



BETTER WORLD PROGRAMME

GLOBAL CITIZENSHIP

Introduction:

The Better World – Global Citizenship badge is about thinking globally, learning about your place in the world, and recognising some of the big global challenges.

A global citizen is someone who is aware of and understands the wider world - and their place in it. They take an active role in their community, and work with others to help make our planet more equal, fair and sustainable for all. This badge encourages you to develop the knowledge, skills, empathy, and values you need to engage with the world – and it's about the belief that you *can* make a difference.

New Zealand is geographically isolated from the rest of the world, but that doesn't stop us from being deeply connected to other countries. Our actions do make a difference, either positive or negative, and being aware of how to act as a global citizen is vital. The United Nations' Sustainable Development Goals (SDGs) are a key focus point for global citizenship, as a world-wide call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030.

To complete this badge, you will learn about what it means to be a global citizen, find out about and engage with international Scouting, and develop empathy and a personal commitment to be involved in the development of a society which faces today's global challenges. These will help you identify where action is needed and plan a project that will help 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.

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ALIGNMENT WITH SDGs:

All

BETTER WORLD – GLOBAL CITIZENSHIP 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 **one** activity related to **each** of the following, to help you
 - a) Learn what it means to be a global citizen (and develop empathy for others)
 - b) Find out about Scouting internationally
 - c) Discover the big global challenges (and how each country is connected)
 - d) Recognise some actions you can take to be more globally aware.

These activities can be from the Activity Guide (page 4), 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 could help fix the problem you have identified. Use the Project Guide (page 26) 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 global citizenship now? Do you feel more connected, empathetic, and better understand your role in the world?

- 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 others can become global citizens.
- 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.

Acknowledgements:

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GLOBAL CITIZENSHIP: 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 A GLOBAL CITIZEN

These activities will help you UNDERSTAND what it means to be a global citizen and be able to EMPATHISE with people in other communities.

- **Treasure Hunt.** Give everyone in the group a piece of paper and a pen. Ask them to find - and write down the name - of someone who: 1. Has eaten a meal item from another country in the last week. 2. Can say 'hello' in another language. 3. Is wearing something made in another country. 4. Can name a famous sports star from another country. 5. Can name a charity that does work in other countries. 6. Has used email this week to communicate with somebody in a different country. 7. Has a member of their family living in another country. 8. Has travelled to another country in the past year. 9. Can name a famous politician from another country. 10. Was born in another country.
K, C, S, V
- Many people in New Zealand have access to technology including smart phones, computers, and other electronics, as well as lights, heaters, and cooking appliances, but a number of people in the world don't. Go without technology for at least 48 hours. How well did you cope? What was the hardest piece of technology to go without? What was the easiest? Report your experience to the group.
K, C, S, V, R
- Many people don't have a house or bed to sleep in at night. Make a shelter out of cardboard, and sleep in it – outside!
K, C, S, V, R
- Try to eat for a whole day without spending more than people living on USD\$1.25 a day (NZD\$2.85). Start by shopping for the food. Write down how you feel throughout the day. You may find it hard to concentrate, so be careful which activities you do that day - have an adult supervise you. You will know that you can eat normally again the following day, so one day of fasting (not eating) should be manageable. However, almost 1 billion people don't have that certainty. How do you think they feel? Discuss this with your group.
S, V, R
- Invite three different speakers to share their story of experiencing another country or culture – we often learn best through the stories/experiences of others. After they have visited, create a story, poem, play, or other creative display to demonstrate what you have learned from their presentation.
K, C, S, V, R
- Write a song to tell a story about the life of someone in another country. Did they display courage, strength, or compassion? Did they overcome hardship or persecution? How did they succeed through adverse situations? e.g. weather, hunger, poverty, or other challenges. Perform

your song for your group.

K, C, S, V, R

- Discuss the difference between influence and power. Think of people who influence you and people who have power over you – consider local, national, and global levels. Present conclusions by sticking post-it notes on large circles on the wall or floor. Calculate the proportion of people who have influence, compared with the number who have power over you (at local, national, and global levels). Discuss the findings and whether or not they are what you expected. Are there any names in both influence *and* power? What does this mean? Repeat the activity but this time focus on people *you* have influence over and people *you* have power over. Add this to the large circles using a different colour pen. Make a key. Present what you have learned to others.

K, C, S, V, R

- Consider the world population, and look at it broken into geographic totals (North/South America, Africa, Asia, Europe, etc). Where do most people live? Which parts of the globe seem to hold the greatest political power? Who has the greatest standards of living? Now consider the population of world Scouts – where are the greatest numbers? Do these figures correspond with the world population? Why do you think this is the case?

K, C, S, V, R

- Take part in the following activity with your group - you may want to ask a Kaiārahi or another Scout to run this you. Have the following statements read out, and ask people to guess which country each statement is describing.

Statements:

A) *They eat frogs and snakes. There are no pickpockets. There are only white people. Guns come from here.*

B) *There are lots of old things. They have a nice climate. There are many shops. It has a large population.*

C) *The people speak a beautiful language. There are big forests. They have large roads. They have beautiful coins. They have very tall mountains.*

D) *Their policemen wear red and black uniforms. They live in flats. There are many factories. There are lots of churches and hospitals.*

Ask people to individually decide which country is being described in each statement. Encourage them to think of reasons to back up their decision. They can then compare and discuss their answers and reasons with their group. Now tell everyone that all the phrases represent views of England - the statements came from Kenyan and Greek children. Is anyone surprised? Why? Do you think any of these statements correctly describe England? Which ones? Why do you think so? Where do you think Kenyan and Greek children's views came from? Possible sources might be the media, films, tourists, and school textbooks.

Extension: Imagine this activity related to New Zealand. In pairs or small groups, choose 8-10 photographs and descriptions you would give someone living elsewhere to communicate an accurate picture of New Zealand. Share and discuss your ideas with others. Would you include a deprived area? A stately home or richer area? A homeless person sleeping on the street? Busy roads? A park or forest? A shopping centre? What are the reasons for your decisions? If possible, take photographs of some of the areas in your locality that you think should be included. What do you

think a young person from Estonia would think if they saw your photographs? Or someone from the Maldives, Peru, or Ghana?

