



CHARACTER



Character means having a set of beliefs that you act by. It means putting these beliefs into practice in all you do. You should stand up for what you believe in and take action where you see wrong being done. Character also means having the courage to follow your dreams, no matter what sacrifices you must make to reach them.

Sample Challenge Sheet 1

CHARACTER



Group Quartermaster

Ventures in the Unit could take turns working with the Group Quartermaster.

Where's the stove I gave you last week?

Ventures on Trial

Create a court case scene where one Venture in the Unit is put on trial for a ridiculous crime, such as being too happy, pitching a tent in an incorrect manner, wanting to be a Beaver Scout, etc. Various members of the Unit can take on roles such as the judge, prosecutor, defence lawyer, and jury.



Welcome to the Scout News Channel



Fantasy job interviews

Create a number of fantasy jobs (Chocolate Cake Tester, Football Star's Psychologist, The Ultimate Superhero, etc.). Each Venture in the Unit should apply for one of these jobs. The Unit Executive can play the role of the interview panel. Unlike normal job interviews, these should take place in front of the rest of the Unit. Ventures should consider wearing 'appropriate' clothes for the interviews.

Radio Show

Create and record a 'radio show' based on a particular theme. It could include songs suggested by the theme of the show, some interviews with members of the Unit, a Vox Pop (short interviews with members of the public where they are asked their opinions on the theme of the show), etc. You can create a CD or podcast of the show to play at a later date.

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Inverted Debating

Select a topic about which the members of the Unit have different opinions. Set up Crews whose members have similar opinions to debate the topic. However, each Crew should argue as strongly as possible in favour of the point of view they do not agree with.



Unit Charter

If you haven't done so already, put together a Unit Charter. This should involve a simple set of guidelines that everyone in the Unit agrees to operate to. Each member of the Unit should have an input, and the Executive can draw up a draft of the document for everyone else to agree (or disagree) to.

World Trade Game

Trading Games are great fun, but are also a good way to see how everyday trading affects people living in the Global South. Try the World Trade Game on the following link.



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Paper Bag Game

Simulation games give us the chance to experience real life situations, even if only in a little way. They are especially useful when looking at other cultures and what it might be like to live in another part of the world. Try the Paper Bag Game on the following link. This game gives a very good insight into how difficult it is for the people who live on the streets of Calcutta to make a living.

What's in the bag!



Save the moggy!

Community Involvement

Find out about the various voluntary organisations that exist in your community. The Unit should 'adopt' an organisation and find out how you can get involved in the organisation and aid the work they do over a period of time.



Desert Island Challenge

What would you do if you were stranded on a desert island? Plan an overnight activity on an 'island'. This can of course be a real island, but you could also use a marked off area. Each Venture can bring only 5 items in addition to clothes they are wearing. What would you bring?

?

Sun Tan Lotion for a start



VENTURESCOUTS



DO YOU TRY TO HELP
WHERE YOU SEE
INJUSTICE OR
INEQUALITY?



Your Challenge ...

Try the World Trade Game. Discuss the outcomes with the Unit and develop a plan to purchase Fair Trade products in the future.



VENTURESCOUTS



Intro ...

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.

Fair Trade is all about making sure the people that grow or make the things we buy get a fair price for what they do. Often it is the people far away who grow foods, such as cocoa beans for your bar of chocolate, who are the ones who get the worst deal from what you buy. More often it is the big international companies and advertising agencies who take most of the profits.

The Fairtrade Foundation is a development organisation committed to tackling poverty and injustice through trade. Check out their website www.fairtrade.org.uk for the background to fair trade and what you can do.

Activity type ...

This activity is an evening activity.

What's involved ...

Create three or six Crews.
Play the World Trade Game.
Discuss the outcome of the game with the Unit.
Make a Unit plan to make a difference.





World Trade Game

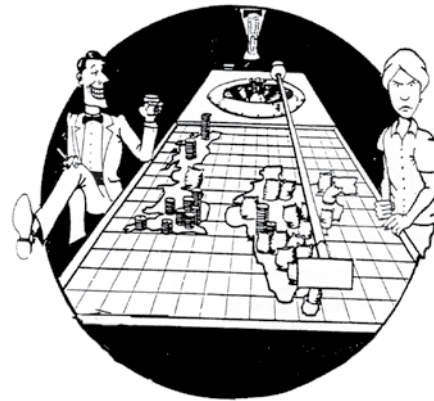
Introduction

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.

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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 black-board, 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 38). 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.

Some examples

Price-changes on the global market

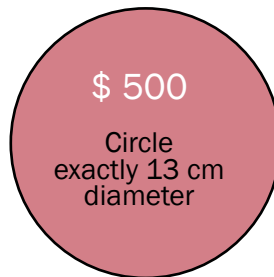
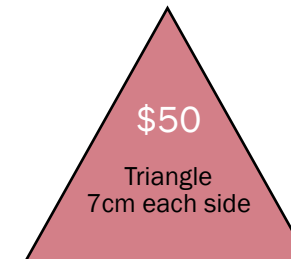
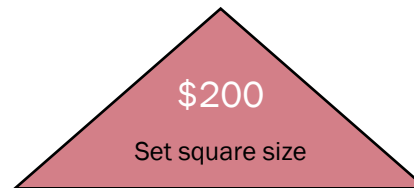
After a while you can change the price of some products. That way the rich countries for example will find out that their compasses are not as useful as they used to be. From this you can draw parallels to the real world: When a country finds out that their technology is getting out of date they usually 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.



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





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.

