



But not as we know it!

Exploring the lives of people in developing countries

# Acknowledgements

**Compiled by Scouting Ireland Programme Staff :- Canice Curtis, Colm Kavanagh & Karl Quinn.**

## **Primary Research - Canice Curtis**

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Christian Aid: The Trading Game and The Paper Bag Game.

Various websites, including those listed in the 'Action' section of this resource, through Google search engine, common resource material on development education appears on a number of sites - original authors unknown, reproduced here in support of educational programmes.

Zef Klinkenbergh: African expertise and author of Irish/ Kenyan Scout Handbook.

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Materials and concepts in this handbook can be used freely by any young people and adults with an interest in development education - with suitable acknowledgement of the source.

The activities suggested are best undertaken as a member of a youth organisation where friendship, support and adult facilitation / supervision are available. Some of the activities suggested are best suited to a Scouting environment, if you choose to undertake these activities you should ensure that safety and insurance cover is sufficient.

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## Empathy Activities

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Travel  
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Women  
Lunch Money

## Action

Gifts of Peace  
Scouts of the World  
Aquaboxes  
Overseas Projects  
Water Aid  
Christian Aid  
Solar Cooking  
World Bikes  
Trocaire  
Bothar  
Rotary International  
One Laptop  
Life straw  
School in a box

# Introduction

All around the world people live in many different ways:

- In North America each person consumes on average 23 kg of toilet paper while in Africa the figure is 0.4 kg.
- In the central African country of Chad 91% of the population do not have access to toilets. In Canada access is 100%.
- In Ireland the majority of people live in houses built using concrete but Aboriginal people of the Australian desert live in shelters called wiltja made from the few braches and scrub available.
- In the developing world, the average water use per person is 10 litres per day while the average per person use of water in the developed world is 135 litres.
- In countries such as China and Japan it is traditional not to eat at a table. In the Western world this is unusual.
- In the world's poorer countries people eat using their fingers while the best restaurants in the developed world provide clean cutlery for every course of the meals they provide.

A good number of the many differences from society to society and culture to culture are what makes that society or that culture unique. These unique aspects of different societies and cultures are part of the diversity which makes our planet so fascinating. These differences are to be celebrated, encouraged and respected. However, some people are forced to live the way they do because of the poverty and inequalities they experience. The contrasts

from society to society and culture to culture based on poverty and inequality are not to be celebrated but rather understood and then campaigned against. The people who are members of a particular disadvantaged society can take action to eradicate the poverty and inequality they experience. You can also help! And this resource can be your starting point. We will examine the inequities that exist in our world in an attempt to understand them and empathise in a small way with the people in our world who struggle from day to day. We can then take appropriate action to do our bit to reduce and end the poverty and inequality in our world. Together this can be achieved!

First, we must try to understand the world around us. The consensus is that we now live in a world that is 'globalised'. This means that all of the world's citizens are interconnected and dependent on one another. However, globalisation has not enabled people who were previously poor. If anything, poverty has increased in the globalised world. For the previously rich globalisation has brought more opportunities for travel, wealth and cultural enrichment. For example, all Scouts in Ireland now have opportunities to go on camp overseas all year round which could never be envisaged fifty years ago.

This resource seeks to introduce young people to these realities, and enable young people to understand and become informed about the differences present in our world. The hope is that young people in Ireland can empathise on a small level through this resource with the world's less well-off citizens while respecting the cultural differences that make us all unique. Young people may be empowered by the knowledge they gain from this resource of the world around them and will be encouraged to take action for a more just world.

At the present time much of the action towards achieving an equal world is focussed on achieving the United Nations Millennium Development Goals. All the world's countries and all the world's development organisations committed themselves to achieve the following by 2015:

- Eradicate extreme poverty and hunger.
- Achieve universal primary education.
- Promote gender equality and empower women.
- Reduce child mortality.
- Improve maternal health.
- Combat HIV/AIDS, malaria and other diseases.
- Ensure environmental sustainability.
- Develop a global partnership for development.

The aim of Scouting Ireland is to encourage the physical, intellectual, emotional, social and spiritual development of young people so that they may achieve their full potential and, as responsible citizens, to improve society. This does not just include society in Ireland, but world society as a whole. Therefore, this resource offers a way to fulfil our aim and having fun while doing so.

## How to use this resource

We begin by trying to understand the main issues the developing world faces in order to gain knowledge of the poverty and inequality present in our world. This is done through a series of simulation games. Then, we try to gain a small measure of empathy with people suffering from poverty and inequality in the world through a series of activities. Finally, we look at what we all can do by taking action to reduce, prevent and eradicate the inequities present in our world. The resource also contains a number of simple games, many from developing countries, which can be used to focus young people on issues in a fun way or as a way of winding-down after tackling a specific issue. These games could also be classed as simulation games. This is not a book intended for reading from cover to cover. Rather, the aim is that Scouts and Scouters can explore this resource together. Feel free to dip in and out as you wish! The content does flow in such a way as to introduce and then examine the issues before taking action, however. We would not recommend carrying out an action projects before and examining and understanding the issues in the developing world. This practice does not benefit anyone in the developend or developing world.

These grids will help you to see how the various suggested games and activities will enable young people in your Section to achieve objectives along their Personal Challenges journey. Each activity will offer experiences that will relate to the SPICES.

The grid displays a combination of letters. The 'dashes', show a 'SPICES' area is not covered well by this activity. However, with discussion in your Section it may be possible to expand the idea suggested so that it does cover the missing 'SPICES'.

Simulation Activity	Section	SPICES - Personal Journey
<b>World of 50</b>	All	S - I C E S
<b>Paper Bag Game</b>	All	S P I C E -
<b>Rickshaw Game</b>	All	S P I C E -
<b>Exclusion Game</b>	All	S - I C E -
<b>Refugee Game</b>	All	S P I C E -
<b>Lifeline</b>	All	S P I C E -
<b>Water Ration</b>	All	S P I C - -
<b>Rainy Season</b>	All	S P I C - -
<b>World Restaurant</b>	All	S - I C E -
<b>Instant Decisions</b>	All	S - I C E -
<b>Landmine Game</b>	All	S P I C E -
<b>World Trading Game</b>	E. D. R	S P I C E -
<b>Short Games</b>	T. E. D.	S P I C E



Social



Physical



Intellectual



Character

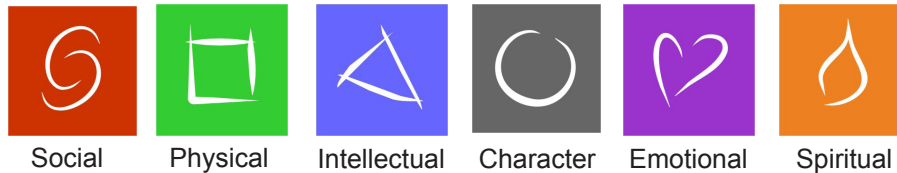


Emotional



Spiritual

Empathy Activity	Section	SPICES - Personal Journey
Shelter	All	SPICE -
Water	All	SPICE -
Food	All	SPICE -
Keeping Food	All	SPIC - -
Cooking	All	SPIC - -
Bedding	All	- P I C - -
Refugees	All	SPICE -
Music and dancing	All	SPICES
Technology	All	SPIC - -
Education	All	S - ICE - -
Work	All	- PICE -
War and Peace	All	SPICES
Travel	All	SPIC - -
Health	E. D. R.	SPICE -
Women	All	SPICE -
Lunch Money	All	S - ICE



# What are Simulation Games?

The two essential elements of simulation games are that they are simulations and that they are games.

A dictionary defines 'simulate' as 'to give the appearance or effect of'. A simulation is an imitation or representation of something else, an operating model of a physical or social situation. (A good example of a physical simulation is the capsule simulator used in training astronauts for space missions.)

In simulation, reality is reduced to manageable proportions. What in real life may be an extremely complex situation is simplified and condensed; non-essentials are omitted.

The simulations with which we are concerned are also games, involving many of the elements which we associate with other kinds of games: there are goals to be achieved, rules to be observed, usually some form of competition - and they are fun to play!

## Types of games

Simulation and other educational games fall into two basic categories: board games and role-play games. The format selected usually depends on the subject and the purpose or group of people for which the game is designed.

### Board games

These are built around a game-board on which most of the action takes place. They are similar to Monopoly or Ludo. (Monopoly, incidentally, could be called a simulation game.) By the end of the game, players have seen the course of development graphically represented on the board.

### Role-play games

This basic structure is used primarily in games that teach processes involving negotiation, bargaining and compromise; in general, human interaction. A scenario sets the scene for the action, and each participant has a specific role to play. This may be clearly set out in a role profile, or left to the individual to develop from a broad general outline.

### The purposes of simulation games

Conflict and change are part of our way of life. How can we confront and deal with conflict? How can we anticipate the effects of possible changes? Games can help us to do both these things

A game may thrust us into a conflict situation - perhaps one that we would try to avoid in real life. In the game there is no escape. We have to come to terms with the situation and other people involved. We have to make choices and decisions. And we have to live with the results of those choices.

What games provide, perhaps uniquely, is the opportunity to deal with complex problems in concrete ways. Often a game enables us to get the "feel" of a situation in a way that would be impossible for us in real life. And because the game reduces reality to manageable proportions, we are able to act with a greater sense of purpose and understanding.

Games also provide opportunities for experimenting and taking risks. They allow us to try things out: different behaviour, new solutions to familiar problems and different ways of organising our simulated environment.

## **A general summary of the purposes of simulation games:**

To become aware of existing views on an issue

To understand the social, religious, political, and economic aspects of the situation

To understand the feelings of those in the situation

To analyse possible outcomes, or actual historical ones

To generalise factors and apply to other cases.

## **The educational values of simulation games**

Most games demonstrate the advantage of cooperative effort (though a strong competitive element is often involved).

They develop empathy, with the possibility that the player will develop sensitivity to and understanding of the person whose role he has assumed.

Games help develop the ability to analyse the essential elements in a situation.

Games provide a chance to experience the situation, not merely to hear or read about it.

Players learn that there is a casual relationship between their behaviour and the outcome of events.

Games allow for feelings to be expressed, even hostile ones.

Players can explore the possibilities of affecting (changing) their environment.

Players are involved in relevant inquiry, questioning values in a non-threatening atmosphere, thereby learning to think critically and creatively.

Games provide high motivation for learning.

Players may gain insight into their own behaviour, thereby assisting in their personal growth. They may also gain insights into their relationship with others.

Consequences of decisions can be immediately observed and evaluated.

Players learn to take responsibility for their own decisions and actions.

**(extract from <http://globaleducation.edna.edu.au/>**

**The Global Education Website is initiated and funded by AusAID to support its Global Education Program.**

**The Australian Agency for International Development (AusAID), manages the Australian Government's official overseas aid program)**

## Index to Simulation Games

**World of 50** - exploring how the world resources are distributed

**Paper Bag Game** - exploring life as a child street trader in Calcutta

**Rickshaw Game** - exploring the life of a rickshaw trader in India

**Exclusion Game** - exploring the life of an HIV/AIDS victim

**Refugee Game** - exploring the flight and peril of a refugee

**Lifeline** - this game explores water issues

**Water Ration** - this game explores availability of water

**Rainy Season** - this game explores the collecting of water

**World Restaurant** - exploring the issues of food distribution

**Instant Decisions** - exploring how you would react in an emergency

**Landmine Game** - exploring the plight of people in land mined areas

**World Trading Game** - exploring the issues of World trade.

**Short Games** - Selection of fun warm up and warm down games

# The World of 50

This game illustrates to participants how many inequalities exist in our world and provide opportunities to discover how they are caused and perhaps suggest solutions. The experiences of people worldwide are presented via the 50 participants. The game can be played with a smaller group with suitable adjustments to numbers.

## Preparation

The game needs a team of organisers who understand the game and to act in roles as The Great One, Serving Angels, Distributors and to run the game. Like many simulation games, the most important part of this game is the discussion and debriefing afterwards. Children under 11 years of age may require help to make sense of their experience in this game, and to realise it reflects a reality, not just a fun experience. They will also have questions, and this game can lead to great conversations about issues of resource distribution, foreign aid, development, poverty, and much more.

## Set up

The area used needs to be divided into sections. For the purposes of this game the regions are grouped in six areas:

- 1. Japan and North America are one section,**
- 2. Mexico, Central and South America and the Caribbean**
- 3. Asia**
- 4. Africa**
- 5. Australia and New Zealand are together with Western Europe,**
- 6. Eastern Europe is with the former Soviet states.**



## Items

You need to make birth certificates which contain two pieces of information – your place of birth and your social class i.e. First Class, Second Class and third Class – indicated by a large number 1, 2, or 3

They also need to be colour coded as follows (but any colours will do provided they are all different to each other)

## Make birth certificates:

4 pink, saying North America or Japan three of which are first class, one is second class

4 blue, saying Mexico, Central America, South America, Caribbean, three of which are third class, one is first class

6 green, saying Africa five of which are third class, one is first class

4 orange, saying Eastern Europe and the former Soviet states one of which is first class, three are second

5 yellow saying Western Europe and Australia four are first class, one is second class

27 whites saying India, China and the other Asian nations three are first class, five second, remaining 19 are third

You will need 50 chairs and the chairs need to be set up. In the beginning, each section has one chair for each person who will be born into that continent. But in the second act this changes, and it helps to colour code the chairs to simplify the move.

Place label/sticker under the chair so as not to attract attention to it. The set up is as follows:

Label 19 chairs pink; 3 chairs blue; 1 chair green; 7 chairs orange; 5 chairs white; 15 chairs yellow

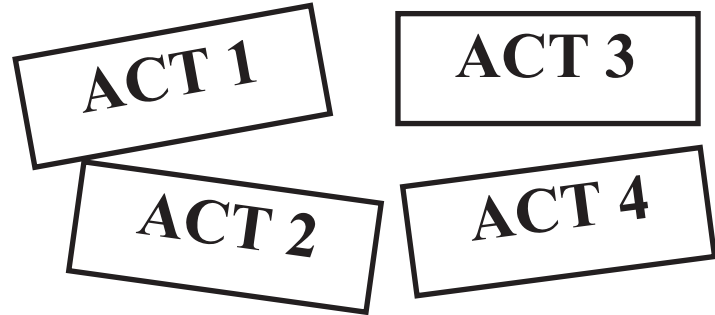
## Signage

You will also need a number of signs saying Act 1, Act 2, Act 3, Act 4, Act 5, Act 6. These can be paraded around the play space before an Act commences (Boxing ring style).

You will also need BIG name badges which the distributors stick on, showing their role in each Act. You will also need BIG name badges for the other players.

## Other items and props

Tables, foodstuffs, juice, water, pitchers, material for making bracelets.



## Setup before Act 1

Arrange the chairs as follows in the various sections before the game begins

4 chairs in the region of North America and Japan region (all of which are colour coded pink)

4 for Central and South America, Caribbean (three of which are colour coded blue, one of which is pink)

6 for Africa (One of which is colour coded green, and five are pink)

4 for Eastern Europe, Russia, etc. (all four of which are orange coded)

5 for Western Europe and Australia (all five of which are yellow coded)

27 for Asia (nine of which are colour coded pink, three of which are orange, ten of which are colour coded yellow and five of which are white)

## Characters

### **The Great One:**

The creator of the world. S/he spends most of the time just observing. In some circumstances s/he can take a more active role. S/he should have a bell or some other device to draw attention when speaking.

### **The Serving Angels:**

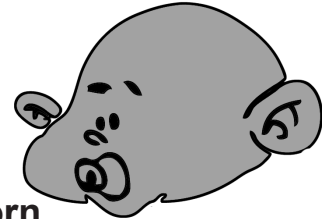
They control the game. They help with what the resource distributors are doing, but more importantly they keep up the morale of the participants. They also act as police making sure nobody leaves, and dealing with people who are upset, stopping rebellions.

### **Distributors**

Their role is one of distributing resources within the game. They assume a number of roles – Grain Trader and World Supermarket Manager, Water services personnel, Textile factory managers, Teachers



## Playing the game



### **Act One: Being Born**

*Each participant enters the room one by one, and is handed a birth certificate by the Serving Angels. These two greet each person and tell them they are being born. The Serving Angels then lead them to their region. The Great One is sitting on a chair on a table, with the Serving Angels near by. Once every one is born, the Great One rings a bell. When he/she has full attention of the group he/she says:-*

Welcome to the World of 50! By luck or unlucky chance you have been born into this world. 4 of you have pink colour birth certificates, and have been born into North America or Japan; 4 of you have blue colour birth certificates and have been born into either Mexico, Central America or South America, or the Caribbean. 6 have green and were born into an African country, 4 have orange certificates for Eastern Europe, Russia, and the other former soviet states; 5 are yellow and are in Western Europe and Australia, and 27 have white certificates and were born into Asian nations and India. The size of the area you are sitting in is the same share of the space as these countries have in the real world. Those of you in Asia might be a little crowded, but in the real world, and in the World of 50, the space is not shared perfectly. But I, the Great One have tried to provide for all despite this minor problem.

## **Act 2 : Distributing the World's Wealth.**

***The Great One now instructs his angels to distribute the World's Wealth by stating the following:-*** The Unit of currency in this World of 50 is called the Chair. The bank shall now see that the chairs are distributed as they should be.

***The Serving Angels then go and get the appropriate number of chairs from the South (white blue and green) and take them to the North (pink, orange, and yellow) It helps to colour code the appropriate number of chairs beforehand with the colour of where they will go. The chairs will need to be stacked in some regions. The serving angels encourage the people in regions with lots of chairs to sit comfortably (feet up on chairs etc.) and make sure that people in the South stay in their region and do not rebel.***

***The Great One gets everyone's attention, when the chairs have been redistributed***

What you see now, is how the wealth of the world is really divided. In North America and Japan four people have 19 chairs, in South and Central America, Mexico and the Caribbean four people have three chairs, in Africa five people have one chair, in Asia 27 people have five chairs, in Eastern Europe and Russia four people have seven chairs and in Western Europe 5 people have 15 chairs. As all can see, the sharing of wealth in this world is not done equally, unfortunately, it is not of my making, people have had a hand in this process.

## **Act 3 : The Distribution of the World's Water**

***The Great One speaks;-***

Everybody needs clean water for drinking and for washing away dirt to prevent disease. I will now give the World of 50 some water. The distribution will be done by the water department.

***The water department staff person says:*** In the World of 50 like in the real world, providing water is not as easy as it looks. Clear water is getting harder and harder to come by, and who is going to pay to provide this increasingly expensive resource? Money is scarce, and some people are just going to have to do without.

***This staff person now takes pitchers of juice and water and offers them to the first class citizens. Once they have drunk their fill, each second class citizen is given a glassful of juice, if there is any left, or water. Then, the third class citizens are given pinchers of water to share (in insufficient amounts), with insufficient glasses.***

## Act 4 : Distributing the World's Food

**Great One:** The basic and primary needs of all people are food and water. As the Great One I will now give the World of 50 food, but to distribute the food, I will hand this task over to the people who really arrange this in the real world. The **World Supermarket Manager and the Grain Trader**

**Grain Trader:** All of you might think that growing food is about feeding people. But really, growing food is about making money. My family owns the largest grain trading company in the world, and we control over half the grain traded. We make lots of money. The Great One has assigned me to distribute the food, and I will do it in a way so that we can make the most money from the food before it is eaten. I'm sure you will all agree, it is what is best in the long run. After all, I have a lot of expenses and I have to feed my family also.

The serving angels help the Grain Trader and World Super Market Manager to bring tables for the world's wealthy - most of North America/Japan, Western Europe, and a chosen one person in the other regions.

Three classes of meal will be served.

**First Class:** eaten off a table, waited on, given bread, meat, cheese, juice, all the spreads and sweets.

**Second class:** Given plates, two piece of bread, one slice of cheese, an apple, not waited on

**Third class:** one piece of dry brown bread, preferably crusts

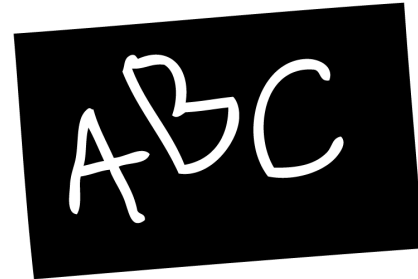
**The Great One says:-** I have provided for the the World of 50 but this is how it is in the real world. There is more than enough food for all, but it is not shared fairly. In some countries there is far more than enough food, in other countries a few have more than enough, some have barely enough, most never have enough. The world could feed everybody, but the people who control what is grown on the land are more interested in making luxury foods - such as meat, coffee, chocolate - for people in the wealthy countries than they are in feeding the poor people of the world.



## Act 5 : Working in the world of 50

**The textile boss says:** Everybody in the world of 50 must do something to earn a living. Now of course, not everybody has the same skills or access to resources. But that is how it is in the real world, so that is how it will be here too. We are going to make friendship bracelets, and I will pay you for them with these candies.

**The textile boss now hands out craft materials, starting with the first class citizens and giving them the best selection, etc. There should not be enough scissors to go round, but it should be possible for all people to make bracelets - just easier for the first class citizens. The payment is up to the boss's discretion.**



## Act Six: Education in the world of 50

**The Interpreter says:** Now I am sure that all of you have something to say about this game. We would now like to hear what you think of this game. The teacher will now hand out pen and paper for all of you to write, in your own language, your impressions. We will read and consider them very seriously.

**The teacher:** One consideration. Despite our best efforts, 40% of you are still illiterate. Therefore, you cannot express yourselves in a formal way, and we will not be giving you pens and paper.

**The teacher then proceeds to hand out pencils and papers to the literate members. This includes 4 in N. America - Japan, 3 in S. America etc., 2 in Africa, 15 in Asia, 4 in Eastern Europe, and 9 in Europe. The first class citizens are the first to receive pens and paper. After the participants have had some time to write, the responses are collected.**

**The great one speaks, closing the game and review follows.**

# The Paper Bag Exercise

## Understanding the life of people who live on the streets of Calcutta

This exercise is a simulation game which will help participants to gain an insight into how poor people of India cope and survive on the streets of Calcutta. You will need lots of paper and tokens to represent money - each token is worth half a rupee - 0.5R. Participants are broken up into 'family' groups of 4 - 5 people.

In Calcutta many families live on the pavements because they can't afford to rent a one-roomed shack in the bustees. The children have to find, or create, work to survive; one means of doing this is paper-bag making. The children tear up old exercise books or use newspapers to make the bags, which they then sell to shop-keepers or street vendors.

Tell the groups that: "They are families living in the bustees of Calcutta. They have no permanent jobs, and there is no social security, but they earn their living by making bags from scrap paper. Many families are involved in bag-making, so competition is fierce."

"Bags are made by folding and glueing." Demonstrate how to make one. (You will need to practice first!) and give out the sample . bags.

"Bags can be sold in batches often to the shopkeeper" (the group leader).

"The going rate is 5 paisa per bag, therefore you have to make 20 bags to earn a rupee.

"Any sub-standard bags will be rejected by the shopkeeper."

## How to Play

Groups work for 20-30 mins., depending upon the size and interest of the group.

They bring batches of 10 bags to the shopkeeper and accumulate their payments.

At the end of 'work' time, hand out worksheets. They are to add up their payments, and work out how much they could earn in an average day.

They must then work out how they would spend their 'wage'. Put the price sheet up on the wall. As a rough guide an adult in Calcutta would need:

<b>Rent</b>	<b>1.50R</b>
<b>Half kilo rice</b>	<b>1.50R</b>
<b>Half kilo vegetables</b>	<b>1.00R</b>
<b>Fuel for cooking</b>	<b>1.00R</b>

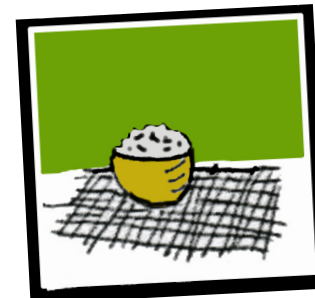
This would be enough for two meals

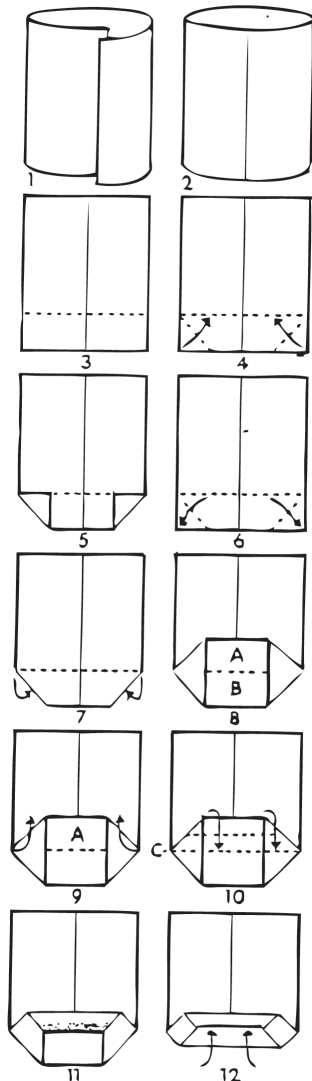
## Extras

<b>A cup of tea</b>	<b>0.50R</b>
<b>Some fruit</b>	<b>1.00R</b>

Basic daily expenditure is therefore 6-7R per person. A family of 4 will therefore need at least 25R a day. But this is the bare minimum for survival.