K, C, S, V

- Photographs can be hugely influential in shaping our ideas about ourselves, other people and the wider world. However, the pictures we see do not always tell the whole story. Images in the media can often be one-sided or reinforce negative stereotypes. Choose a photograph carefully and in groups, discuss what you know about it. Then consider what you would like to know, and brainstorm all the questions that you can think of (the photograph or artefact could be placed on a piece of paper and the questions written around it). Examples: Where is this place? Is it in NZ? What makes you think that? What is happening beyond the frame? Why do you think that? What happened before the picture was taken and what might have happened afterwards? What leads you to think that? Have a discussion around what you actually know about the image, and what you could assume. Complete the same exercise with all the images in the *World* section of a national newspaper. How might the media manipulate people to see images in certain ways? How does that impact the story that is being told?

C, S

- Visit a local farm, a food producer, a farmers' market, or a local vegetable box scheme. Find out as much as possible about locally produced products. For instance: What varieties of fruit and vegetables are grown? How is the cheese produced? How does the farmer or producer look after their land? Is the produce organic? Ask about the difficulties faced by the farmer or producer. If possible, tour the site and maybe buy some of the produce. In pairs, write three reasons for buying local produce on one sticky note, and three reasons for buying produce from overseas on the other. Share your reasons with your group and discuss your ideas. Make thank-you cards for the host of your visit, and include some of the comments supporting the purchase of local produce.

K, C

- Name That Thing. For each of the following statements, provide an answer. Share your answers with others in your group.
Statements: A fruit or vegetable that was grown in New Zealand; A charity that works overseas; Something you are wearing that was not made in New Zealand; A language spoken in New Zealand; A country where rice is eaten; Something that comes from the rainforest in Brazil; something you know about a country in Asia; A country you have read about or heard about; A famous person from a country in Africa.
In a group discussion, try to challenge each other on stereotypes. For example, a language spoken in New Zealand could be Māori or English, but could equally be any of the hundreds of other languages spoken here. Similarly, there are a huge number of places in the world where rice is eaten, including New Zealand. Then, investigate further one of the questions: for example, a charity that works overseas, or a country you have heard about. Share your findings with the rest of the group.

K, C, S, V

- Ask your Kaiārahi to facilitate a discussion with your group around the meanings of "Rich" and "Poor". Poverty is a lack of choice – think about how many opportunities you have to choose every day, compared with people who have very limited choices. Initially, your group will probably

focus on money and material wealth, but do broaden the discussion to ensure that all aspects of the terms *rich* and *poor* are covered. For example, richness in terms of friends, happiness, culture, or seeing a beautiful view. *Poor* can include poverty of experiences or opportunities, such as never going out or doing anything exciting, or having a polluted environment. Talk about how many people throughout the world are *both* rich and poor. For instance, a family may have a car but live by a busy road with poor air quality. Another family may not have a car, but live in a beautiful, clean environment. Record how you are rich and poor using pictures with captions.

K, C

- What are the countries of origin for the recipes and foods your whānau enjoys? What foods of other ethnic origins have you always wanted to taste or make? Create a list of foods you would like to taste and/or learn to cook. Find recipes for some of the foods on your list and try to cook them. Plan and prepare a meal for your whānau or your group that takes them around the world in five courses. For example, a Caribbean style salad, a Peruvian entree, a South African main dish, a dessert based on a recipe from Pakistan and to finish, a plate of Dutch style cheeses. Make sure to include some of the foods you have always wanted to try from the list you made. Arrange a trip to a restaurant, market, or someone in your neighbourhood who can help you taste and learn about the foods you want to include in your meal. Prepare and serve your “around the world” meal. With each course, share some fun facts about the country of origin for your dish. Imagine arriving from another country and needing to start grocery shopping in your part of New Zealand (maybe this was your family’s experience?) What foods might be a challenge to find? Visit a local food bank and find out about international foods that are requested but not always available.

K, C, S, V, R

- Find out how New Zealand has contributed, and continues to contribute, to global events. Things like: being the first country to give women the vote; the influence our Treaty of Waitangi / Te Tiriti o Waitangi has on the rest of the world; notable Kiwis and how they've influenced global issues (e.g. Sir Edmund Hilary, Ernest Rutherford, Kate Shepherd, Sir Peter Blake, Helen Clark); what our armed forces actually do when they deploy overseas; our relationship with Antarctica; local businesses which have global operations (e.g. Icebreaker, Xero). Present your findings back to your group.

K, C, S, V, R

- Visit a local landmark, centre or event that emphasizes global perspective, such as a museum, orchestral hall, festival, etc. Alternatively, go on a virtual field trip - famous museums such as the Louvre offer virtual tours of their collections, and the Google Art Project explores stories from around the world and offers 360-degree tours of prominent art museums around the world. Thanks to the internet, a lot of global learning can happen from a classroom or your living room. Make a list of things you want to find out from your visit, and afterwards, share what you have learned with your group.

K, C, S

- In 2015, countries came together to create a set of 17 “Global Goals/Sustainable Development Goals” to be achieved by 2030. Addressing poverty, clean water and sanitation, to peacebuilding and more, the Sustainable Development Goals (SDGs) demonstrate what it means to be a global citizen—working together to contribute to the wider world community. Find out about all 17 SDGs and share with your group a range of ways Scouts could work together to help achieve them. Ask some subject experts to support your work on these.

K, C, S, V, R

- Organise an “International Week” for your Scout Group. Each team can be responsible for bringing in food from a certain culture to be shared with others, and dress up in a traditional cultural outfit. Try to choose a country or culture you have never heard of before.

