



# BETTER WORLD PROGRAMME

## COMMUNITY

### Introduction:

The Better World – Community programme is about exploring what it means to be an active and contributing citizen of your community and country.

A community is a small or large group of people who share something in common, such as location, norms, religion, culture, identity, or a sense of belonging. Each community is special. Some important things that happen in a community can be seen with our eyes, but some things are invisible. Whatever it is, you can find the issues you want to address, understand what is causing it, and do something about it.

To complete this programme you will learn about the different communities you belong to, what it means to be in a community, and how to be a contributing citizen. You will do this by undertaking activities that help you to experience and appreciate your community. These will help you to identify where action is needed and plan a project that will help to address at least one of these issues. You will then complete your project, either on your own or in a team, and share what you have done with others.

Remember to Plan, Do, and Review as you work through each stage.

### Contents:

Page 2: Community Programme Requirements

Page 3: Activity Guide

Page 15: Projects Guide

### ALIGNMENT WITH SDGs:



# BETTER WORLD – COMMUNITY REQUIREMENTS

## OVERVIEW

Complete four activities from Section 1 (Experience).

Complete a project based on one of those activities for Section 2 (Act).

Share your project and what you have learned for Section 3 (Share).

## SECTION 1: EXPERIENCE

- Undertake at least **one** activity related to **each** of the following, to help you
  - a) Learn what it means to be part of a community (and how your different communities work)
  - b) Explore the diversity of different communities
  - c) Discover some of the challenges facing different communities (and who they affect)
  - d) Recognise some actions you can take to strengthen your communities.

These activities can be from the Activity Guide (page 3), or create your own.

## SECTION 2: ACT

- Select one of the topics you have learned about that you would like to focus on in detail.
- Find out more about the problem, and research what (if any) solutions people are already working on to remedy it.
- Determine a goal that you would like to achieve around this issue.
- To achieve your goal, create a project you could complete that would help fix the problem you have identified. Use the Project Guide (page 15) or create your own.
- Plan the project. This includes researching, delegating responsibilities, working out a timeframe, working out what equipment is needed, determining what skills and people you need, using experts, and putting all the pieces in place to successfully do the project.
- Do your project. If it's a team activity, make sure everyone's involved and working as a team. Test out new skills, follow your plan, and have fun.

## SECTION 3: SHARE

- Did you achieve your goal? Why/why not?
- Reflect on the impact of your project.
- Reflect on what you have learned. How do you feel about your community now? Has there been any change in your feelings towards the communities you belong to? Do you feel more connected and aware? Do you know how you can actively contribute to your community?
- Choose a way to share your project and what you have learned with others as a way to spread the word and encourage participation. This

should include explaining how communities are made up of the people within it, and how people can take action to become actively engaged.

- Identify future actions that could take place in your local or global community and how you could continue to act on what you have learned.

# COMMUNITY: ACTIVITY GUIDE

*Note: K, C, S, V, and R refer to Keas, Cubs, Scouts, Venturers, and Rovers, and indicate which sections the activity is most suitable for. These are suggestions only.*

## A) LEARN WHAT IT MEANS TO BE PART OF A COMMUNITY

*After completing these activities, you will be more AWARE of the different communities you are part of, and UNDERSTAND some of the services that exist within them.*

- What does the word 'community' mean to you? Brainstorm your answer to this question and try to describe your local community. Share your answers in a creative way.  
**K, C**
- Interview or survey at least 20 people from your local community. Ask questions to help you find out what the values of your community are, what it feels like to be a part of the community, how the community works together, what the community could improve on as a group? Collate your findings and present them to your group in a creative way. Include your own views on what you have learned, and if you've changed your mind in any way.  
**K, C, S**
- Join in a Festival. What festivals or special activities are coming soon in your community? Pick one in which you'd like to participate. Connect with the organizers of this festival or activity and discover the ways you could volunteer to help. Provide a day or two of service to the festival. Share with your group or family the highlights of your experience at the festival. If you were to become the organiser of the event, what might you do the same, and what would you do differently?  
**K, C, S, V, R**
- Research the history of your local area. Find old photographs (or take photographs yourself) of historic places of interest. What other kind of historic material can you find? Particular attention should be paid to the early settlement of the area, the lifestyle of the early settlers and those that were there before them, and the development that has taken place over the years. If possible, seek out and talk with senior citizens who have lived in the community for many decades. Give a presentation to your group on what you have learned.  
**K, C, S**
- Spend time getting to know about your community. Investigate places of historical interest, local amenities and facilities, recreation opportunities, emergency facilities, and more. Find out about its points of interest, flag, crest or symbol, regional flower, tree or bird, history, and key geographical wonders. Interview some people who have lived in your community for a long time, and choose some interesting stories to share with others. Create a way for other people to experience your community – maybe a photo tour, slideshow tour or walking tour. You could develop

