



# RISE TO THE CHALLENGE

EXPLORING SPIRITUAL  
DEVELOPMENT IN SCOUTING



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# WELCOME

## WHAT IS SPIRITUAL DEVELOPMENT IN SCOUTING?

Well a good a place to start is the purpose of Scouting, which is to 'actively engage and support young people in their personal development, empowering them to make a positive contribution to society'. This development process can happen in many ways, but especially through the programmes we deliver. We know from research that the zone or self development area relating to spiritual development is the one that our leaders often find most challenging to deliver. The aim of this resource is to help you as leaders become confident and knowledgeable when supporting young people in their spiritual development.

Spiritual development is broken down into five key principles. These principles are at the heart of the Balanced Programme and enable all ages to engage with them.

Spiritual development runs through all of the zones and self development areas so it can be easily integrated across the programme. Aspects of it can then be drawn out of many other activities.

### THE FIVE PRINCIPLES IMPLY THAT LEADERS AND MEMBERS SHOULD BE ENCOURAGED TO:

- 1) **develop an inner discipline and training**
- 2) **be involved in corporate activities with others**
- 3) **understand the world around them**
- 4) **help to create a more tolerant and caring society**
- 5) **discover the need for spiritual reflection.**

## WHAT'S INSIDE?

### The five principles of spiritual development

At the start of each chapter, you will find five principles of spiritual development relating to a specific age range. This should give you an idea of how you can help them reach the next stage of their journey and design your programme accordingly.

At any age a young person may make decisions about their own personal faith. In Scouting we aim always to provide young people with an environment in which they can follow their own faith, as well as developing respect for the views of others.

### Programme ideas

The resource also contains an activity for each area of spiritual development, for each of the five sections. The programme ideas vary in length. It could be an activity or game within a meeting; one that lasts the length of the whole meeting, or one that runs across a number of consecutive meetings. Although the activities are arranged under specific sections, many of them can be adapted to work with any of the sections. Additional activities can be found on Programmes Online at [www.scouts.org.uk/pol](http://www.scouts.org.uk/pol)

### Faith events

The final part of this resource lists some place where you can find information about organising faith events as well as sources of further support and help.

We trust that you will find this resource helpful in planning and delivering quality programmes around spiritual development. It may just be a case of recognising where spiritual development is taking place within your existing programme. Either way we hope that this resource will support you.

Additional information on spiritual development can be found in factsheet FS322021 *What is Spiritual Development?* This is available online at [www.scouts.org.uk/infocentre](http://www.scouts.org.uk/infocentre) or by calling 0845 300 1818 or emailing [info.centre@scout.org.uk](mailto:info.centre@scout.org.uk)



# 01. BEAVER ACTIVITIES

The five principles below give some background on the different stages of a Beaver Scout's spiritual development. The activities in this chapter each contribute to one of these areas.

## **DEVELOP AN INNER DISCIPLINE AND TRAINING**

Beaver Scouts can be very impressionable and generally trust a leader's ideas. Their abilities grow through experience. They can be very open in what they say and less aware of the consequences.

## **BE INVOLVED IN CORPORATE ACTIVITIES WITH OTHERS**

Beaver Scouts can be very caring, but sometimes other people's needs may have to be pointed out. When guided they will often respond to these needs. They display genuine emotions, which means that they make it clear when they enjoy the company of others, but may also sometimes seem openly 'critical' due to their lack of inhibition.

## **UNDERSTAND THE WORLD AROUND THEM**

Beaver Scouts may have ideas of the world around them but will not always be able to express them clearly. Despite this, young people within this age group may have a clear understanding of concepts such as caring for nature and respecting their environment.

## **HELP TO CREATE A MORE TOLERANT AND CARING SOCIETY**

Beaver Scouts will understand what upsets people and what makes them happy. They will often have a notion of respect for others and awareness that those around them need to feel happy and safe.

## **DISCOVER THE NEED FOR SPIRITUAL REFLECTION**

Spiritual reflection is a very wide and deep activity. Beavers may be beginning to question the world around them. They will already have a sense of their own personal values and be used to saying 'thank you' and 'sorry'.



## BEAVER NEWS

### Outline

This activity stresses the need to listen to each other. It can be used as an informal Colony forum (sometimes known as a Log Chew).

### Spiritual development

Develop an inner discipline and training

### Time

5 – 15 min

### Equipment

A CD with some lively music and a CD player, the Colony mascot or a parcel.

### Programme Zones

Beliefs & Attitudes | Community

### Instructions

1. Arrange the Beaver Scouts in a circle.
2. Play some lively music.
3. Pass the Colony mascot or a parcel around the circle until the music stops.
4. The Beaver Scout holding the mascot tells everyone some news.

### Do more

- Try this after an outing, sleepover or school holiday.
- Beaver Scouts can speak about their favourite part of the event.
- Try it at an open evening when parents or visitors are present.

## WHO'S MISSING?

### Outline

This activity encourages the Beaver Scouts to think about each other and the people around them.

### Spiritual development

Be involved in corporate activities with others

### Time

5 – 10 min

### Zones

Beliefs and Attitudes | Community

### Instructions

1. Arrange the Beaver Scouts in a circle.
2. While they all cover their eyes, remove one Beaver Scout from the circle and get them to hide from the others.
3. Beaver Scouts then have to look around and decide who is missing.
4. They then need to say something positive about the missing person to bring him or her back.

