



SCOUTING IN HUMANITARIAN SETTINGS



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ACTION KIT

SCOUTING DEVELOPMENT



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SCOUTING DEVELOPEMENT
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How activities are organised

Activities are grouped based on the four pillars of learning defined in UNESCO's Delors report. In each pillar of learning, activities seek to develop a set of

skills that will contribute to personal growth and the development of active citizens who can create positive changes in their communities.

Four pillars of learning	Skills set	Youth empowerment	Youth engagement
Learning to be: to develop one's personality and to be able to act with growing autonomy, judgement, and personal responsibility	Self-awareness Resilience Communication	Physical development Emotional development	
Learning to know: a broad general knowledge with the opportunity to work in depth on a small number of issues as well as learning how to learn	Creative thinking Critical thinking Problem solving	Intellectual development	Responsible
Learning to do: to acquire not only occupational skills but also the competence to deal with many situations and to work in teams	Cooperation Negotiation Decision-making	Employability	Autonomous
Learning to live together: by developing an understanding of other people, an appreciation of interdependence, and an adherence to the values of democracy, mutual respect, peace, and justice	Participation Respect for diversity Empathy	Social development Spiritual development	Supportive Committed Culturally sensitive

For each pillar of learning, X activities are proposed as examples targeting different skills. They can be adapted to local realities or modified to new activities targeting other skills. References are also provided for more activities from humanitarian agencies that can be included in this framework for longer term programmes.

The activities selected require little or no material to facilitate implementation in difficult contexts. However, care must be taken to ensure the safety of participants, the inclusion of young people with disabilities, and the respect of local cultural norms.



Learning to be



► Activity: The Egg

Age group: 8-11

Skills: Self-awareness, resilience

Setting: Any safe space (as flat and clean as possible).

Material: None.

Duration: 10 minutes

Description: Participants relax and feel a sense of protection through this short facilitated activity.



Objectives:

- To feel a sense of calm.
- To feel protected in a safe space.

Flow

1. Ask the participants to sit in circle, bring their knees to the chest, hug their legs, rest their head on their knees, and close their eyes. Ask them to

imagine that they are very small, so small that they can fit inside an egg with a very strong shell.

2. Ask them to roll on the ground if they want to feel how strong their shell is. Then ask them to return to the sitting position.

3. Say slowly in a calming tone:

You are very small, in the eggshell; you are protected in there. It is very nice to be inside the egg, it is warm and

you can breathe very well. You are there and there is the world outside; you can hear some sounds, but the shell softens them.

You are fine in your eggshell, but the sounds outside make you curious about going out. You can hear the wind, and music coming from far away. How is the world outside? What is happening there?

You start breathing a bit more, and then you open your arms

and gently push your feet. The shell starts breaking and you can slowly stretch your arms and your legs until you are entirely outside of the eggshell.

You find yourself in a green garden; the grass is soft and you can smell it; the sun is warm and you can feel it on your skin; a sweet breeze is blowing and you can breathe it gently.

You can see that around the garden there is a fence with a small gate, and you know that you can allow only the people you love and who love you inside.

You sit, then stand and go to the gate; you open it and you look around. You can see some of your family and friends doing things, but they cannot see you.

Then, you slowly close the gate and go back to where you were. You can see the eggshell there on the grass; you lay beside it, on the soft grass. You can see and feel your whole body, from your toes to the top of your head (give 15 seconds).

You take a few more breaths and then start moving your fingers, followed by your toes, your legs, and your arms. Turn slowly on your right side and feel your back. Then... 1... 2... 3... you can open your eyes

4. Once the participants have all opened their eyes, invite them to sit up slowly. Allow a few more seconds of silence before moving on to the Let's Talk section.

Reflections:

- How do you feel? Is it different than when we started the activity?
- How do you think relaxation activities like this are good for you?
- Is there anything you do at home that allows you time and space to relax? During these questions, you should ask participants to provide examples if they are comfortable.