a pamphlet with a “do-it-yourself” tour of points to visit and some information about each of those points. When your tour is ready, lead your group or another Section on the tour. Or, create a game for your group or a younger Section that uses these elements as answers to trivia questions, items to collect in a scavenger hunt, memory flash cards, or some other fun way to learn about your area’s symbols, history, and culture.

**K, C, S, V, R**

- Learn something about a place in the community you live in or near. Places could include a skateboard park, an Emergency Service Centre, Sewage Treatment Plant, Rest Home, Climbing Wall, Abseiling Tower etc.

**K, C, S**

- Visit the historic sites closest to your home. Read the plaques at the sites. Look at your surroundings and consider how things have changed since the time commemorated on the plaque. Visit a local museum or interview a historian (possibly a history teacher) to find out more about the history of your community, and your community’s place in the history of New Zealand.

**K, C, S**

- Create a treasure map or bicycle rally for your town and invite your group to try it out. On the way, make sure they will discover new things about your community or visit sites they may not have been to before.

**K, C, S**

- Visit a part of your local community to which you have never been. Look at a map of your community to identify a spot. With a buddy or an adult, explore this area (by bike, vehicle, on foot, etc.), after addressing any needed safety precautions. Consider why you haven’t visited the location before, and what’s stopping others from visiting the area.

**K, C, S, V**

- Go out for a 30-minute walk in your neighbourhood. During the walk, make sure to pass by places that show positive aspects of your community (e.g. school, hospital, park, etc) as well as aspects that need improvement (e.g. litter, graffiti, potholes, etc). During the walk, get your Kaiārahi to ask guiding questions to help identify some of these things. Make sure all those questions also come with a “why?” so that you can start linking observations to causes. Ask some questions as well. Conclude the walk and share your reflections. What were the things you liked about your neighbourhood? What were the things you think could be improved? Which issue do you think is the most important to solve? Why?

**K, C, S**

- Draw a map of the community services in your local community, such as fire station, police station, hospital, library, politician’s office, schools. List what each service is useful for and how to contact them if required.

**K, C**

- Explain how the Civil Defence organisation works and the purpose for which it exists. Meet with a coordinator to find out how your local Civil Defence organisation is structured and how it operates. Work out ways that you could help in an emergency, according to your qualifications. i.e. messenger, first aid, cooking, traffic directions, fire fighting etc. List local contacts useful in a Civil Defence alert.

**K, C, S**

- Describe how your local Fire and Emergency NZ station is organised, where the water supply in the town comes from, and how firefighters access and use this water. Visit your local fire station and meet some of the workers. Are they career employees or volunteers? What do their rostered shifts look like? Ask about some of the recent incidents they have worked on. Present your findings back to your group, and share how you think they support your community.

**K, C, S**

- What service groups are part of your community? (e.g. Lions Club, Rotary, Masons, RSA, etc.) What contributions have they made to your community? Contact one of these organizations and offer to come and speak to their members about the benefits Scouting brings your community (as a way to practise your public speaking skills). Be prepared to answer their questions.

**K, C, S, V**

- Re-enact a chapter of your community's history. You might hike or paddle an early travel route, spend the night at a historic site, or share a meal that has historic and cultural significance to your area.