### Do more

- Is there a Beaver Scout who has not attended for a few weeks? Could the Beavers make and send a card of encouragement?
- Is a Beaver Scout ill at the moment? Could the Beavers make or send a get well card?
- There are also opportunities here to pray for any friends, family members or pets that are unwell.

# PLANT GROWTH

## Outline

This activity develops a Beaver Scout's understanding of the natural world by teaching them what is needed for plant growth.

## Spiritual development

Understand the world around them

## Time

10 – 20 min

## Equipment

A packet of seeds, a watering can, a torch, a plant pot and a trowel

## Zones

Beliefs and Attitudes | Fitness | Global  
Outdoors and Adventure

## Instructions

1. Arrange the Beaver Scouts in teams or Lodges.
2. Lay out a variety of items in front of each team, including a packet of seeds, a watering can, a torch, a plant pot and a trowel.
3. The first Beaver Scout has to run and grab the item closest to them before returning to their team. The second Beaver Scout has to collect the second item, and so on until all of the objects have been collected.
4. At the end of the race each team has to decide which objects are necessary for growing a plant. Which are helpful and which are useless?

## Do more

Discuss with the Beavers:

- Does your plant need full sunlight, shade or a mixture of both?
- What do we do if the plant does not get any rain?
- Do we need to protect them from other pests?
- Plant the seeds somewhere!

There are also opportunities for thanksgiving eg for food, nature or shelter. Growing something of their own is also meaningful for a harvest thanksgiving. You could also extend this to meetings about healthy eating or visits to gardens or parks.



## PLAY PARK

### Outline

This activity helps Beavers explore why we need rules and take safety precautions, so that everyone can enjoy themselves while out and about.

### Spiritual development

Help to create a more tolerant and caring society

### Time

About one hour

### Programme Zones

Beliefs and Attitudes | Community | Fitness  
Outdoors and Adventure

### Instructions

1. Take your Colony to a local play park.
2. While they are enjoying the facilities ask them to think about the following:
  - Which part was your favourite?
  - What has been done to keep you safe?
  - What is still dangerous?
  - What could we do to improve safety?

### Do more

- At a later date this experience could be used to reflect upon some of the games we play at Beavers and why we have rules.
- Perhaps Beaver Scouts might come up with their own rules?

## THE WORLD AROUND US

### Outline

This activity encourages Beaver Scouts to think about the world we live in and reflect on a number of things that we can be grateful for as well as things we may need to work hard to protect. This can assist in Promise preparation and collectively giving thanks.

### Spiritual development

Discover the need for spiritual reflection.

### Time

20 – 30 min

### Equipment

Four large signs, Post-it notes, pictures from magazines, pictures from ClipArt, digital photos

### Zones

Beliefs and Attitudes | Community | Global

### Instructions

1. Display four large signs
  - ‘People important to us’
  - ‘Animals in danger’
  - ‘Plants in the garden/park’ (as appropriate)
  - ‘What can we re-use/re-cycle’

In Lodges, pairs, or as individuals, Beaver Scouts can add their thoughts to each display.

This may be done by

- writing on post-it notes
- using pictures cut from magazines
- using pictures from ClipArt
- using digital photos

2. Follow up with a group discussion:

- What makes the world a happy place?  
People who love us  
Nature to enjoy
- How do we damage the world?  
Too many cars  
Leaving the television switched on  
Dropping litter
- How can we look after this world?  
Bus/walk/cycle  
Re-cycle  
Grow more plants/trees

#### Do more

- There are opportunities for inviting local experts or making visits.
- This could also lead into badges and awards.



# 02. CUB ACTIVITIES

The five principles below give some background on the different stages of a Cub Scout's spiritual development. The activities in this chapter each contribute to one of these areas.

## **DEVELOP AN INNER DISCIPLINE AND TRAINING**

Cub Scouts are often enthusiastic and inquisitive and enjoy learning new things. They develop a clearer understanding of what is socially acceptable and the consequences of their actions. When developing a sectional code of conduct they will often have clear views about what should be included.

## **BE INVOLVED IN CORPORATE ACTIVITIES WITH OTHERS**

Young people of this age are developing a clearer sense of their personality. Corporate activities help them to see that being involved and working with others can be valuable. They will be developing their ability to work as part of a team and learning to empathise with others.

## **UNDERSTAND THE WORLD AROUND THEM**

Cub Scouts are often interested in the world around them and, given the opportunity, will discover more about it. They are open in their approach to finding out about other countries, their customs and cultures. They will be developing a more complex understanding of issues they are presented with and will be beginning to form their own opinions.

## **HELP TO CREATE A MORE TOLERANT AND CARING SOCIETY**

Cub Scouts are beginning to develop a greater awareness of others but will sometimes still need guidance. They will be developing a sense of empathy and will often respond well to activities that help them understand that not everyone is the same as they are.

## **DISCOVER THE NEED FOR SPIRITUAL REFLECTION**

Cub Scouts are developing a greater awareness of their own personal beliefs and attitudes, and of those around them. As they get older they will be developing a greater understanding and appreciation of different faiths.



## MAKING CONNECTIONS

### Outline

This activity encourages Cub Scouts to consider why things affect them the way they do.