Adapted from: International Rescue Committee: Focused Psychosocial Activities in Humanitarian Settings.

► Activity: Slow Leak

Age group: 8-11

Skills: Self-awareness

Setting: Any safe space (as flat and clean as possible).

Material: None.

Duration: 10 minutes

Description: Participants relax as they pretend they are balloons, inflating and deflating, during this short facilitated activity.

Objectives:

- To express imagination.
- To feel a sense of calm.
- To develop a sense of self-awareness.

Flow

1. Have the participants stand next to their desks or in a circle. They should have enough space to lie down on the floor without injuring themselves.
2. Provide the following instructions:
 - We will pretend we are balloons floating in the air.
 - At the beginning of the

exercise, every time we breathe in, our balloons expand nice and big, stretching our arms into a big circle above our heads.

- After I say “Slow Leak”, our balloons will no longer expand when we inhale, but every time we exhale our balloons will very slowly start leaking air.
 - We will continue to leak until our balloon is completely empty and we are lying on the ground.
 - Throughout the entire activity, I want you to focus on your own body and feelings.
3. Ask the participants to close their eyes and remind them no one should talk during this exercise.
 4. Facilitate the exercise in a calm tone.
 5. Once the participants’ balloons have no more air, they should remain on the floor for a few seconds.
 6. Ask the participants to sit up.

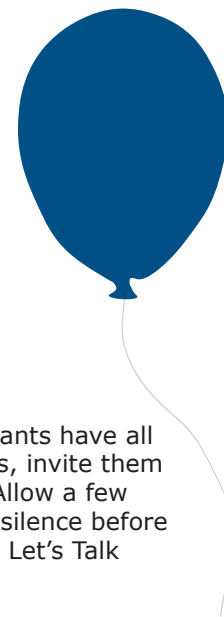
You take a few more breaths and then start moving your fingers, followed by your toes, your legs, and your arms. Turn slowly on your right side and feel your back. Then... 1... 2... 3... you can open your eyes.

7. Once the participants have all opened their eyes, invite them to sit up slowly. Allow a few more seconds of silence before moving on to the Let’s Talk section.

Reflections:

- How did you feel as a big balloon? A deflated balloon?
- Do you think relaxation activities like this are good for you?
- Is there anything you do at home that allows you time and space to relax? During these questions, you should ask the participants to provide examples if they are comfortable.

Adapted from: International Federation of Red Cross and Red Crescent Societies. (2014). Moving Together: Promoting Psychosocial Well-being Through Sport and Physical Activity.



► Activity: The President's Footsteps

Age group: 8-11

Skills: Concentration

Setting: Any safe space.

Material: None.

Duration: 10 minutes

Description: Participants use their concentration skills to avoid being caught by the 'President' during this fun short activity.



Objectives:

- To energise and engage participants through physical activity.
- To develop and practice concentration.

Flow:

1. Select someone who will be the 'President'.
2. Explain the rules of the game:
 - One person is the President and faces the wall at the end of the room/space.
3. Start the game.
 - The rest of the group must go to the other end of the space and try to creep very quietly towards the President.
 - Whenever the President turns around, the group must stop and remain completely still. If anyone is moving they must go back to the start.
 - The first person to reach the President and tap her lightly on the shoulder becomes the winner and can take the position of President.

Reflections

- Who never got caught by the President? How did it feel to succeed? Why do you think you succeeded?
- Who liked being President? Why?
- Do you think we could concentrate on other things as hard as we did in this game?

Adapted from: World Vision. (n.d.).
Creativity with Children: A Manual for
Children's Activities.





Learning to learn



► Activity: Learning from Unpleasant Experiences

Age group: 8-22

Skills: Critical thinking, respect for diversity

Setting: A safe space.

Material: One piece of paper and one pen or pencil for each participant.