K, C, S, V, R

- Create a scavenger trail, outdoors if possible, with stop points where the teams will pick up word cards that make a sentence. Make up clues to help the teams get from one stop point to another. For younger children use simple and direct clues. For older groups try riddles and puzzles to make the trail more challenging. Divide into teams. Half the teams can use a mobile phone, half cannot. (The participants should *not* be aware of this rule). Send the teams out one by one with their first clue, noting their start time. When those teams which have a mobile phone reach their first stop point, they text you the word and you text back their next clue. When the teams without a mobile phone find a word they must send a member of the team back to you to collect the next clue. Make some groups have a member with one leg or blind folded, and some clues clear, other clues vague.. Once each team has completed their sentence note the finish time. Discuss. Who finished first – the teams with or without the mobile phones? How challenging was it to communicate without a mobile phone? What would it be like if they couldn’t access the technology they use every day? What sort of activities would be more difficult to achieve? Think about things like access to education, news, emergency services. How did the teams go who had a member with a disability, or who received unclear clues? Have a discussion around access (or lack of) to resources people experience, and how some people don’t have the same privilege as everyone else.

K, C, S

- Music and dance are great ways to learn about other cultures. Every week for a term, have “song time,” where you play music from other cultures and areas of the world. Learn one song as a group and perform it to your whānau or another section.

K, C, S

- Introduce an opinion to the group. Opinions could be a specific global issue such as education, migration, or climate change; or any local issues that should spark debate (e.g. Everyone should be able to wear what they want; Mobile phones should be banned; Everyone should have the right to say whatever they want; People should have to pay for plastic bags in shops). Ask the group (as individuals) to consider the opinion, and outline for them two opposite positions (strongly agree vs strongly disagree) on an imaginary line on the floor or outside. Explain that everyone’s view of the opinion will fall somewhere along the line, and that there are not necessarily any right or wrong answers. Anyone may begin by taking a

position on the line that represents their view. They then say a few words about why they have taken that position. The process is repeated, with selected people expressing their opinions one at a time. When everyone who wants to has spoken, tell people they can change their position on the line in the light of the arguments they have heard. How many people changed their positions? Have a discussion around what led them to change their minds? What have they gained from this process? This could be well supported by the United Nations' *Rights of the Child* document, to find out what human rights are, and the rights for children.

K, C, S, V

- Check the country of origin of all the food and materials you use in a week in your household. On a map of the world, pin-point all the countries. Find out how they travel from the origin country to New Zealand, and then to the store where you purchased it.

K, C, S

- Which of the world religions are you familiar with? Have you worshipped with more than one faith group? Pick a faith and learn more about it. Interview someone for whom this faith is important. Visit their place of worship. Share your findings with your group.

K, C, S, V, R

- Learn how to say *Hello*, *Good-bye* and *Thank you* in several different languages. How many can you do? Use a different greeting and farewell each time you attend Scouts for a whole term.

K, C, S

- Pick a festival or religious holiday from another faith tradition or culture. How is it similar to or different from a holiday or festival you celebrate? Make or buy some traditional foods from the holiday/festival to share with your whānau or your group.

K, C, S

- Keep a photo journal of a visit with your whānau to another country. What were the biggest differences you noticed? What was the same as at home? Share your experience and your journal with your group.

K, C, S

- How does the climate of where you live affect the kind of clothes you wear? Find out about the different kinds of clothes worn in different regions around the world, why they are worn, and how they are appropriate to the climate.

K, C

- The Necessities exercise. Ask a group of people within or outside your Scout group, what they think it means to live in poverty? In New Zealand, more than 1 in 5 children live in poverty. Give the group a set of 'common' or 'necessary' cards. Explain that after basic needs (shelter, food, clothing, connection) have been met, how important do they consider the other things on the cards. Can they rank the cards from 'essential' to 'not important'? Discuss how 'common' or 'necessary' they consider the things on the cards. How would they feel if they didn't have these things? Would they share how they felt with their friends? Why might they try to hide thoughts and feelings if they were living in poverty? How can we help people to share their problems? Communication is a very important step in addressing problems, whether it's one person sharing a problem with another or someone bringing an issue to the attention of people who can influence change. Try to encourage *empathy*

as a key skill here. Note - poverty is about lack of choice - explore how many opportunities the group has to choose everyday vs people who have very limited choices.

Cards: Regular leisure activities (swimming, playing an instrument, participating in youth organisations); Three meals and fresh fruit or vegetables every day; Indoor games; An internet connection; Two pairs of properly fitting shoes; At least one meal a day with meat, chicken or fish, or a vegetarian equivalent; Money to participate in school trips and events; Books at home (not including school books); A quiet place with enough room and light to do homework; Some new clothes i.e. not all second-hand; Outdoor play equipment (bicycle, roller skates); The opportunity to have friends home to play and eat; The opportunity to celebrate special occasions such as birthdays.

K, C, S, V, R

- What is a country you have always wanted to visit? Plan a possible future trip to that country. Where would you visit? What would you eat? Where would you stay? What is the climate like? What kind of clothes would you need to take? Try out some of their food which you might find locally.

K, C, S

- Undertake an activity or game of your choice, but instruct half the group that they can't use English / their first language. This represents how te reo was squashed. Debrief afterwards – how did this make them feel? Did it affect their ability to participate in the activity/game? Learn more about the inequality Māori face/faced in New Zealand when immigrants arrived and share your findings with your group. How does migration affect global citizenship?

K, C, S, V

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

K, C, S, V, R

B) FIND OUT ABOUT SCOUTING GLOBALLY

These activities will help you UNDERSTAND how Scouting takes place around the world and RECOGNIZE the similarities and differences from your Scouting experience.