### Spiritual development

Develop an inner discipline and training

### Time

15 – 20 min

### Equipment

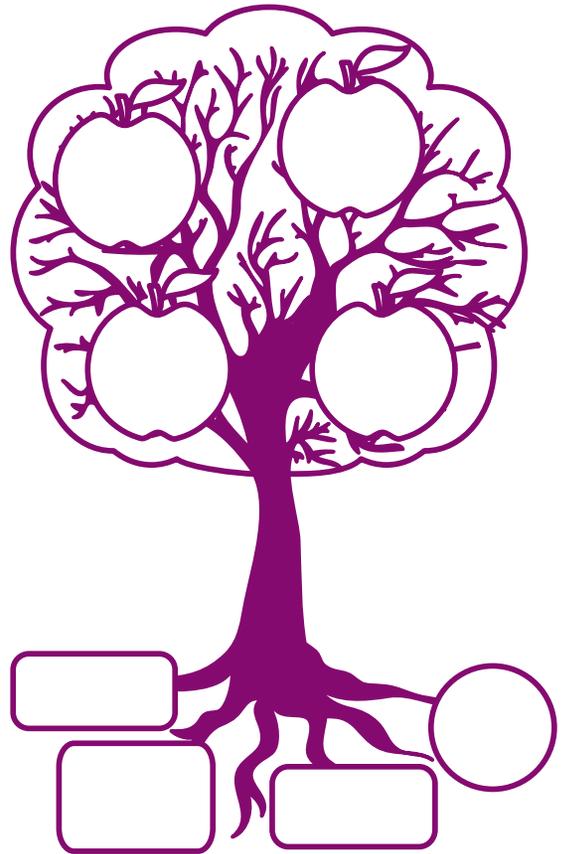
Tree diagrams, writing pens, felt-tip pens

### Programme Zones

Beliefs and Attitudes

### Instructions

1. Give each Cub Scout a copy of the tree diagram on the right (this is also available at [www.scouts.org.uk/faith](http://www.scouts.org.uk/faith))
2. Read out the phrases below pausing after each one so the Cub Scouts have time to write or draw their responses in the appropriate spaces on the tree diagram.
  - Something which makes me happy
  - Something which makes me sad
  - A very early memory
  - The most important person in my life is ...
  - My favourite story is ...
  - I like the story because ...
  - The best thing about coming to Cubs is ...
  - The highlight of the year for me is ...
3. After completing this, ask the Cub Scouts to reflect on all the things that are important to them as individuals.



## OBSTACLE COURSE

### Outline

This is a chance for Cub Scouts to work with each other and consider how people with different abilities have different needs.

### Spiritual development

Be involved in corporate activities with others

### Time

20 – 30 min

### Equipment

Various obstacles, blindfolds

### Programme Zones

Beliefs and Attitudes | Creative

### Instructions

1. Create an obstacle course using tables, chairs and other items of furniture.
2. Divide each Six into two groups, the members of the first group are blindfolded and have to complete the obstacle course following the instructions given to them by the second group.
3. After each Six has completed the course discuss with the blindfolded Cubs how dependent they felt they were on the other members of the Six. Also discuss how well the seeing Cubs worked together to give instructions to the blindfolded Cubs.

## WATER CONSERVATION

### Outline

This activity gives Cub Scouts the chance to explore conservation issues first hand.

### Spiritual development

Understand the world around them – Cub Scouts will have seen items about water conservation on the news

### Time

30 min – 1 hour

### Equipment

Quiz with answers, pens, clean water, tooth brushes, toothpaste, soap, socks, squash and cups, plants

### Zones

Beliefs and Attitudes | Community | Global | Creative

### Instructions

1. Ask each Six to complete the water quiz below.
2. Afterwards, give them the answers and encourage the Cub Scouts to think about any actions they might take in the light of the information obtained from the quiz. For example, how would they conserve water at home?

### Water quiz

1. How much water does an average bath hold?
2. How can you save water when brushing your teeth?
3. How much water does it take to flush an average toilet?  
Is it: a) 7 litres? b) 9 litres? c) 5 litres?
4. How much water on average, does a full load for a washing machine use?  
Is it: a) Up to 30 litres? b) Up to 75 litres  
c) Up to 130 litres
5. True or false? The amount of water on the Earth is about the same as it was millions of years ago.
6. What is the difference between sea water and fresh water?
7. Name three sources of natural water.
8. Name two things that can pollute water.
9. What would you use in your home to turn off the water when a leak occurs?
10. Why do frozen pipes burst?

### Answers

1. 90 litres
2. Brush your teeth using one cup of water
3. b) 9 litres
4. c) up to 130 litres
5. True
6. Sea water contains salt and is undrinkable
7. Ponds, rivers, lakes, reservoirs, aquifers (water bearing rocks underground), etc
8. Oil, dirt, chemicals, rubbish, etc
9. Stopcock (do your Cub Scouts know where the stopcock is at home?)
10. When water freezes, it expands and causes the pipe to burst. (Do your Cub Scouts know the importance of lagging pipes?)

### Do more

As a follow-on, give each Six a litre of clean water and other relevant equipment and challenge them to use it for as many activities as possible from the list below. Tell them that they must plan the activities to ensure only fresh clean water is used for human consumption.

- One Cub Scout to brush teeth
- One Cub Scout to wash hands
- Wash a pair of socks
- Make a cup of squash
- Water a plant

## SPOT THE ADVERT

### Outline

This activity explores how people can be influenced by what they see, and how this can affect other people's behaviour.