See 'Price Poster' on page 22





## How to make your paper bag

A. Fold the paper to the middle. Glue one edge and stick down.

B. Flatten bag. Turn up bottom edge about 5 cm; crease as shown and unfold.

C. Fold up bottom corners to the crease, press down and also unfold.

D. Tuck the corners up inside the tube. Now you have a bag with two flaps, A and B as in stage 8.

E. Fold back the upper flap 'A', and then fold down on itself to the middle line.

F. Put some paste on the edge of flap 'A' as indicated by shaded area in stage 11.

G. Fold up the lower flap 'B' to the overlap with glued area and stick down.



## Worksheet

No. of bags in 10 mins

No. of bags in 1 hour

No. of bags in 8 hr day

Number of bags @ 20 paise

Going rate: 20 paise per  
bag  
(100 Paise = 1 Rupee)

## Discussion

First find out which groups survived and which did not produce enough to survive.

How did the groups organise themselves?  
Did those that produced the most bags work more as a team, one folding, one glueing, etc?

Did any groups help one another?  
How did the groups find the shopkeeper?  
Was he/she fair? Why is he/she powerful?  
Who are the equivalents in our society?

If there was no social security in Ireland, could we make paper bags? Could we sell them locally?

What could we do?

Can the group think of any products that we could usefully recycle?

# Rickshaw Game

## Objectives

To have fun while learning about the difficulty that workers face in the transport industry in big cities in India and Bangladesh

## Resources & Preparation

Photocopy destination cards and money.

Make up dummy money in the following denominations Rupee notes - 2, 5, 10, 20, 50, 100, 200, 500, 1,000

Destination cards (hotel, train station for example) can be stuck onto envelopes and allocated money placed inside

Enlarge or write destination signs & display in room.

Place these signs as far apart as possible in a large hall or in outside playground area.

Collect pictures of rickshaws and autorickshaws. Make sure you have a basic knowledge of transport and urban life in the large cities of India or Bangladesh.

## How to play

Many people in the world live on less than \$2 a day. One of the ways people try to make a living in cities around the world is to drive rickshaws, auto-rickshaws and taxis. (Show photos of rickshaws and auto-



rickshaws if you have them available.) Talk about transport in crowded cities of India and Asia. Explain that today they are going to pretend that they are either passengers or drivers in one of these places.

### 1. Explain the Rules

Passengers must visit all destinations on their list in the order they are written.

All passengers must use the transport available (Rickshaw, Auto Rickshaw or Taxi) to visit each destination. This is still the case even if the destinations are next to each other.

Players may not walk.

Drivers/Vehicles are to choose a starting destination before passengers take their starting places.

Once at a place the auto-rickshaws and taxis are not able to travel without a passenger (as the fuel costs too much). Rickshaws, however, may move freely about without passengers.

2. Divide players into four groups

**Rickshaws:** One person acts as a rickshaw and piggy-backs people around.

**Auto-rickshaws:** Two people per auto, link arms and passenger sits on arms in the middle.

**Taxis:** Three people, link arms as above, third person leads, passenger hangs onto leader for extra support.

## Passengers

There needs to be many more drivers/vehicles than passengers for the game to work.

A suggested breakdown for a group of 30:

7 passengers

7 rickshaws

10 for auto-rickshaws (making 5 – 2 per auto)

6 for taxis (making 2 taxis - 3 per taxi)

For groups of fewer than 30, cut out the taxis and just use rickshaws and auto-rickshaws.

3. Drivers/Vehicles choose a destination at which to start.

Explain the rules about moving and suggest they choose a place where there might be many passengers. Hint that some passengers may be tourists and will have more money than locals.

4. Hand passengers their destination cards and money.

Money – all passengers are to start with money, Indian Rupees. Provide the amount of rupees to each passenger as allocated on their destinations card.

Do not give those who receive 1000 rupees or more any of the smaller denomination rupee notes (as “no change” is a convenient way of raising the price).

Roughly 62 Rupees = 1 euro

5. Passengers go to their starting point.

Explain the bargaining system and demonstrate it. Explain that the more comfortable and quick a vehicle is, the more you would expect to pay. For the purpose of this game there are no fixed prices; all trips should be agreed to before the trip begins. (There is a system of taxi and rickshaw meters in India but they are not always working or not always used).

Taxis would normally be more expensive to hire than auto-rickshaws and rickshaws because they are more comfortable and able to travel at greater speeds. Auto-rickshaws, too, would normally be more expensive than a pedal rickshaw.

### Play

15 – 20 minutes is a good length of a time for a fast-paced game. Give players enough time to divide their money at the end and count how much money people made.

### Debriefing

During the debriefing session, you might like to raise some or all of the following questions. Try to get a chance to hear at least once from everyone about their experience during the game.

Have a look at the price poster and see how much you could afford to buy with that money.

How many days would you have to work to pay your rent? How long would you have to save up to buy clothes or a TV? What would life be like for you if this was all you had to live on? (The prices are close to 2003 Delhi prices.)

Was it hard to find passengers?

Who got a lot of work? Why?

Who didn't get much work? Why?

Was there enough work for everybody or is were too many people trying to make money from the same service?

How do you think this experience might be

similar to that of people who really work at these jobs in countries like India and Bangladesh?

Read the following quote:

*“ We needed to be at New Delhi Railway station at 6.00am, it was winter so it would still be cold and dark. We had no Hindi and didn't know how to organise to get there at this time. Would there be taxis around this outlying suburb of Delhi at 5.00am in the morning? We were worried, so we went out in the evening beforehand to ask around. We found a Taxi driver and asked him. He said he could come back at 5.00 the next morning.*

*So in the wee hours of the next morning we straggled out with our luggage. Our taxi was there, he had parked there all night and slept in his car on that cold winter's night, just to get some work.”*

# Price Poster

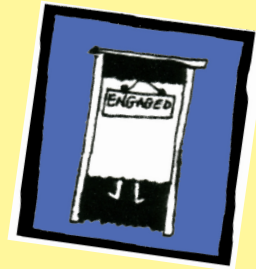
Slum Shack 1000 Rupees per month  
(roughly 33R per day)  
Small Flat 4500 Rupees per month (roughly  
150R per day)

School fees 45R per month  
Uniform 250R  
Textbooks 300R

1 litre of petrol 15R  
1 litre of kerosene 30R (roughly 15R for cooking  
per day)

30cm TV 5000R

Hospital Visit Fee 20R  
Paracetamol 10R  
Pack of 6 nappies 75R



Shirt 150R  
Trousers 300R  
Shoes 700R

1 kg Potatoes 7R  
1 kg Rice 15R (typically enough for 2  
days on the Indian sub-  
continent)



1 kg Lentils (beanstew) 35R  
1 litre of milk 20R  
12 Bananas 15R  
1 kg of Spinach 15R  
1 kg of Flour 15R  
Whole Chicken 70R  
1 litre of cooking oil 55R





## List of Destinations

- Main Bazaar
- The Red Fort
- India Gate
- Jami Masquid (Mosque)
- Old Delhi Post Office
- Airport
- Dr. Ram Lohia Hospital
- Lakshmi Narayan Temple
- Hotel
- Home
- New Delhi Railway Station
- The Vegetable Markets

Each Passenger needs a destination route card

**Start:** Hotel with 1500 rupees

You must visit in turn

- The Red Fort
- India Gate
- Main Bazaar
- Lakshmi Narayan Temple
- Old Delhi Post Office
- Return to Hotel

**Start:** Home with 300 rupees

You must visit in turn

- The Vegetable Markets
- Home
- Jami Masquid (Mosque)
- Dr. Ram Lohia Hospital
- Main Bazaar
- Return Home

**Start:** Airport with 2000 rupees

You must visit in turn

- Hotel
- India Gate
- The Vegetable Markets
- The Red Fort
- Main Bazaar
- New Delhi Railway Station
- Return to Hotel

**Start:** New Delhi Railway Station with 1000 rupees

You must visit in turn

- Lakshmi Narayan Temple
- Main Bazaar
- Old Delhi Post Office
- India Gate
- The Red Fort
- Airport

**Start:** New Delhi Railway Station with 700 rupees

You must visit in turn

- Main Bazaar
- The Red Fort
- India Gate
- Jami Masquid (Mosque)
- Old Delhi Post Office
- Dr. Ram Lohia Hospital

**Start:** Home with 250 rupees

You must visit in turn

- Lakshmi Narayan Temple
- India Gate
- New Delhi Railway Station
- Old Delhi Post Office
- The Vegetable Markets
- The Red Fort
- Return to Home

**Start:** Airport Hotel with 1000 rupees

You must visit in turn

- India Gate
- Lakshmi Narayan Temple
- The Red Fort
- Main Bazaar
- New Delhi Railway Station

**Start:** Home with 200 rupees

You must visit in turn

- Old Delhi Post Office
- The Red Fort
- New Delhi Railway Station
- Main Bazaar
- The Vegetable Markets
- Home

**Start:** Hotel with 1500 rupees

You must visit in turn

- The Red Fort
- Lakshmi Narayan Temple
- The Red Fort
- Jami Masquid (Mosque)
- Main Bazaar
- Return to Hotel

# Refugee Wide Game

This activity will help Scouts to examine and challenge their prejudices in relation to refugees and immigrants and experience what it is like to be these people.

The Geneva Convention defines a refugee as someone who *'owing to a well founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of nationality and is unable, or owing to such fear, is unwilling to avail him/herself of the protection of that country'*.

Discuss the plight of refugees and find out how much Scouts know about them. Define who refugees are. The above definition provides the answer.

Some other important facts are that most of the world's refugees actually live in the poor countries of Africa, Asia and the Middle East, not in the richer European countries.

Did you know Andrex tissue paper was founded by German Jewish refugees,

Lucian Freud, the famous painter, was a refugee as was Albert Einstein?

Refugee status grants all the rights of citizenship except the right to vote. Today, there are roughly 50 million refugees in the world.

For the Refugee Wide Game you will need a forest with a large open space. Ask the Scouts to imagine they are refugees fleeing from Sudan, the largest country in Africa. Sudan is experiencing a serious famine and the ongoing civil war has left living conditions impossible. The journey will be a distance of about 300 miles and the route will pass through a desert. Your destination is Khartoum in

the north. You will be given a map. At each stopping point you must accomplish the task before proceeding. (Scouters mark various points on a map of the area).

## Task cards:

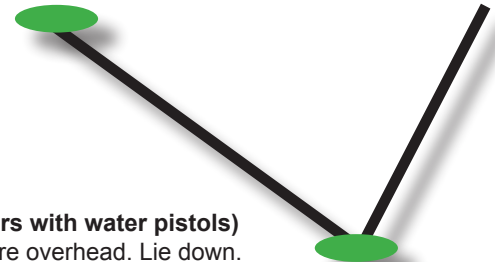
### Juba

Your town is under attack. Flee from your home with your patrol. Take only one possession each/per patrol  
Blanket, Teddy, Rope, Compass, Football  
Whistle, Pen knife, Bottle of water  
(Any other items leaders feel they could include).



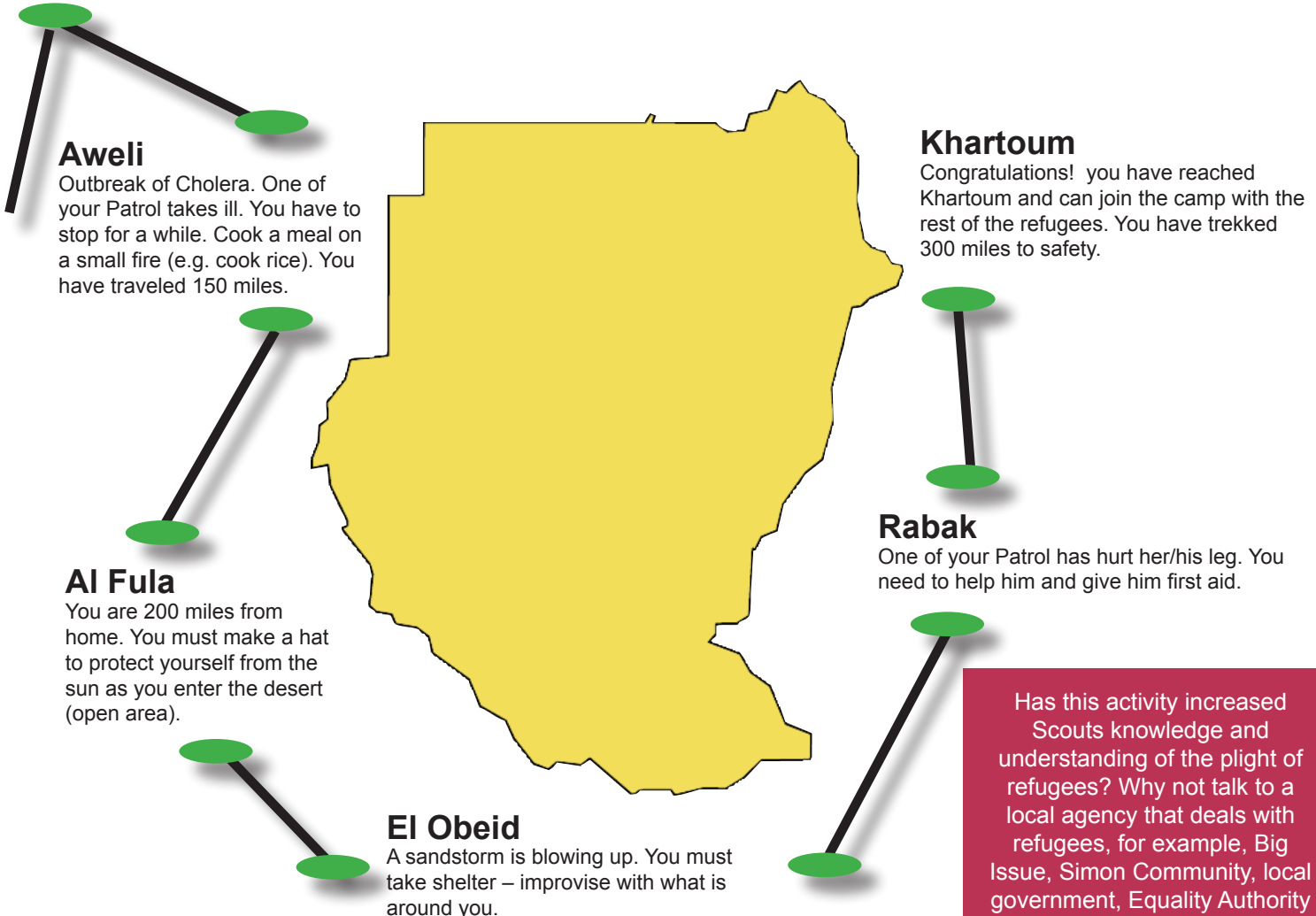
### Mvolo (river or stream)

Heavy rain has made the river rise. It is too deep to cross by foot. You must make a bridge to cross. You have traveled 50 miles.



### Toni (Scouters with water pistols)

Fighter planes are overhead. Lie down. Shooting. You must hide and not get caught. You have traveled 100 miles.



Has this activity increased Scouts knowledge and understanding of the plight of refugees? Why not talk to a local agency that deals with refugees, for example, Big Issue, Simon Community, local government, Equality Authority or religious organisations.

# Lifeline



Water is our most precious resource. Without it we would not survive. A person in the developing world uses a fraction of the water that a person in the developed world does. On average a person in the developing world has about 10 litres of water a day for drinking, food preparation, cooking and cleaning. The average per person use of water in the developed world is 135 litres a day. A shower uses 5 litres of water a minute, flushing the toilet uses 9.5 litres and a dishwasher uses 35 litres.

Only 1% of the water on Earth is suitable for daily human use. Over 97% is salt water in the seas and oceans and approximately 2% is ice. The 1% that is available for drinking forms part of a continuous cycle. Some will fall into the seas and oceans and some will fall onto the land. Wherever it falls, that water is warmed by the sun and evaporates so it maintains the water cycle. Some forms streams and rivers and some sinks into the ground to the water table. There are three sources of clean, usable water: rainwater, underground water and surface water.

One sixth of the world's population, 1.1 billion people, suffer as a result of a lack of clean water. These people's health, education and lives in general are affected by the water they have to drink, cook and clean with everyday.

We present here a number of simulation games to try in your Troop. Each game explores a different aspect of water resources.

The aim of the games is to create an awareness of the daily life of people in countries where water is hard to come by and certainly not available from a tap in the kitchen.

## Daily Life Simulation (1 hour)

Simulation for groups of 10–30 children, multi-aged or 7 years and over.

Main Idea: Collecting water takes time that could be used for other purposes

### Overview

All participants are given a list of tasks to complete that represent different aspects of daily life. Everyone has the same tasks to complete, but some have easy access to a water supply, while some have to walk further to get their water.

### You will need:

- Small water collecting containers (e.g. plastic cups)
- 2 containers for washing water (e.g. bucket/ large bowl)
- One clean plastic bottle per child (same capacity – 500 mls or 1 litre)
- Dirty cloths, and soap
- Games box: a small selection of simple games — balls/ elastics/yo-yos...
- Unwashed potatoes — one per child.
- A pot plant (One which doesn't mind lots of water, or a plastic plant in a pot. Alternatively, you could designate a nearby plant in the area)
- A large cooking pot
- Clothes line (string or similar)
- A sheet with the water pot outline for each child or group
- Stickers or stamps

## Setting up the play area

Some of these activities could be messy, so use an area where spilled water won't matter!

You will need a tap a distance away, preferably an outside tap. Most of the participants will use this tap. Another, closer tap, should also be available for the fewer participants who have easy access to water.

Set up two washing stations, one for cloths and one for potatoes. A clothes line needs to be set up for the clean clothes, and a cooking pot provided to place the washed potatoes in.

A small blackboard or poster needs to be set up with spelling words and simple additions at the appropriate level – paper and pencils need to be provided.

Place the games box and the pot plant in an appropriate position.

## How to play

1. In a small group, participants work individually. With larger groups, participants can work in pairs or small groups of 3 or 4 to share equipment.

2. Explain to the participants:-

*'You will be pretending to live in a poor country. You are going to have some tasks to complete. Each task must be completed in order. When each task is completed, you will receive a stamp or sticker on your "water pot".'*

Give each participant or group a sheet with the water pot outline copied onto it.

'The more tasks you complete, the more stickers or stamps. Each person/group has the same tasks to complete.'

Have the tasks written in large letters on a chart or blackboard for all to see, or provide each group with a list. Explain each task, and show equipment needed.

3. 'Some of the tasks involve using water that you will need to collect. You may only carry the small containers (plastic cup) to the tap.'

Hand out these containers one per individual/group.

*'In villages, people have larger water containers, but have to walk much further to collect their water. Some people have a water tap or pump close to their houses, but many people have to carry water from a long way away.'*

Tell individuals/ groups where they will collect their water.

## Tasks

**1. Drinking water:** Fill a bottle with water for each person in the group.

**2. Food preparation:** Bring one cup of water to the bowl, and wash one dirty potato per person. Place it in the cooking pot.

**3. Health and sanitation:** Bring one cup of water to the bowl, and wash a dirty cloth. Hang it up on the clothes line.

**4. Vegetable gardens:** Water the plant with one cup of water for each person.

**5. School:** Copy spelling words and complete additions.

**6. Play:** Choose an activity from the games box, and play for 1 minute.

4. Play. Participants need to report to the scorer each time they complete a task, and receive a stamp or sticker on their water pot sheet. End the game when the participants with close access to water have completed all the tasks.

5. Debrief.

In a circle, participants tell how many tasks they completed. Ask: Who completed most tasks. Why?

Who completed the least tasks? Why?

What were some of the difficulties that some people had?

Did you have to wait in line to get water? How did that make you feel? Explain that people collecting water often have to wait for a long time. Sometimes the water doesn't flow all the time, or it runs out.

What tasks did you miss out on if you didn't finish them all? Explain that, just like in the game, some children miss out on school and play time because they have to spend hours collecting water. Sometimes, people can't even collect enough to keep their vegetable gardens alive. How would they feel, and how would it affect their health or their future?

Discuss how important it is to have access to clean water. Each person needs 20 litres of water a day to stay clean and healthy. Discuss how much time it would take to collect this much water.

Discuss ways they could act to help improve the situation for communities who don't have good access to water.



# Water Ration Teaser

## Aim

Teams start with one 16 litre container full of water each. Teams must transfer water between different containers until they have one container that contains exactly 8 litres. The first team to do so is the winner.

## Equipment Needed:

Masking tape, markers  
Pencil and paper for each team

3 containers for each team:

- 16 Litre Container
- 10 Litre Container
- 6 Litre Container

(These Containers should have their TOTAL capacity clearly marked on them, but NOT any level indicator other than that.)

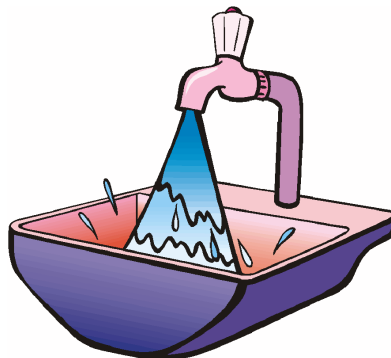
8 Litre Container (for judging the winner)

(You may need to modify some tubs, buckets, or containers to get the right capacities. Permanent markers should do the trick, or a hacksaw.)

## Set up & Briefing:

Fill each team's 16 litre container with water

Place the other 2 containers 15-20 metres from the largest container to form a triangle. Mark these spots with an "X".



Explain that in many parts of the world, for example some villages in Africa, a person may only use around 10 - 16 litres of water per day for all their personal needs: drinking, cooking, personal hygiene and household cleaning. (This doesn't count extra that they might use to wash clothes, water plants, give to animals for drinking, or use for making mudbricks for houses, etc.) Their water source might be a communal well, or a spring or stream that might be between 1 hour and 2 hours walk away.

Compare this to the average European who uses over 200 litres per day. For example a shower uses on average 30 litres, one flush of the toilet is around 10 litres and one load in the washing machine uses between 150 and 250 litres.

Explain that the aim of the game is for teams to transfer water between the different containers until they have one container which holds exactly 8 litres (which is the amount needed for cooking and drinking).

## Rules

No estimating or guessing is allowed. The amount of water can only be determined by knowing the exact amount that is in any container at a given time.

A major spill will result in the team having to start again.

Any container can be moved to any other container but it must be moved back into its original position before another container can be moved.????

Pencil and paper can be used to help plan a strategy or to keep track of how much water is in each container as the water is being transferred back and forth.,

## Post-play Thinkspots

What would it be like to walk for an hour or more to collect all your water? What sort of activities might you miss out on in order to do this job?

What sorts of problems might arise because of water shortages?

The World Health Organization estimates that 80% of all disease in the world is caused by either contaminated water, water shortage, or lack of access to clean water or sanitation. What can be done to give more people access to clean water?

# Rainy Season

The rainy season like you've never seen it before!

**Aim:** Each team is an Indian or African village. They must build a road and collect water. The team which has the most water in their collection tub at the end of 15 minutes wins.

## Equipment needed:

- Stopwatch or timer
- Several packets of water balloons for each team.
- One large collection tub or bucket for each team
- 2 buckets for each team
- 2 empty soft-drink bottles (1-2 litres) for each team.
- Masking tape, chalk or witches hats

## Playing area

Mark out a 'village' for each team with masking tape, witches hats or chalk. This should be large enough to fit the tub plus 3 or 4 people sitting comfortably.

Each team needs a 'water source'; either a tap or a really big drum or tub of water located some distance away from their village. The exact distance depends on the number of people in the team.

## Play

The game consists of 3 parts

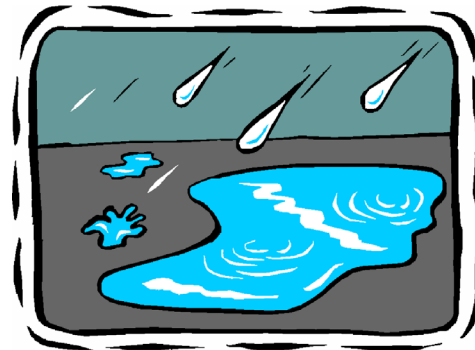
- 1. Building a road**
- 2. Collecting water**
- 3. Monsoon**

### 1. Building a road

This is done by people one by one leaving the village area and moving towards the water source. The first person should stop about 1-2 metres away from the edge of the village area.

Each person after that should stop about 1-2 metres away (within comfortable reaching distance) of the person before them until the last person can reach the water source. (Ideally this should leave only 3 or 4 people behind in the village, with everyone else being part of the 'road'. When you explain the rules, you can do this with the teams as a practice before you mark out exactly where the villages will be.) Only one person at a time may leave the village to build the road. Teams that break this rule will have to start their road again.

Once a person who is part of the road is in place, they are not allowed to move away from their spot. Anyone who moves (for example, to dodge a water balloon) must return to the village and be replaced by one of the villagers.



### 2. Collecting water (this stage can begin once the road is complete)

The team must pass the soft drink bottles up and down the 'road' from the village to the water source and back again, gradually filling the collection tub in their village. The soft drink bottles may not be thrown, but must be passed directly from hand to hand of each person in the 'road.' If the bottle is dropped on the way, it must be emptied in the collection tub of the nearest opposing team.

The 3 or 4 players who are left in the village are responsible at this stage for either filling the collection tub or filling water balloons for the rainy season.

### 3. Rainy Season

Every 3 minutes during the game, the rainy season comes. These rains can be very heavy and may lead to flooding. This could cause damage to village roads, but it could lead to extra water being collected through rainwater tanks. The rains lasts for 30 seconds. Blow a whistle or just shout out to indicate the start and finish of the rainy season. During this time, the players in the village may do one of the following:

(a) They may throw water balloons at an opposing team's 'road.' They must stay within the boundaries of the village when throwing water balloons. If a water balloon bursts on somebody who is part of the road, the heavy rains damage the road and that person must leave their place in the road and go to the village. Then they 'tag' one of their team-mates who is in the village who must quickly go and take their place in the road. While there is a gap in the road, the collection bottles may not be passed across it until the place is filled.