- Take part in JOTA/JOTI and aim to talk to Scouts from at least 5 other countries. Find out what it's like where they live and how Scouting there is different/similar to where you are. Share your findings with your group.
K, C, S, V, R
- Learn the Scout Promise or Law from at least 3 other countries (including different languages!) and teach the other Scouts in your group. As an extra challenge, undertake an investiture in that language.
K, C, S, V, R
- Find out when and where Scouting started. How did it start? When did Scouting start in New Zealand? Create a skit or story to share with others telling the story about how Scouting spread around the world.
K, C, S
- Find out how many Scouts there are around the world, and in which countries. Where is the World Organisation of the Scout Movement (WOSM) headquarters? What does the WOSM flag look like? Are there Scouts in any countries close to New Zealand? Gather as many photos as you can find of Scouts in different countries, and try to identify which countries they are from if you can. What do the photos tell you? What can you tell from their uniform, badges, activities, and locations about what Scouting is like in their country? Share your findings with the group.
K, C, S
- Find out which other countries have Scouts around the world. Which three countries were a surprise to you to learn they have Scouts? Find out what they do at their Scout meetings, their promise, law, motto, and uniform. What is familiar to you? What is unique to their country?
K, C, S
- Do some research and find an activity or popular game Scouts play in another country. Teach it to your group.
K, C, S
- Take part in a youth exchange. Look for opportunities to visit a Scout in another country, and maybe even stay with them. Attend their local Scout night if you can. Take photos or record a video diary, and share what you learn about Scouting in that country with your group on your return. (Keas and Cubs may do this with their families).
K, C, S, V, R
- Attend an international Scout centre, such as Kandersteg (Switzerland) or Gilwell Park (U.K.). Try to meet as many Scouts as you can from different countries, and make a list of questions you'd like to ask them. Are there lots of Scouts in their country? What does their uniform look like? What are their favourite activities to do?
K, C, S, V, R
- Hold a camp with an international theme. Use sub-camp names, games, challenges, and campfires, to promote an understanding of your theme. Set up a World Scouting display in the town centre to reflect 'Scouting around the World'.
K, C, S, V, R

- If you can, plan to attend an international Scouting event such as another country's Jamboree, World Jamboree, World Moot, Regional or World Scout Conference. Interview people – adults and youth members – who have attended these events in the past. Ask them why they wanted to attend, and what they thought of the experience. Make a list of how many people you meet from different countries, and find out as much as you can about Scouting in their country. Share your findings with your group on your return.

S, V, R

- Are there nearby Scouts or Kaiārahi who have attended a jamboree in another country? Ask them to share their experience with you or your group. Ask them why they wanted to attend, and what they thought of the experience. Where is the next event you could go to?

K, C, S, V, R

- Hosting a group of foreign Scouts or Guides can give you a new outlook on your own practices and help you to reflect on how much you are able to adapt your habits and behaviour. Hosting requires you to modify your habits, your usual practices, and your daily routines to accommodate your guests. Hosting at home is also a way to take a step back and consider your own culture. Find out if any international Scouts are coming to New Zealand, and see if you can host them for a while. Make the most of the opportunity to discover as much as you can about their country and culture. Ensure you return the favour and share with them everything you can about Scouting here. Take them along to your Scout night and talk to them afterwards about what was the same/different from their home.

K, C, S, V, R

- Find out about the international Scouting events that you can take part in from New Zealand – for example Jamboree on the Trail, JOTI/JOTA, World Scout Scarf Day. Find out as much as you can about them, and encourage your entire Group to take part in one.

K, C, S, V, R

- Set up or take part in a safe online platform to facilitate Scouts from around the world to communicate with each other. For example, ScoutWired is a project from Palmerston North, set up to facilitate Scouts from around the world to play Minecraft together.

S, V, R

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

K, C, S, V, R

C) DISCOVER THE BIG GLOBAL CHALLENGES (AND HOW EACH COUNTRY IS CONNECTED)

These activities will help you RECOGNISE some of the biggest challenges around the world and REALISE how all countries are interconnected.

- Learn what the United Nations *Sustainable Development Goals* (SDGs) are (check out the World's Largest Lesson <http://worldslargestlesson.globalgoals.org/>) and share them with your group. Find out who formed them, what they mean, and how they are being actioned. Choose one that you are most interested in, and research more about it.

K, C, S, V, R

- Search online or in newspapers/magazines for 30 images which reflect a variety of global challenges. Review all the images, and answer the following questions: What do you think is happening in the image or what does the image represent? Which ones are related to happiness, power, money, peace, danger, people, or the environment? What are the causes of what you see? What are the consequences of what you see? Select which SDG(s) each image relates to. Are any of these issues relevant in your community?

K, C, S, V, R

- Learn about the SDGs by playing the game Go Goals – a board game based on the “snakes and ladders” game. Answer the questions about the SDGs and try to get to the finish line first! Find the game at <https://go-goals.org/>

K, C, S,

- Virtual reality (VR) can be experienced through a smartphone and a cardboard headset. It offers a way to place yourself in someone else's shoes and empathise with their experience. Watch one or many of the United Nations' VR documentaries, or find one about the journey of a refugee, and share what you've learned with others. Check out <http://unvr.sdgactioncampaign.org/how-to-watch-unvr-films>

K, C, S, V, R

- Use the question below, or choose a scenario from a newspaper story, and give each group a question that they have to answer, alongside a set of clues, which may or may not be relevant. For example:

Question - Why did Runa's stall close down? Or, alternatively: How are the lives of Shafraz and Runa connected?

Clues - Shafraz is driven to school each day in his parents' car;

Bangladesh is in South Asia. It is one of ten countries most at risk from sea levels rising; Shafraz lives two kilometres from his school in Auckland, NZ; Tourists come to Cox's Bazaar for the sandy beaches; Cox's Bazaar is a resort on the south-eastern coast of Bangladesh; Recent stormy weather has made it harder for cars, buses and trucks to come into Cox's Bazaar; Sea levels are rising as a result of climate change; Carbon dioxide is a greenhouse gas which contributes to climate change; Last week, Runa's stall was flooded for the second time; Bad storms and rain have been damaging the road leading into Cox's Bazaar; Runa's stall is on a main road leading into Cox's Bazaar. The road is less than 0.5m above sea level; Climate change is believed to increase the risk of extreme weather; Shafraz's parents say Auckland traffic makes it too dangerous to walk or

cycle to school; Runa sells fruit and vegetables to tourists, commuters and truck drivers travelling in and out of Cox's Bazaar; Auckland's traffic is mostly made up of cars; Cars produce carbon dioxide from the burning of petrol; The morning bus to Shafraz's school is often held up in heavy traffic.