### Spiritual development

Help to create a more tolerant and caring society

### Time

20 – 30 min

### Equipment

About 15 advertisements from different publications

### Programme Zones

Beliefs and Attitudes

### Instructions

1. Prepare about 15 advertisements taken from various publications and cut out the name of the product.
2. See if the Cub Scouts can recognise and write down the name of the product being advertised.
3. Then discuss with the Cub Scouts the influence of advertisements and whether advertisements have good and/or bad influences.
4. Ask the Cub Scouts to identify whether the advertisements they have been looking at have a good, bad or neutral influence. Put this into your own words.
5. Do they feel that advertisements should be more closely regulated to reduce negative influences on people?

## THANK YOU

### Outline

This activity reminds Cub Scouts that we all have something to be thankful for. We just sometimes need to stop and reflect to help us remember this.

### Spiritual development

Discover the need for spiritual reflection.

### Time

5 – 15 min

### Equipment

None

### Programme Zones

Beliefs and Attitudes

### Instructions

1. Stand the Pack in a circle and a leader starts by saying 'Thank you for (something)'.
2. Each person in the circle in turn says thank you for something by saying, 'Thank you for...'
3. When everyone in the circle has spoken, the period of reflection ends by everyone saying loudly, 'Thank you'.

# 03. SCOUT ACTIVITIES

The five principles below give some background on the different stages of a Scout's spiritual development. The activities in this chapter each contribute to one of these areas.

## **DEVELOP AN INNER DISCIPLINE AND TRAINING**

Scouts are less likely to just follow the crowd – they will make up their own minds and be ready to accept responsibility for what they do. They will find it easier to identify their own strengths and weaknesses, although they may not be comfortable sharing these with others. Scouts will often be keen to develop the abilities they have.

## **BE INVOLVED IN CORPORATE ACTIVITIES WITH OTHERS**

A Scout will notice that other people need help without prompting. They are learning to appreciate the strengths of others, but may need some encouragement to work outside their existing friendship groups.

## **UNDERSTAND THE WORLD AROUND THEM**

Scouts are often concerned about the world around them. They are developing a more critical view of the world drawn from a wide range of sources. Despite having formed strong opinions, some young people may feel inhibited about expressing them and may need support and encouragement to do so.

## **HELP TO CREATE A MORE TOLERANT AND CARING SOCIETY**

Scouts will show their respect in the way that they behave towards others. They will make decisions as to whether other people 'deserve' their respect. They can be tolerant towards other faiths, beliefs and cultures and show special concern for those in need.

## **DISCOVER THE NEED FOR SPIRITUAL REFLECTION**

Scouts need the opportunity to explore moral issues and so develop their own set of values. Scouts should be encouraged to reflect on recent activities and events followed by questioning or reflection as appropriate.



## WHAT DO I DO?

### Outline

This activity gives Scouts the opportunity to consider their opinion of, and approach to, a number of different scenarios, in a safe environment.

### Spiritual development

Develop an inner discipline and training

### Time

45 min – 1 hour 30 min

### Equipment

A list of scenarios, paper and pens, felt-tip pens, magazines, scissors, glue, sugar paper, a laptop and a printer

### Programme Zones

Beliefs and Attitudes | Community | Fit for Life  
Creative Expression

### Instructions

1. Draw up a list of scenarios such as:
  - Being offered cigarettes
  - Being offered alcohol
  - Being offered drugs
  - Being asked to join in shoplifting

Be sensitive to the possibility that Scouts may have already faced these situations.

2. In groups, brainstorm reactions and responses to these situations:
  - as individuals
  - as a group of friends.
3. Show responses using one or more of the following methods:
  - Drama
  - Cartoon drawing
  - Photo-collage
  - Slide presentation
  - Design and print a booklet.

## CELEBRATING HELP

### Outline

This activity gives Scouts the opportunity to think about other people in their community, and work together to celebrate their work.

### Spiritual development

Be involved in corporate activities with others

### Time

2 – 3 Troop meetings

### Equipment

Paper and pens, cameras, laptops, name badges, food

### Programme Zones

Beliefs and Attitudes | Community | Creative Expression

### Instructions

1. Draw up a list of people who the Scouts recognise as helping in their lives and in the life of their neighbourhood. They may think of:
  - family members
  - leaders
  - school staff
  - local crossing patrol
  - community support officers
  - emergency services
  - local councillors
  - refuse collectors
  - graffiti cleaners
  - the postman.

## WORLD GAMES

### Outline

Games are played throughout the world and this activity allows Scouts to try some of these.

### Spiritual development

Understand the world around them

### Time

1 – 2 Troop meetings

### Equipment

Laptops, Internet, equipment for the games

### Programme Zones

Beliefs and Attitudes | Global | Community  
Outdoor and Adventure

### Instructions

1. Ask Scouts to research games from around the world (an internet activity perhaps). These may be indoor or outdoor.
2. Invite any visitors with knowledge of any of these games to attend your meeting.
3. Arrange a games evening or day in which your chosen games can be played by all.
4. Try to organise a mixture of:
  - current fashionable games
  - local traditional games
  - games from other cultures

### Do more

- Perhaps end the session with something that brings everyone together (such as playing a games console).

2. Plan a buffet evening for all these people and some entertainment for the evening (ie show, quiz or awards night). Scouts will need to organise:
  - invitations
  - cards for announcing name and nature of help on arrival
  - dress code
  - design and produce certificates/name badges for guests
  - catering
  - master of ceremonies
  - clearing up
  - photographer
  - press release.

## LOVE YOUR SPACE

### Outline

This activity should highlight the issue of antisocial behaviour. It should help Scouts think of ways to overcome both the behaviour and its effects.