(b) They may take the buckets and try to intercept water balloons as they are thrown at the roads. The buckets represent the few rainwater tanks that exist in the village. Any balloons that are caught in the buckets may be taken and added to the collection tub. Also, any water balloons that don't burst at all can be taken back to the collection tub. If an interceptor is hit by a water balloon that bursts, they must return to the village and 'tag' someone there to take their place.



Note: teams should think carefully about how much of their water they use to fill water-balloons. If they don't use enough, they won't be able to damage the other village's road. If they use too much, they may run out of water. Remember the winning team is the one with the most water in the collection tub at the end of the game.

### Post-play Thinkspots

Why don't all Indian and African villages have rainwater tanks?

Heavy seasonal rains can cause real problems like flooding. But when they don't come, or the rainfall is limited, the result is food shortage and sometimes starvation.

What do you think it would be like to be so dependent on seasonal rains?



# The World Restaurant

This activity helps to raise awareness of the huge issues that food and water are for people in the developing world. Your Scouts should become aware of these problems and the responsibilities we all share in ensuring no one is hungry and every person in the world has access to safe drinking water.

## Before the activity

Set up a planning team. If possible invite parents and other people in the community and charge a small fee for entry. This fee could go to an agency working in the developing world. Scouts and Patrols could prepare for the event by giving up sweets and using their savings to pay for entry. They could also produce flyers and posters to promote the event and sell tickets. A presentation could be put together on food and water in the Third World. Patrols could also prepare displays for the room of statistics, world maps showing areas at risk, pictures and so on. Scouters should be ready to facilitate a discussion after the meal. If you are running this activity with a younger section you could also play some of the warm up games listed in this resource and have a shorter discussion period. Another possibility is to arrange for a guest speaker from a development agency to give a talk on food and water issues in the developing world.

## The activity

When people arrive they pick a piece of paper out of a box or hat which tells them where they are from. Everyone must go straight to their tables and only talk to those at their table.

In line with world population figures, if there are 100 people there should be

**11 Europeans,  
6 Russians,  
6 North Americans,  
22 Chinese,  
16 from India,  
16 from the rest of Asia,  
4 from the Middle East,  
8 from Latin America and the Caribbean,  
10 from Africa and  
1 from Australasia and the Pacific.**

## Adjust number proportionally to the size of the group playing the game.

The tables for Europe and North America should be decorated with china silverware, napkins and flowers. The guests have a three course meal with drinks of their choice. The other continent tables are more modest. People sit on stools or benches. The tables have little decoration and everyone only has a cup, spoon and bowl. The guests will have mashed potatoes or rice and vegetables with some fruit and tea or coffee. The quantities of food and drink



at the poor tables should be less than at the rich tables. Perhaps you could have one continent with no table. They sit on the floor with a cup, bowl and chopsticks.

When everyone has eaten, split everyone into discussion groups. Make sure there are 'rich' and 'poor' people in each group. The idea is to let people express how they felt. How did the 'rich' feel eating a good meal while others had a lot less? How did the 'poor' feel with very little compared to the 'rich'. If there is a presentation prepared by it could be shown now. Ask the discussion groups to make lists of the reasons for food and water shortage in certain areas. On the basis of these lists, a guest speaker can present a general picture of the situation in the world, dispel misconceptions and introduce the facts.

# Instant Decisions

This game is played in two parts. The game helps to develop discussion and communication skills among Patrols. Also, a basic understanding of what it is like to deal with a potentially disastrous situation in a developing world can be acquired.

The Patrols are given an envelope in which one storyline is contained and copies of the list of items for everyone in the Patrol. In the first part of the activity the members of the Patrol work individually and without consultation with other members of the Patrol must rank the items in the list. In the second part the Patrol must discuss their own individual answers and rank them as a Patrol after a discussion of the merits of each item.

The Patrol Leader is given a 'Decision by Consensus' (content below) handout before discussions begin. Once the group discussion begins do not change your individual rankings.

**Decision by Consensus:** This is an exercise in Patrol decision making. Your Patrol is to employ the method of group consensus in reaching its decision. This means that the prediction for each of the items must be agreed upon by each member of the Patrol before it becomes a part of the group decision. Consensus is difficult to reach; therefore not every ranking will agree.

## 1. Natural Disaster

It is high summer on the edge of the Amazon rainforest in South America. You and your family live here farming land which was once covered by dense forest. However, the crop has failed because the rains have washed away the arable soil. The rest of your village is in the same situation. Furthermore, a forest fire is now raging a few miles from the village and advancing quickly. You are asleep when the call finally comes that it is too dangerous to stay in the village and you must evacuate quickly.

You can only take with you items that you can carry.

On the 'Patrol Summary Sheet' place the individual ranking made earlier by each Patrol member.

Here are some guidelines to use in reaching consensus:

Approach the task on the basis of logic.

Avoid changing your mind only in order to reach agreement and avoid conflict.

Support only solutions with which you are able to agree somewhat at least.

## 2. War

You are the ambassador of a wealthy developed country to a sub-Saharan African country. You live on the edge of the international compound. A vicious civil war is taking place. One of the factions believes that westerners are to blame for the country's problems and so have turned their attentions to the international compound as they advance on the capital city. The airport is also in their hands so all you can do is escape to the desert surrounding the capital in the hope that diplomats can arrange for your return home soon. What will you take with you to the desert while the diplomats negotiate?

You can only take with you items that will fit in your car. Rucksacks on the laps of the passengers - your family, and what you can place in the boot. 100cms X 100cms X 60cms. Nothing on the roof - don't want to draw attention to your escape.

Avoid techniques such as majority vote, averaging or trading in reaching decisions.

View differences of opinion as helpful rather than as a hindrance in decision - making.

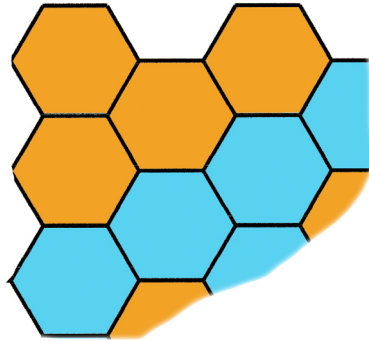
# The Landmine Game

Landmines have caused widespread and acute humanitarian problems internationally. Because they are 'victim-activated' they are indiscriminate – killing and injuring men, women and children long after the conflict. Land contamination or even the suspicion of contamination with landmines can deny people access to community resources such as water sources and agricultural land, creating or worsening poverty. Landmine survivors, in countries with weak medical infrastructure and limited capacity for social or economic rehabilitation, can face serious physical, emotional, social and economic challenges. Each year, up to 20,000 new casualties are caused by landmines around 1,500 a month and 40 a day.

For the game, the “field” is a blue tarp measuring 20 x 24 feet. It is covered in numbered boxes- like a board game. One side is a river and the field cannot be entered from that side.

The person(s) running the game has a master map of where the mines are in each of the three simulations. The Scouts are told that there are 15-20 mines somewhere on the field. Volunteers are invited to walk on the field. They do this by rolling a dice to determine how many squares they can travel. As the Scout steps on a number - they cannot jump over any of the numbers - they call out the number. If they step on a mine, they sit down on that number and someone else gives it a try.

In the first simulation, the “field” represents a community. Three numbers represent Home, School, and the Market Place - the places Scouts would travel to and from on a given day. The task is to walk from one place to the next without hitting a mine. Usually the first few Scouts start at home and try to walk to school, which is fairly easy to do. The next path is from either school to the market or from home to the market. The market is the most heavily mined.



In the second simulation, the “field” is just a field. One square on the tarp represents a well, pile of wood or piece of machinery that is needed on a regular basis. The Scouts can enter the field from any side except the river, and must make it to the well and back. Of course, that area is heavily mined and it is difficult to do.

In the third simulation, the Scouts start at one end of the tarp and must make it across the “field” to the river. Several people are allowed on the tarp at the same time, so it is not as easy to decide where to step

as there is the added distraction of other people moving in various directions. The river is, of course, heavily mined.

After each stage of the game there is a quick debriefing about why one area was more heavily mined than another and how this would impact on a person's daily life. Sometimes Scouts offer tips on how to negotiate the field, such as watching where the previous people have stepped.

At the end of the game there is a longer debriefing which focuses on how the land is rendered dangerous and unusable by the presence of the mines. There is also discussion of what it felt like to try and walk on the field and how one might approach this in real life. The Scouts often comment that they would toss rocks ahead of them to try and figure out where the mine area is. This becomes a good opportunity to point out the reality of living in an area that is still mined.

For example, it would take hours to walk to school if you tossed a rock at every step and consequently you can't live your life like that. Of course, it is also the case that you need more than a small rock to set off the mine in the first place.

The game is preceded by a discussion of what a land mine is and followed up with a video or you tube video clip and a case study of a country such as Cambodia. A Patrol could carry out this case study. It takes about an hour in total for the game and accompanying discussion.

# The Exclusion Game

For people suffering from HIV/AIDS exclusion from the rest of the community, society and the world is part and parcel of their lives. Although the ignorance and stereotypes surrounding HIV/AIDS are slowly being eroded, many suffering with the condition still find themselves cut off from everyone else. The Exclusion Game allows young people to experience exclusion in a safe environment while also encouraging empathy in real life with those living with HIV/AIDS throughout the world.

## The activity

Divide the young people into three groups. Place a dot on the forehead of each young person: red for one group, green for another, blue for the third. If Scouters want to get involved in one of the groups, by all means! This may be a particularly good idea when playing this game with younger Scouts.

Tell the young people that the Greens are all in their thirties and forties and they have all the power. They sit on chairs and have sweets. The Reds are HIV/AIDS victims. They stand together with their noses touching the wall and must not look around or talk. The Blues are children who are infected with HIV/AIDS. They must do exactly what the Greens say. The Greens could get them to hop on one leg, do press



ups, play football and so on. If the Blues are unable to carry out the Greens instructions they do not get their medicine (some of the Greens sweets perhaps).

After about fifteen minutes get the young people to change positions, and then again so everyone gets a chance to spend some time in each role. Conclude the activity after about forty-five minutes. Bring the group together and have the young people remove the dots from their heads. It may be a good idea to play one of the fun warm-up games to allow everyone loosens up mentally and physically. It is important to then have a discussion about the game to allow the young people express how they feel.

Here are some questions you could pose to the group to get the discussion started.

How did each participant feel at each stage of the game?

Does this game reflect how people with HIV/AIDS are treated throughout the world?

What other groups of people experience exclusion?

Where does exclusion happen in the world?

It is important to remember that there are no right or wrong answers and the young people should be able to express their opinions freely.



# World Trade Game

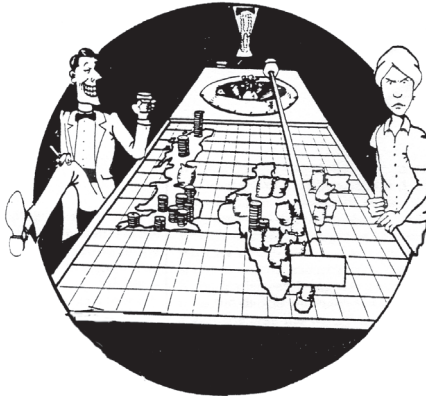
## Introduction

The aim of this game is to help the participants understand how trade influences the development of a country and to create interest and discussion about the world trading system in an enjoyable and non-academic way.

The earth is divided into two parts: The economically rich north (industrialised countries as the US, Japan and Europe) and the poorer Global South (meaning Africa, Latin America and parts of Asia). There are many ways of explaining the differences between North and South but one thing is clear. The gap between rich and poor is becoming bigger partly because of the world trading system we have today which makes the North richer at the cost of the South. The game will try to show, through the production of different paper products, how the world trade works. How do countries interact? Who are the winners? Who are the losers?

## Who can play?

The game can be played by anyone preferably over the age of 14. The number of participants should be between 15 and 30, if the group is bigger than that you can run two games at the same time. The rules are simple and the knowledge you need to play is elementary.



## Time and place

You need at least an hour for the game including the discussion afterwards. You need a room big enough for 6 groups with around 4-6 participants in each group. Each group needs a chair for each participant and one table. There should also be space to move around between the groups.

Preferably 6 groups divided into the 3 different categories (see below). If you use less than 6 groups make sure that the balance between 'technology' and 'raw material' stays the same.

The game organisers need a table, a blackboard, and some spare pens, papers and 'money'.

## Equipment

For 30 participants you need:

- 30 sheets of A4 paper in the same colour
- 30 '100 \$ notes'
- 2 sheets of coloured paper
- 2 tubes of glue
- 2 pairs of compasses
- 4 pairs of scissors
- 6 rulers
- 2 triangles
- 14 pencils/ pens

Group	Players	Countries	Equipment
1 and 2	6	UK, Italy, USA, France	2 sets of the following:- 2 pairs of scissors, 2 rulers, 1 compass, 1 set square, 1 protractor, 1 sheet of paper, six 100 dollar notes, 4 pencils.
3 and 4	5	India, Brazil, Peru, Nigeria	2 sets of the following:- 10 sheets of paper, 1 sheet of coloured sticky paper, two 100 dollar notes
5 and 6	4	Tanzania, Kenya, Burma, Ghana	Two sets of the following:- 4 sheets of paper, two 100 dollar notes, 2 pencils

## Ready to Play?

All participants must be able to see the models of the products they are producing (see page 89). Draw the models on a flip chart or on big sheets of paper.

The game needs three organisers:  
Two bureaucrats in the World Bank. The bank's job is to quality check the products and write down all the deposits in the different bank accounts as well as adding 10% interest every 10 minutes.

The game's facilitator - UN. The facilitator's role is to lead the game, observe how things develop and sometimes change the development of the game by introducing new elements. Because the facilitator is also supposed to lead the discussion afterwards it might be helpful to write down everything that happens; comments, happenings etc.

## The Rules

All products must have sharp ends, be cut by a pair of scissors and have the exact size.

When you have produced 5 examples of one product you can present this to the Bank. If the quality is good enough the amount of money your products are worth will be written down in your bank account.

Every 10 minutes the Bank will add 10% interest to the amount of money already in your account.



You are only allowed to use distributed resources and equipment.

You are not allowed to use physical force or violence.

The facilitator, who represents the UN, will mediate in case of disputes between countries.

Only what is already in your bank account when the game ends counts when the result is summarised.

## Instructions for the facilitator

Explain the aim and rules thoroughly. Answer questions but make it clear that you will not answer any questions when the game starts.

Divide participants into 6 groups and give them their country's resources.

In the beginning there will be confusion and you'll get a lot of questions; "Why don't we have any markers?", "What is the coloured paper for?" Remember not to answer any questions. Make sure all the initiative come from the participants and not from you.

The production and trading may last for 30-60 minutes, it all depends on how interested the groups are, their activity and initiatives.

## What to produce?

These are the 5 different products the groups can produce. When you have produced for example five triangles you go to the bank for quality check and if they are good enough you will get  $\$150 \times 5 = \$750$  into your account.

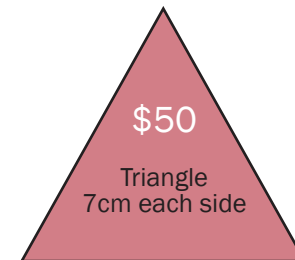
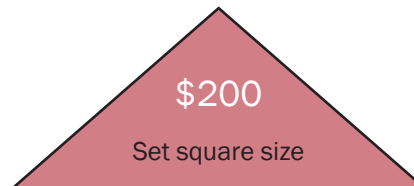
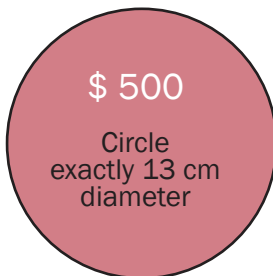
## For the Facilitator (important points during and after the game):

Notice everything that happens

The category “A” countries will probably start producing goods at once but they will run out raw material (paper) quite soon. Then they will have to try and get hold of more paper from the other groups. Because you are the only one that can see how the game really develops it is important that you notice how alliances and trade conditions change throughout the game. Use your observations in the discussion after the game. Take notes.

## Stimulate activity

Sometimes the facilitators have to give additional information and try to create new situations. Some of the information can be given to the whole group while some information will be given secretly to some countries. Remember to inform the bank about all the changes you make. Not all the elements below need to be implemented in the game. You have to see how the game develops and how much stimulation is needed.



Shapes  
All edges must be cut  
with a pair of scissors and  
be measured correctly.  
Shapes which are not  
exact will be rejected.

## Some examples

Price-changes on the global market

After a while you can change the price of some products. That way the rich countries for example will find out that their compasses are not as useful as they used to be. From this you can draw parallels to the real world: When a country finds out that their technology is getting out of date they usually sell it to poorer, less developed countries. The prices can also drop if there is an overproduction of one product on the market.

## Raw materials

You can for example give a bunch of papers to one country and then announce for “the whole world” that a new source of raw material has now been found in this country.

## The sticky paper

Two of the groups have a coloured sticky paper. They have no idea what to use it for. This represents an unknown natural resource.

You can make it known for two other groups, e.g.: If you stick a little piece of the colored sticky paper on to your normal products the price of those products will increase 4 times.

These two countries will then start searching for the coloured paper. Because the country that owns it doesn't know the value of it they might sell it really cheap. (Like Zambia sold the rights to exploit and export copper to Cecil Rhodes in the late 19th century.) Or they get suspicious and won't sell it.

## Ideas for discussion

### **Fair trade**

Some of the participants will probably get accused of cheating. That gives you the perfect chance to discuss moral issues and ethics in international business.

"It's not fair!"

Hopefully the participants will point out this fact quite early. After the game it is important to use this statement and together try to find out:

What was not fair about the game?

What does the game tell us about the real world?

How does it feel to be rich?

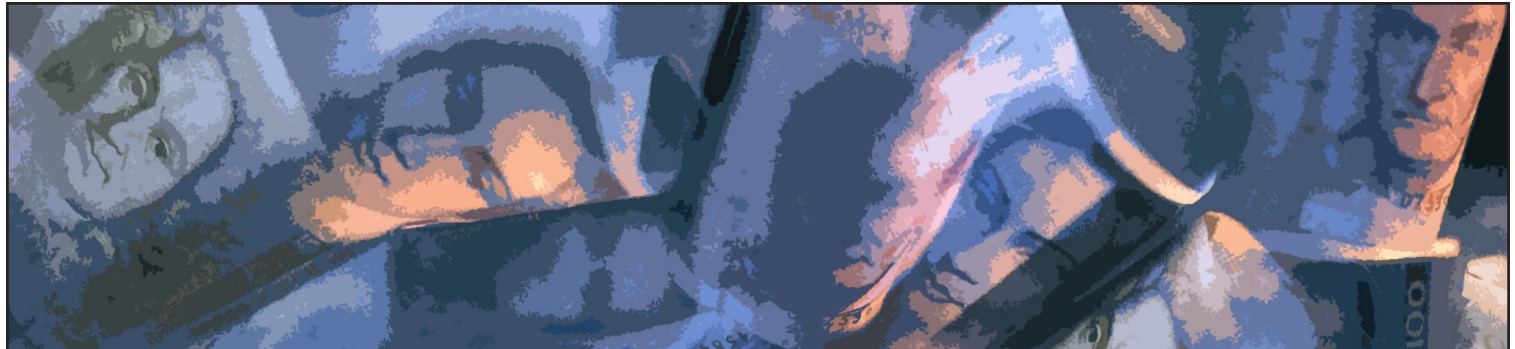
How does it feel to be poor?

Why is it so difficult to change an unfair system?

Who owns the world's natural resources?

Who owns the world's technology?

Try to move the discussion from describing how the world is today to how the participants would like the world to be. Try also to make them discuss the moral responsibility that goes with wealth.



# Fun warm up and warm down games and activities



## Human Boa

This is a game from Ghana. Make an area about ten feet square on the ground, indoors or outdoors. This is the Home of the Snake. Ask a young person to volunteer to be the snake. Everyone then sits down. Staying in this sitting position the snake tries to move around and catch the others. It is a good idea to have an area which the others cannot go outside, perhaps a larger square, to give the snake a chance. The snake tries to tag the others using his/her hands. When someone is caught they join onto the snake with their arms on the snake's shoulders or around his/her waist. The game continues until one person is left to be caught. S/he has survived the snake attack!

This is simple game to introduce development issues to young people of any age. The young people will experience, at a small level, what it is like to be chased and persecuted like refugees or minority groups, for example, when they are chased by the ever-lengthening human boa. Those how are caught and then form part of the boa will get a chance to experience the importance of cooperation and teamwork as they try to catch the others. On a much greater level, we all need to cooperate to tackle the big development issues like trade justice, HIV/AIDS and safe drinking water.

## The Snakes

This game was played by the Bemba tribe from Zambia and the Democratic Republic of Congo. This is an excellent outdoor game for all Scouts. Choose an area that can be used as an obstacle course with lots of rocks and bushes. For younger age sections it may be better to create an obstacle course using toys, pillows, boxes and so on. The players divide into equal sized groups. Each group becomes a snake by the players sitting one behind the other on the ground, legs spread and hands placed on the shoulders of the player in front or around the waist. Each snake moves forward and races each other to the finish line while trying to negotiate the obstacle course. The people making up the snake must remain connected to each other. The game symbolises the cooperation needed to tackle major global development issues. This game can also be played with one snake. There may be no competition but the game becomes one of cooperation and 'follow the leader'. It is a lot of fun if there is a snake is long enough for players at the front to be dealing with the new obstacle while those at the tail of the snake deal with the previous one.



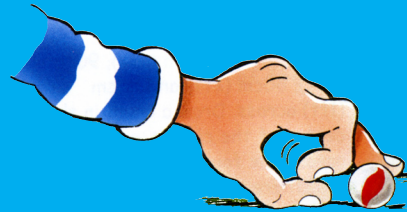
## Choices Choices

Have two Scouters stand at the top of the room or away from the larger group. Each young person in turn goes up to the Scouters and makes a choice between what each of the two leaders represent. It is best to make the choice between two things young people most probably like. Maybe one Scouter could represent burgers and the other fries for example. When the young person picks s/he goes in line behind the Scouter that represents their choice. After all children have chosen have a game of tug of war.

This traditional game for Uganda can be used to help the young people understand the choices people in the Third World have to make. These are often unfair choices such as there is only so much aid for a particular village so the villagers have to decide between a safe drinking water system or a new school building. In the scheme of things deciding between burger or fries is no big deal but it will probably seem unfair to the young person at the time as they are used to the two together. It helps the young person realise that some people have to make these unfair choices on life or death matters everyday.

## Under Pressure

This game may be familiar to you already. It is originally from Zimbabwe. Players sit in a circle. Place a bowl of marbles in the centre. The first player takes a marble and tosses it in the air. S/he then tries to pluck as many marbles as s/he can before catching the tossed marbles. The players take turns and when all the marbles have been collected, the person with the most is the winner.



Perhaps the Scouter could explain that having to juggle all these tasks (get marble, toss in the air, pick out other marbles, catch marble) is a little similar to people in developing countries trying to juggle tasks. These are often much harder than marbles however. A woman in Africa may have to walk many miles for water, carry the heavy load back, wash clothes with no protection from bleach, house keep, look after children and prepare the meals.



## Lions

All players form a circle. Two players start the games. One is a lion; the other is an antelope/deer/impala. Blindfold both young people and spin them around. The other young people sit in their circle and chant 'Lion, lion, lion'. The closer the antelope/deer/impala gets to the lion the faster the chanting becomes. If the lion is far away the calling decreases. The lion has a minute to catch the antelope/deer/antelope. If the lion catches her/him a new antelope/deer/impala is chosen.

In this game young people in the role of antelope/deer/impala experiences the tension of being pursued and being an outsider, much like a refugee or a member of a minority group in a particular society. This game is usually played by the Zulus in South Africa.

## The Loot

Players form a circle. One person is chosen or volunteers to be the thief. The thief stands in the middle of the circle with a valuable object or something which represents a valuable item on a table or the floor. The thief calls a person's name. Both the thief and the person called try to grab the valuable item. The player who gets the item then tries to reach the place in the circle that the person called vacated.

The person who did not get the item tries to tag the runner. The thief for the next round is the person who either successfully makes it back to the place in the circle without being tagged or the one who successfully tagged the other player.

This game simulates the mad dash for food when much needed food drops arrive to isolated villages which struggle to survive through the dry season which are becoming ever more erratic with global warming.



## Bullets

Here is a game that could help your Scouts experience on a very small level what it is like to be dodging bullets in a war torn country.



To play this game from Brazil, form two teams. Each team owns a part of the field and there is a cemetery at either end. One person starts in their team's cemetery, that person is dead. The rest of the team is in the field, and must stay in their half. The person who is at the cemetery starts the game by throwing a ball to his team mates. The living people on that team must catch the ball and throw it against a member of the other team. They have a minute to hit someone or the ball changes sides. If someone from the opposite team touches

the ball, that person is dead having taken a 'bullet'. That person then goes to the cemetery and that person's team get its turn to throw it at the other team. The team with the last 'living person' is the winner.

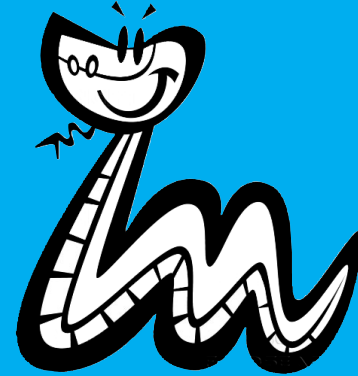


## Hunter

This Saudi Arabian game gives Scouts a chance to feel what injustice and persecution is like for those experiencing it. First, ask for a volunteer or choose a young person to be the hunter. The hunter counts to ten with his/her eyes closed, so that everyone could quickly run and hide somewhere. Then the hunter starts searching for other children. If the hunter sees someone they must call out and the hunted person tries to escape with the hunter chasing after them. The hunter has to catch all the young people and tag them. If the hunter cannot catch all the young people s/he says 'clear'. If the hunter catches all the young people the first one caught can become the new hunter.