Groups should have time to discuss and present back their answers, with a focus on how they could respond to the issue. The example above gets Scouts engaging with the complex nature of global issues. There were several factors behind the closure of Runa's stall, while there are good reasons why Shafraz is driven to school despite the environmental impact. While the activity presents the issue at a personal level, the point is not to blame a global problem on one person's actions, but to show how the actions of many people, in different places, contribute to both the problem and the solutions. This needs emphasising, to ensure that people are not left feeling guilty about the world's problems.

C, S, V, R

- Hold a debate on a current global issue. This could be child poverty, free education, climate change, hunger, access to water, burkini ban, marriage equality, or any other topic that captures your interest. Make sure you talk about what has caused the challenge and how other countries are affected or could assist.

S, V, R

- Make a banner which reflects your eating habits. Draw a grid on a big poster. In the first column, write the days of the week, and in the top row, write 'breakfast', 'lunch', 'dinner' and 'snacks'. As a group or whānau, keep records of everything you eat each day for a week. At the end of the week, look at everything you've listed. Compare this to estimates of what people living on USD\$1.25 (NZD\$2.85) a day eat on average each day. Discuss and reflect on this at your next group meeting. Extension: You can also keep track of how much you or your parents paid for the food you ate. How much of this could you buy if you only earned \$1 or \$2 a day?

K, C, S, V, R

- Research New Zealand's involvement with the United Nations. Who is our representative on the different councils? Does the UN do enough as a representative of 'all' countries? What else should it be doing? Share your findings with your group.

K, C, S, V, R

- Which Sustainable Development Goal (SDG) do you believe has the most potential for world impact? Why? Which is the least important? What are some activities taking place in New Zealand that support these goals? Get involved in at least one, either on your own or with your group.

K, C, S, V, R

- Invite members of your group to attend a 'Hunger Banquet'. Be sure to keep the details a surprise. When your guests arrive they can draw a ticket at random that will tell them whether they are high, middle, or low income earners. They then each receive a corresponding meal. To know how much of each type of ticket you will need (and what they will eat): 1. Multiply your total number of guests by 0.15. That number is the top 15 percent, the high-income tier that are served a rich, delicious meal. 2. Multiply your total guests by 0.35. That number is the middle 35 percent section. They will eat a simple meal of rice and beans. 3. The leftover 50

percent in the low-income tier help themselves to small portions of plain rice and water. Guests can also play the character of a specific person in the role that they have been assigned. Obviously, most people will leave the banquet not feeling full or completely satisfied. At the end of your meal, allow each of the guests to talk about their experience. Use it as a way to think about why hunger exists and what we can do to change things.

K, C, S, V, R

- Do some research around what the shared experiences of women are globally. This could even look to expand and include a look at gender stereotypes and where there is a lack of freedom for both women and men. Make up a series of sketches between men and women or boys and girls that start with the same situation (e.g. a woman farmer trying to sell her produce) but end differently depending on the community in which they take place. Perform them for your friends and whānau.

S, V, R

- With your group, measure and divide up a bag of rice so that each person gets about 60 grams. Allow participants to weigh and measure out their own bag, so they see exactly how much this is. Use this exercise to explain that this is the amount of food that almost a billion people in the world have to eat each day. Discuss how this would affect the way you live your life, and things that you could do to change the situation.

K, C, S

- Use the 360° photo layer in Google Earth, or a similar platform, to look at a classroom, Scout hall or house in a developing country and compare it to your own. It makes for a really engaging way of looking at poverty and many of the issues for developing countries. Do this across a range of 10 different countries and note down your observations. How does it make you feel? Share these with your group.

K, C, S

- Look at images of different diets from around the world (e.g. *Hungry Planet* project - <https://time.com/8515/hungry-planet-what-the-world-eats/>). Gather images so you have all the food for a week for a family laid out on a table. It makes quite a stark contrast looking at the food eaten by a family of six in Chad to the family of four in South Carolina, America. Think about what you eat at home each week. How does it compare?

K, C, S

- Take part in the following activity - you may ask your Kaiārahi to run this for you. Everyone should be provided with a list of global issues and groups given a big sheet of paper. Get them to choose one issue, and draw a tree diagram - write the issue as the trunk, and brainstorm the causes of the issue - these are the roots. Discuss the impact of this issue and write these on as branches. Think about the opportunities to change and draw these on as leaves/fruit. Share each diagram with the other groups.

S, V, R

- Choose a photo that shows a global issue. Think of ways of canvassing people's opinions on which action to take, e.g. questionnaire, survey, interview. Questions could include: What are the issue's good and bad points? What do you think should be done about the issue? Would you be willing to get involved? How will it affect people locally and globally? One

way of finding out what other people want is to take a photograph of something to do with the issue, and ask people questions about it, e.g. Do you recognise this building? Do you know what goes on there? Have you ever been there? What would you like to change about it? What would you like to see happen there? Record the responses on post-it notes around the photograph. Discuss how getting feedback from different people provides you with multiple sides to an issue, and also may help you acknowledge things you hadn't thought of before. Think about how you might act based on the feedback received.

C, S, V

- Imagine what your ideal world would look like – one that does not have issues or problems. Draw pictures or maps or act out what the world is like now compared with your ideal one. Draw a brick wall. Label each brick with an obstacle to realising the ideal world vision, e.g. 'poor people don't get a fair price for their goods' if the issue is fair trade. Make paper hammers to knock down the bricks, and write actions to improve the situation on them, e.g. 'sell fairly traded goods in our school tuckshop'.