### Spiritual development

Help to create a more tolerant and caring society

### Time

1 – 3 Troop meetings

### Equipment

Cameras, a laptop, a printer, paper, pens, scissors, glue, felt-tip pens, sugar paper

### Programme Zones

Beliefs and Attitudes | Community  
Creative Expression | Outdoor and Adventure

### Instructions

1. Visit a local park, open space or woods.
2. Photograph all the positive features, such as:
  - health and safety features
  - facilities
  - views
  - natural beauty
  - signs of care and attention
  - people who care for it (with permission)

3. Photograph any negative features, such as:

- neglect
- deterioration
- vandalism
- graffiti
- dangers
- litter

4. Put together two photo-collages – one positive/ one negative.

Positive features might be displayed in local community places:

- schools
- libraries
- town hall
- faith centres.

Negative features might be challenged by writing letters to:

- parks department
- local councillor.

### Do more

- It may be a good opportunity to organise some 'clear up' action that could be featured in a local newspaper.

# BREAKING NEWS

## Outline

This activity helps the Scouts analyse their feelings and reactions to things, and gives them the chance to offer thanks.

## Spiritual development

Discover the need for spiritual reflection

## Time

One Troop meeting

## Equipment

A laptop, newspapers, television, paper, pens, scissors, glue, felt-tip pens.

## Programme Zones

Beliefs and Attitudes | Global

## Instructions

1. Arrange for Scouts to watch some news programmes, possibly
  - live
  - recorded
  - online
2. As they watch each bulletin reflect upon whether they want to:
  - say 'Wow!'
  - say 'thank you'
  - say/feel sorry
  - ask 'why?'
  - give any other reaction

## Do more

- Collect newspapers so that Scouts (in groups) can work cutting out and arranging headlines under the headings above. Display the results and allow time for each group to explain their reasoning.



**WOW!**



**THANK  
YOU**



**WHY?**

# 04. EXPLORER ACTIVITIES

The five principles below give some background on the different stages of an Explorer Scout's spiritual development. The activities in this chapter each contribute to one of these areas.

## **DEVELOP AN INNER DISCIPLINE AND TRAINING**

Explorer Scouts will have their own set of priorities and some may challenge existing norms, rules and routines. A sense of leadership may be emerging. They will be capable of decision making and therefore should be empowered to direct their own activities.

## **BE INVOLVED IN CORPORATE ACTIVITIES WITH OTHERS**

Explorer Scouts will have experience of working in different groups and environments. Although it is important to create a safe environment to ensure that they feel comfortable expressing their views.

## **UNDERSTAND THE WORLD AROUND THEM**

Explorer Scouts will tend to be more sophisticated in how they gather and assimilate information. They are more socially aware and may have strong views on the society in which they live. They can appreciate the diversity of their communities and the world.

## **HELP TO CREATE A MORE TOLERANT AND CARING SOCIETY**

Explorer Scouts' lives may well have adopted elements of many cultures and appreciation of difference can often seem quite natural. Young people at this age will have a clear idea on how they wish to be treated and the kind of society in which they wish to live.

## **DISCOVER THE NEED FOR SPIRITUAL REFLECTION**

Young people of this age are generally able to articulate their own beliefs, values and attitudes; and explore the views of others.





## ELECTION NIGHT

### Outline

This activity gives Explorer Scouts the opportunity to practice leadership skills, as well as to reflect on some values and principles they want to stand for.

### Spiritual development

Develop an inner discipline and training

### Time

2 – 3 Unit meetings

### Equipment

Paper, pens, flipchart paper, crepe paper, glue, paint

### Programme Zones

Skills | Values and Relationships

### Instructions

1. Choose an issue from the following:
  - World politics
  - National politics
  - Local politics
  - Local community
  - Scouting
  - Anywhere else.
2. Brainstorm the issue to be clear what they:
  - think about it
  - say about it
  - feel is good about it
  - feel is bad about it
  - want to keep/change/improve.
3. Invent 'parties' for different viewpoints and come up with a manifesto for each party.
4. Explain to the Explorers that they need to decide what their party is going to stand for and how they are going to achieve their aims. There are opportunities for designing:
  - campaign literature
  - rosettes
  - ballot papers.
5. Invite other Units (or anyone else) to an evening to form your electorate:
  - Distribute each party's manifesto
  - Party members mingle to canvas support
  - Speeches at the 'hustings'
  - Voting
  - Returning officer's announcements
  - Candidates speeches after result.

## MEET THE OTHERS

### Outline

This activity allows Explorer Scouts to find out about other organisations and establish links with them for everyone's benefit.

### Spiritual development

Be involved in corporate activities with others

### Time

2 – 3 Unit meetings

### Equipment

Needs will vary depending on the activities you choose to do

### Programme Zones

Outdoor and Adventure | Physical Recreation  
Community Service | Values and Relationships

### Instructions

1. Make contact with your local:
  - Girl Guide Senior Section
  - Boys' Brigade Seniors
  - Air/Army/Sea Cadets
  - any others you can think of.
2. Find out about their badges/awards
  - For example:
    - Queen's Guide
    - Young Volunteer Award (Boys' Brigade)
    - Queen's Badge (Boys' Brigade)

3. Arrange an evening together. Hosts and visitors could be asked to display:
  - pictures/details of recent activities
  - a diary and/or details of forthcoming events/activities
  - badge and award information. Hosts and visitors could plan half of the evening's activities each.

### Do more

- Plan a joint trip or activity
- Plan some joint badge work
- Plan some joint community work.

