, along with markers and paper.

**Step 3:** Ask each group to identify the key terms and words used in the headlines. Invite them to write down how the people in the stories are portrayed.

**Step 4:** Ask the groups to reimagine the headlines in a way that reports the news from an ethical journalistic viewpoint.

**Step 5:** The groups may share their old and new headlines with one another, and any other material they feel is relevant to the discussion. You may want to read the following facts out to the group...

*In the years after 9/11, MediaTenor examined 2.6 million Western news stories from 10 American, British, and German outlets. They found that the media's coverage of Islam has rarely been positive. While religious leaders like Pope Francis were often the face of Catholicism in the media, fringe extremists like Abu Bakr al-Baghdadi became the face of Islam.*



**Step 6:** Discuss the following...

- Ask the group if they were journalists would they write a different headline.
- What might a young asylum seeker or Islamic migrant be feeling reading these headlines?
- What are the truly important messages that should be in our media?

HEADLINES
‘Rescue boats? I’d use gunships to stop migrants’
‘Muslim Women Face €9000 Fine as Another Country Bans Burka’
‘4000 Foreign Murderers and Rapists We Can’t Throw Out’
‘Muslim Forced Off Train as Commuter Complains He Used His ipad Suspiciously’
‘We Must Stop the Migrant Invasion’
‘Australian Senator Urges End to Muslim Immigration’
‘Migrants are Becoming Hooked on Gambling’



## Activity 2: The Future We Want

**Aim:** To realise the value of exploring our own beliefs and values so as to understand how they influence your attitudes and behaviours. The key message here is about the connection between belief, values, and positive change. For young people to see themselves as potential agents of change, and realise the importance of reflecting on how our beliefs and values shape future behaviours.

**Time:** 50 minutes

**Sustainable Development Goals:** 4. Quality Education, 10. Reduced Inequalities, 16. Justice, 17. Partnerships for the Goals

**Materials:** A2 paper, A4 paper (1 per person), markers & pens.

**Step 1:** Divide the Unit into smaller groups and provide each group with the required materials.

**Step 2:** Get each group to draw a large circle in the middle of the page. Draw three concentric circles around it.

- In the centre write the word 'Beliefs'
- In the next circle write the word 'Values'
- In the next write the word 'Attitudes'
- In the final circle write the word 'Behaviours'

This represents a person. Each circle is connected to and influenced by the previous. Mention that beliefs are at our core, while behaviours are the part of us that other people see and experience. Ask the groups to bear the following in mind for the exercise...

**Belief** – A belief is an idea that you hold to be true. It can be influenced by culture, faith, education, experience, mentors, media, etc. You are usually willing to defend it and you have reasons and evidence to support this belief. *E.g. I believe that gay people should have the right to marry.*



**Values** – A value is a stable and long lasting belief about what is important to a person. Values can relate to different parts of our lives; happiness, wealth, education, career, family, health, etc. *E.g. I think it is important for gay people to have the right to get married.*

**Attitudes** – Attitudes are ‘settled views’ about things. They are influenced most often by underlying beliefs and values. Attitudes affect decision making and behaviour. *E.g. The law should be changed to allow gay marriage.*

**Behaviour** – Behaviour is how we outwardly act. It is an action that can be a response to a certain situation. *E.g. I will campaign for marriage equality!*

**Step 3:** Ask the groups to consider the current situation with refugees in Europe. Half of the groups should write what they feel the beliefs, values, attitudes and behaviours of someone with a negative view towards refugees might be, the other half should do the same for those with a positive view towards refugees.

**Step 4:** Ask the group to share what they have found.

**Step 5:** Invite the groups to suggest how you might change or shift some of the beliefs, values, and attitudes of the negative people. Take note of these.

**Step 6:** Invite the group to redraw the circles on their A4 sheet, and fill them in with their own beliefs, values, attitudes and behaviours when it comes to refugees. (This is a personal reflection and does not need to be shared with the group)

**Step 7:** Watch the following videos....

Part 1 - <https://www.youtube.com/watch?v=RBQ-loHfimQ>

Part 2 - <https://www.youtube.com/watch?v=nKDgFCojiT8>

Afterwards reflect on how campaigns like this might shift people’s beliefs, values, attitudes and/or behaviours. Do they think this could be a successful campaign? Why? Ask them to look at their A2 sheets and see what might change, or what might be strengthened from watching these videos.



## Do

### Reflect:

*Brainstorm* on the following...