## Borderline

Here is a game that simulates what it must be like for people trying to cross the border between two countries in search of a better life. Split into two teams with one team the defence team (the border patrol) trying to block the other team going into an area beyond them marked with a flag. Cooperation and strategy are the keys to getting to the area marked with the flag. Each member of the defending team has their own line and section to look after. If the defending team member cannot tag the person keeps moving through the sections to try to get to the area. This is a good game also because it is fun and offers opportunities to learn cooperation and responsibility.



## Mamba

A mamba is a large poisonous South African snake that either kills or eats everything in its wake. The snake can be used in the context to symbolise Western greed, eating up all the earth's resources and eventually there will be very little left for everyone. One person is chosen to be the mamba. Mark off an area to play the game in. Everyone must stay within the area but away from the mamba. The snake tries to catch the players. When a player is caught the player joins the snake by holding hands or connecting to each other in some way. Each new catch becomes another part of the snake's body. The snake is eating and gets bigger and bigger. Only the head of the snake can catch new people. The game ends when the last player is caught.



## Scouts of the World

This activity helps Scouts to explore the global extent of the Scout Movement. You will need posters with regions of the world, blue-tack.

Stick four posters around the room, one for each of the following – Africa (and the Middle East), Europe, Asia and the Pacific, Americas. Explain that the posters represent the major regions for scouting around the world.

Ask the group to imagine that they represent the entire scout family. They have to divide themselves up according to how many Scouts would go in each region. When they have finished, reveal the true figures.

Ask if they were surprised by where the most and least scouts were. Why?

Region	% of World population of Scouts		
	Group of	20 scouts	30 scouts
Africa and Arab	4	1	1
Europe	6	1	2
Asia and Pacific	64	13	19
Inter-America	26	5	8

# Empathy activities

The following pages present practical activities and project that can be undertaken to enable participants to gain first hand experience of life in different communities around the world.

**Shelter** - how people adapt to their surrounding and design and build housing and shelter

**Water** - water is a valuable resource, it needs to be used carefully

**Food** - where do we get the food we eat

**Keeping Food** - keeping food safe if electricity is not available

**Storage** - preserving food so that it is plentiful all year round

**Bedding** - the types of bedding used and the needs for mosquito nets

**Refugees** - the difficulties people experience as refugees

**Music and dancing** - traditional dance and music from around the world

**Technology** - the adaptation of technology in different countries

**Education** - how the lack of or short term education can impact on peoples lives

**Work** - exploring how children need to work to support their families

**War and Peace** - exploring the effects of war on communities and the role of children in wars

**Travel** - how people adapt to the surroundings they live in and their means of transport

**Health** - exploring how lack of sanitation can have an impact on the health of communities

**Women** - exploring how the lives and workload of women are different to men

**Lunch Money** - comparing how much you can buy for your lunch money with other people

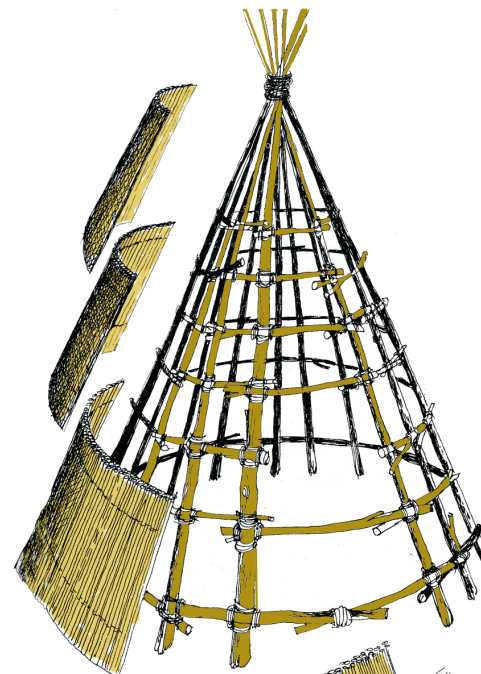
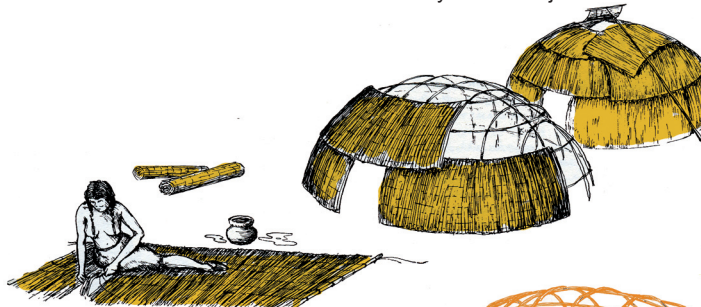
# Shelter

Shelter is a basic human need. A shelter provides protection, warmth and a safe place to sleep. Throughout the world many different peoples have adapted to their surroundings and built and designed houses using available local materials.

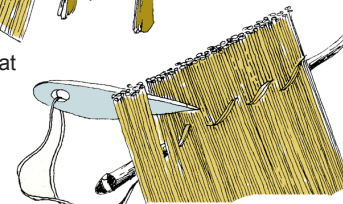
Here a number of different shelters, many very old but still being used, which will allow Scouts experience what it is like to live in relatively primitive conditions in the Developing World. Not everyone in the Developing World lives in these shelters but these are some traditional ones. Try a camp using these shelters for a great experience. Make sure to make each big enough to house a Patrol, at least, for the night. An easy way of doing this is have the Patrol lie down end to end in a circle, and then you will be able to gauge how big your shelter has to be.

## Wickiup (Desert Shelter)

This is a typical African desert shelter found in the Kalahari Desert and Tanzania. The Apaches of south-western North America also use a similar shelter. The wickiup is made of long, flexible saplings set into the ground in a circle of holes 12 inches deep. The saplings are bent over and intertwined to form an upright, dome-shaped structure. This is then thatched with bunches of grass or moss, held in place with encircling saplings or rope. The shelter is thatched from the ground up with heavy covering on top. Traditionally a fire is lit just outside the door.



Weaved Mat roofing



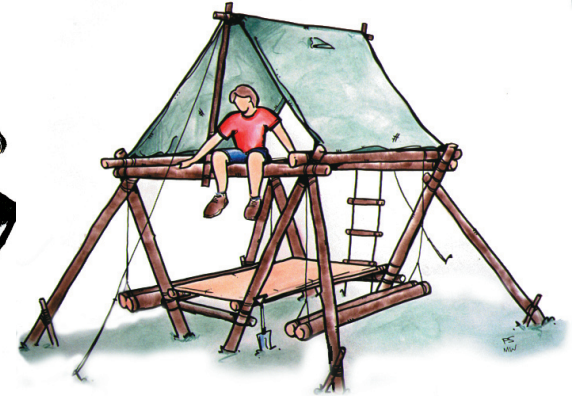
Cone Shaped Wickiup Shelter



One billion people or one sixth of the world's population is estimated to be living in either slum or squatter settlements. (UN)

## Jungle Shelter

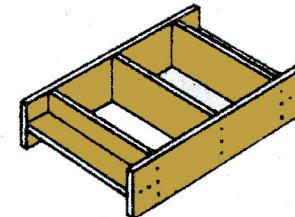
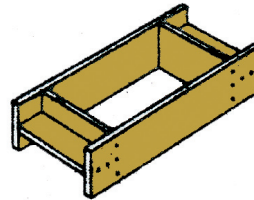
Ray Mears in 'Bushcraft' describes this as the most common shelter used by people living in tropical regions is a hut with a pitched roof and a raised sleeping platform. The frame can be made from bamboo or ordinary wood. The raised sleeping platform can also be constructed using these materials. For the roof use large leaves from deciduous trees.



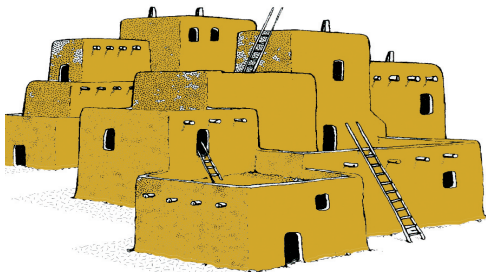
This is a platform shelter you could build on your next camp

## Brickmaking

The right to live in a house seems obvious to us in Ireland. However for many in the developing world, it is something of a luxury. It need not be like this but war, the need to migrate to find work, natural disasters and so on means many do not have adequate shelter. Here is a simple method of making bricks. You do not need expensive cement or concrete. All you need is straw and clay. Clay is a better insulator than concrete and it can be recycled, unlike concrete. All you have to do is cut straw into small pieces and mix it with wet clay. The bricks are formed from this mix and then leave them in the sun to dry on a level place. Cover it with straw so the bricks will not stick. That's it!

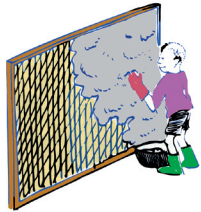


Simple wooden brick moulds



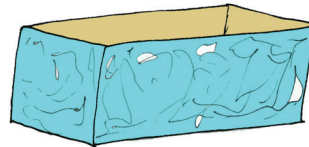
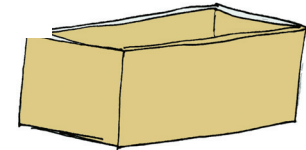
# Mortarmesh

During the 1980s Irish and Kenyan Scouts had a very successful partnership building simple houses. This is simple method so why not try it? First lay a concrete floor. Then place provisional plywood walls upright the floor. Stretch chicken wire held tight by wires over the plywood. Then cover the chicken wire with a thick layer of plaster. When the walls have hardened somewhat, the plywood is removed and used for the next building. The plaster walls, reinforced with chicken wire, are very strong. This method has the advantage that it can be built very quickly. A building that takes three months will take one or two weeks with mortarmesh. The young people can also learn a lot about things like carpentry and plumbing when they are building.

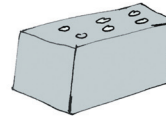


Strong cardboard box or wooden plywood mould

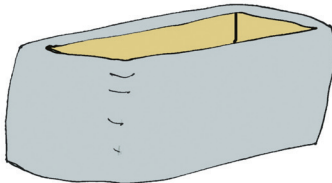
You can construct a concrete flower box using the mortar mesh technique and it will allow you to see how easy it is to build using this method and how strong a construction of this type can be.



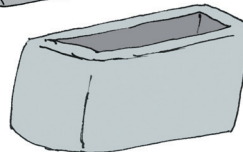
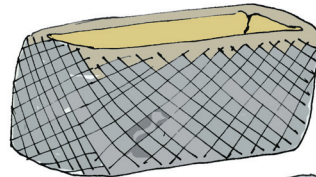
Allow for a few drainage holes on the base of your container



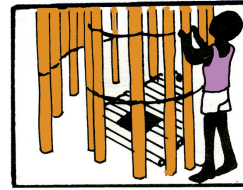
Cover with a layer of chicken wire



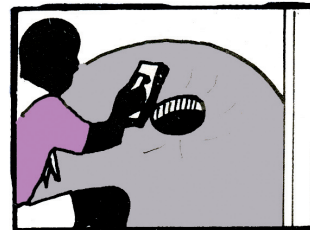
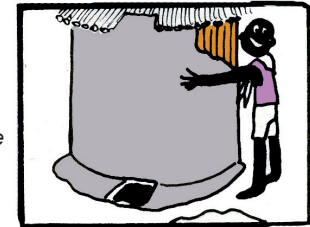
Cover box in a 25mm layer of sand and cement mix



Finish off with another layer on top of chicken wire and smooth off outer layer



Here are some of the original instruction drawings from the Kenyan/Irish Scouts handbook.



## Tent Shelters

Wigwams are still used by Native Americans on reservations in the United States and a similar type of dwelling is popular among African tribes. Yurts are used by nomadic people in the Steppes of Russia and Mongolia.

Refugees, displaced people and victims of natural and humanitarian disasters are housed in tents as it is a quick and easy way to provide shelter.

As Scouts you should fully understand the experience of camping under canvas. However, we often only have an experience lasting for perhaps 10 days on an annual camp. What would your life be like if you had to live in a tent for long periods of time.....would you camp differently?



In our cities we sometimes see people who are living on the street in cardboard boxes or in shop doorways. To experience life in such conditions construct a temporary shelter from scavenged bits and pieces of building materials, cardboard, carpets etc. and sleep in it overnight. Imagine spending your life living in such situations. Get some large cardboard boxes and make an overnight shelter. It is likely to be a one person shelter rather than a family sized shelter. Try sleeping in the shelter overnight.

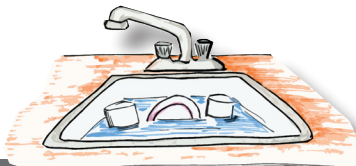
## Tin Sheds and Townships

Many people around the world live in slums, ghettos and townships thanks to rapid urbanisation and unfair land distribution. The houses are constructed with whatever materials that can be found in dumps or builders skips. The most prized material is corrugated metal sheeting. These houses are simple one room designs and often no other facilities such as toilets, running water or electricity.



300 million people worldwide live in one room dwellings with four or more people. (UN)

# Water



Water is our most precious resource. Without it we would not survive. A person in the Developing World uses a fraction of the water that a person in the developed world does. On average, a person in the developing world has about 10 litres of water a day for drinking, food preparation, cooking and cleaning. The average per person use of water in the Developed World is 135 litres a day. A shower uses 5 litres of water a minute, flushing the toilet uses 9.5 litres and a dishwasher uses 35 litres.

Only 1% of the water on Earth is suitable for daily human use. Over 97% is salt water in the seas and oceans and approximately 2% is ice. The 1% that is available for drinking forms part of a continuous cycle. Some will fall into the seas and oceans and some will fall onto the land. There are three sources of clean, usable water: rainwater, underground water and surface water.



The carrying and transportation of water is a daily chore for young people and women in many countries of the world. In some areas women will travel 5 km to a water well and 5km back with a few litres of water for their family. In camp you will no doubt have travelled a short distance to get water and know how difficult it is to carry a full water container back to your site. A trek cart or trolley is a good method to use or perhaps a device made from an old bike.

## Activity for your Patrol

With your Patrol sit down and design or invent a simple water transporter that could be made from an old bike or two. Build it and experiment with load carrying and how durable it is to use on rough terrain.



'More than 1 billion people do not have access to safe drinking water and 4000 children die every day from lack of safe drinking water' says WaterAid.

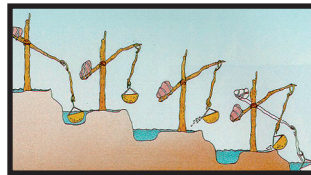
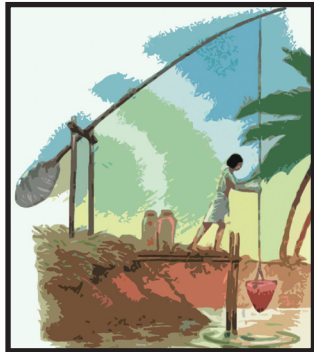
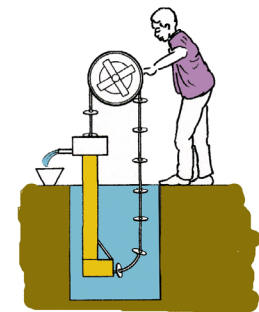
# Water Pump

Water is the basis of life. Without it the world would not exist as we know it. For most people in the industrialized world, water is not an issue. We simply turn on the tap. It is not the same for people living in poorer countries. Some people might have a pump or well near them but many have to walk long distances to get this vital necessity. Many countries simply have wells - a hole in the ground and the problem is getting the water out of the well. Simple pumps and water lifters called shadufs are often employed for this task.

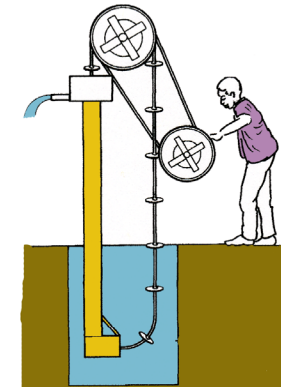
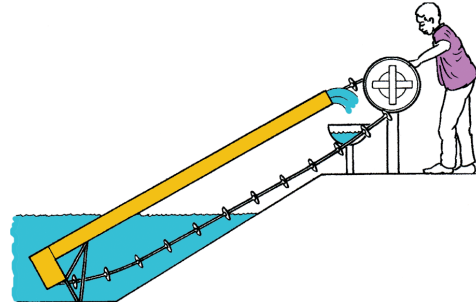
Water has many functions: drinking, cleaning, irrigation, industry, washing. In all case this means hard physical labour to transport water to villages or farmland.



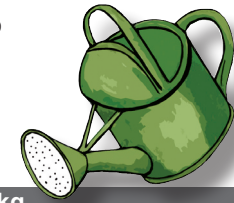
Simple Treadle pump in use in India



Construct a simple shaduf using poles and lashings. See how long it takes to lift a large quantity of water up an incline or hill. How easy it is to turn on a tap by comparison



This is a simple water pump that a Patrol can make. It is made from a pipe, rope and car tyres. Circles of tyre are cut so that they fit tightly in the pipe. The pieces are put on the rope using a knot in the rope to hold them in place. A loop is created so that the rope passes through the pipe and around a turning device. You will also need to design a guiding 'scoop' to guide the tyre circles into the pipe and a frame to support the mechanism



The weight of water that women in Africa and Asia carry on their heads is commonly 20kg, the same as the average UK airport luggage allowance. (WaterAid)

# Food

The world today has 826 million malnourished people. Getting sufficient food to feed your family is a daily battle in the Developing World. As more of the world's population move towards urban and cities dwelling and away from agriculture the sources of food are not readily available to many. Famine, war and conflict as well as poverty also have an impact on scarce resources. Food for most people in the world is a simple affair, root vegetables, fruit, maize, flour and meat and fish if you are lucky. In the Developed World we have the luxury of many and varied foods available in the local supermarket. We also have wealth which allows us to buy this food.

Food is a basic and pressing need for many and preparing food is simple.

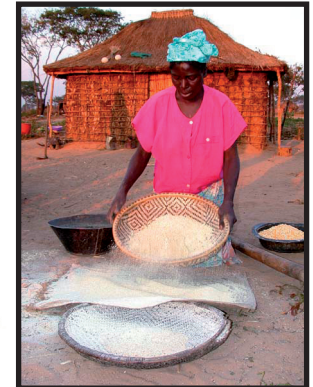
Here are a number of activities your Patrol could do to explore how food is obtained and prepared. Your experience of camp life is similar in a lot of ways.



Some young lads proudly display their vegetable plot which they maintain to support their family food supply in sub-Saharan Africa.



Prepare and cook some basic foodstuffs. Cook food in a Fiji Oven, Fish in cabbage leaves or make camp bread - twists



More than 840 million people in the world are malnourished. (CARE)

# Market Gardens

Growing food is both easy and fun. If it is done properly this method of food production can be successful in semi-arid or arid areas (areas with little available water) and allow people to have a reasonable supply of food for a family. This is where many of the world's poor people live. Try to set up a vegetable plot that your Patrol can manage. It is a long term project, but worthy of your efforts. It requires commitment and the battle with nature - wind, rain, sunshine, frost and snow.

Mark out your vegetable plot, perhaps in a back-garden or space around your den. In setting out your plot, dig a small edging or separate plants using furrows so that any rain that falls does so towards the plot.

Prepare your soil. Dig a trench 45cm deep. Half fill the trench with organic matter such as grass, left over vegetables, dead flowers

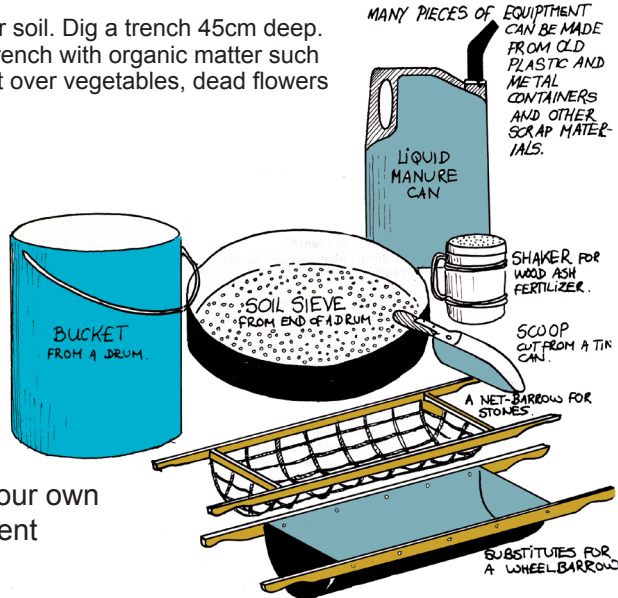
and plants. Also add some animal manure and compost if you have any. Wet the organic matter and refill the trench with the soil.

Instead of filling the plot with only one type of vegetable, plant alternate rows of different vegetables. When the seeds are growing and have developed a second set of leaves, put a little mulch around them as this helps to keep the soil moist and they will grow better. When your first plot is completed make a second four weeks later and a third plot four weeks after that and so on until you have four plots planted in succession. This will give you a continuous supply of vegetable to plant all year round. To

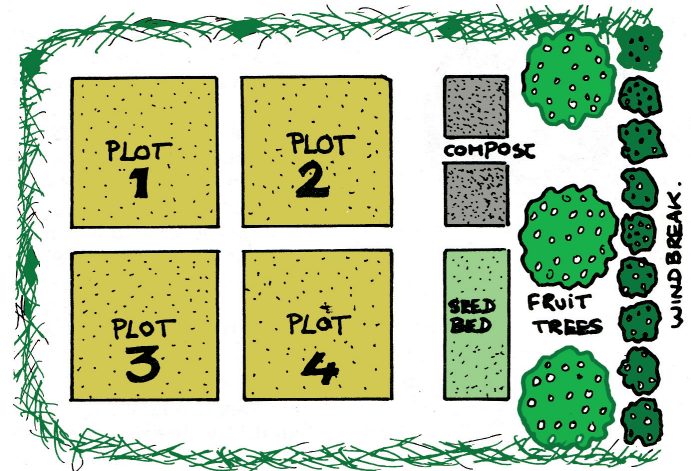
keep the soil rich in humus add compost before planting another crop.

## Here is a sample plot rotation:

- Plot 1: Year 1 – turnips, carrots, beetroots  
Year 2 – cabbages, cauliflowers, sprouts  
Year 3 – potatoes  
Year 4 – beans, peas, celery, leeks.
- Plot 2: Year 1 – cabbage, cauliflower, sprouts  
Year 2 – potatoes  
Year 3 – peas, beans, celery, leeks  
Year 4 – carrots, beetroots, turnips
- Plot 3: Year 1 - potatoes  
Year 2 – peas, beans, celery, leeks  
Year 3 – carrots, beetroots, turnips  
Year 4 – cabbage, cauliflower, sprouts
- Plot 4: Year 1 – peas, beans, celery, leeks  
Year 2 – carrots, beetroots, sprouts  
Year 3 – cabbage, cauliflower, onions.  
Year 4 – potatoes



Make your own equipment



# Food

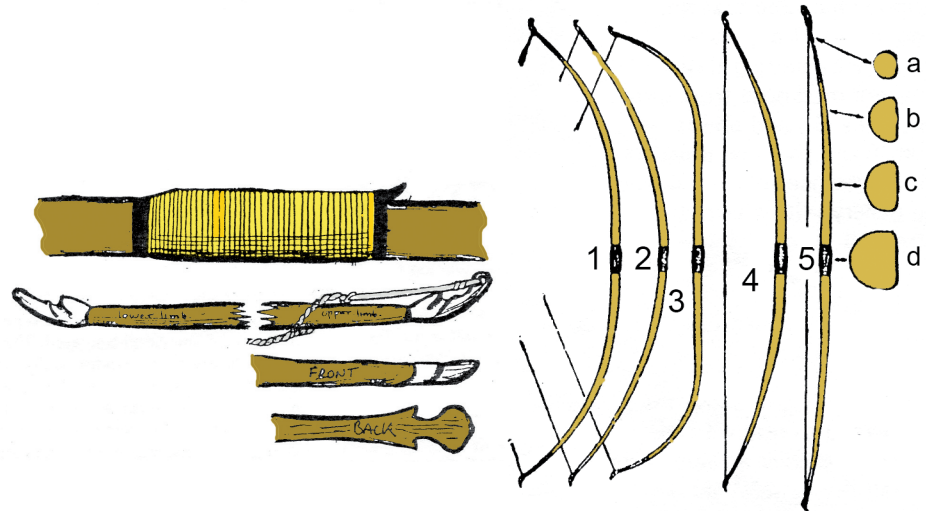
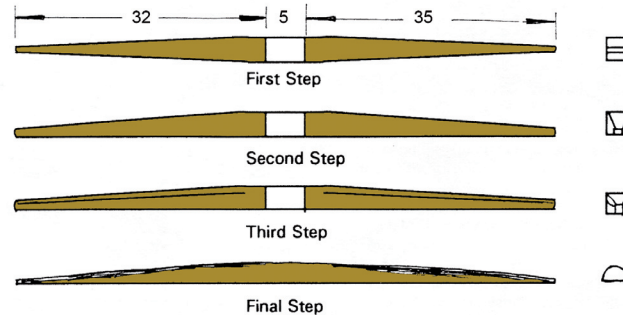
Protein is vital part of any diet and meat is one of the best sources of this vitamin. Many tribal communities herd cattle for this purpose as it provides milk as well as meat. A persons or tribal wealth is often measured in how many cattle it has. In many countries people still use traditional methods to hunt for food. The hunt is vital for survival and many tribal peoples are careful to only hunt for their needs rather than for sport.