Duration: 20 minutes

Description: The aim of this short activity is to practise meta-cognitive skills as well as to evoke pleasant feelings and develop self-esteem and positive attitudes towards oneself and others.

Objectives:

- To see things from different perspectives.
- To develop aptitude to cope with complex issues and avoid one-dimensional answers.
- To develop aptitude to evaluate situations and issues to look for solutions with the involvement of all parties.



Flow:

1. Step 1 (individual – 10 minutes)
 - Ask each member of the group to remember an unpleasant experience that they had recently and write a brief description.
 - Ask the participants to identify any positive aspects of their experiences, even minimal ones, and write them down.
2. Step 2 (group work – 10 minutes)
 - Working in pairs: participants discuss these positive aspects and explore their benefits.
 - Teamwork (groups of four): participants discuss the typical behaviour of their partners in the group and take notes.
 - Participants then go around in each group to share their notes.

Reflections:

- What did you learn during this activity?
- What kind of relationship is there between the unpleasant events and useful experiences?
- Is there a common pattern?

Adapted from: Council of Europe. TASKs for democracy: 60 Activities to Learn and Assess Transversal Attitudes, Skills and Knowledge.



► Activity: Negotiating the Meaning of Personal Choices

Age group: 8-22

Skills: Negotiation, cooperation, respect for diversity

Setting: A safe space.

Material: One piece of paper and one pen or pencil for each participant.

Duration: 20 minutes

Description: this activity raises participants' awareness of diversity and the role of the mass media.

It promotes openness and curiosity, as well as readiness for negotiation through personal accountability and interdependence in cooperative group work.

Objectives:

- Acceptance of diversity as a positive value for the environment and the survival of humankind.
- Inclination to see things from different perspectives.
- Ability to draw on the diverse expertise of others and experience for the benefit of the group.
- Understanding of the changing nature of identities and cultures.
- Understanding of how cooperation can support the prevention of conflict, discrimination, and violence.
- Understanding of the relativity of knowledge, i.e. that theories are social constructs that remain incomplete and unfinished.

Flow:

1. Use objects found in participants' pockets or bags. Alternatively, use images of diversity in modern societies (age, gender, languages, styles, races, professions, etc.), such as photos of people in busy streets in big cities, shops, advertising, excerpts from newspaper and magazine articles, texts in different languages, etc.
 - First, each group must assign the following tasks to different members: note taking and producing a synthesis; presenting the results of the group discussion in an oral report; group observation group's observer? timekeeping; and group leader. Once this is complete, group leaders and observers are given the appropriate task sheets.
 - Then, each participant presents himself/herself to the group through his/her choice, explaining the reasons for choosing the selected item. Everybody will have the opportunity to ask questions about the choices made by each member of the group.
2. Step 1 (individual – 10 minutes)
 - Each participant observes the materials and chooses something in response to the following questions:
 - What is (for me) the most significant item on the board/table with reference to our present world?
 - Why is that the most important item?
 - What does it mean to me?
 - The same groups prepare to present and analyse the choices made.
3. Step 2 (group work and plenary presentations – 30 minutes)
 - The participants are divided into micro-groups of four or five.
 - The micro-groups present to the whole group.
 - Following the presentations, the group observers talk about the notes they have taken.

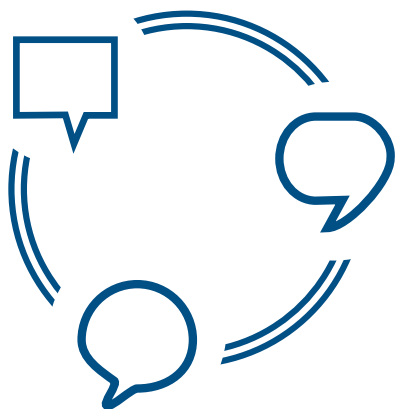
Reflections:

- What contributed to a particular choice?
- Are there interesting remarks to make about personal backgrounds and experiences?
- Are there shared ideas?
- Was it possible to observe opposing points of view?