**C, S, V, R**

- Find out how the government works in New Zealand, who your local community leaders are in parliament, and what their role involves. Visit them in their local offices or invite them to speak to your group. Find out the difference between local and national government and what the two are responsible for.

**C, S, V, R**

- Find out about local and national elections and how our voting system works. During a national election, watch a televised debate between the party leaders. Find out how and where you would vote in your area, when you are old enough. If possible, go with a voter to a polling station, to see how things are set up and how the process works. Research the standing candidates and chart their parties' positions on several issues. Watch the polls and predict who will win the election.

**C, S, V, R**

- Learn about the Scout Group you belong to; explain how the youth sections in the group fit together. List the section leaders and the management team in your Scout Group. List the scout groups in your suburb or region. What is the closest group to you? Find out where Scouts are across New Zealand. Which group would be the furthest away from you?

**K, C, S**

- Organize a video call or communication opportunity with a group in a part of New Zealand beyond your city or town. Ask some questions of the other Scouts to find out how their part of New Zealand is the same as your own, and how it's different. You might ask about wildlife, the natural landscape, the seasonal weather, and so on. Once you have done this, repeat the exercise with a Scout from another country.

**K, C, S, V, R**

- Assist with the Kea or Cub programme for a period of eight hours (could be weekly or over a weekend camp).

**S, V, R**

- Draw a timeline showing some of the important dates in the development of Scouting, both worldwide, and in New Zealand.

**K, C, S**

- Research and explain what the National Scout Schools offer. Which ones are you most interested in? How old do you have to be to participate? If you can, apply to attend one. Share what you've learned with the others in your group.

**K, C, S, V, R**

- Find out what region of World Scouting New Zealand belongs to. What other countries belong to this region? What is the member country closest to New Zealand? Which is furthest away?

**K, C, S**

- Take part in a local drama, Gang Show, or music production with other Scouts. Your involvement need not be limited to on-stage – you could be backstage, Front of House, or Support Crew.

**S, V, R**

- Find out about and describe JOTI and JOTA. Take part in JOTA/JOTI and aim to communicate with Scouts from at least 5 other countries. Find out what it's like where they live and how Scouts there is different and/or similar to where you are. Share your findings with your group.

**K, C, S, V, R**

- Do any other activity approved by your Youth Leadership Team or Kaiārahi.

**K, C, S, V, R**

## B) EXPLORE THE DIVERSITY OF DIFFERENT COMMUNITIES

*These activities will help you IDENTIFY your diverse community and EXPLORE the richness of different experiences.*

- Learn your Scout Promise in te reo Māori or New Zealand Sign Language (NZSL) and share it with others. Learn about what is involved with translating something like the promise, and why things can't always be translated word-for-word.  
**K, C, S, V, R**
- Know the main canoes (waka) and relate this information to the landing of the canoe that settled your local district.  
**K, C, S**
- Carve a tekoteko, wheku or manaia and find out about their meanings.  
**K, C, S, V, R**
- Relate the Māori creation story of Rangi and Papa, or a story of another Māori God, in a creative way – e.g. sketch, comic, with lego, slideshow, skit, song. Present it to your group.  
**K, C, S**
- Learn a waiata and/or karakia. Use these in a relevant Scout ceremony.  
**K, C, S, V, R**
- Find out about Te Tiriti o Waitangi and create a skit or play to demonstrate what you have learned.  
**K, C, S**
- Find some statistics from the national census or your community leaders/Council about who makes up your community. Interview a range of members of your community that represent its diversity. How long have they lived here? How did they get here? Do any of their other family members live here too? What do they enjoy about the community? How are they active in the community? Where do they work/play? Share your findings with your group.  
**K, C, S, V**
- Meet and get to know people from a different culture – who might have a different view on life from yourself – who live in your community. Find out more about their culture and share your findings with your group.  
**K, C, S, V, R**
- Learn a song, game, activity or words from another culture in your community.  
**K, C, S**
- Prepare and/or taste food from a different culture in your community.  
**K, C, S, V, R**
- Find out when the national language weeks happen for different languages (e.g. Māori language week, Samoan language week, Tongan, Niuean). Encourage your Scout group to take part in these by learning and using a few phrases in that language during your Scout meetings. Continue using them throughout the year to practise your new skill.  
**K, C, S, V, R**
- Invite a community elder from another culture to visit your group. Find out about their culture and their community's history in your part of the country. How long have they been here? Are there any events or



landmarks of significance to them? Visit these or find out more about them.