## Bow & Arrow

The bow and arrow is a basic hunting weapon of some tribal people. You could try making these implements in Ireland for an archery competition, for example. For the bow well seasoned wood is best but unseasoned will do if that is all that is available. Yew is the best wood. Hickory, oak, elm, birch and willow are alternatives.

For your bowstave select a supple stave. It should be about 120cm long, but match its size to the individual. To determine the correct stave length for you, hold one end of the stave at the hip with the right hand, reach out sideways with the left hand and mark the extent of your reach as the length of the bow. This will give you a standard type of bow. Fashion the stave so that it is 5cm wide at the centre, tapering to 1.5cm at the ends. Notch the ends to take the bowstring about 1.25cm from the ends. Remove the bark if you chose. When the bow has been whittled into shape rub it all over with oil.

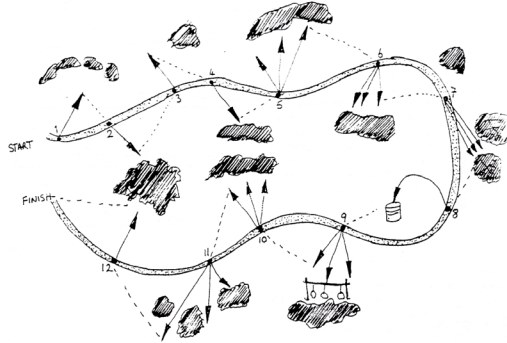
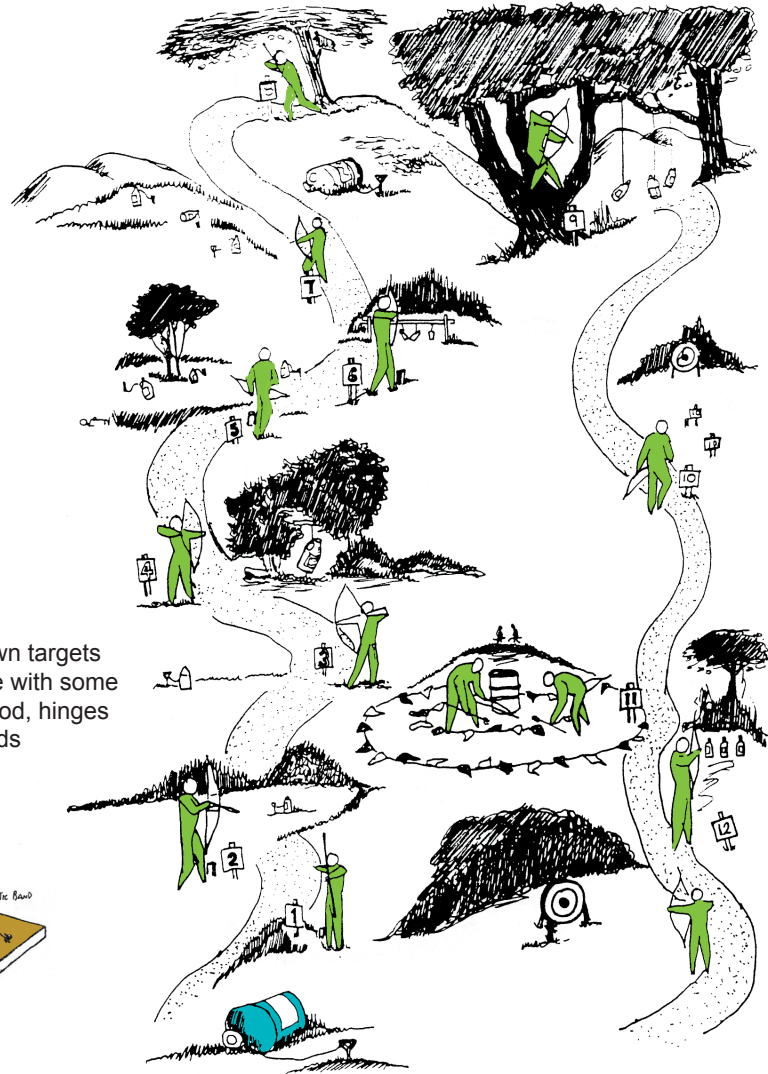
Any straight wood will do for arrows but birch is one of the best. Make arrows about 60cm long and about 6mm wide. Keep them straight and as smooth as possible. A piece of string tied between two points will give you a straight edge to check them against. At one end make a notch 6mm deep to fit the bow string. Check that the notch in the end of each arrow is wide enough to fit over your bowstring. To increase flight accuracy attach three feathers to the end of the arrow. A sharp point needs to be on the other end. Tin or flint can be fashioned into a really sharp arrowhead.



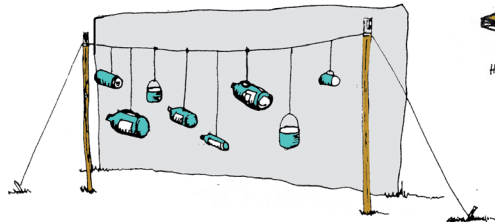
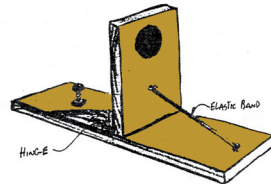
About 25,000 people die every day of hunger or hunger-related causes, according to the United Nations.



The picture on the left shows how Papua Indians still use tradition hunting methods as the trapping of 21st. century culture stand side by side in the family dwelling.



Pop up and down targets are easily made with some pieces of plywood, hinges and elastic bands



# Keeping Food



In our house we have a fridge and on the shelves of our kitchen cabinets we have preserved products in tins and jars with expiry dates printed on the side. If you lived in poverty or under privileged conditions you don't have that luxury. You live in a hand to mouth situation where any food you have you eat that day. If you have large quantities of food, perhaps at harvest time, the problem is how to store that food for consumption later.



# Conserving Food

We all need food to survive but we cannot get all foods all the time. For example, after a harvest there is plenty but a few months later the food harvested will be gone. Methods of conservation allow us to keep food longer. There are many modern and complex methods. The traditional ways of conserving food are just as good. In developing countries many people are completely dependent on their own harvest. They cannot afford to buy other food. In a good harvest they may reap enough to keep their families fed for the year but they then have no way of preserving the produce. Drying foods is a good way of preserving foods for times when food supply is short.

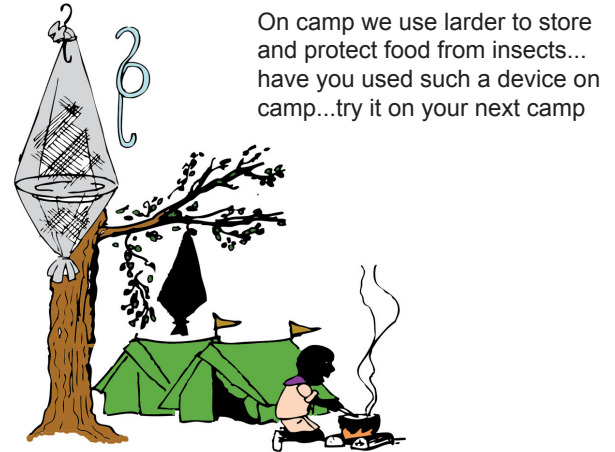
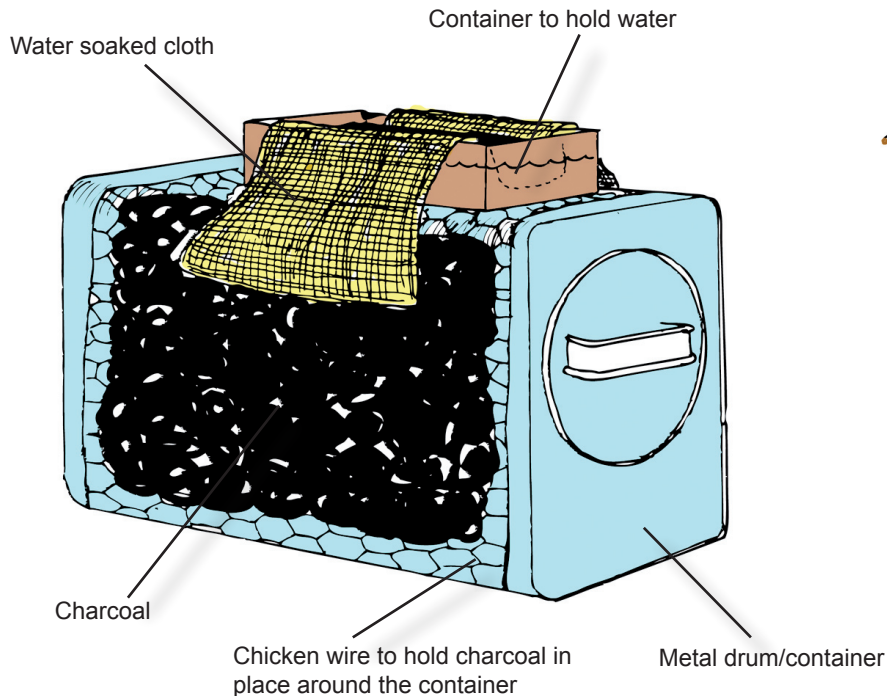


Ripe fruit is often sliced up and stones or core removed to prevent spoiling of the food and to aid the drying process.

A simple drying frame, from the Kenyan/Irish handbook, in which food can be dried. The drying frame uses the heat of the sun to good effect.

## Simple Fridge

Here is a simple fridge that can be used on camp and is a low-tech solution to conserving food in developing countries. The fridge runs on charcoal and solar heat, not electricity. You need a container, a metal drum is best. Wrap chicken wire around the container. Place charcoal in the layer of chicken wire. The top of the fridge is a pail of water with rags coming out of it towards the side. The rags provide for water flowing to the charcoal filled sides. As the water evaporates, heat is withdrawn from the inside of the fridge. And your food is conserved and preserved!



Approximately 1.2 billion people suffer from hunger (deficiency of calories and protein), according to [globalissues.org](http://globalissues.org)

# Cooking

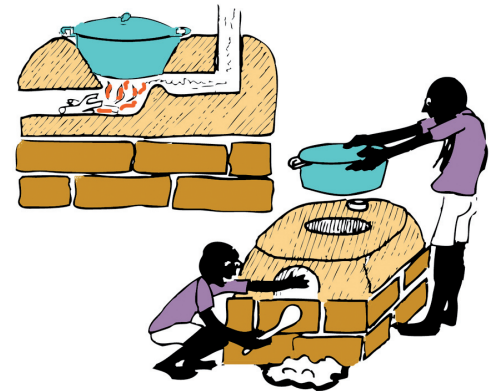
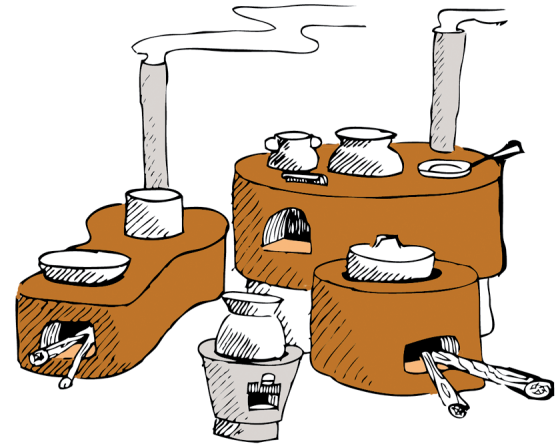
Many of the people in the Developing World have no access to electricity to cook food. Most cooking is done using a fire, and often the gathering of fuel is a daily burden for women and children who must travel many miles to collect firewood. Many communities now use more efficient stove designs which are more effective and reduce fuel consumption.

**On your next camp you could try out some of these ideas!!**

## Clay Stoves

There are many types of clay stoves which insulate heat while also burning up fuel slowly. The stoves are usually made from a large block of clay or mud and into which cooking holes and passages are moulded or cut. A fire is lit in the opening and hot steams of air pass along the passages to the cooking holes, heating the cooking pots placed over the holes. A stove such as this is easy to make. The holes and passages are cut while the clay is wet and the passages are supported by pieces of wood until the clay is dry. The cooking pots are also pressed into the cooking holes while the clay is still wet so that a steady base is formed for each pot. A hole for a chimney is made at the back of the cooker and one at the front for an ash pit. Dry the cooker slowly so that it does not crack.

Clay stoves can also be made on camp as they use little fuel and cook faster than other types of fire. There will also be less time wasted collecting firewood.



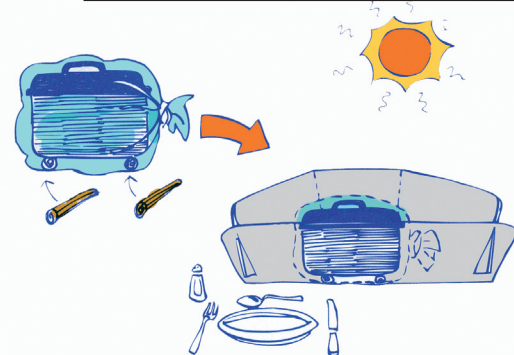
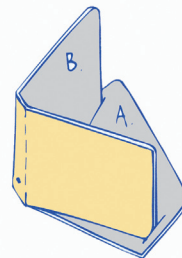
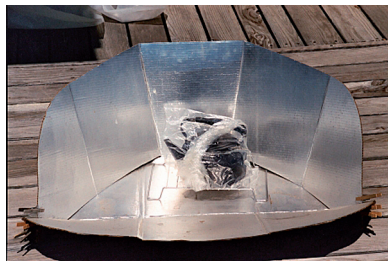
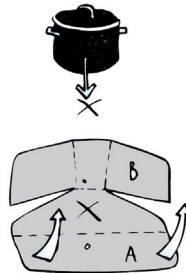
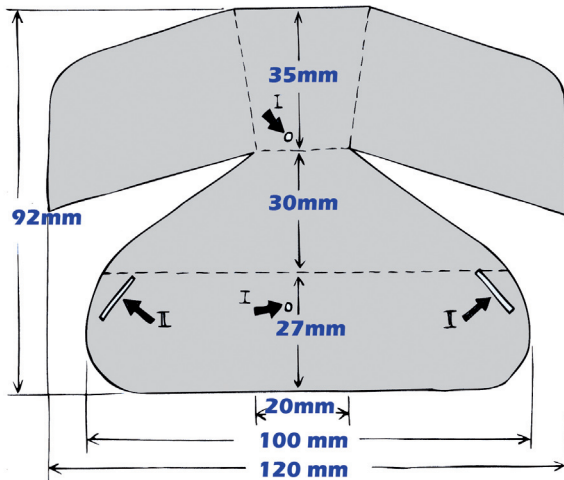
Try out this simple design for a tin can fire that contains the fire and burns fuel more efficiently



Half of humanity cooks over woodfires -- the poorer half. Nearly half the world's wood supply is used as fuel. (Journey To Forever)

# Solar Cooking

The solar cooker is a light weight, low budget and environmentally friendly alternative to the heavy cookers we find in our kitchens. All you need is a piece of heavy cardboard, some aluminum foil, a transparent plastic bag and a black pan. This cheap solar cooker has been developed for use in developing countries where fuel is scarce. They are easy to make....make one and try it out!!!



In many villages there is a complete lack of fuel wood and the people have resorted to burning dried animal dung or crop residues. These practices deprive the soil of much of its potential fertility. (Journey To Forever)

# Bedding

Everyone needs a good nights sleep to renew and recharge the functions of the body. In a large number of countries worldwide however it is not as simple as climbing under the bed sheets. Malaria is a real killer disease which is transmitted by mosquito flies which are particularly active at night time. Young people under the age of five years of age are particularly vulnerable to attack and many die as a result. The use of mosquito nets is a simple and practical solution to this problem. Washing bed clothes and keeping mattresses clean are also important as they can act as hiding places for mosquito larvae.

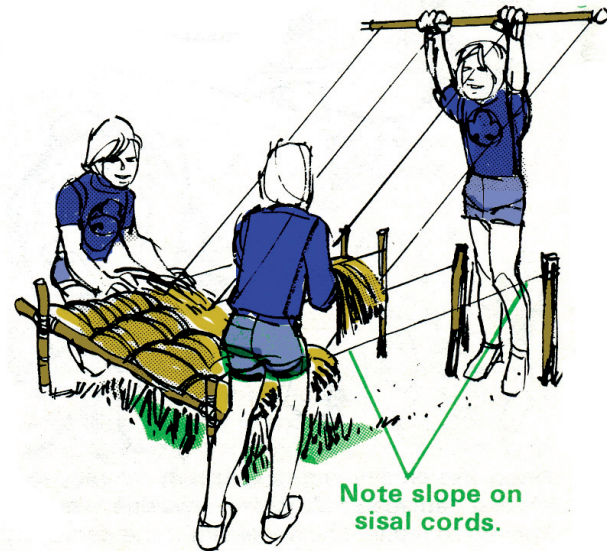
Having a roof over your head and somewhere to sleep is something most people in rich countries take for granted every day. A nice soft mattress, clean crisp sheets and a nice warm duvet. Imagine you only had a hard earth floor to sleep on - every night and you had to share that floor space with the rest of your family.



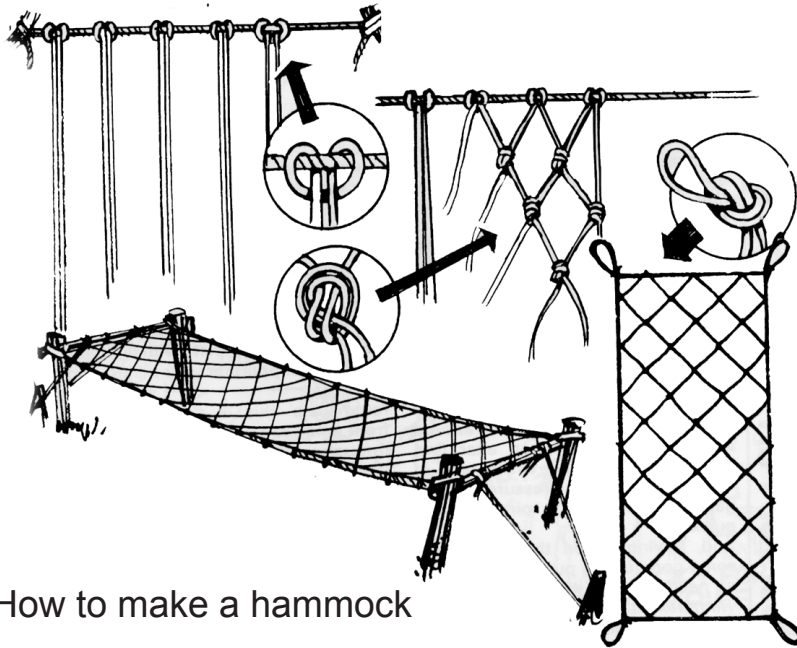
# Weaving/Mats

You could weave some mats to decorate a shelter or your Den. This is often what is done to decorate dwellings in developing countries. You can harvest some rushes and leave them to dry in the sun, if possible. Some rushes can be dyed for colour and design. The ends of the rushes are braided, then suspended to a crossbar. These mats provide good insulation and are used for beds, to sit on, when eating and drying crops.

You and your Patrol can easily make straw mats using this camp loam



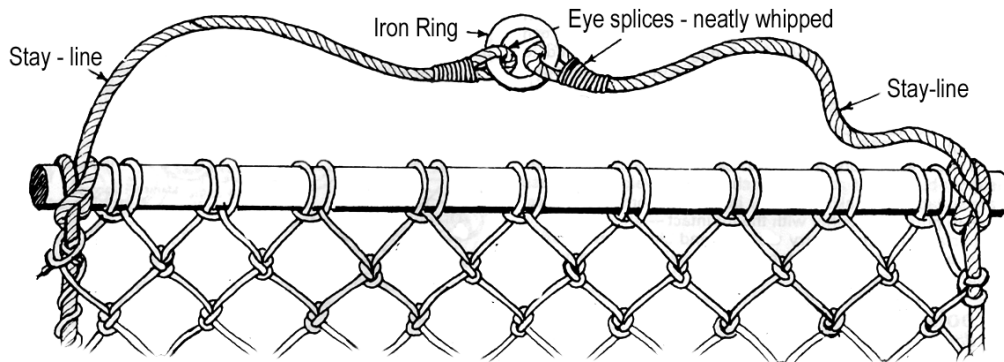
More than one million people die of malaria every year, mostly infants, young children and pregnant women and most of them in Africa. (World Health Organisation)



How to make a hammock

## Hammock

You could also have a camp using hammocks as part of a 'jungle shelter' or as part of a chill-out zone. The hammock is very versatile and its only limitation is that it needs to be held up by two supports.



# Refugees

Imagine your whole world gets turned upside down in a couple of hours. It could be caused by war, persecution natural disaster, your supply of food or water drying up. You can no longer live in your area and you have to pack up and leave to survive. This is the reality for millions of refugees around the world. Everything they own is contained in a sack or strapped to a bike frame or cart.

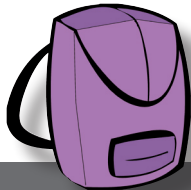
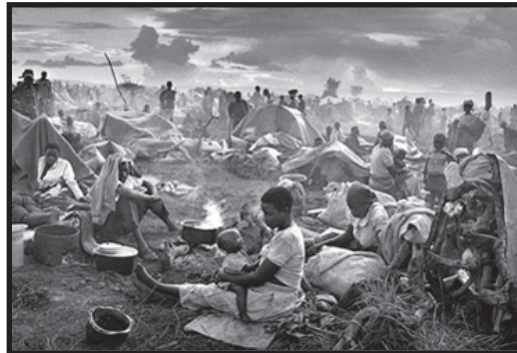
The lucky ones make it to an aid camp, where they can get some simple shelter and food supplies. Often these camps are not comfort zones and the impact of thousands of people gathering in one place brings its own problems. Death and disease are a reality for those weakened by the trauma they have endured.

Be prepared - the scout motto.... how prepared are you and your Patrol to take action or be ready to spring into action if the need arises. A natural disaster is perhaps a more



likely situation that we in Ireland will experience with the effects of climate change. A river busts its banks, a big storm sweeps the country, or snow and blizzards isolate communities. Such emergencies could be only hours away.

How would your Patrol or Troop respond? Could it do anything to help? A soup kitchen in your Den or erecting tents or shelters. Do you have a call out plan?

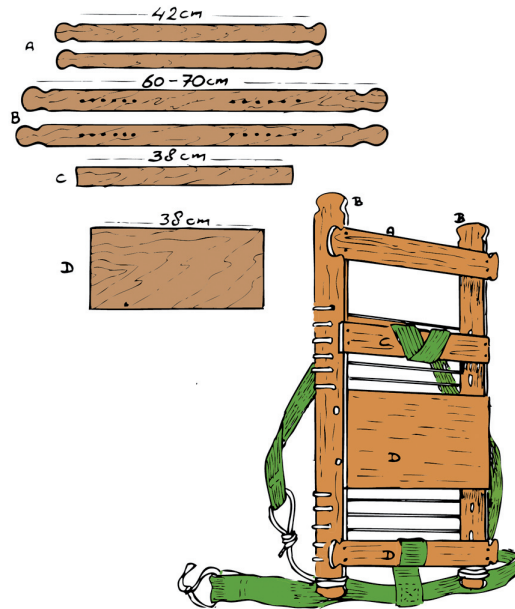
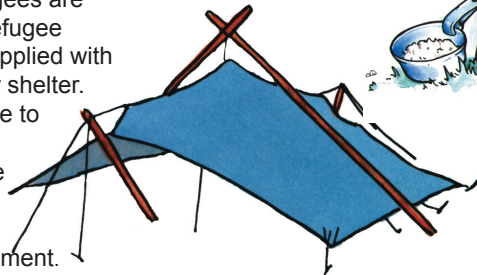


32.8 million people are described by the United Nations High Commissioner for Refugees as seeking asylum, refugees or people of concern.

## Rucksack frame

This is a rucksack you can make yourself. The design could be used to carry anything, from water to clothes. The frame is made out of scrap materials. The size of the pack depends on the person but the frame should not be wider than 38cm. The top and bottom horizontal bars should be 48cm, the extra 4cm allowing to shape the ends onto which the ropes that hold the pack will be tied. The side pieces depend on the height of the person using the rucksack. All the pieces of wood are 6cm wide and the horizontal pieces are set into mortised cut into the side pieces. The holes in the side pieces should be 3cm apart. All joints should fit snugly and be glued as well as nailed together. When assembled the leather or canvas shoulder straps and waist band can be sewn by hand. The twine network keeps the hard frame and pack away from your back. It should not be too taut. A certain amount of play in the twine is necessary to keep the frame from bouncing about and for comfort. Pack your gear into a large bag and lash this to the frame.

In the developing world refugees are normally accommodated in refugee camps where families are supplied with tents and plastic sheeting for shelter. As Scouts we camp from time to time under plastic sheeting. Organise a refugee experience camp using plastic sheeting, basic foodstuffs and cooking equipment.



One pot cooking is a refined cooking skill to ensure everything is ready for eating at the same time. Try it on your next hike or camp.



## World Food Drop

Imagine you and your Scout Group are refugees, displaced by a civil war and now living in a remote area with little or no food. You are completely dependent on food drops from airplanes which fly over the area and drop food if it is safe to do so. The typical food drop consists of cereals, oils and pulses. Using these ingredients, make a simple meal. There should be barely enough to go around. Everyone should have half a cup of water.

Typical cereals you could use:

wheat, rice, corn

Typical pulses: peas (not frozen), beans, lentils

Typical oils: sunflower, olive.