C, S, V

- Draw an outline globe or map of the world and put it on the wall or floor. Write important issues affecting young people's lives above the map. These could be written on post-it notes. Take each issue in turn and think about how it may affect people in other parts of the world. Does the issue affect people in other parts of the world? How? Does it affect people in similar or different ways? How? Are there any related issues? How could you find out more? Examples include environmental issues, teen pregnancy, drugs, litter, international trade, smuggling.

C, S, V, R

- Develop a role-play on a typical situation around a chosen issue, and present it. Have an audience member shout out 'Stop and think' at various moments, and characters then have to say what they were thinking at that moment – in character. Try a role-play with alternative scenarios and act them out.

C, S

- Do some research about the impact of climate change and rising water levels. Which countries are at risk of being submerged? Are any near New Zealand, in the Pacific Islands? What will the impact of this be for those who live there? Where will they move to, and what impact will that have on other countries? Put together a story, video, or skit to demonstrate the problem of these 'climate refugees' and how the rest of the world will be impacted. What are the attitudes and actions that have created this problem, and what are the attitudes and actions that are part of the solution? Is there anything we can be doing now to help prevent this problem from happening?

C, S, V, R

- Find a real-life story relating to a global issue, either from the past or present. Share part of the story with the group and have the group act it out. Freeze the action at certain points and discuss what the characters are doing and feeling. The group can then consider what is going to happen next. Have them act out their predictions then refer to the story to see what really happened.

K, C, S, V

- Hot-seating is a good way to develop questioning skills as well as to explore values and viewpoints. Listen to part of a story related to global issues and decide on questions that people would like to ask one of the characters in the story. Then one person takes the 'hot seat', playing the part of that character, and the others take turns to ask their questions. With all forms of role play, the debrief is crucial. This involves actors stepping out of role to explore what they felt when they were in the role, and why. Take turns in the hot seat.

K, C, S, V, R

- The Island exercise. Gather three ropes to create 'islands', three wooden planks, one basket, six balls or similar objects, and printouts of the instructions for each island (below). Separate people into three teams. Make sure you have a person with the role of observer. The observer needs to make sure that everyone follows the rules and facilitates the session. Each team goes to a different island, which have precise boundaries. Hope Island: The people on Hope Island are blind. They wear their Scout scarf over their eyes. On this island, they have the food everyone needs to survive (the baskets and balls or objects). Happiness Island: The people on Happiness Island are mute. They cannot say a word during the whole game. On this island, they have bridges to connect the islands (wooden planks or something similar). Friendship Island: The biggest and most stable island which can accommodate everybody. There are sharks around the islands. Those who leave their islands will be relocated to Hope Island. The main goal for each team is to gather all the members of the three islands on the Friendship Island. The game ends when all the people are on Friendship Island or when the 20 minutes have passed. After the activity, the observer gathers the group and asks: How did each island help the others? What was the purpose of Friendship Island? What was it like to be part of this island? Was there a best/worst island to live on? Which skills did you put into practice here that you can apply in creating a project for your community? In the end, the observer should share what she/he observed in terms of behaviour on each Island.

Instructions: Hope Island - Goals: Put all the group members on their island.

Rules: The islands cannot be moved. The resources and the people who touch the 'water' will become a member of Hope Island.

Happiness Island - Goals: Help the people on Happiness Island. Put all the group members on the same island. Resources: Three wooden planks. Rules: They cannot talk. They cannot use their resources until the people of Hope Island have achieved goal 1. Only people from Hope Island can touch the balls or objects that represent food. Only the people from Happiness Island can handle the wooden planks. The resources and the people that touch the 'water' will become a member of Hope Island.

Friendship Island - The biggest and most stable island which can accommodate everybody. Goals: Put all the group members on their island. Rules: The islands cannot be moved. The resources and the people who touch the 'water' will become a member of Hope Island.

K, C, S, V

- In groups, have everyone find their own home, and their school, on a map. Have them plot a route to walk to school, measure the distances and estimate how long it would take them to walk. How do they feel about their journey to school? Is it too long or very short? What kind of things might be dangerous to them on their way to school? Show the trailer for

the film, 'On the Way to School' (2009) – if you are able get a copy, hold a movie night and watch the entire documentary:
www.youtube.com/watch?v=eIsQ0B43Q9Y. Alternatively, read print outs of Sylvia's story: www.bbc.co.uk/news/world-africa-23239800. Ask people to describe what they saw/ read. Make sure they note: The ages of the young people; The distance and time they have to travel to get to school; The dangers they face on the way. Ask them again how they feel about their own journey to school: Would they still want to go to school if their journey was long and dangerous too? Why do they think the children in the video make so much effort to go to school every day?

K, C

- Display a range of food items. Discuss where the food is from and how it gets to us. Consider the different countries where items have been grown or produced. Is there anything that surprises the group? We mainly buy our food instead of growing it and it comes from countries all over the world. Read the following statements about why people are hungry.

Statements: We had a small piece of land where we could grow rice to eat. But it was taken by a company growing fruit to sell abroad - Maria, the Philippines.

We grow a little coffee to earn money for food and clothes. But we are paid very little for it and so we cannot buy much - Silvia, Peru

Sometimes I only have enough money to buy food for the baby. Then I have nothing to eat - Annie, a young mother from England

'My house, my sugar cane and my orange trees were all burnt' - Anthony, Kenya (Anthony was driven from his land by fighting).

I did not have breakfast this morning. The shops are full of food, but I have no money to buy anything - John, New Zealand

My husband lost his job. There's not much food now. It's two weeks since we had meat - Marinalva, Brazil

People are hungry because they have no money, they have no land, there is fighting in their country, they are not paid fairly for what they do or what they grow. Ask each group to think of possible solutions to these problems. They may suggest that growing their own food would help, or you could add it to the list and see what they think. Give each group a planter or a patch of ground, seeds, and compost. Encourage them to research the seeds they have planted and how to take care of them. Challenge the groups to see who can grow the tallest, biggest, tastiest. What do they need to consider when taking care of their plants?