## REFLECTION TREE

### Outline

This activity gives Explorer Scouts the opportunity to reflect on the things around them that they benefit from.

### Spiritual development

Discover the need for spiritual reflection

### Time

15 – 30 min

### Equipment

A large drawing of a leafless tree (lining paper/wall paper), a packet of leaf-shaped Post-it notes.

### Programme Zones

Beliefs and Attitudes | Community Service  
Values and Relationships

### Instructions

1. Draw a tree with bare branches on a large piece of paper about five feet high.
2. Give everyone a Post-it note, in the shape of a leaf or flower. Ask them to think for a few minutes what has meant most to them about Scouting, something for which they would like to give thanks.
3. Each person should write these thoughts on their 'leaf', and come forward and stick them on the branches of the tree.
4. The leader may finally give a brief reflection offering these collective thoughts.

## I PROMISE

### Outline

This activity will help raise awareness that different people have different needs, and make the Explorer Scouts consider how we address these differences to avoid exclusion.

### Spiritual development

Help to create a more tolerant and caring society

### Time

45 min – 1 hour 30 min

### Equipment

Beaver Scout, Scout and Guide Promises, Promises from around the world (links available from [www.scouts.org](http://www.scouts.org)), flipchart paper

### Programme Zones

Global | Values and Relationships

### Instructions

1. As an introduction, display the following around your meeting place:
  - Beaver Scout Promise
  - Scout Promise
  - Guide Promise
2. Ask the Explorer Scouts in small groups to look and notice the differences. Discuss these differences:
  - What are the reasons behind them?
  - What are their reactions?
3. Now ask Explorer Scouts to research Promise differences around the world and consider whether they are for
  - religious reasons
  - political reasons
  - any other reason.
4. Ask the different groups to report back.
5. After discussion they can break up into groups again to write down what activities they have done that meet the Scout Promise. Each group reports back again.

# AN ACT OF ...

## Outline

This activity will help Explorer Scouts develop an understanding of some world-wide issues related to social justice.

## Spiritual development

Understand the world around them

## Time

30 min – 1 hour 15 min

## Equipment

Images of some world-wide concerns, pens and paper

## Programme Zones

Global | Values and Relationships

## Instructions

1. Display images suggesting some or all of these world-wide concerns:
  - Climate change
  - Pollution
  - HIV/AIDS
  - War
  - Floods
  - Poverty
  - Any others you think of.

All of these have causes which people identify with, debate and argue about. Ask the Explorers to brainstorm and come up with a list of who is responsible for it.

2. Here is a list of traumatic events:

- Earthquake
- Tsunami
- Volcano
- Coastal erosion
- Any others you think of.

Ask the Explorers to discuss:

- the scientific background as they understand it
- what could be done to reduce the effects of these events in the future.

3. Reflection:

- Do some things happen which are nobody's fault?
- Are some things the result of human action?
- Are some things unattributable?
- Have you ever heard the phrase 'an act of God'? In what context?

# 05. NETWORK ACTIVITIES

The five principles below give some background on the different stages of a Scout Network member's spiritual development. The activities in this chapter each contribute to one of these areas.

## **DEVELOP AN INNER DISCIPLINE AND TRAINING**

Network members are more independent and may already have made clear life choices. They are acutely aware of how their actions can affect others, and the need for self-control in certain situations.

## **BE INVOLVED IN CORPORATE ACTIVITIES WITH OTHERS**

Through study and/or work Network members may well have experienced activities such as mentoring partnerships and teamwork. As a result, they may be ready to organise activities for and with others as well as taking part in those themselves. They should be able to engage in corporate activities with minimal or no guidance.

## **UNDERSTAND THE WORLD AROUND THEM**

Network members are more independent and able to make choices on how they engage with their local community. This group will have a wide range of different personal experiences and situations which can often generate discussion and debate.

## **HELP TO CREATE A MORE TOLERANT AND CARING SOCIETY**

Network members may have a greater ability to affect change in the community around them and be active citizens. They should be encouraged to explore this as part of their programme.

## **DISCOVER THE NEED FOR SPIRITUAL REFLECTION**

Even as young adults, Network members should be provided with an appropriate environment in which they can reflect on life and the world around them. Although this may not necessarily be an overt part of the programme.





## HOW DO YOU MAKE DECISIONS?

### Outline

This activity is designed to help Scout Network members reflect on how they make decisions. It picks up on the way in which Scout Network members are becoming independent or are now independent from their families and will be starting to face big decisions which they have to make, possibly on their own.

### Spiritual development

Develop an inner discipline and training

### Time

30 min – 1 hour 15 min

### Equipment

Pens and paper

### Self Development Area

Community

### Instructions

1. As a group, brainstorm the different issues, factors and considerations which affect making a decision such as finance, time, faith, family.
2. Once you have a list, discuss to what extent a factor influences a decision, why it influences the decision, how it influences the decision and whether this is different for different people.
3. Invite each member to take some time on their own, to think about the discussion that has taken place and how important the different factors are to them. Allow people five to ten minutes to do this. This time should allow individuals to reflect on any decisions they are currently making, but which they might not wish to share with others at this time.
4. Invite members to share with another person in the group or in three's what they have reflected on. How will the different factors help them with decisions they are currently making or may need to make in the future?
5. Bring the Network back together to summarise the discussions and to identify any particular issues which may have arisen.

## PLANNING AN EVENT WITH OTHERS

### Outline

This activity is designed to be used in conjunction with the planning for other activities which the Network will be organising. It is also designed to help raise awareness of the faith needs of different Network members.