**K, C, S, V, R**

- Learn some greetings and farewells in another language that is spoken in your community, and be able to use them effectively, e.g. Māori, Hindi, Mandarin etc.

**K, C, S, V, R**

- Learn and perform one action song from another culture present in your community, e.g. Māori - poi dance, haka; Indian – Bollywood. Make sure you learn how to do this in a way that is respectful to the culture you are learning about.

**K, C, S, V, R**

- Visit a local cultural meeting space (e.g. marae, mosque, temple). Find out what it is used for and how often people meet there. How many people meet regularly here? What are the cultural protocols when visiting the location?

**K, C, S, V, R**

- Do any other activity approved by your Youth Leadership Team or Kaiārahi.

**K, C, S, V, R**

## **C) DISCOVER SOME OF THE CHALLENGES FACING DIFFERENT COMMUNITIES (AND WHO THEY AFFECT)**

*These activities will help you REALISE some of the challenges faced by your communities and UNDERSTAND their impacts on an individual, social/cultural, and institutional level.*

- What does your community need? Create a vision for your community. Use models, pictures, slideshows and/or maps. Consider what you'd like to see added to or removed from your community. What needs to change?  
**K, C, S**
- Talk with other youth members and your Kaiārahi to understand any challenges the Scout community faces, both locally, nationally and globally. It could be recruitment, meeting spaces, equipment, finance or something else. Who do these challenges affect? Do you think they apply to other organisations as well - why/why not? Create a list of the biggest challenges and brainstorm some possible solutions. Share your findings with the group and choose one that you feel you could work on to make an impact.  
**C, S, V**
- Interview or survey a group of people from your local community about any challenges they are facing. What the community could improve on as a group? Who do these challenges affect? Make sure you talk about what has caused the challenge. Collate your findings and present them to your group in a creative way. Include your own views on what you have learned.  
**K, C, S, V**
- Meet with some people from a community you are not a part of. Prepare some thoughtful questions to determine some of the challenges they face, and what the barriers are to resolve these challenges. Consider whether there's anything you and your peers could do to assist them, and become an advocate for them. Share your findings.  
**C, S, V**
- What is period poverty? Find out how much sanitary products cost in your area. What happens if someone can't afford them? What kind of impact could staying home from school or work have for someone? What is the effect on the wider community if a significant portion of the population has to stay home on a regular basis?  
**S, V, R**
- Find out about some challenges the Māori community faces. Do some research on your local iwi, and meet with them if possible. What are their biggest aspirations and challenges? Do they have any treaty claims not yet settled? What do these look like, and how are they affected? What do they think needs to be done? Is any progress being made? Share your findings in an interesting way. Consider how you could become an advocate for them.  
**K, C, S, V, R**
- Respond to the following questions: What things concern you most about the world around you? What things in the world would you most like to

change? These can be about the school, local community, country or world. Display pieces of paper, with one issue written on each, around the room. Similar issues can be reframed as one. Listen to the following questions and move to the place in the room where your answer (the corresponding issue) is displayed: Which of the issues do you feel is most important, and why? Listen to a second question and decide whether to move again: Which issue do you think you – as a group – could help improve? Why? Consider the choices made. Now take five minutes to 'sell' your reasons for choosing an issue to others in the room encouraging them to move. The most popular issues can then be analysed by the group before choosing one to take action on.

### **K, C, S, V**

- Choose a community you'd like to find out more about, and do some research on their values, membership and challenges. Select one of the challenges, and prepare and hold a debate, where half of you represent the community and the other half represent external stakeholders, e.g. local council, school, or other community.