K, C, S, V, R

- Shake It exercise. Put non-toxic, washable paint on the left hand of one or two people in the group. Ask everyone to shake left hands with the person on either side of them. Call out a few prompts to get everybody mixing and shaking hands with other people: older, younger, name starts with the same letter, etc. Explain that the paint represents a disease or germs which can be spread by touching hands. Get everyone to wash their hands, and start again. Put paint on the hands of one or two of the group again. Give a third of the other young people a damp towel. Repeat the hand shaking exercise but instruct anyone with a towel to wipe the paint off their hand between shakes. Use the prompts as before. How many people now have painted hands? Is it different than before? The damp towels represent washing their hands. How many times do they wash their hands each day? Do they think about conserving water? How would they

feel if they couldn't wash their hands? In some countries where clean water is scarce, it is difficult to wash your hands as water has to be conserved for things such as drinking. Discuss the impacts of this and find out in which countries is clean water scarce, and what the disease levels are there?

K, C, S

- Fetch the Water exercise. Set up an obstacle course and divide everyone into equal teams. Place a full bucket of water in front of each team at the start of the course and an empty bucket each at the end of the obstacle course. Each team is given an empty container (mug, bowl, bottle). Ask the young people to imagine that they are living in a rural village in Malawi and the buckets of water represent a well. They need to collect water for themselves and their family from the well and take it back to their village (the empty bucket). Between them and their village is a series of obstacles. One person from each team fills the empty container with water from the 'well', carries it round the obstacle course before emptying it into their team's 'village' bucket. They then run back to their team and pass the container to the next person. Don't mention anything about it being a race – just watch what happens. At the end of the activity, inform them that the winning team is not the fastest team. The team that has the most water in their 'village' bucket is the winner. How did they feel about the activity? How would they feel if they had to do this every day? If it was more difficult to get clean water would it affect the way you used water? What obstacles do people living in extreme poverty face to access safe water? It is often women and girls who fetch and carry water, how might this impact their lives?

K, C, S

- Play 'The Cost of Jeans'. Have a look at a pair of jeans. Imagine they cost \$24 to buy. Lots of people were involved in making these jeans. In small groups, brainstorm who is involved in the production of those jeans (Cotton grower, Cotton buyer, Person who weaves the cotton into fabric, Factory owner who makes the jeans, Shop owner who sells the jeans). Give each group one of the roles above. Explain they have 10 minutes to prepare a 'pitch' to make their case for how much of the \$24 they think they should be paid and why. Give each group 2 minutes to deliver their pitch. Record how much money each group asked for. Does the total come to more than \$24? Reveal how much of the \$24 each person actually gets: Cotton grower: \$0.60, Cotton buyer: \$1, Weaver: \$2, Factory owner: \$8.40, Shop owner: \$12. How do you feel about this? Is it fair? Discuss how you think the \$24 should be allocated based on what they have learned about the roles from the group pitches.

Cotton grower: Small family farm, raw materials, manual work, time to grow and harvest, unfavourable weather, looking after family

Weaver: Long tricky process, highly skilled job, paying staff, repaying loans on expensive machinery

Cotton buyer: Trading risks buying and selling, arranging transport, changeable markets

Shop owner: Cost of premises, shop fittings, advertising, price reductions

Factory owner: Meeting style requirements, quality control, paying skilled workers, profit is invested in design and manufacture of new jeans

K, C, S, V, R

- Play 'Pick a Card'. Organise one playing card for every person, with an even mix of suits, and a large bar of chocolate divided into four unequal portions: 70%, 17%, 7% & 6%. Cover the chocolate with a towel or put it out of sight before the start of the evening. Ask everyone to select a playing card at random and hold on to it. Once everyone has a card, invite all the Diamonds to come up together and hand over their cards. Give the group the 6% pile of chocolate and ask them to share it between themselves. Then invite the Clubs to share the 7% pile, the Spades to share the 17% pile, and the Hearts to share the 70% pile. Can they figure out why the chocolate was divided in this way? Introduce the idea of a supply chain, and explain that the cards represent different people: Diamonds – farmers who grow the cocoa; Clubs – cocoa bean buyers and shippers; Spades – retailers; Hearts – chocolate companies. What decided who got which share? Did they think it was a fair division? This represents the way the profits are shared out among those people in the real-life supply chain. Cocoa farmers are paid very poorly and struggle to survive on what they earn. By buying Fairtrade chocolate we can ensure that cocoa farmers get paid a fairer price for their cocoa beans.

K, C, S

- Gather the group into a circle around a play parachute. Lift the parachute up as a group and one Kaiārahi calls out a statement. Anyone who agrees with the statement runs under the parachute and swaps with another person before they get trapped as the parachute deflates and falls.
Statements: I have a mobile phone. I have owned more than one mobile phone. I like to upgrade my phone as soon as I can. I still have an old mobile phone lying around at home. I have sold or given away an old mobile phone. I have thrown away an old mobile phone. I have never thought about what happens to old mobile phones.

K, C

- Show the video or news article to the Scouts. E-waste video and projector: www.youtube.com/watch?v=JXDrIvShZKU OR printed copies of a news article www.theguardian.com/world/2013/dec/14/ghana-dump-electronic-waste-not-good-place-live. What issues are highlighted? What surprised them? What do they think the impact is of sending e-waste to Ghana / Nigeria? Repeat the game with these statements. *I am surprised that many of the phones end up in Africa. People in Ghana / Nigeria are making good use of our old phones. I want to find out more about what to do with my old phone.*

K, C, S

- 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 BE MORE GLOBALLY AWARE

Be able to DEMONSTRATE some actions to become a more globally aware citizen and RECOGNISE how these actions will make a difference.

- Cut out the list of statements below and in groups, place them in order of importance. This could be done in the form of a diamond with the most important statement at the top and the least important at the bottom. Statements of equal importance could be placed alongside each other. Discuss in groups possible actions you could take to show that these things are important. For instance, suggestions might include listening to others, asking others what is wrong or how they are feeling, or befriending others who are lonely. Scouts could then use these suggestions to write and display pledges of actions they will take as global citizens.