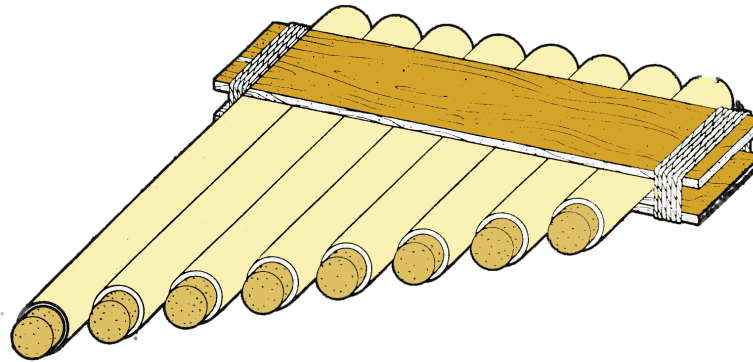
# Music & Dancing

Music and dancing are a key feature of any culture, either as entertainment or to accompany religious festivals or tribal ceremonies. Many developing countries are famed for their music and their unique cultures. Live music is the norm in the cities, towns and villages.

Musical instruments you can make in your group from various cultures round the world

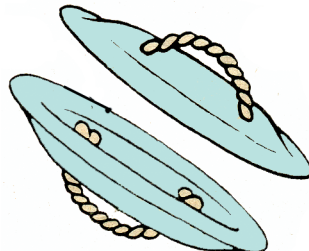


An illustration of a traditional drummer from the Irish/Kenyan Scout handbook.

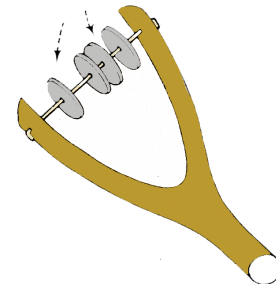


Block off the bottom of the pipes with small wine corks

Make this 'pan pipes' using lightweight PVC piping. Bind the pipes together as shown. Practice with the pipes length until you get a clean transition of sound

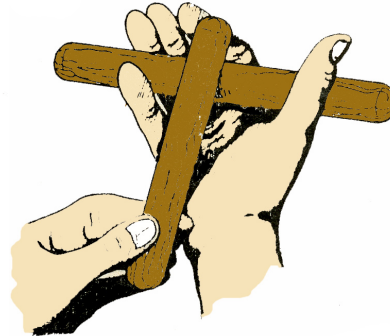


Making noise is a key feature of music making. Shakers are easy to make with metal disks and a forked stick. You could also make these Cymbals using old metal plates

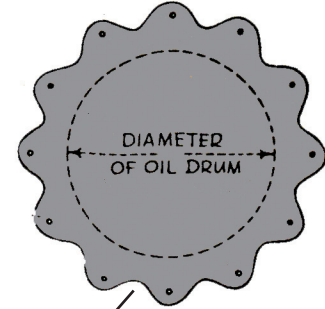
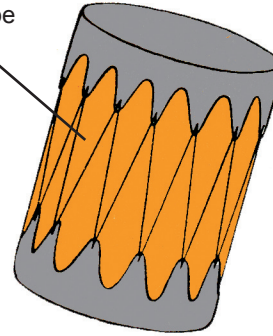


## Drums

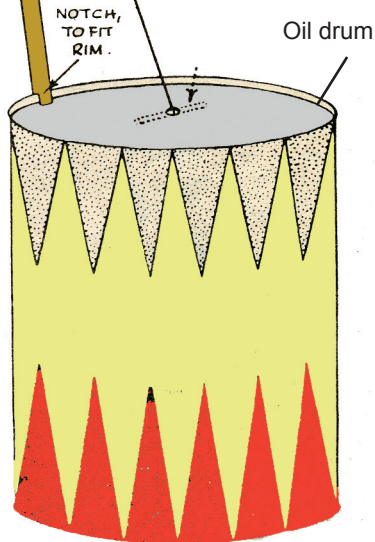
Clapping and beat sticks are the simplest of instruments to make requiring only two sticks. They can also be made of bamboo to give a hollow sound



Wavin Pipe

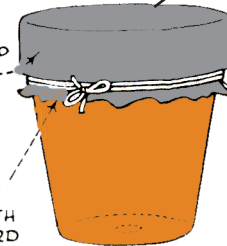


Broom Handle  
The length of the handle will affect the sound practice and experiment with different sizes



Inner tube rubber

INNER-TUBE DRUMHEAD



MADE FROM A LARGE CLAY FLOWER (PLANT) POT, THIS DRUM'S INSPIRED BY THE EARTHENWARE DRUMS FOUND IN MANY PARTS OF AFRICA. PLAY IT WITH THE FINGERS, OR WITH DRUMSTICKS.

TIE WITH CORD UNDER RIM OF POT.



## Dancing

Explore the dance of another country. Many cultural groups within your community can be approached to show you first hand how to do it.

Do you know how to do all the Irish dances from RiverDance to the Walls of Limerick? Ask someone from the local dancing troupe to come along to your next meeting and have an Irish Ceili.

# Technology

In the Developed World we rely on technology to make our lives easier. For example, electrical appliances in our homes, cars, computers etc. These are the norm in the Developing World also but the lack of electricity and money in many parts of the world means that the technology we enjoy is not available to everyone, particularly the poor. Technology is a luxury.

However, basic human powered technology is a possibility and with the minimum of tools and loads of ingenuity and inventiveness many labour saving devices can be manufactured, leading to posterity and enterprise opportunities.

Recent innovations such as the clockwork or wind up radio and the \$100 computer, which is also powered by the same wind up power source, will provide education possibilities for millions of people in developing countries.

Central to such technology is the bicycle which can very efficiently convert human effort into a power source. The humble bike used by you to play or cycle to school can become something else. Many old bikes lying around garden sheds or been discarded in skips could be reused for so many different machines and innovations.

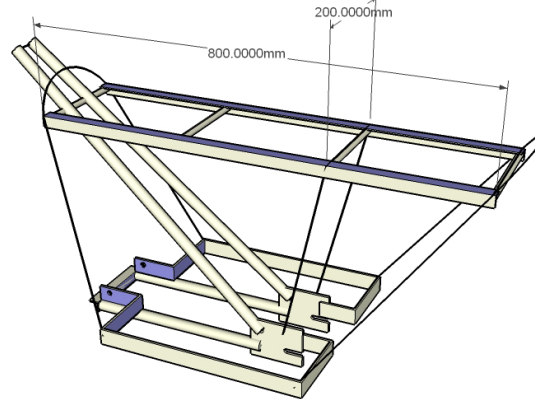


## Big Boda load-carrying bicycle

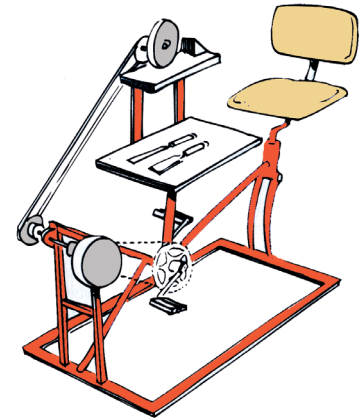
Designed with weight, strength and cost in mind, the Big Boda bicycle extension transforms a standard bike into a two-wheeled hauler for carrying passengers or loads with more ease and greater efficiency.

The Big Boda is made to fit the most common, lowest-cost bicycle available in the developing world -- The rear wheel is pushed back,

extending the wheel base and providing additional room for securing cargo above and to the sides without interfering with rider position or pedal stroke. We can learn much from Developing World technologies as they are eco-friendly, easy to use and can be efficient.

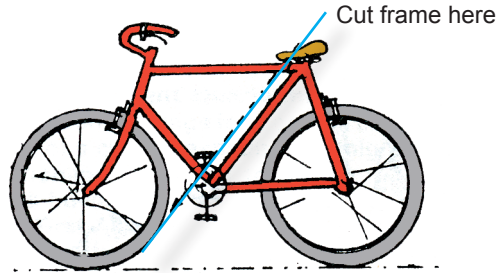


Traditional bodgers lathe using pedal power to turn a spindle. A grinding machine and multi purpose lathe make from the frame of an old bike

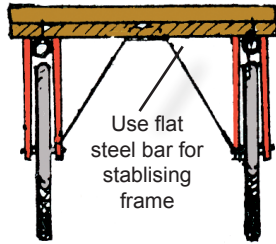
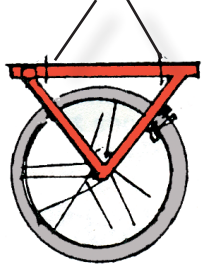


## Make a trek cart

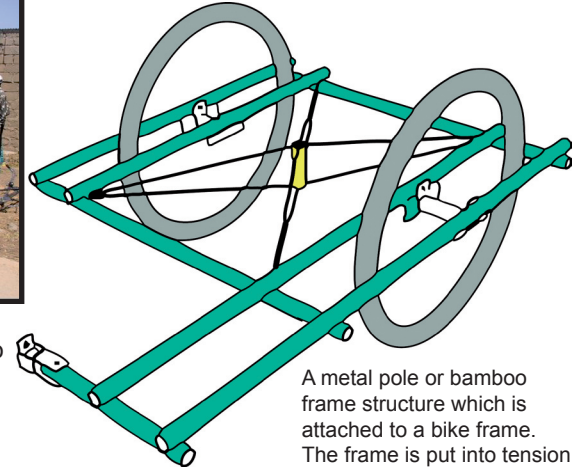
Use two old bikes to create the wheel frames.  
Cut frames as shown



Drill holes for fitting to base



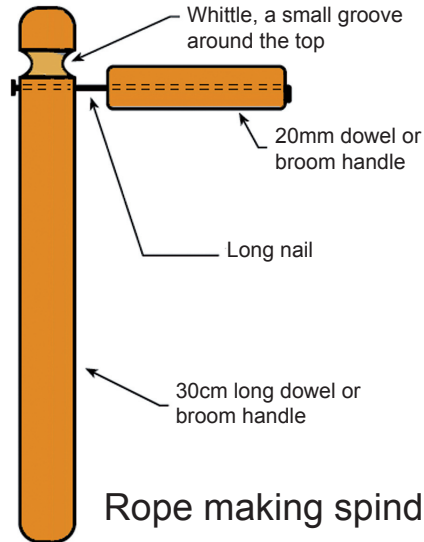
This man has set up a small enterprise using a cycle-based cart to transport water from a nearby well



A metal pole or bamboo frame structure which is attached to a bike frame. The frame is put into tension using wire to maintain its shape and strength

## Ropemaking

There are thousands of uses for ropes and they can be very beneficial for the Developing World given their many uses. Ropes can be used to secure construction joints, make candle wicks, or be used for snares and nets and so on. Rope is traditionally made from natural plant fibres. In order for you and your Patrol to make ropes suggested here we suggest you use sisal string rather than natural plant fibre which is difficult to obtain. Smaller cordage could be made using fibre from nettles or clematis plants or the bark of lime trees.

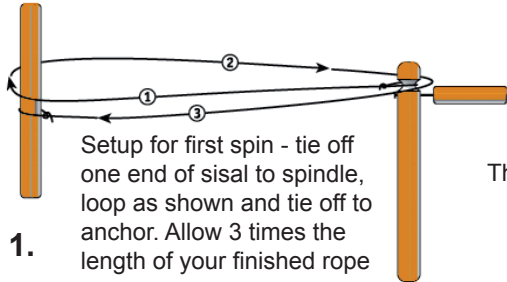


Ball of sisal

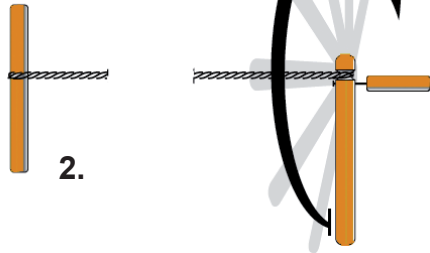
Rope making spindle

# Technology...cont.

## Ropemaking technique

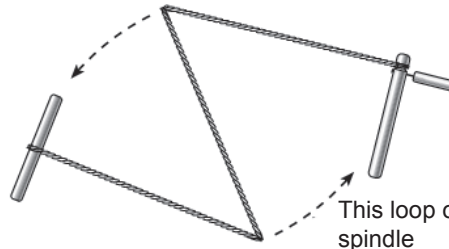


First spin in clockwise direction



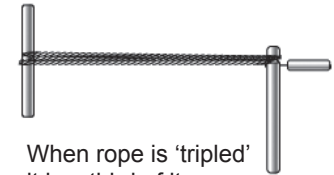
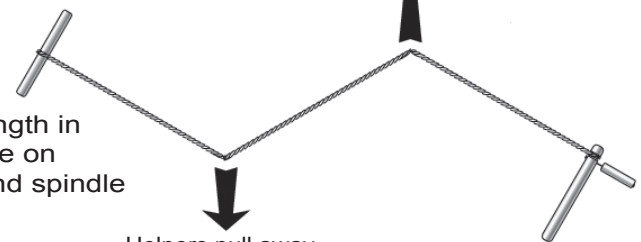
Divide rope length in three and place on anchor pole and spindle as shown

This loop on your anchor



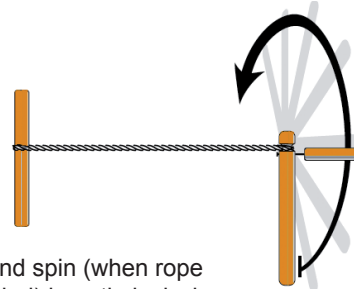
Helpers pull away

Helpers pull away

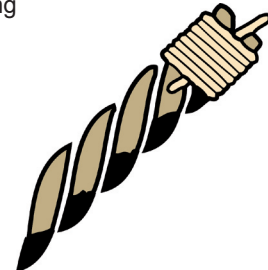


When rope is 'tripled' it is a third of its original length

Second spin (when rope is folded) in anti-clockwise direction



Finish off your rope by rolling in your hands to ensure lay of rope is correct. Place a piece of insulating tape or whipping around the end to prevent fraying





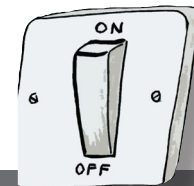
## Clockwork Technology

The invention of the clockwork radio by Trevor Baylis has revolutionised the approach to technology availability in developing countries. The original concept of clockwork has led to the creation of clockwork generators, computers and mobile phone. The Freeway Foundation is a charity that distributes these technologies to the poor regions of the world. The radio's, apart from its entertainment value, prime purpose is one of education. Messages and programmes related to health, agriculture and empowerment are possible. The \$100 laptop will shortly be available, again to aid education. This too will use clockwork and wind up technology.



## Project for your Patrol

Put together a series of short radio programmes which could be used in education. One on health, one on water, one on empowerment of women. They can be created using voice recorders and computers and made available as podcasts for example on the Troop or Group website.



# Education

Access to basic education for a large number of young people around the world is often limited by factors such as poverty, lack of parental education, high demand for child labor and lack of access to schooling, particularly in rural areas.

The United Nations adopted the Millennium Development Goals in 2000. One of these goals is to achieve universal primary education worldwide.

While these objectives will help to solve some of the problems of the world there are millions of people with little or no formal education. Education is a key factor in changing the world. However, lack of education does not mean lack of intellect. Farming skills, hunting skills etc. are passed on using practical hands-on methods. Machines are developed using available resources such as bicycles, welding equipment and waste materials. The addition of formal education into the mix would enable people to gain better



knowledge of farming practice for example, learn about engineering, and business, leading to an improved quality of life. Having said that, formal education is seen as a right. Educating children, particularly girls, has been shown to lift people out of poverty.

A big factor which is impacting on communities is HIV/AIDS. This illness has impacted on societies, so that parents are struck down or die of the illness. Teachers are also lost. As a whole generation is missing from the traditional cycle, the passing on of knowledge is lost. Children have to work at an early age to support their families and as a result skip school or only go to school for a short time. So, simple educational messages, such as the use of mosquito nets to prevent the spread of malaria, or the use of a condom to prevent the spread of HIV/AIDS are difficult to impart to people. Picture storyboards and plays are often used to impart vital pieces of information. 'A picture paints a thousand words'. Direct person to person communication is also required.



This requires large amounts of committed people, to help in the process. Scouts in South Africa have become agents with local government bodies to act as peer educators – young people talking to young people, passing on vital and life saving messages.

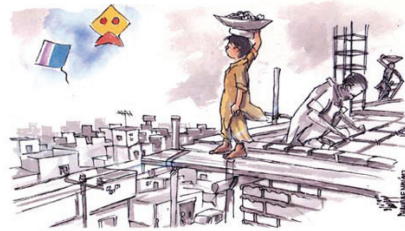
As a Patrol activity try to produce a simple educational storyboard showing in picture form how to do a task or scout skill. As a starter produce a picture board of the process of making a cup of tea. When finished give it to someone who is not involved to see if they understand what you are trying to explain.

According to the most recent data, there are an estimated 774 million illiterate adults in the world, about 64% of whom are women. (UNESCO)

# Work



Child labour is a very complex problem. It stems from poverty, lack of education and health facilities and better avenues of employment. Child labour ranges from four-year-olds tied to rug looms to keep them from running away, to seventeen-year-olds helping out on the family farm. In some cases, a child's work can be helpful to him or her and to the family; working and earning can be the only means of income in a family where both parents are suffering from HIV/AIDS. However it is rarely in the best interests of the child.



An estimated 218 million children aged 5-17 are engaged in child labour, excluding domestic labour. (UNICEF)

# War/Peace

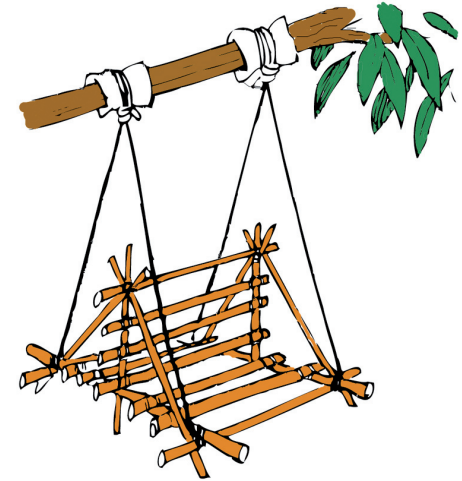
With new weapons that are lightweight and easy to fire, children are more easily armed, with less training than ever before. Worldwide, more than half a million children under-18 have been recruited into armed forces. Often recruited or abducted to join armies, many of these children - some younger than 10 years old - have witnessed or taken part in acts of unbelievable violence, often against their own families or communities. Such children are exposed to the worst dangers and the most horrible suffering, both psychological and physical. What is more, they are easily manipulated and encouraged to commit grievous acts, which they are often unable to comprehend.



Refugees and displaced children returning home after war are in particular danger of landmines because they are most likely to be unaware of the dangers of playing in or traversing hazardous areas.

Approximately every thirty minutes someone, somewhere in the world is injured or killed by an encounter with a landmine. In southeast Asia, an accident happens every day, shattering lives, hopes and dreams.

The cost of playing too close to a landmine is brutal, loss of limbs, blindness, deafness, and injuries to the genital area are some of the injuries landmines inflict on children.



## Tree Swing for All

Many children suffer disabilities due to landmines in parts of the Developing World. Disabled people like to have fun and adventures just like everyone else. A Tree Swing allows for this.

It is very easy to make a tree swing. Two ropes and a board to sit on is all you need. However, a simple seat like this does not offer enough support for disabled people. If you change the board into a kind of chair using some wooden poles everyone can swing safely.

Denied a childhood and often subjected to horrific violence, an estimated 200,000 to 300,000 children are serving as soldiers for both rebel groups and government forces in current armed conflicts. (Human Rights Watch)

## Reaching out

Military personnel are often not the victims of war or landmines but rather the children that live and play within these battle fields. A landmine can leave a victim with injuries to the limbs, eyes or indeed death.

Within our own communities we have young people who are also disabled and in need of friendship. So, although the suggested exercise relates to disabled young people in developing countries it should also be your aim to reach out to young people in your community who would enjoy and welcome the opportunity to get involved and become Scouts. If there are disabled people in your Group, discuss these activities with them first.

### Disability Awareness

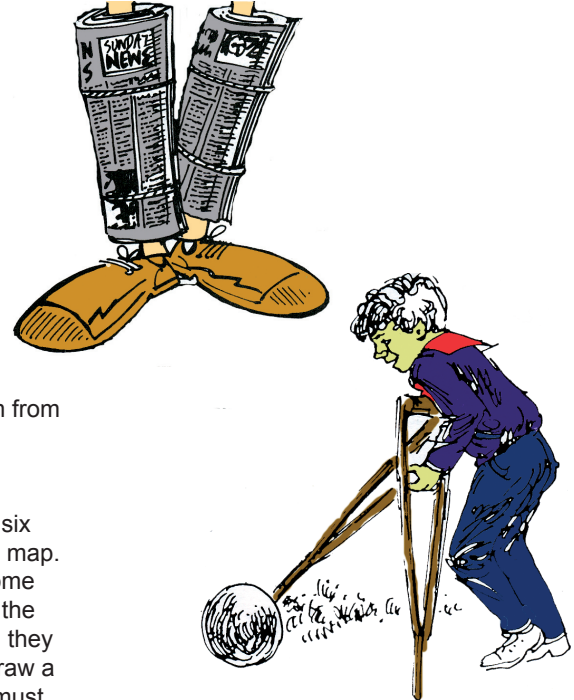
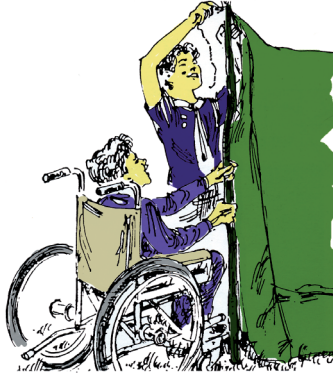
The aim of this exercise is to enable you to experience first hand the difficulties a person with a disability has. The idea is to setup a number of bases, each dealing with a different disability. Patrols move around each base and at the end of the exercise it is a good idea to have a short discussion about the experiences and difficulties you had and some actions you can do to help.

#### Tent pitching

Easy when you can see what you are doing, try it with blindfolds and see how you get on.

#### Football

The twist this time is that you are playing it with crutches. Its a good idea to wrap your



shins with newspapers to protect them from the knocks and bangs.

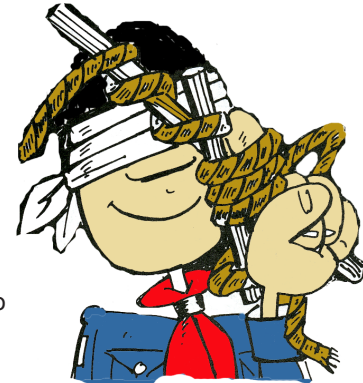
#### Mapping

On a large sheet of paper draw about six grids. On each grid, draw a part of the map. Provide a blank sheet of paper and some felt tip pens. Scouts run to one end of the play area and examine the map. Then they return to the blank Patrol Sheet and draw a similar map. This time however, they must not use their hands. Pens should be held in the mouth.

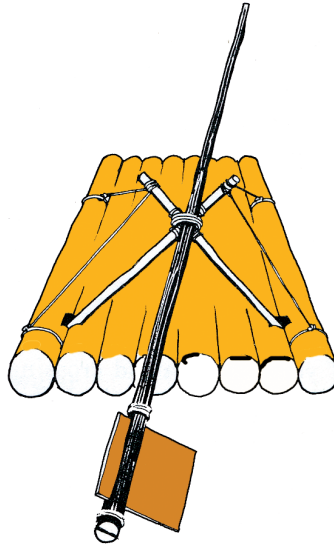
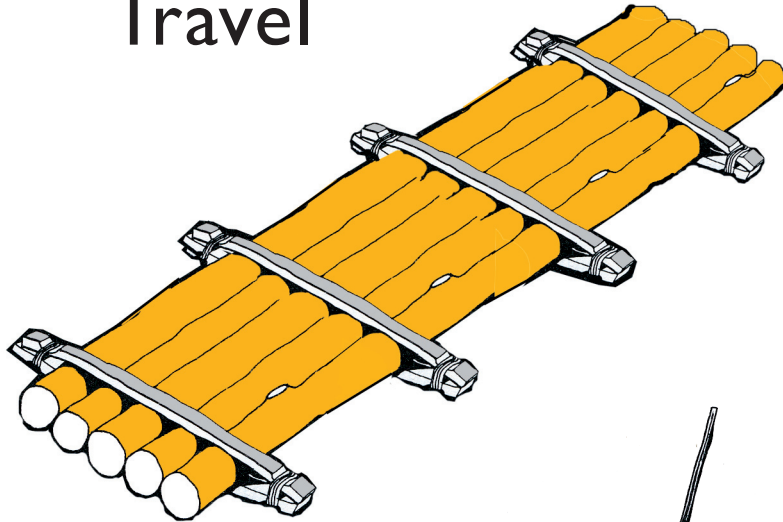
#### Sign language

Print off sheets of illustrations showing sign language. Each patrol then learn how to sign a simple phrase in sign language.

These are just a sample of the many possibilities that you could dream up. Although these exercises will be great fun to do always be sure to inform the participants the real reason for doing the exercise.



# Travel



## Rafts

In developing countries there are few sturdy bridges, although infrastructure is improving (Kenyan/Irish Scout Handbook). Most are makeshift structures which can be easily washed away by rising water levels during inclement weather. Other communities live and work by rivers and lakes. In these circumstances rafts are necessary to ensure people's survival. Bamboo is the ideal wood for a raft. Wavin pipes are a useful alternative. A single layer will not support you unless it is very long, so go for a two layer model. The bamboo/Wavin pipe should be 3m in length. Lash each of the canes/pipes to each of the stakes with twine. Make a second deck to fit on top of the first and lash the two together.

To steer the raft use a long pole if river is shallow or make a paddle rudder and mount it on an A-frame near one end of the raft.



Everyone aboard should have a lifejacket.