### Time

2 – 3 Network meetings

### Equipment

A laptop, Internet, pens and paper

### Self Development Areas

Global | Community | Skills and Development

### Spiritual development

Be involved in corporate activities with others

### Instructions

1. Whilst planning an event or activity for Network or another section, identify the different faiths that you know will be represented or could be represented.
2. Once you have identified the faiths that may be present, identify the needs of those from the different faith communities. These may be related to infrastructure eg the need for particular equipment, related to food eg eating Halal meat or related to the programme eg the need for prayer time or to rest on a particular day.
3. Consider how these needs can be integrated into your event, how can you plan your event so that everything you want to happen can happen without excluding participants? What can you learn from the faiths present? What could they bring to the event?
4. After the event, review how you met the needs of participants and what you can learn for the future.

## WORLD DEBATE – UNITED NATIONS STYLE

### Outline

This activity invites members of the Network to engage with world issues.

### Spiritual development

Understand the world around them

### Time

1 hour 30 minutes – 2 hours

### Equipment

Pens and paper

### Self Development Area

Global | Community

### Instructions

1. Every week the United Nations discusses world issues ranging from education, refugees, intellectual property and war. In preparation for the Network meeting, identify a current world issue, this may be from the United Nations websites or another source.
2. Identify the two sides of the issue, for example the challenge of providing free education for all verses the cost of that for a country and the knock on effect on other services for example healthcare.
3. Identify a debate chair and divide the Network into two groups, to argue each side of the issue.
4. Each 'side' should prepare their arguments, identifying a panel of 'experts' and members of the audience who can ask questions. Each panel should make a 5-10 minute opening presentation giving their side of the argument and then an open debate should be held, involving both interaction between different members of the panel, and taking questions from the floor.
5. At the end of the discussion, each panel should make a summing up speech and if desired a vote from the floor can be taken to show which side the majority of the Network would support.
6. The role of the chair is to keep the debate in order and to make sure everyone gets a fair hearing.

## SUPPORT A CHARITY

### Outline

This activity encourages members to take an active role in a community.

### Spiritual development

Help to create a more tolerant and caring society

### Time

Dependent on activity

### Equipment

A laptop, Internet, pens and paper

### Self Development Areas

Global | Community | Skills and Development

### Instructions

1. Each member of your Network will be aware of different charities which need support locally, nationally and internationally. We can often feel disconnected from charities we choose to support because all we do is give them money. Local charities however often need practical help which enables people to feel more involved and also makes it possible to give to a charity in a different way by giving time rather than money. Identify a local charity; maybe one a Network member has connections with, and discuss with them a practical way the Network could help them. This might be a one off activity eg helping to redecorate a community centre or it might be a more regular activity, eg being responsible for a soup run once a month.
2. Go along and help in the way you have identified and then share with one another the experiences you have.

### Do more

→ The essence of this idea could be taken much further, perhaps an overseas trip to a less economically developed country with an aid agency or involvement in campaigning with a charity.

## CREATE A LABYRINTH

### Outline

This activity provides members with a chance to reflect and consider their own spiritual journey. Life and faith in particular are described by many as a journey. Labyrinths provide an opportunity to walk a journey, slowly and reflectively towards a focus (often a candle) in the middle and back again.

### Spiritual development

Discover the need for spiritual reflection

### Time

45 min – 1 hour 30 min

### Equipment

Masking tape, spray paint, stones, tent poles chalk, candle

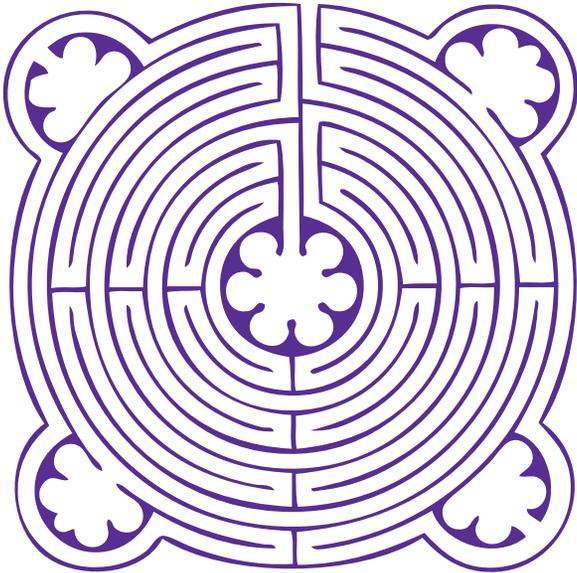
### Self Development Area

Community | Skills and Development

### Instructions

1. Think about an activity when you could create a labyrinth for members to walk. This could be a Network meeting or maybe a County-wide event or camp.
2. Download a labyrinth design from [www.scouts.org.uk/faith](http://www.scouts.org.uk/faith) or search the web for a different design as over the years many different ones have been created.
3. Decide how you are going to create your labyrinth and be as creative as you can. You could mow it in a field on a campsite, use tape on the floor of your meeting place or lay it out using stones or tent poles (they don't have to have curves) on the ground.
4. Decide if you are going to use a focal point such as a candle and if so, place it at the centre of your labyrinth.