Adapted from: Council of Europe. *TASKs for democracy: 60 Activities to Learn and Assess Transversal Attitudes, Skills and Knowledge.*



Learning to do



► Activity: Brainstorming Solutions, Possibilities and Project Ideas

Age group: 12-22

Skills: Creative thinking, critical thinking, problem solving

Setting: A safe space to sit down in circle, either indoors or outdoors.

Material: One piece of paper and one pen or pencil for each participant.

Duration: 45 minutes

Description: Participants practice brainstorming to imagine possible solutions to a problem or ways to take advantage of an opportunity.



Objectives:

- To think critically through brainstorming.
- To think of solutions by problem solving.

Flow:

1. Organise the participants into teams of three to five. (If they have already formed teams to work on a project together, they should stay in their teams.) Make sure that each team has a problem and opportunity statement. If possible, get them to write down the problem statement and post it nearby (e.g. on a wall or tree).
2. Discuss the following questions:
 - Has anyone here ever used brainstorming? What does it mean? How does it work?

- What words do you recognise in the word brainstorming? Make sure that adolescents recognise the words brain and storming.
- Why is brainstorming a good thing when we are trying to think of ideas?

3. The facilitator should then say:

You are now going to practice brainstorming. Brainstorming is a process that helps us to think of several ideas very freely and creatively.

Read the problem/opportunity

statement carefully, and then write down as many ideas as you can think of for addressing this issue. Place each idea near the problem/opportunity statement.

Choose one person to keep time and to encourage the group to come up with as many ideas or solutions as possible. This person should also remind people not to criticise or reject any ideas or to spend too long discussing one idea.

4. Review the guidelines for brainstorming:
 - Don't judge each other's ideas. Brainstorming is an opportunity to come up with any idea that you can think of.
 - Try to come up with as many different ideas as you can.
 - Build on other ideas: if someone comes up with an idea that inspires you, try to come up with your own version.
 - Draw your idea or solution if it makes it easier to understand.
5. Make sure each team is ready and understands the process, giving them 10 minutes to brainstorm. Walk around and watch and follow each group's discussion.
6. Give a signal for participants to end their brainstorming session. Congratulate them on using the process well, and keep note of all of the ideas that have been discussed.

Reflections:

- Did brainstorming help you to think of good ideas?
- What worked well about this process for you?
- Was there anything about the process that didn't work well for you?
- When would you use brainstorming in other parts of your life?
- If you and your team use brainstorming again, what can you do to make the process more fun?
- What can you do to make it work better for you?

Adapted from: UNICEF. The Adolescent Kit for Expression and Innovation.



► Activity: Plan a Project

Age group: 12-22

Skills: Collaboration, critical thinking, problem solving

Setting: A safe space to sit down in a circle, either indoors or outdoors.

Material: A marker board, flip chart paper, notepaper, markers, and pens.

Duration: 45 minutes

Description: Participants develop plans for their team projects.

Objectives:

- To make plan.
- To take decisions collaboratively.

Flow:

1. Ask the adolescents to sit together in a circle and post the marker board or flip chart paper where they can see it. If they are working on different projects in small groups, ask them to sit with their groups and distribute a few pieces of paper to each group.
2. Write the project ideas that the participants have chosen on the marker board or flip chart paper. Then write the following questions:

- What do we want to do with our project? Examples could include:
 1. We want to hold a traditional music performance for the community.
 2. We want to produce a poster campaign with positive messages about adolescents.
 3. We want to have a reading room that we can use during evenings and weekends.
 - What do we want the result or effect of our project to be (on ourselves or others)? Examples could include:
 1. We want to know how to play and sing traditional songs.
 2. We want adults to recognise the good things that adolescents do.
 3. We want to be able to read and study in a safe place.
 - Who can help us?
 - Who do we need to work with?
- What materials and resources do we need? What steps do we need to take to get these materials and resources?
3. What do we want the result or effect of our project to be (on ourselves or others)? Examples could include:
 - We want to know how to play and sing traditional songs.