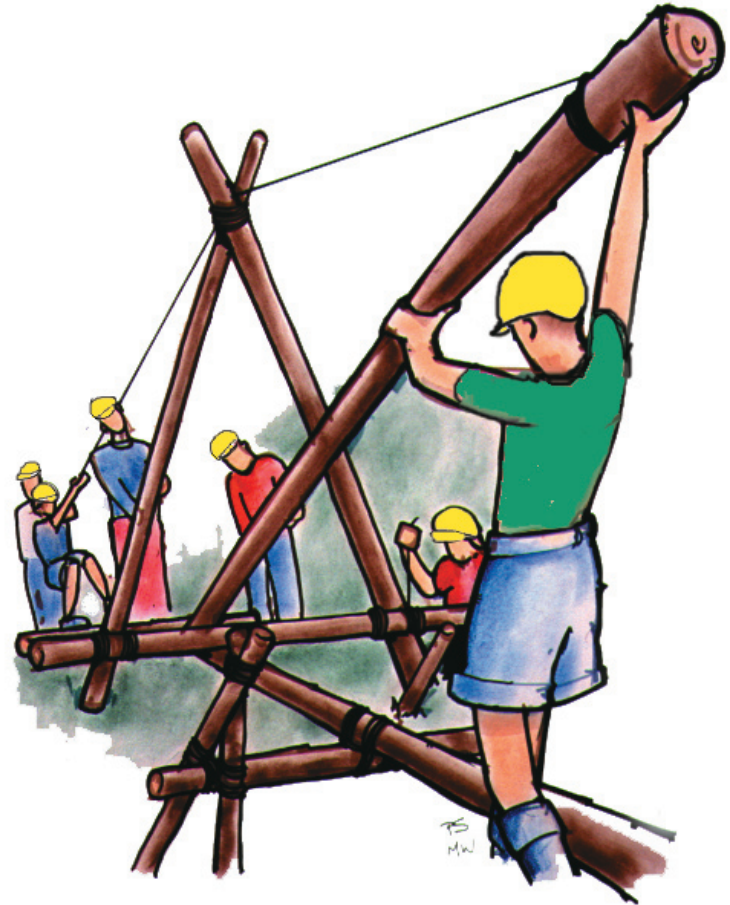
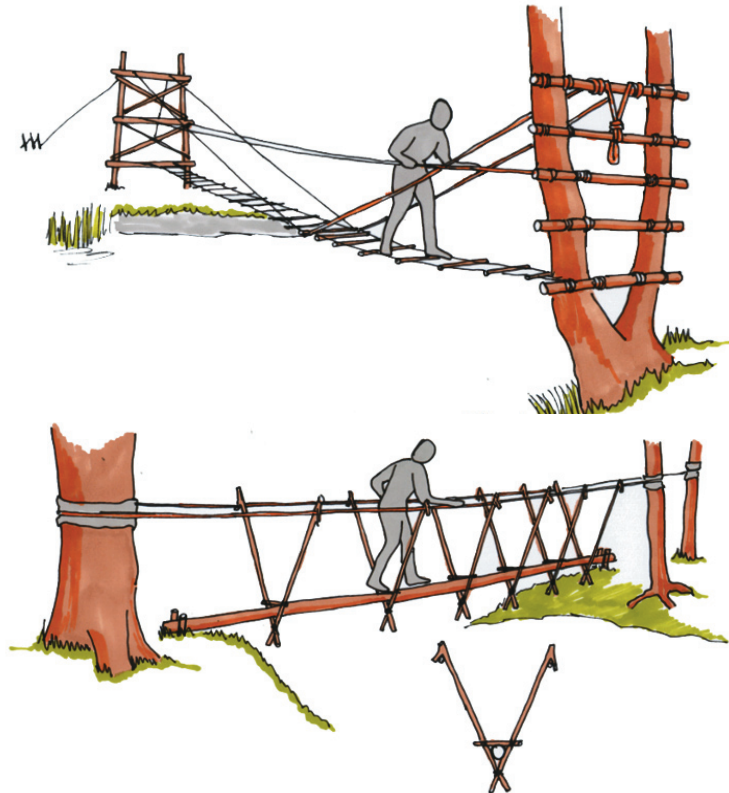
In shallow water the best means of controlling the raft is like a punt but preferably with two poles, one person on front left corner and the other back right hand corner.



Flooding has increased in many countries due to deforestation and climate change. Such flooding can reduce people's ability to make a living, go to school, get to the hospital and so on. (UNFCCC)

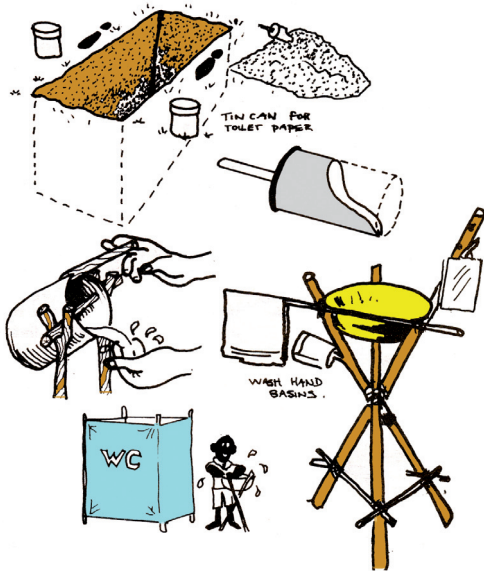
# Bridges

Bridges are always required to enable safe travel from one point to another. Simple practical solutions are common all over the world. In fact, pioneering or Scout engineering was developed as a scouting skill with reference to common designs used by indigenous people to overcome obstacles miles from civilisation, tarmac roads and poured concrete bridges. These skills are still in use today and are practical examples of applied technology using local natural materials. Try making your own simple bridge using traditional Scouting techniques

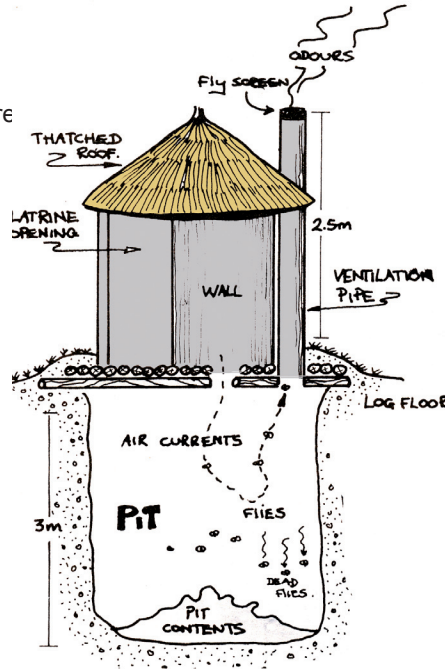


# Health

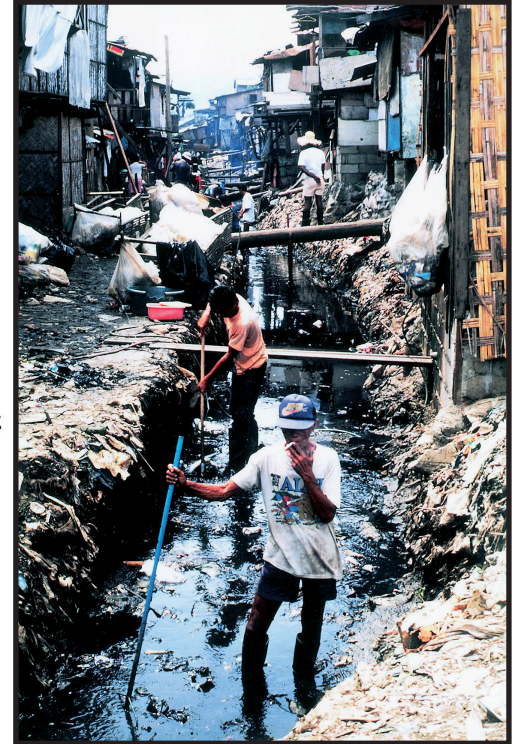
Millions of people lives could be saved or improved with better health care. In developing countries there are increased risks of infection from insects, poor sanitation and water. Rural communities also lack direct access to doctors, clinics and hospitals.



On campsites, that do not have permanent toilets, we use latrines and chemical toilets. Proper hygiene routines prevent the spread of infection



The improved toilet pit called a VIP is built like tradition latrines but they have a ventilation pipe. This cause a draught or air currents in the pit. Any flies or insects entering the pit will try to escape up the pipe which is covered with a fly screen and will die. This helps to prevent the spread of germs. These structures are built using mortar mesh technology.



Approximately 40 percent of the world's population - or approximately 2.4 billion individuals - are without proper sanitation. (This figure will increase to 50 percent by Year 2025.) (WHY)

## Mosquito Repellent

Deforestation and industrialized farming are two of the factors causing an alarming increase in the range of mosquitoes. The World Health Organization says global warming is also expanding the range of mosquitoes that carry malaria, yellow fever, and dengue fever, putting millions more humans at risk. Malaria mosquitoes are appearing in upland areas where they've never been seen before. A child dies of malaria every 12 seconds, mostly in the Third World.



Natural Insect Repellent (oils available in shops selling organic produce and pharmacies)

4 tablespoons vegetable oil  
1/4 teaspoon each Citronella and Eucalyptus essential oils  
1/8 teaspoon each cedar and Rose Geranium essential oils

Combine ingredients and apply mixture directly to all exposed skin. Keep oil away from your eyes and mouth, and be careful not to rub your eyes right away after applying the repellent with your fingers. Try a small amount on your skin first before applying it on all exposed parts of your body.



The addition of two vital steps in using water will prevent exposure to deadly water borne diseases.

### Step 1. Water Filtration

You can use a natural filter to remove impurities from the water. The soil is nature's water filter so we can use that. In nature as water sinks into the ground it passes through the soil, impurities are removed and clear, clean water is left.



### Step 2. Water Purification

It is not too hard to kill germs in the water. If you boil water for ten minutes all the germs will be gone. This might not seem like much but it can be hugely important for developing countries where the majority of illnesses are caused by polluted or untreated water. Sometimes lack of or shortage of fuel will prevent the boiling of water and make matters worse.



Close to half of all people in developing countries suffer at any given time from a health problem caused by lack of clean water and unsafe sanitation conditions. (WHY)

# Women

Women in the Developing World tend to experience poverty, disease and other negative aspects of life more severely than men. This is mainly because of women's traditionally subordinate position in relation to men in the Developing World.

Women's role is usually to look after the household. Girls often miss school to help their mothers and other siblings in these duties. It is much more arduous to look after a household in the developing world. To take two examples, many women have to walk miles to get clean water or firewood and then carry the heavy load back.

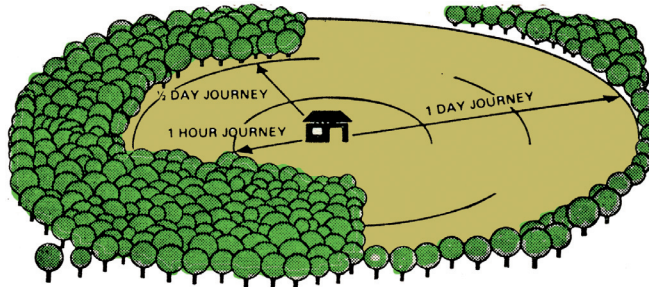


In Niger a manual labourer may have to spend one quarter of the family income on firewood



## Carrying and menial work

Lets try out some of the chores a woman is expected to do each day. Collecting and carrying water - how far can you walk with a water container on your head. Likewise, the collecting and carrying of firewood. Washing of clothes, Cooking food, tending cattle, looking after children



Deforestation brought about by the need for family fuel



In the Himalayan foothills the job of collecting firewood has changed from a task which once took an hour to a chore which now takes a whole day



Women work two-thirds of the world's working hours, and produce half of the world's food, yet receive only 10 % of the world's income. (UNICEF)



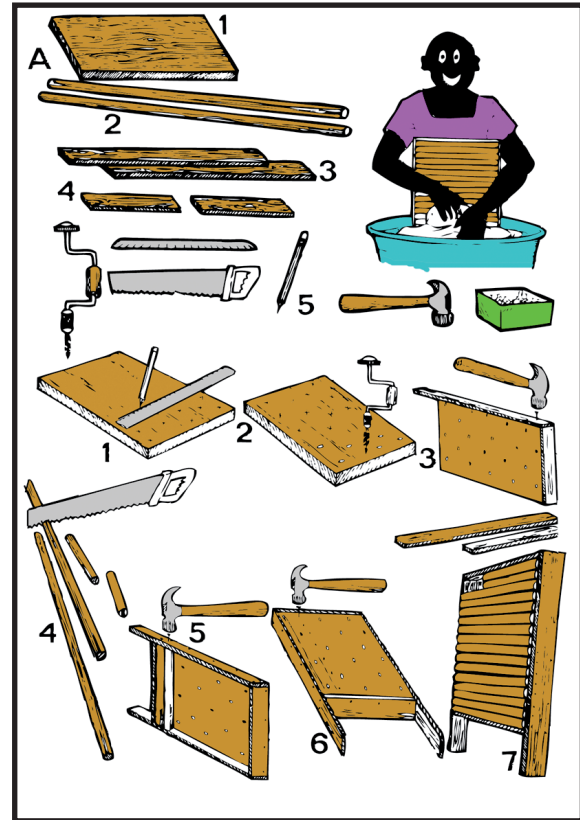
## Grameen Banks

In the Developing World there are many instances of women coming together to improve their lives. One example of this is women in their community forming people's banks which authorise micro-finance loans through committees of local people. These banks have reversed normal banking practice by removing the need for collateral and created a banking system based on mutual trust, accountability, participation and creativity. Often these micro-finance loans help the women advance themselves in previously unforeseen ways and paying back the loans is rarely a problem.

In your Scout Group why not form a people's bank mini-company. You could fundraise for the start up funds or have everyone contribute to the Group Fund. It is a great way to make use of your skills. For example, you could make candles to sell in the local shop, provide a babysitting service, organise parties or make flower pots. You can do anything under the sun! Your profits could go towards one of the Action Projects.

*A cartoon from the Kenyan/ Irish Scout handbook*

Washing clothes is a daily chore for women and in developing countries this means washing by hand by the side of a river. Wash boards were once a feature of Irish life and are still used by many people around the world today. Make a wash board as shown and try it out on washday on camp. Imagine spending 4 hours every day washing clothes in a river in India..its hard going!!



Two thirds of children denied primary education are girls, and 75% of the world's 876 million illiterate adults are women. (UNICEF)

# Lunch Money

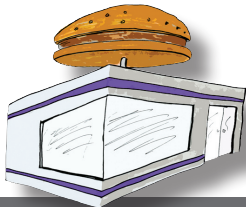
€2 a day - what could you buy for €2 a day? A burger, a sandwich, a drink. Imagine if you had €2 to cover all your meals for a day, pay your rent, buy fuel for the cooker and all the little things you enjoy each day. More than a billion people live on less than €1 a day.

It is not hard to see how people suffer under such conditions. The spiral of poverty is such that it is hard to break free.

The task for your Patrol is simple - try to live on €2 a day. All your meals have to be met. Allow an amount in the funds for rent - camping fee perhaps. Don't forget fuel for cooking. Even the matches have a cost.

It will not be easy. Try and do it with only the €2 fund. If you can't do then what will you leave out or who will be left out of the cooking pot.

Notice how cheap foodstuffs will be simple and not provide all the vitamins you require. Meat and other foodstuffs providing protein will more than likely be too expensive for your budget.



Every day, almost 16,000 children die from hunger related causes - one child every five seconds. (globalissues.org)

# Action

As a result of completing activities from the Understanding and Empathy sections and the resulting discussions and debate, it is likely that participants will be spurred on to take action of some kind.

In its simplest form this will be a heightened awareness of how people live around the world and the issues that affect their life. At a higher level it will involve the participants, researching, developing and undertaking a project in partnership with people in communities worldwide.

## Action at home

In the following pages are listed a number of agencies that are active in developing countries and already have worthwhile projects in place. Most require ongoing funding, which is mostly raised by fund raising events by volunteer groups. By studying the websites of these organisations, it is possible to discover an issue that is near to the heart of the participants and will drive them to fund raise or support their initiatives.

Participants should also be made aware of the disadvantaged people in our own local communities which also could benefit from their understanding and support.



# Scouting Ireland Human Rights Award



The Scouting Ireland Human Rights Award is open to all youth members. The Human Rights Award will help young people to understand human rights and take action for positive social change at home and globally, reflecting the aims of the Scout Movement.

The Universal Declaration of Human Rights was signed in 1948. The Human Rights Award has a strong focus on the declaration. For younger Scouts (first two age sections), the Human Rights Award focuses on three articles of the declaration. The Group should decide which of the three articles they want to focus on. Scouts should be involved in this process as much as possible.

The three articles are:

## 1. Education

(Article 26 of the UDHR: Right to Education.)

Aims:

- The young people should understand the importance of the right to education.
- The young people should explore the various obstacles that children may experience when accessing education.
- The young people should take action in the community to highlight the right to education and issues surrounding access.

## 2. Gender

(Article 2 of the UDHR: Freedom from Discrimination)

Aims:

- The young people should recognise the differences and similarities between boys and girls. They should see that these differences are not a bad thing.
- The young people should look at the different roles of boys and girls in the home and question these roles.
- The young people should take action in the community to highlight the right to be treated equally regardless of gender.

## 3. Family and home

(Article 16 of the UDHR: Right to Marriage and Family)

Aims:

- The young people should recognise that it is important to have a family/guardian and a home, but that not everyone has these.
- The young people should look at situations where other young people do not have a home.
- The young people should take action in the community to highlight the importance of the right to a family and home.

A hands-on approach to the topics is necessary for Beaver and Cub Scouts. Ideally the young people should explore issues through activity and with this in mind there are a number of suggested activities below.

The Scouter in charge is in the best position to decide which activities are most suitable and which issues the group are capable of tackling. These issues can be very tough to grasp, it is important to remember that the young people do not need to be experts on Human Rights issues! As long as they are aware that everyone is entitled to Human Rights, but sometimes people don't have them, then the award will have succeeded.

# Some Activities to help explore the issues

## 1. Education

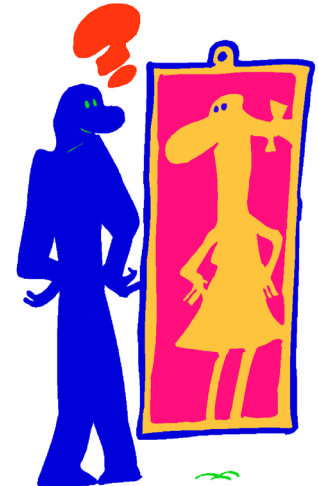
- Art depicting different roles/jobs of boys and girls in the home of each Scout. Show the Scouts some picture of people in developing countries or tell them a story about life in developing countries. The Scouts should then depict the roles/jobs of boys and girls in the homes of people in developing countries. This can be tied into a discussion on why do some young people go to school and others do not, for example.
- Having a walking debate to allow the young people express their views on education and education in the developing world. A walking debate is when one side of the room represents yes, the other 'no' and the middle of the room 'unsure'. Possible questions:
  1. Is school important? – Ask why it is important or not important.
  2. Do children in developing countries not go to school because they cannot or because they do not want to?
  3. Should we do something about children not being able to attend school? – ask the young people what they think should be done.
  4. Do parents in developing countries encourage their children to attend school? – explain in many cases the answer is no but this is out of the hands of the parents as the children have to work for the family to survive.
- Have a role-play drama based around one or more of the following topics below. The role-plays should help the young people understand what it is like to be these situations in a developing country.

1. A child who has to work because of poverty
2. A child who gets to go to school
3. A child who balances work with school
4. A parent works all day outside the home and who needs a lot of help at home
5. A parent who is sick and unable to do anything
6. A teacher who is concerned that the child is not attending school

- Have a household jobs race. Divide into teams and create different jobs to be completed by each team member. For example:
  1. Spread some sand over a small area and leave a sweeping brush and dust pan beside it.
  2. Have a number of books spread around a particular area and get them to put them on shelves.
  3. Spill a cup of water and get them to dry it up.
- Use Act 6 of World of 50 game in this resource as a review game.
- Have a look at the Education and Work sections of this resource (empathy activities).

## 2. Gender

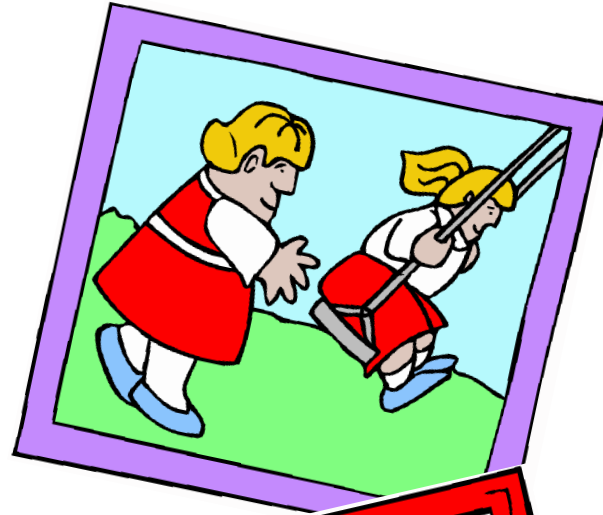
- Art depicting the different similarities and difference of boys



- Collage of pictures illustrating the similarities and differences between boys and girls.
- Role-play drama of the different roles of boys and girls in the home of each Scout.
- Look at the Women section of this resource.
- Organise a treasure hunt for the young people. Each clue they find contains a fact about gender (in simplified language). When they finish the treasure hunt, they tell the rest of the group what they have found out.

### 3. Family & Home

- Building homes with different materials: young people use a variety of materials to make models of houses.
- Help out at home and keep a log of what you have done.
- The Paper Bag Game in this resource examines family life in the developing world.
- Take a look at the Shelter and Work activities in this resource (empathy activities).



# For the two older Scout Sections

This resource provides an in-depth examination of situations where human rights while inequality and injustice predominates. You can take action to highlight these inequalities and injustices at home. Some of example of issues you can take action on:

- Racism
- Death penalty
- Refugees and asylum seekers
- Child labour
- Child soldiers
- Street children
- War on terror
- Fair-trade
- Conflict diamonds
- Housing/shelter

Please ensure that you have taken the time to examine the issues before you take any action. An informed action is much better than a misinformed one and you are more likely to have a positive effect. Here are some examples of the actions you can take without travelling overseas:

- Design and print a postcard dealing with a specific action or campaign. Reproduce many copies of this card and have them signed by members of the public.
- Create a petition based on your action. Drop it off at local businesses and have as many people sign it as possible.
- Get Celebrity Support. Enlist local celebrities to join your cause.

Speak to them about the issues you want to highlight and use their endorsement in your campaign work.

- Get in the News! Write a letter-to-the-editor on an issue that particularly interests you, or even write a feature article for your local or school paper. You could also write feature stories or news releases for events that you or your group undertake.
- Talk back to the radio. Many local and college radio stations broadcast phone-in programmes. Why not call in and voice your support for human rights?
- Create stickers and signs. Design signs or stickers that people can place in the front window of their house, on their car, or on their school notebook declaring support for the UDHR and human rights. You could relate these to your action.
- Design and print campaign bookmarks that can be handed out at local libraries and bookshops
- Organise a sponsored walk, bike rally or run. Get your community involved and get publicity and interest in human rights. Add a fun element to attract more people, such as t-shirt and prizes.
- Declare your Den or community a “human rights zone” Choose a park or public square. Invite a prominent person (your school principal, president of the university, local politician or mayor of your town) to make the official declaration. Leave a permanent record of the event by placing a plaque on the wall, or even have the entire Universal Declaration (full text or the plain language version) reprinted in the newspaper.

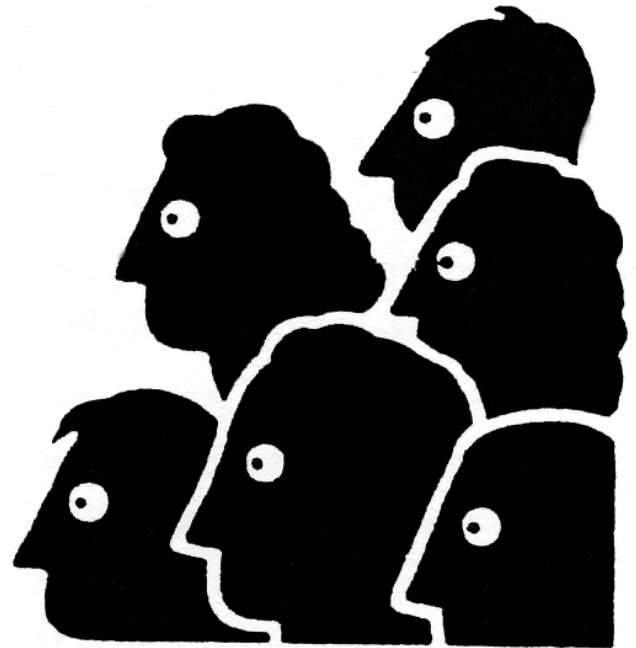
This is a great activity to mark Human Rights Day on December 10, or choose another day from the Human Rights Calendar. Encourage people attending the event to make public

announcements about what they will do to protect human rights locally or around the world.