5. Walk the labyrinth, leaving plenty of space between each person. Ideally it takes about 20 minutes to walk to the centre and back again. Don't worry about passing people on the labyrinth, but pass carefully and quietly so you don't interrupt their thoughts.
6. Once everyone has walked it, discuss how walking the labyrinth made them feel, and if appropriate, ask them to share their experiences with each other. Ask them to discuss:
  - What did you think about as you walked?
  - What did the focal point mean to you?
  - Did walking the labyrinth help you think about your life journey?
  - Did the labyrinth help you to think about your own faith, beliefs and attitudes?



Download a larger version of this diagram  
at [www.scouts.org.uk/faith](http://www.scouts.org.uk/faith)

# 06. FAITH EVENTS

**Faith events, such as Scouts' Own, have always been an important part of Scouting. However, for many leaders, organising a faith event can be challenging as they may feel they personally lack the expertise and knowledge to ensure that the occasion is truly inclusive and culturally appropriate for everyone.**

However it is vital to recognise that this is an opportunity for leaders to try new things, push the boundaries and to help young people to engage with spirituality in a direct and exciting way.

Indeed the planning of a faith event can be an adventure in itself. The real skill lies in consulting with as many people as possible, particularly from different faith backgrounds: drawing in diverse ideas and opinions and remembering that no one person holds all of the answers. Faiths and belief and the celebration of faith is a very personal thing and takes many forms in the world around us.

## Choosing the format

This is the stage where you need to ask yourself what you want to get out of the event and most importantly what you want young people to learn from it.

Faith events can vary in form from the very formal (such as A Founder's Day Service) to the more relaxed (a nature walk for example) and also vary greatly in size from a small Scouts' Own/Group night activity, to a large County celebration. All of these events have a key place within the Balanced Programme.

## Open to all

Once you have decided the aim of your event and your intended audience/participants, you need to ask yourself if it is open to all of them. It is very important that you make everyone feel comfortable at your event.

- Choose the date of your event carefully. Make sure that it does not exclude anybody. For example, check it does not fall on a Jewish Sabbath therefore excluding Jewish groups from travelling on that day or the evening before. By knowing your potential audience you can ensure that the timing works for everyone.
- Make sure that the running order and timings within your event schedule incorporate allowance for Muslim prayers for example and rituals around sunset and sunrise, which are important in many faiths.
- Also think about implications around food and drink – if that is part of your celebration you will need to carefully consider the menu. For example many Roman Catholics avoid eating meat on a Friday or Ash Wednesday.

- Be imaginative about your venue. A faith event does not always need to be held in a faith building: it can be a field, on a river bank, within a hill fort, in a theatre or a town hall etc. Indeed, depending on your local demographic and time of year, the more open you are in choosing your venue the more likely it is that a variety of people will attend. For many reasons, an increasing number of parents may feel more comfortable in such a location than they would in a Church, a Temple or a Mosque for example. If you decide to organise your event in a faith building it is a good idea to send out some guidelines about the venue to inform visitors of expected behaviours and norms that may help them feel prepared for the visit eg removing shoes before going into a Hindu Temple or a Mosque.
- Make sure that your event is accessible for people with different abilities in terms of having signers at the event for the hearing impaired, producing written material in large print and accounting for background colours as well as thinking about physical access to the space for those with mobility challenges. Your set up may also need to allow for carers to sit with young people.
- Think about the dress code and the guidance you give during the event. For example, some faiths will remove their headwear during prayer and reflection, where some people are required by their faith to keep their heads covered. It may help simply to provide guidance at the start of the event and ensure that everyone can participate in a way that is appropriate to them.
- Think about the wording of any reading, songs or reflections. Understanding that some faiths reject all imagery, consider your audience when planning your venue or what may be present in the venue. This is another reason it is sometimes sensible to consider venues that are not faith buildings. Try to use words and phrases that encompass most beliefs. Where formal prayers or meditations are appropriate for example open with 'you may choose to bow your head, you may choose to close your eyes'.

### What's the theme?

Choose a strong and fun theme for your event that can be incorporated into your section programme. Examples could include the following:

- Nature (Organise a day outdoors, hiking, scavenger hunts, picnics in order to appreciate the world around us)
- International (As a group pick and cook food from different countries, introduce games and religious activities from different parts of the world).

### Getting young people involved

Your event should be planned in partnership with young people. Include them in all the planning stages, let them make some important decisions and ideally they should be the main deliverers of the event.



# 07. FURTHER HELP AND SUPPORT

All of the information in this resource, including links to further support and updates, can be accessed on our website:  
[www.scouts.org.uk/faith](http://www.scouts.org.uk/faith)

Programmes Online contains hundreds of programme ideas that you can use as part of your spiritual development activities. It can be viewed by logging in at [www.scouts.org.uk/pol](http://www.scouts.org.uk/pol). There are also many other charity websites where you can seek further information.

Please share successful programmes with others by adding them to Programmes Online, and tagging them with relevant search terms, for example: 'Spiritual Development', 'Belief', 'Attitude', 'Values' and 'Relationships'.

Factsheets and guidance relating to spiritual development and faith could be found on [www.scouts.org.uk](http://www.scouts.org.uk) under 'Support and Resources'.

## **Tell us about your successes**

We are always looking to learn from and share example programmes and events. If you have run a successful celebration or Scouts' Own, and would like to share your event with the rest of Scouting, please email it to: [diversity.inclusion@scouts.org.uk](mailto:diversity.inclusion@scouts.org.uk)

## **Further support**

Further resources are available from the Scout Information Centre at Gilwell Park on **0845 300 1818** or by emailing [info.centre@scouts.org.uk](mailto:info.centre@scouts.org.uk)



**THE SCOUT ASSOCIATION**

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