- We want adults to recognise the good things that adolescents do.
 - We want to be able to read and study in a safe place.
4. Give the participants time to brainstorm answers to these questions. When they are ready, ask them to create a work plan using the template below (draw this on the marker board or flip chart paper).

Our project will be (what we will make, do or create):				
The effect of our project will be:				
What steps will we take?	Who will do this?	When will they do	What do they need?	What will happen as a result?

1. Ask the adolescents to present their project plans and encourage them to include all of the necessary steps to succeed. Discuss which steps (if any) they will take before the next session.
2. Agree on the next steps and discuss whether the next session will include time for carrying out their plans.

Adapted from: UNICEF. The Adolescent Kit for Expression and Innovation.



► Activity: Feelings Dance

Age group: 8-11

Skills: Communication

Setting: Enough space for participants to safely move about freely.

Material: None.

Duration: 20 minutes

Description: Participants practice expressing and recognising feelings using facial expressions and dance in this fun game.

Objectives:

- To creatively express emotions through movement.
- To communicate non-verbally and begin to recognise others' expressions.

Learning to live together



Flow:

1. Establish a quiet signal participants will be familiar with.
2. Introduce the activity.
3. Explain that the objective of the activity is to use the face and body to practice expressing feelings.
4. Explain that this is a silent dance, so they will play with
5. Tell the participants that they will walk in a circle and you will call out a feeling. When they hear a feeling called out, each participant should start dancing (or moving) in a way that shows that feeling.
6. Brainstorm a list of feelings that you will call out. Some
7. Explain that participants should dance until you give the quiet signal, after which they should return to quietly walking in a circle.
8. Remind the participants to play safely; to keep their hands,

their bodies rather than their voices.

suggested feelings include happy, sad, lonely, afraid, surprised, embarrassed, calm, shy, or angry.



feet, and bodies to themselves while dancing; and to give each other enough space to move freely.

9. Ask the participants if they have any questions about the activity.
10. Ask the participants to form a circle and begin walking.
11. Call out the first feeling. Give time (10 seconds) for the participants to show off their dance for that feeling.
12. Use your quiet signal to bring the group back to walking in a circle.
13. Call out a new feeling and repeat the process until all of the brainstormed feelings have been used.
14. Explain to the participants that they will now reflect on their experiences during the activity.

Reflections:

- What happened during the activity?
- Were some feelings harder to dance to than others?
- How does noticing and expressing feelings make you a better person (you can use various identities if appropriate: son, daughter, brother, sister, friend, participant, community member, etc.)?

Adapted from: Peace First. (2012).
Feelings Dance.

► Activity: Expressing Feelings

Age group: 8-11

Skills: Empathy

Setting: A safe space.

Material: None.

Duration: 20 minutes

Description: Participants practice expressing emotions non-verbally and guessing each other's emotions in this miming game.

Objectives:

- To creatively express emotions through movement.
- To communicate non-verbally and begin to recognise others' expressions.
- To encourage the participants to discuss and express emotions.

Flow:

1. Ask the participants to sit in a circle. Now, start the activity by explaining the following:
2. Explain to the participants that they will now complete an exercise which involves

Feelings and emotions are expressed in many different ways. Body posture shows a person's internal feelings. For example:

When someone has a straight back, open palms and seems relaxed, it signals openness and happiness. When someone is tired of physical contact or seems distant when touched, it signals a lack of confidence or trust in others.

Facial expressions give a lot of information about emotions. It is easy to see when someone is happy as they smile; when they are sad, they may cry. The eyes especially help you to see how someone is feeling.