- Create a Human Rights collage out of cloth or paper or anything else you can think of! Illustrate the articles of the UDHR with words or images. Ask individuals or groups in your community to design squares that are most relevant to them.
- Organise a candle lighting ceremony. Remember the phrase “it’s better to light a candle than curse the darkness”? Organise a candle lighting event in a prominent place in your community. Invite local celebrities to make public statements about their personal commitments to human rights.
- Take part in a 30 Hour Candle Vigil to celebrate the 30 declarations of the UDHR. Keep 30 candles (or a series of candles in 30 candle holders) burning for 30 hours. During the vigil, keep participants awake and entertained with music, performances and mural painting along human rights themes. This could also be combined with a write-a-thon on cases of human rights defenders.
- Organise a public viewing of films relating to human rights. If it’s summer, organise outdoor screenings in parks or projected onto sides of buildings.
- Get Dramatic. Use your writing talents to create a play or other dramatic piece to be used for Human Rights Education. Or, use your performance talents to stage a production of an already-written play. There are many variations on this idea – instead of a play hold a musical recital or poetry slam!
- Plant a tree (or many trees) in the name of human rights. Invite local politicians or celebrities to help you plant, to demonstrate their support for human rights. Be sure to place a plaque at the

base of the tree identifying its purpose. For a bigger project, plant 30 trees, each symbolizing an article of the UDHR

- Create a web site, ‘You Tube’ video telling people about the issues you are highlighting.
- Break the silence! Create a minute of noise. Refuse to be silent about human rights injustices in the world to break the silence about human rights abuses in Ireland and around the world.



## Fundraising actions

- Sell merchandise of organisations who are working in developing countries and FairTrade. They have T-Shirts, sweatshirts, badges, posters, candles, cards, videos etc. which can be sold at a profit by groups.
- Put out a collection jar. Be sure to have a donation jar available at information tables for people who come by. You'll be amazed how fast small change can add up!
- Dance the night away! Get a good DJ, pick a theme, make some posters, advertise with posters and PA announcements, be creative and have fun!

Organise an international café or (fair trade!) coffee house.



Hold an Auction. Raise some money for human rights work by holding an auction of 30 articles, each of which symbolically represents an Article of the UDHR. During the auction, a description of the item being bid on is accompanied by an explanation of an Article of the UDHR. Invite a local celebrity to be the auctioneer. Collect signatures for actions at the event.

- Go for the tried, tested and true. Bring-and-buy sales, car washes, cake sales. They're popular because they work – and can be a lot of fun!
- Organise a Fundraising Bingo. Many organisations raise money this way, and it's a great way of getting lots of people involved. Usually you need to have a group of people to work the floor selling tickets. Why not try to rope in a celebrity Bingo caller?



# Scouts of the World

Scouts of the World is an accessible youth award with the intent of turning 'globalisation into a tide of positive change for humankind'. Its aim is to encourage a stronger involvement of young people in the development of society by making them more aware of present world issues.

The Scouts of the World Award concerns global citizenship preparation for young adults and emphasises three core themes which demand understanding, skills and knowledge, for improving life on a small planet: Environment, Development or Peace.

The Scouts of the World Award is open to everyone between the ages of 15 and 26 years of age. It affords rare opportunities for adolescents to work in multi-cultural international teams.

The Scouts of the World Award is granted to young people having successfully accomplished a "Scouts of the World Discovery" and a "Scouts of the World Voluntary Service".

The Scouts of the World Award is a special award showing that a young person is aware of world issues (Scouts of the World Discovery) and has acquired through a voluntary service the necessary experience and skills to become a citizen of the world.

According to the last census of the World Scout Movement, the Senior-Scout section and the Rover section reached together a membership of about 3 million young people. Can you imagine what the impact of our Movement could be if only 10% of that membership, 300,000, would leave the Movement every year with the capacity and the desire to be active and responsible citizens of the world?

Every year a new wave of 300,000 young people joining their elders in challenging ethnic prejudices and hatred, preventing HIV/AIDS and malaria, protecting the natural environment and promoting development projects in their communities; every year 300,000 new ambassadors of international understanding and solidarity!

This is the objective of Scouts of the World Award. This Award is simple and flexible: First, it invites young people to explore the main challenges of today's global world and become active global citizens by preparing for the Scouts of the World Award. Secondly, it provides young people with the opportunity to join the Scouts of the World Network in order to share their efforts and their experiences and help each other to make the world a better place. The Scouts of the World Award is a special award showing that a young person is aware of world issues and has acquired through a voluntary service the necessary experience and skills to become a citizen of the world.

[www.youthoftheworld.net](http://www.youthoftheworld.net)

## Youth of the World

In partnership with the United Nations, World Scouting contributes to the Global Campaign on the Millennium Development Goals by launching the "Youth of the World Campaign". The purpose of this youth campaign is to mobilise and sensitise youth on issues regarding development, and to invite young people to act, debate and reflect in a community.

[www.scout.org](http://www.scout.org)



# The Freeplay Foundation

The Freeplay Foundation is committed to providing innovative and practical energy solutions and to ensuring sustained access to information and education via radio. After extensive fieldwork, the Freeplay Foundation recognised the need for a radio built specifically for the humanitarian sector. The idea for the Lifeline radio was born - a robust radio that could be operated easily by adults and children alike, heard by groups of up to 40 and powered by either wind-up or solar-powered energy.

Lifeline self powered radios provide sustainable access to our five areas of focus:

- Education - Distance learning programmes to build life skills, literacy, numeracy and knowledge of the environment and business issues. Work towards preventing child labour by helping children stay in education.
- Health - Hygiene, immunisation, first aid, family planning, disease prevention and care including HIV/AIDS.
- Complex Emergencies - Advice during humanitarian disasters on evacuation, relief supplies, reuniting families, health issues, and avoiding famine.
- Peacemaking - Promote conflict resolution, peace, reconciliation, healing and fosters cross-cultural understanding.
- Agriculture - Information about weather, soil, water conservation, animal care, livestock diversity, pesticides and farming techniques.

## Why is the lifeline radio so urgently needed?

In 2001, Children on the Brink, a joint report of USAID, UNAIDS and UNICEF, reported that 34 million children in sub-Saharan

Africa were orphans, one-third of them due to AIDS. By 2010, the number will reach 42 million, or six percent of all children in Africa. Children as young as nine years are heading households, caring for up to four younger children. These children are vulnerable, often face discrimination and exploitation and have little or no means of support or access to information and education. Radio programming can perform the role of “surrogate teacher”, helping fill the educational void. Programmes can also offer useful information that a parent or adult would normally provide. In most of the developing world, electricity is non-existent and batteries are unaffordable on an ongoing basis, especially to women and children. The radio can be integrated into distance education or community listening projects, accommodating up to 40 listeners simultaneously. The Lifeline radio makes sustainable access to information and educational content possible. Information and education are vital to halt the spread of HIV/AIDS.

[www.freeplayfoundation.org](http://www.freeplayfoundation.org)

## Child Labour

An estimated 218 million children aged 5-17 are engaged in child labour, excluding child domestic labour. Some 126 million of these children are believed to be engaged in hazardous situations or conditions, such as working in mines, working with chemicals and pesticides in agriculture or working with dangerous machinery. They are everywhere but invisible, toiling as domestic servants in homes, labouring behind the walls of workshops, hidden from view in plantations. Millions of girls who work as domestic servants are especially vulnerable to exploitation and abuse. An estimated 1.2 million children are trafficked, forced into debt bondage or other forms of slavery (5.7 million), into prostitution and pornography (1.8 million), into participating in armed conflict (0.3 million) or other illicit activities (0.6 million). However, the vast majority of child labourers – 70 per cent or more – work in agriculture. Taking action to halt child labour, such as through the Freeplay Foundation, above, or UNICEF’s projects, below, can help reduce these human rights abuses.

# Unicef

[www.unicef.org](http://www.unicef.org)

## School-in-a-box

The School-in-a-Box has become part of the UNICEF standard response in emergencies, used in many back-to-school operations around the world. The kit contains supplies and materials for a teacher and up to 80 students, if taught in double shift classes of 40. The purpose of the kit is to ensure the continuation of children's education in the first 72 hours of an emergency. In addition to the basic school supplies, such as exercise books, pencils, erasers and scissors, the kit also includes a wooden teaching clock, wooden cubes for counting and a set of three laminated posters (alphabet, multiplication and number tables). The kit is supplied in a locked aluminum box, the lid of which can double as a blackboard when coated with the special paint included in the kit. Using a locally developed teaching guide and curriculum, teachers can establish makeshift classrooms almost anywhere. The contents of the kit are culturally neutral, can be used anywhere in the world, and are often supplemented by locally purchased products, such as books in local languages, toys, games and musical instruments. Exercise books are printed without margins, so that children who write from left to right or from right to left can use them. Another version of the kit, without the lockable box, the School-in-a-Carton, is also available, as is a replenishment kit. In this way, the exploitation of children is not possible and the children's education can continue even in extreme circumstances.

## The Recreation Kit

It is now widely appreciated that sport is an effective trauma therapy for children displaced by war and natural disasters. The Recreation Kit is designed to provide that therapy, as a result of experience gained during several emergencies. The kit is suitable for up to 90 children, who can participate in team sports and games under the guidance of a teacher. It includes balls for several types of

games, coloured tunics for different teams and a measuring tape for marking play areas and a whistle and scoring slate. Following a gender analysis of the kit, and in light of UNICEF's priority of girls' education, additional items aimed at encouraging physical activity and sport amongst girls have also been added. The selection of play materials stocked in the Supply Division warehouse has been reduced considerably, as more good-quality toys have become available at the local level. A limited number of play materials are stocked for emergency purposes, but the Division's technical experts have identified a number regional sources of imaginative play materials for young children, that can be utilized when a need arises.

## Aquabox [www.aquabox.org](http://www.aquabox.org)

Disasters come in many forms - earthquake; cyclone; flood; refugee displacement - but all share a common factor. The most urgent single problem facing the relief agencies is the provision of a supply of safe drinking water. The solution is AQUABOX, a robust plastic tank with water purification tablets and packed with essential welfare items for a disaster situation. Once the welfare contents have been removed, each AQUABOX can be used to purify up to 1100 litres of unpolluted water, making it safe and pleasant to drink. As an example, 1100 litres is equal to 5,000 cups - that is enough for a family of four people (drinking 10 cups per day) for about four months. In some cases, it may be possible for the relief agencies to supply water from outside the affected area. In others, there is clearly a need for those suffering in the aftermath of a disaster to achieve an early, if temporary, self-sufficiency in the supply of safe drinking-water. You can also get involved in other Rotary International schemes, like the Shoebox Project.

Take a look at [www.rotary.org](http://www.rotary.org) and [www.rotary.ie](http://www.rotary.ie)

# Solar Cookers International

Solar Cookers International is a nonprofit organization with headquarters in Sacramento, California, USA and an office in Nairobi, Kenya. Since its founding in 1987 SCI has spread solar cooking skills and technologies where they are needed most. Over 30,000 families have benefited directly from SCI's field projects and countless others have used SCI's resources to learn how to make and use solar cookers and teach others to do the same. [www.solarcookers.org](http://www.solarcookers.org)

## Concern

Concern Worldwide is a non-governmental, international humanitarian organisation dedicated to the reduction of suffering and working towards the ultimate elimination of extreme poverty in the world's poorest countries. Concern's mission is to help people living in extreme poverty achieve major improvements in their lives. Concern works with the poor themselves, and with local and international partners who share the organisation's vision, to create just and peaceful societies where the poor can exercise their fundamental rights. There are lots of ways to take part and support Concern's work in the poorest of the poor countries across the globe.

[www.concern.net](http://www.concern.net)

## Christian Aid

Christian Aid works towards three main aims:

- **To deliver real, practical benefits on the ground**

Christian Aid works where the need is greatest in nearly 50 countries, regardless of ethnicity, nationality or religion, to meet suffering and stop poverty – whether through providing emergency

relief or long-term development.

- **To speak out where there is injustice**

Ending poverty isn't about applying sticking plasters. Christian Aid regularly speaks out to challenge its causes.

- **To campaign for change**

With nearly 100,000 campaigners, and hundreds of thousands of supporters based in churches and communities across the UK and Ireland, Christian Aid is, first and foremost, a movement of people who want change. They don't hold back. They tell governments, companies and institutions what they need to do to address poverty – whether that's companies that need to cut their carbon emissions to stop climate change or governments that need to give more aid to fight HIV.

Check out [www.christianaid.ie](http://www.christianaid.ie) to see what you can do.

## WaterAid

WaterAid is an international charity. Our mission is to overcome poverty by enabling the world's poorest people to gain access to safe water, sanitation and hygiene education. WaterAid and its partners use practical solutions to provide safe water, effective sanitation and hygiene education to the world's poorest people. We also seek to influence policy at national and international levels. Take a look at [www.wateraid.org/uk](http://www.wateraid.org/uk) to see how you can get involved and help us to make a difference to the world's poorest people.

# LifeStraw

LifeStraw™ is a simple device, still in a prototype phase (as of 2007), designed for those unfortunate people in the third world who do not have access to clean drinking water. The pipe is composed of two textile filters, followed by a chamber with beads impregnated with iodine. What first meets the water when sucked up is a pre-filter of PE filter textile with a mesh opening of 100 micron, shortly followed by a second textile filter in polyester with a mesh opening of 15 micron. The biggest parasites will be taken by the pre-filter, the weakest will be killed by the iodine, The main interest to everyone is the killing of bacteria, and here laboratory readings tell us that we have a log. 7 to log 8 kill of most bacteria. This is better than tap water in many developed countries.

Check out [www.lifestraw.com](http://www.lifestraw.com)

# Bikes for the World

Bikes for the World and World Bicycle Relief are two organizations working to provide people in the developing world with a sustainable method of transportation. Simple sustainable mobility is an essential element in disaster relief and poverty relief. In developed and developing countries, bicycles fulfill the basic mobility needs of individuals and have a direct impact in support of healthcare, education, and economic development. Bicycles empower individuals, their families, and their communities.

Take a look at [www.worldbicyclerelief.org](http://www.worldbicyclerelief.org), [www.bikesnotbombs.org](http://www.bikesnotbombs.org) and [www.bikesfortheworld.org](http://www.bikesfortheworld.org) to see what is involved in developing such a project and begin working for a better and more mobile world!

# Landmine Action

Landmine Action is a not-for-profit organisation committed to good governance and the development of civil society through the promotion of international humanitarian law, the relief of poverty and the empowerment of communities marginalised by conflict. Landmine Action believes that safety and security are fundamental to poverty alleviation. Addressing the problems of conventional weapons and armed violence should therefore be seen as congruent with broader efforts to reduce poverty such as the millennium development goals. Landmine Action believes that local structures, with appropriate support, are best placed to promote community-based responses to the problems caused by conventional weapons in society. We work in partnerships and networks of like-minded NGOs, states, non-state actors, community based organisations, donors and others to achieve our aims. Innovation is at the centre of Landmine Action thinking. We seek to use our project work to influence the political and legal agenda in both the North and South and to promote new ways of working. Landmine Action's values determine our relationships with all stakeholders including beneficiary communities, network organisations, donors and employees. Transparency, accuracy and honesty will be crucial to the credibility of Landmine Action's work and the key to partnerships with states, civil society groups and community based organisations. A commitment to effectiveness and cost efficiency will drive our operational activities and inform our fundraising. See what you can do to fight the scourge of landmines at [www.landmineaction.org](http://www.landmineaction.org)

# Trócaire

Trócaire is the official overseas development agency of the Catholic Church in Ireland. It was set up by the Irish Catholic Bishops in 1973 to express the concern of the Irish Church for the suffering of the world's poorest and most oppressed people. Trócaire was given a dual mandate: to support long-term development projects

overseas and to provide relief during emergencies; and at home to inform the Irish public about the root causes of poverty and injustice and mobilise the public to bring about global change. Trócaire, which means “compassion” in the Irish language, draws its inspiration from Scripture and the social teaching of the Catholic Church. The agency strives to promote human development and social justice in line with Gospel values. Its work is also influenced by the experiences and the hopes of the poor and oppressed. Trócaire supports communities in their efforts to improve their lives, meet their basic needs and ensure their human dignity. This support is offered regardless of race, gender, religion or politics and in a spirit of solidarity. In its role as an advocate for the poor, Trócaire raises public awareness in Ireland of poverty and injustice. It analyses the causes of poverty and mobilises the Irish public to campaign to bring about global change. This action is undertaken in a bid to improve the lives of the world’s poorest and most oppressed citizens in line with the principles of social justice. See how you can help with Trócaire’s campaigns at [www.trocaire.org](http://www.trocaire.org)

## Bóthar

Vóthar is a charity specialising in helping poor farmers in Africa & Third World Countries to help themselves by giving them the gift of livestock. By sending cows, goats camels pigs, trees and providing education & veterinary back up, Bóthar is tackling poverty and supporting sustainable development. See [www.bothar.ie](http://www.bothar.ie)

## Self Help

Self Help works by helping people to help themselves. Innovative and appropriate technologies and techniques are employed by Self Help’s African staff, who work in partnership with beneficiary communities and government agencies to create a real and lasting change. These people

do not want food handouts, they want to grow their own and recover their independence and self sufficiency. Food aid may be essential in the short term, but in the long term the only way to break the famine cycle is through development. Self-help does not send Irish volunteers to Africa but you can help by donating through church gate or shopping centre collections, running a marathon, participating in a trek or your own ideas! [www.selfhelp.ie](http://www.selfhelp.ie)

# Leaders not followers

## Gifts for Peace

'Gifts for Peace' was a key centennial programme for all Scouts worldwide to tackle local issues and make a difference in our communities.

These Gifts for Peace are gifts of education, understanding, tolerance and respect for others, given by Scouts in the form of community projects.

Right from the earliest days of Scouting almost 100 years ago, when young people in Victorian England were “to be seen and not heard”, Scouts were encouraged to take responsibility, to become engaged in their communities and to become active citizens. Scouts are expected to be positive leaders, not passive followers.

Through their Scout experience, young people see that little by little they can have an influence on their world – they can change their environment, their peers and themselves – so it is not surprising that when faced with a situation or difficulty Scouts believe they can help make things better and so become immediately engaged.

Educating young people to become leaders not followers is a core function of Scouting. The

“Leaders not followers” campaign highlighted the unheralded work that young people do around the world to help create a better world for all.

Throughout the World, 28 million young people in Scout Groups in 151 countries and territories undertake simple good deeds and acts of kindness which collectively change our societies for the better.

This campaign highlights a number of stories from around the world plus two local stories of Irish Scout Groups who have traveled to locations around the world and helped made a difference.

These stories will affirm your belief in young people and in particular the achievement of Scouting – the biggest youth movement in the world



# Leaders not followers

Young people and HIV - AIDS an everyday reality in Africa

Scouting builds bridges across the divide



*Working to create a better world* [www.scouts.ie](http://www.scouts.ie)



# Leaders not followers

Irish Scouts and Vietnamese orphans working together to create a new future



*Working to create a better world* [www.scouts.ie](http://www.scouts.ie)

# South Africa

## A new challenge for our Scouts!

“Some years ago our greatest challenge in South African Scouting was to combat bigotry and discrimination. I am proud to say that Scouting here is now open to all communities and growing in numbers’, says Garnet de la Hunt, the former Chief Scout - and former chairman of the World Scout Committee - who worked tirelessly to make the transformation of South African Scouting a reality.

“I am excited by a new challenge that our Scouts have taken on. They have identified a different kind of discrimination which has crept into our society - and they are tackling this with the same energy that we used against racial discrimination’ says Garnet proudly.

“HIV/AIDS has hit our country very hard - there are millions of AIDS orphans abandoned, and shunned by their communities. But South African Scouts have adopted this challenge reaching out to those who have been marginalised.

In Cape Town, 12 year-old Scout, Bianca Davis has persuaded her family to foster little Sharon, whose mother fell sick with AIDS and couldn’t manage any more. Bianca’s parents are so proud. Their daughter

has been able to make a difference to the lives of many children through her Scouting, and one particularly lucky girl will benefit from a caring big sister. And near Cape Town, six boys who are all HIV-positive and have experienced discrimination, have joined the 1st Belhar Troop. These new Scouts are fully integrated and happy to be treated as equals.

“When people ask us why we hug these orphans, or play games with them, we say they’re just our mates’ explains Bianca. “It’s OK to play with them, you can’t catch AIDS from a smile, a hug or a handshake! We don’t like when our classmates make jokes about kids like this - these kids are now our friends and we don’t like it when classmates call them names!”

Garnet reflects: “Scouting changes lives, and I am sure that these fine young men and women will, in the years to come, leave the world a little better than they found it!”



# El Salvador Give me back my childhood

When gang rivalry between schools in San Salvador led to the deaths of a number of teenagers, Scouts in the community decided enough was enough. They couldn't stand by while tension escalated further. They invited selected gang leaders to join a Scout camp far away from the city, and far away from the depressed shantytowns where they lived.

The camp was planned so that Scout patrols included members of each gang, and activities were developed to help with conflict resolution and bridge building. In particular, the programme allowed the young people gathered together to be young people - to have fun and to reclaim their childhood in a way that they were not able to do in a tough, gang environment. These gang leaders went back and used their new-found skills to stop the violence and lead their gangs in a different way. The camps were so successful that the government of El Salvador has now taken over the programme to ensure its long-term sustainability.

"We didn't stop there" says Cynthia, one of the inspiring leaders responsible for the programme. "We decided if it worked for these young people it would work for others."

At the age of 15, Carlos is the sole breadwinner in his household. After being abandoned by his parents, he and his cousin were taken in by his grandmother - but she was sick, and so Carlos work long hours in the mangrove swamps collecting clams and shrimp for San Salvador's restaurants. Kevin Lopez was saved at the tender age of 11 years from this tough and dangerous life. Cynthia adds: "We cannot take all these kids out of these situations. For some we can compensate families for the lost income, but for most this is impossible.

For the weekend at least, we give them back their childhood - they play, they learn, they have fun. It is sometimes the only opportunity they have to smile. They build their confidence and move on."

The latest initiative of El Salvador Scouts is to take young women who have been forced into the sex business and help them in the same way. They find a reason to smile - and, at least for a while, to be a child again!



# Ireland

## Single mothers in Peru

A Project by the Donnybrook Rover Group

In January 2004 the Mantay people of Peru built a new shelter that would extend their capacity to catering for 20 girls and their children. Having made contact with them from Ireland through a local intermediary Rover Scouts from Donnybrook planned how they could help make this new “house” into a “home”.

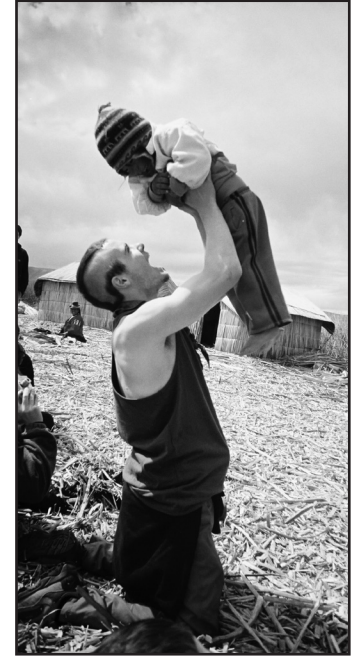
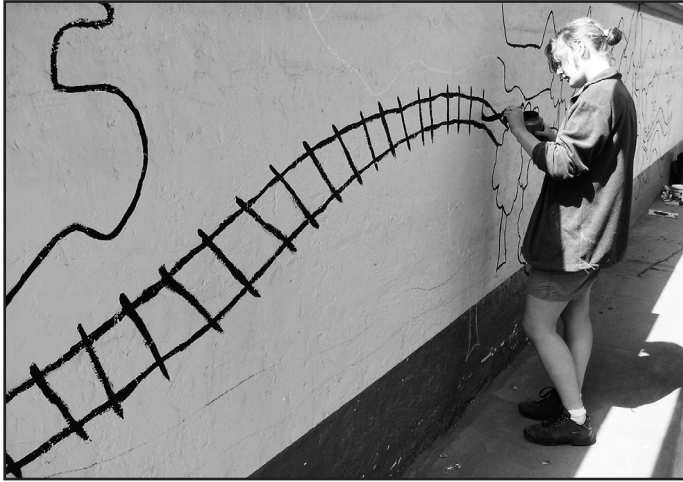
The Mantay House Project in San Geronimo, Peru assists young single mothers and their children. The majority of the girls are rape victims and our special job was to decorate a new refuge for them, provide educational materials and do a “mother & child” photo portraits as a gift for the mothers.

On their arrival the group visited the old shelter for one day and saw the basic facilities and met the mums with their beautiful children. From a strategic point of view this visit was crucial as it filled us with the resolve and enthusiasm that made us give 110% commitment to our tasks. It was also at this point that we learned of the girls horrific history and how they ended up being at Mantay.

By their actions the group sought to achieve the Millennium Goals of improving maternal health, promoting equality, empowering the young women of Mantay and developing a global partnership not just for development, but more importantly for friendship

Around the world many groups of young people are developing projects within their communities to improve the conditions of life, protect the environment, challenge prejudices and make the world a better place.

The Donnybrook Rover Group are the first group within Scouting Ireland to be awarded an International honour from the United Nations for their work on this project.



# Ireland Operation Vung Tau

A project by the Phoenix Venture Scout Unit (Aughrim Street, Dublin)

Fourteen Venture Scouts and four Scouters from the Phoenix Venture Scout Unit (Aughrim Street, Dublin) travelled to South Vietnam in June 2006.

Their mission was to carry out some refurbishment works to the Vung Tau Children's Orphanage in Vung Tau Province. The orphanage, located 2 hrs south of Ho Chi Ming City (Saigon), is currently home to 76 young people including 24 babies under 6 months of age.

Over a ten day period the Venture Scouts with the active participation of the older children, painted bedrooms, dormitories and staff quarters. In addition to the painting programme, the Venture Scouts took the children on a sightseeing tour and a visit to Waterworld. The Venture Scouts also presented the orphanage with eighteen bicycles and some games equipment for use by the children.

'Operation Vung Tau' received generous coverage in the Vietnamese media with national television crews visiting twice during the project.



Overall the Venture Scouts were impressed with the friendliness of the Vietnamese people and the fun and friendship from the orphanage children.