### **S, V, R**

- Read your local newspaper, either online or hard copy. Choose three articles which reflect challenges faced by people. Make a list of the people affected by these challenges - and if they are affected in different ways. What would the consequences be if the challenge was resolved - would it improve things for everyone, or have an adverse effect on some other people? Write a newspaper article that could be used in a month's time after this issue was resolved. What would the story say?

### **S**

- It is election time and each team is a party running for election. Your party has to create an election campaign to get people to vote for your party goals. This includes: What does your team stand for? What community challenges are you most determined to overcome? How will you make a difference? What will you achieve when elected? Each team defines their campaign and reflects on the goals and issues that they will focus on if they win. From the priorities of the party, each individual party member will also decide what they want to achieve as individual candidates. This should be something that is in line with the party goals. Once they have decided, the team needs to produce a banner or poster with their slogan and priorities. Have each team share their visions and campaigns. Make sure everyone from the party has a say, so the 'public' can get to know the 'politicians.' This can be done like a TV debate or a panel discussion for role play. The parties will now be faced with challenging claims that they will have to respond to. One person - maybe a Kaiārahi - becomes a devil's advocate and each party has to argue against the claims they make. Read the claims aloud: *Climate change isn't real, so we don't need to act to protect the environment. There aren't any inequalities in our country. Homelessness is not an issue for Government. Fossil fuels are the only logical form of energy. Healthcare should only be available to those who can pay. Child poverty is not that important an issue for New Zealand.* Once all the parties have presented and argued their case, everyone gets to vote for one party, (not their own), that they believe will make the biggest change.

### **C, S, V, R**

- Do any other activity approved by your Youth Leadership Team or Kaiārahi.  
**K, C, S, V, R**

## **D) RECOGNISE SOME ACTIONS YOU CAN TAKE TO STRENGTHEN YOUR COMMUNITIES**

*After completing these activities you will be able to RECOGNISE the ways you can strengthen your communities and KNOW how to work as a community to achieve this.*

- Take a careful look at a nearby playground. What equipment do children enjoy playing with the most? What might need fixing or should be removed for safety reasons? Who would you alert about this? If you were designing a playground, what components would you include? Create your design and share it with your group.  
**K, C, S, V**
- Find out what charities or services exist in your local area to support the local community, e.g. City Mission, Food Bank, Salvation Army, Red Cross. If possible, visit one of them and volunteer for a day to support their work.  
**K, C, S, V, R**
- How do you personally contribute to your communities? Build a list of things you could do to more actively contribute to these communities, and put three of them into action. Examples include taking responsibility for the family washing on two occasions (home), attending events in your local area (local community), organising a game or activity for your Scout Group (Scouting community), or volunteering.  
**K, C, S, V, R**
- Support the events taking place in your community which represent other cultures, e.g. the International Cultural Festival, Lantern Festival, Chinese New Year, Matariki.  
**K, C, S, V, R**
- Think about a global issue you have learned about. Now act locally. How is this issue connected in your community? For example, we hear of famine and hunger in other countries, but we have people who are in need of food in our own communities. Find a way that you can make a positive impact. Try to get your group to help with the project for maximum impact.  
**K, C, S, V, R**
- Think about how you would like your community to be like in ten years time. What would be present then that there isn't now? Present the ideas in writing or drawings. Discuss which of these things are most important and most realistic, and how each may be achieved. Consider: Who has the most power to change things? What do you think you can do? Who could you influence to help change things?  
**C, S, V**
- Why is it so important for New Zealanders to vote? What impact does one person voting (local government elections, national elections, regional

councils) have on community decisions? Everyone over 18 has the opportunity to vote, yet so many don't. Why do you think this is? What could be done to increase the involvement in politics?