Gestures show what someone might be thinking. For example, when you nod your head, it shows that you are interested in a conversation or that you agree with what is being said. When you cross your arms when you talk to someone, it can signal that you are not comfortable and feel uneasy.

recognising different feelings in other people and learning how to show others how you feel. For this process, the participants should be divided into groups of three.

3. Ask each group to prepare a mime of three different feelings that they will present to the group. Remember that miming is a silent activity.
4. In each group of three, each participant chooses an emotion they want to present. The participants help each other practise a clear facial expression and body posture that fits with the emotion they have chosen.
5. After about 10 minutes, ask the participants to gather in one big circle again. The groups will now take turns in presenting their emotions with each participant miming their emotion, helped by their small group if necessary.
6. The larger group guesses what the feeling is. When someone guesses correctly, ask them how they recognised the feeling. Continue with this until everyone has had a turn.



7. Explain to the participants that it is important for all people to belong to a group where others can see how they feel and they can understand each other.

Reflections:

- What was it like to express the different feelings?
- Were some feelings particularly difficult to express? If yes, why?
- What kind of feelings can sometimes be misunderstood as other feelings?
- What can happen if we misread someone's feelings?

Adapted from: International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). Children's Resilience Program: Psychosocial Support in and out of Schools, Facilitator Handbook 2.

► Activity: I Am, I Have, I Can

Age group: 8-16

Skills: creative thinking, resilience

Setting: A safe space.

Material: One piece of drawing paper per participant and coloured pencils.

Duration: 40 minutes

Description: Participants explore their strengths and resources through drawing.

Objectives:

- To express imagination through creativity.
- To increase self-confidence in expression and self-worth through visual arts.
- To identify sources of support.

Flow:

1. Ask the participants to sit comfortably on the floor. Draw a large circle on a piece of flip chart paper, point to the circle, and explain: In a minute I am going to ask you to draw a big circle like this on your paper. The large circle represents you, and who you are.
2. Write I AM... inside the circle.

Explain: All of us can finish this sentence in many ways. What are some ways to finish this sentence? Ask the participants to volunteer their answers.

3. Write I HAVE... to the left or right side of the circle. Explain: All of us have people and things that can help us. I have written this next to the circle because what we have right now is within our reach. What are some ways to finish this sentence? At this point, participants should volunteer answers of their own.

4. Write I CAN... above the circle, toward the top of the marker board, and provide the following explanation:

All of us have things that we are able to do, not just in the future but right now. I have written this at the top of the marker board because what we can do represents our hopes and our potential. What are some ways to finish this sentence? Now try to think of three things about who you are, what you have, and what you can do. When you are ready, draw your ideas inside, around, and above your circle.

5. Give the participants at least 20 minutes (or as long as they want) to work on their drawings.
6. After the participants have completed their drawings,

organise a gallery walk.

Explain: Your drawings represent your strengths. When we look at each drawing we can see the strengths of each person in our group, and when we look at them together we can see the strengths of our entire circle.

Reflections:

- Who are we? Ask the participants to give some examples of who they are, and who is represented in their circle.
- What do we have? Ask the participants to give some examples.
- What can we do? Ask the participants to give some examples.
- Close the session by saying: Remember that strengths are just like muscles. We need to keep exercising them to keep them strong. As we work together as a circle, let's focus on recognising our strengths, exercising them to make them stronger, and using them to pursue our goals.

Adapted from: UNICEF. (2015). The Adolescent Kit for Expression and Innovation.

► Activity: Picking Mangoes

Age group: 8-11

Skills: Collaboration, problem solving

Setting: A safe space.