Statements: I try to understand what other people are feeling; I am as important as everyone else; Everyone else is equal to me, but different from me; I know what is fair and not fair, and try to do the right thing; I look after the environment and don't waste things; I try to help others and not fight with them; I have my own ideas, but can alter them if I realise they are wrong; I want to learn more about the world; I think I can change things in the world.

K, C, S, V

- The 17 SDGs (Sustainable Development Goals) are trying to make the world a better place for everyone, but particularly the poorest and most vulnerable people around the world. Draw a single comic frame image showing yourself using your superpower. Add into a speech bubble ideas on how you can help achieve the SDGs. Draw a happy face and then write down or draw anything you think will make the world a better place for people to live in. Share your ideas.

K, C

- 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

- Pick a Sustainable Development Goal (SDG) which is most important to you, and design your own logo or poster promoting the goal and detailing how you can help make it happen.

K, C

- Lord Baden-Powell said: "Try and leave this world a little better than you found it." What does a better world look like for you? Describe or draw what you think a better world looks like. Then, list some of the actions and projects you have done and are doing as a Scout to create a better world. Make a note of any Sustainable Development Goals (SDGs) they contribute to. How does the Scout Promise and Law help you to create a better world? How do you fulfil the statement 'help other people' in your everyday life? What will you do to create the better world you want to live in?

K, C, S

- Divide into small teams according to the issues people care about the most: reducing litter, improving poverty, access to food/education etc. Each group should answer the following questions: What is the problem? What is causing the problem? What is our idea to improve the situation? Which Sustainable Development Goals (SDGs) is it connected to? Who can help us? Who is already working on this issue? How can we tell if our plan is working? What will it look like when the problem is solved? What is the first step we are going to take and when? Brainstorm on each question for about five minutes each and write your answers on a piece of paper. Have each group share their ideas with everyone else and collect feedback to make the ideas even better. Take the first step and get started!

K, C, S, V

- 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? 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. Our country is very rich, so the Sustainable Development Goals (SDGs) don't apply to us. Fossil fuels are the only logical form of energy. Healthcare should only be available to those who can pay. Young people can't do anything for the SDGs anyway.* 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

- 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

- Reflect on and answer each of the following questions. Present them back to your group in whatever form you like.

Understanding global interdependence: How do I influence other people and planet Earth and how am I influenced by them? How am I connected with other people and places when I have never met or visited them? Why is it important to understand global interdependence? What are the impacts of the lifestyle of people in my country on the dignity and wellbeing of people overseas and on climate change? How do I use or would like to use these connections and relations in order to support the wellbeing of other people and reduce the negative impact on the environment? How can I connect with others and support their efforts? How do I as a Scout share and promote the idea of interconnectedness?

Standing up for social justice and equity: What examples of inequalities do I see? Where? What are the causes for detected inequalities? What is the impact of this specific inequality on the dignity and well-being of people? Why is it important to me to learn about social justice and equity and understand it? What can I learn from my/others past experience/learnings? Where and from whom can I learn? What alternatives already exist? How can I challenge injustice and inequalities? With what attitude?

Critical and creative thinking: Am I ready to see the world through other people's eyes? How often do I do it? How often do I take time for deliberate thinking? How can I be more open-minded and why is it important? How often do I check (even double-check) my sources? Am I a role model regarding thinking critically and being creative? What traditions/methods of critical thinking do I know and use?

Responding as active global citizens: What needs can I see in my environment/surroundings (local, regional, plus historical aspect)? What positive changes can I see/envision/dream of? What are the ways of participation? Which one do I use? What rights, responsibilities, and motivations drive and shape me? What actions did I initiate and lead to bring positive change? Am I active or just reactive when it comes to using opportunities (do I create opportunities myself, am I confident about it)? How do I respond to the needs I see? What kind of role model am I regarding 'active participation'? How do I cooperate with others to achieve common goals? How do I evaluate and reflect on my actions (planning, organizing, managing, bringing results)?

K, C, S, V, R

- Think about how you would like yourself/your school/local area/country/world to look in ten years time. Consider the characteristics of 'good citizens'. What would be present in the world then that there isn't now? Present the ideas on posters or maps 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

- Support the events taking place in your community which represent other cultures, e.g. the International Cultural Festival, Lantern Festival, Chinese New Year.

K, C, S, V, R

- Think about a global issue you have learned about. Now act locally. How is this world 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

- Study a new language and learn some phrases that would be useful if you travelled to somewhere that language is used. Share these phrases with your group.

K, C, S

- 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 global 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?

C, 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 learners 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

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

K, C, S, V, R

GLOBAL CITIZENSHIP: PROJECTS GUIDE

These projects will enable you to ORGANISE and participate in an initiative to help the global community, and CONVINCED other people to join in to make an even bigger impact.

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.

- 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
- Choose a specific area of your community that needs help (think global – act local). Undertake a voluntary service project of at least 10 hours over 10 weeks.
K, C, S
- 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
- Take part in a Habitat for Humanity trip.
V, R
- Find out about an international issue and take action to encourage New Zealanders to get involved.
C, S, V, R
- Learn about the work of organisations like Amnesty International and help with one of their campaigns.
K, C, S, V, R
- Work with a local international community to help with one of their projects.
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.
C, S, V, R
- Engage your whānau or community in an action that will support global issues.
K, C, S, V, R
- Team up with an existing Scouting project elsewhere in the world and support it.
K, C, S, V, R
- Fundraise to visit one of the Pacific Islands where Scouting exists. Stay with locals to find out more about their day-to-day life. Research in advance what project would be of most value to the local community – is

it collecting and taking resources they can use (e.g. Scout shirts, badges, books, educational material), providing some labour (e.g. building maintenance), or simply providing the locals with a positive international experience?

V, R

- Partner with your local Lions/Rotary on one of their service projects.

K, C, S, V, R

- Join forces with the local Guides on a 'think global, act local' project.

K, C, S, V, R

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

K, C, S, V, R