### **S, V, R**

- In groups, identify up to nine possible actions that they could take in response to an issue. Write each action on a separate sticky note (or piece of paper). Alternatively, work with nine 'ready-made' options – these can be either generic and broadly applicable to most issues, or specific to the issue. *Examples - The best action is to lobby (put our arguments to) someone in a powerful position, for example, write a letter or an email, send a petition or an opinion survey, or visit them. The best action is to find out which organisations can help us, and join their local, national, or global campaigns. The best action is to perform a play on how the issue affects people, for example, in assembly, or in schools. The best action is to use social media to raise awareness and inspire others to take action. The best action is to make a leaflet, poster or collage on the issue and display it to people in the local community. The best action is to make different choices about your life based on what you have learned, for example, change what you eat, wear, and spend money on. The best action is to make a video, audio, or photograph presentation to stimulate discussion about the issue, and get people to debate it. The best action is to raise money and donate it to a charity working on the issue. The best action is to work with the media, for example, give a talk on local radio, invite the media to an event.* When using ready-made cards, include some blank cards so members can substitute their own ideas for those on the cards.

Explain how groups are expected to feed back their responses – for example, their top three choices with reasons, or their top and bottom choices with reasons. Groups then rank their options based on which they think has the most merit. When most groups have agreed on their rankings, ask each to report back. Explore the choices they have made and their reasons for them. Finally, discuss the criteria they used to make their decisions, for example, feasibility, appropriateness, effectiveness, or cost.

### **C, S, V, R**

- Take part in an ANZAC parade or a community service or event e.g. Big Clean Up. Find a way you can actively participate or contribute to this event rather than just attending.

### **K, C, S**

- What is an issue of national significance that is important to you? Send an email or write a letter to your Member of Parliament about the issue. Find other ways to make a positive difference regarding the issue.

### **K, C, S, V, R**

- Invite someone who works or volunteers with a local not-for-profit to come and talk to your Section. What problem are they trying to help with? How are they doing this? What are some of their successes? What are some of their struggles? Ask them what actions you could take to strengthen the community.

### **K, C, S, V, R**

- Organise a visit to the offices of your local government. What do they do? What do they think are some of the most important issues facing the

communities they serve? What are they doing about them? Ask them what actions you could take to strengthen the community.

**K, C, S, V, R**

- Do any other activity approved by your Youth Leadership Team or Kaiārahi.

**K, C, S, V, R**

# COMMUNITY: PROJECTS GUIDE

*These projects will enable you to ORGANISE and participate in a community initiative and CONVINCe other people to join in your efforts.*

Note: It is vital to ensure that your project is going to achieve its intended outcome of benefiting others through a focus on community development. Being helpful, rather than just assuming helping through your service project. Use a partnership focus – find out what is needed and helpful to the community you are intending to support, and find out what is already happening that you could get involved with, before creating your project. To make significant change, partnerships and empowerment are key.

- Organise a local clean-up for your group. Consider 'adopting' a stretch of beach, coastline or a local park or area to keep constantly tidy and free from litter.  
**K, C, S, V, R**
- Organise your group or your family to volunteer for a day building or maintaining an area in your community.  
**K, C, S, V, R**
- Investigate a social or environmental challenge in your community. How can you make a positive difference to that challenge? Undertake a relevant project that will contribute to its improvement.  
**K, C, S, V, R**
- Create or help organise an event that will bring your community together (e.g. Santa parade, festival, market, concert).  
**K, C, S, V, R**
- Learn another language for a term, ideally one that is connected to local culture in your community, e.g. Mt Albert in Auckland has an active Arabic population, Christchurch has a strong Muslim community. Connect with the community to share and practise your language skills.  
**C, S, V, R**
- Choose a specific area of your community that needs help, such as a school, church or service group. Undertake a voluntary service project of at least 10 hours over 10 weeks.  
**K, C, S, V, R**
- Find out if any refugees settle in your local community. Get in touch with Red Cross to find out the best way to support and assist new refugees who may be moving into the area.  
**K, C, S, V, R**
- Set up an ongoing fundraising campaign to sponsor a child or support a global issue e.g. World Vision, climate change.  
**C, S, V, R**
- Participate in or organise a community project/event. i.e. Arbor Day, Clean Up NZ Day.  
**K, C, S, V, R**
- Partner with your local Lions/Rotary on one of their service projects.  
**K, C, S, V, R**
- Do any other project approved by your Youth Leadership Team or Kaiārahi.  
**K, C, S, V, R**