- What activities did you carry out in the exploration?
- What did you 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:

- Your project should have a clear focus and be completed in a limited amount of time
- Be careful not to make commitments you can't keep
- Your project should make a clear difference to your community
- Sometimes what we think as a good project may have already been thought of by another community group – do they need a hand with it?
- Assign roles – Activity Leader(s), Secretary/Liaison, Finance, PR, Quartermaster, Photographer, First Aider
- Draw up a priority list and timeline – When, What, Who? – *What are the skills in your group? How can we use those skills? Would this person be suited for that job?* - This time line should list all the jobs that need to be done and who is responsible for each one.
- Once you have a rough outline of your action plan, ask your group to explain the community as it is now, then ask them to explain how they imagine things might look after the project is complete. You might ask them to write one wish for the project on a piece of card. Keep these somewhere safe to look back on in your Review!



**Some Extra Tips...**

- Why not form a partnership with another organisation? The more the merrier! – *Is your local charity shop short of volunteers? Do SVP need extra hands to deliver food for their big Christmas run?*
- Local newspapers are always eager for community stories, why not publicise your project?
- Looking for specific advice? Why not ask someone who's done a similar project? – Find them at [www.scout.org](http://www.scout.org)
- Hang your timeline up in your den and check the stages off as you go along

**Review****Crew Review**

- What was your project?
- How did it help the community?
- What problems did you encounter, if any?
- What would you do differently next time?
- Look back on your wish for the project



# Fiontar Review

**SUAS:**

*Social:* Get involved in your community

- What was the purpose of your project?
- What was your role in the project?

*Character:* Try to help where you see injustice or inequality

- How did you decide on what your project was going to be?
- How did it address a need in the community?
- What other actions could you take to improve the community?

**TRASNA:**

*Social:* Get involved in your community

- What was your areas of responsibility? How did it contribute to the overall project?
- What did you learn about community involvement?

*Character:* Try to help where you see injustice or inequality

- How did you decide on what your project was going to be?
- How did it address a need in the community?
- What other actions could you take to improve the community?



## 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.
- If a child under 18 years arrives in Ireland without parents or guardians, and seeks asylum, they are called a **Separated Child Seeking Asylum**. They stay under the care of the HSE until they reach 18, usually in foster care. They can attend school until completing their Leaving Certificate. They are not entitled to free state education beyond secondary school.
- **The Schengen Agreement** permits travel throughout twenty-six European countries without visas. The citizens of Schengen countries can travel/migrate outside their own country without limitation. The current crisis with the movement of people from Africa and the Middle East has raised tensions amongst the Schengen countries and threatens the agreement and relatively open borders.
- **Direct Provision** is the accommodation provided to persons without means who are seeking asylum and permission to remain in Ireland, whereby they receive shelter and full board in accommodation provided by the State while their application for asylum is being processed. People in direct provision receive a weekly allowance for adults and children. There are 35 Direct Provision centres around Ireland. These housed 4,484 people in May 2015.



## Additional Links and Activities

UNHCR Refugee App - <http://mylifeasarefugee.org/>

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

UN Refugee Agency Site - <http://www.unhcr.org/>

BCC Interactive Refugee Game - <http://www.bbc.com/news/world-middle-east-32057601>

Irish Refugee Council - <http://www.irishrefugeecouncil.ie/>

Human Rights in Ireland – [www.humanrights.ie](http://www.humanrights.ie)

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

Responsible Journalism Code -  
<http://ethicaljournalismnetwork.org/who-we-are/5-principles-of-journalism>

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)

Lost Children of The Jungle – Calais -  
<https://www.youtube.com/watch?v=7G7OXCgmp9w>

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>



## 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](http://castlesaunderson.com)

## Possible partner organisations

- **Amnesty International** campaigns for a world where human rights are enjoyed by all. [amnesty.ie](http://amnesty.ie)
- **BeLongTo** provides safe and fun services to LGBT young people across Ireland. [belongto.org](http://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](http://www.enableireland.ie)
- **Irish Red Cross** provides humanitarian support and community services to the most vulnerable at home and abroad. [redcross.ie](http://redcross.ie)
- **Irish Wheelchair Association** provides quality services to people with limited mobility throughout the country. [iwa.ie](http://iwa.ie)
- **No Name! Clubs** are run by and for young people aged 15 years +plus who come together in a safe and lively environments [nonameclub.ie](http://nonameclub.ie)
- **St Vincent de Paul** offers practical assistance to families in need. [www.svp.ie](http://www.svp.ie)
- **European Anti-Poverty Network Ireland** provides training on social issues. [www.eapn.ie](http://www.eapn.ie)
- **Trócaire** have a number of campaigns to get involved in - [www.trocaire.org](http://www.trocaire.org)
- **World Vision** are always seeking funding for their work – perhaps this could tie in with your project? - [worldvision.ie](http://worldvision.ie)

