

Title: Think Scout – Decisions, Decisions!

Section: All Sections
Place Indoors (can be outdoors)
Duration 20 – 45 minutes
Participants Youth members with facilitation / moderation from Scouters



SPICES – Learning Objectives

Intellectual – Learn to make decisions and choices
 Emotional – Understand that everybody is unique
 Character – Understand what injustice, inequality and conflict are
 Character – Show that I always try to do my best
 Character – Understand the idea of right and wrong

Overview

- This activity is run using different methods depending on the age of the youth members.
- As a whole group, make decisions on various topics/scenarios to demonstrate that you understand right from wrong and that everyone is different and unique.
- You will need to draw up a list of questions / scenarios that demonstrate the youth members understanding of the learning objectives.
- Encourage youth members to think for themselves and not just follow what their friend thinks.
- Ensure everyone is given the opportunity to speak without being interrupted.

Activity Objectives

- For the young people to give their opinion and where appropriate give their reasons.
- Activity should be fun and enjoyable while provoking thought about the learning objectives.

Materials

- Pre-written scenarios/statements
- Signs for moving debate

Description

Beavers/Cubs – Would you rather? (15-25mins)

- Scouter will read out would you rather question and ask the young people to choose which one they would rather.
- This can be completed by youth members moving to a specific side of the room or by a show of hands. Scouters should explain why certain scenarios may be better than others if young people are struggling to understand.
- Some examples are listed below in Notes.

Scouts/Ventures – Walking Debate (20-45mins)

- Room will be split in half, one side of the room for Agree and the other for Disagree.
- Encourage youth members not to choose the middle of the room.
- Scouter reads out a statement/scenario and youth members move to the Agree or Disagree side.
- After around 10 seconds or so, ask youth members to explain why they choose that side. Allow both sides to speak.
- After a short discussion move onto the next statement/scenario.
- Some examples are listed below in Notes.

Rovers – Scenarios (20-45mins)

- Split rovers into small groups and hand them a scouting scenario.
- The group will discuss the scenario and record their thoughts, feelings and solutions to the scenario.
- After 10mins or so, ask groups to feedback to whole group. When each group has feedback, groups can then discuss their reasons for their responses.
- Some examples are listed below in Notes.

Tweaks

- Groups can tweak statements/scenarios to suit their group.
- If technology is available, this can be completed via mentimeter or other media platform (especially if groups are more likely to interact this way)

Review

- How did you feel discussing the topics?
- Did you find this useful?
- How could it be done better?

Notes

Relate the discussions back to the Scout Promise & Law and knowing the difference between right and wrong.

Remind the groups that when conversations are over they are over, and no further discussions should take place.

When activities are over all groups should be reminded of the supports available to them.

Some possible Questions/Scenarios:

Beavers / Cubs

Would you rather?

Start with simple questions and move on to more difficult ones,

- Have a sandwich with ham or cheese?
- Play computer games indoors or play outside with friends? *you could outline the benefits of being outdoors and interacting with others in person.*
- Go on a hike with a buddy or on your own? *some youth members may want to hike on their own, but you could use this time to explain the importance of the buddy system.*
- All people have black hair or all people have brown eyes? *you can use this to bring out why it is important to recognise that we are all different for several reasons.*

Scouts / Ventures

Agree or disagree

- If you see someone getting hurt, you should do something about it. *In the discussion, tease out what does it mean to do something about it – should you intervene directly? should you go to a trusted adult? does it depend on what way they are getting hurt?*
- Walking home from school with your friends, you see a neighbour struggling with their shopping bags, but you keep going because you'd be mortified that your friends would see you helping. *In the discussion, remind the scouts about the Scout Law - "Scouts are Kind". How hard is it to stand up and do the right thing even if it's not popular.*
- You're added to a group chat with all your friends, but one person is excluded – you decide not to tell them. *In the discussion, talk about whether it is better that the person knows that the truth that they have been excluded which will possibly upset them, or that they don't know the truth, but everyone else in the group knows. How should we support people who are excluded?*

Rovers

Scenarios

- You are on a camp and see a Scouter shouting at a youth member. What should you do?
- Your friend is cheating on their partner. What should you do?
- You find out that your favourite clothing brand is engaged in unethical business practices. What should you do?