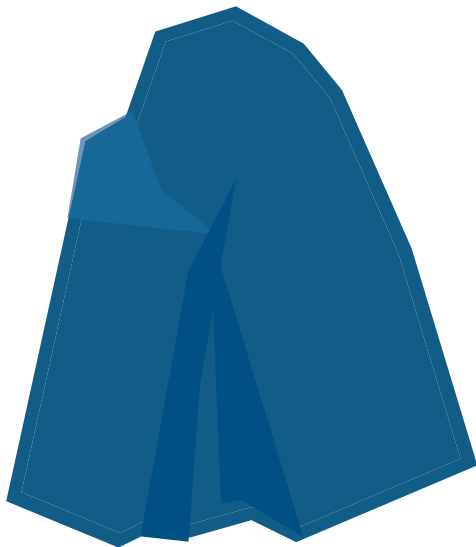
Material: Rocks or other items to pick up.

Duration: 10 minutes

Description: Participants work collaboratively to overcome physical obstacles in this short, fun game.

Objectives:

- To communicate with their peers in a positive manner.
- To solve a problem collaboratively.



Flow:

1. Choose four participants to form a group and have them stand in front of the class. Alternatively, if there is space and sufficient materials, participants can get into groups of four.
2. Ask the participants to stand in a circle facing outwards with their backs to each other, and link arms at the elbows.
3. Place a rock one metre in front of each participant.
4. Ask the participants to pick up the rocks as quickly as possible, without letting go of each other's elbows and without speaking.

Reflections:

- How long did it take everyone to get the rocks?
 - Did you work as a team or as individuals?
 - Were there any conflicts while getting the rocks?
 - How did you solve these conflicts?
 - What prevented a conflict?
- Key Considerations for Discussion:*

1. Each participant was trying to reach their own rock.
2. Because their elbows were linked, nobody could move alone.
3. This can lead to a conflict.
4. If the participants cooperate, they can solve the problem.
5. We can solve problems by talking.

Adapted from: UNESCO. Skills for Life for Children: Life Skills and Psychosocial Support for Children in Emergencies, Teacher Guide for Children.

► Activity: Train of Walks

Age group: 8-11

Skills: Collaboration, creative thinking

Setting: A safe space.

Material: None.

Duration: 10 minutes

Description: Participants mimic a participant leader and cooperate as a group in this fun game.

Objectives:

- To energise and engage participants through physical activity.
- To cooperate well as a large group.

Flow:

1. Have the participants stand in a circle.
2. Ask them to turn to their right, as if in a line.
3. Select one participant to be the beginning of the circle and another to be the end.
4. As the line starts to move and the leader at the front walks

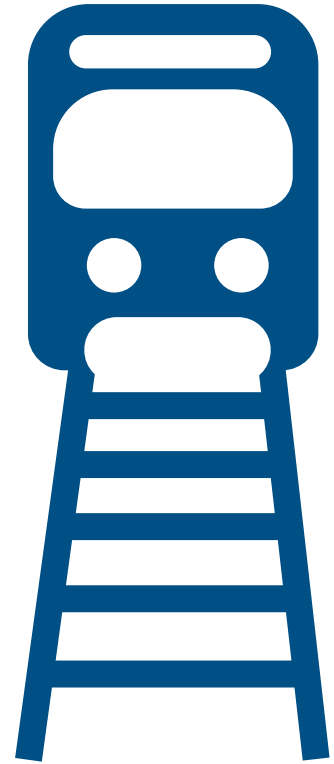
normally, the person behind the leader must be very careful to imitate them correctly, without exaggerating too much. The person behind does the same, and so on until the entire 'train' is walking in unison in exactly the same way.

5. The train can move anywhere; the leader can make noises or wave their arms and legs, and the rest must copy.
6. Eventually, the leader goes to the back and there is a new leader.
7. The game continues.

Reflections:

- What happened during this game?
- What did this game teach us? Why do you think this game was important?

Adapted from: World Vision. (n.d.).
Creativity with Children: A Manual for
Children's Activities.



► Activity: Swimmy

Age group: 8-11

Skills: Collaboration, creative thinking

Setting: A large space that is safe for running.

Material: Two objects to serve as bases.

Duration: 10 minutes

Description: Participants explore the concept of helping their fellow participants (pretending to be fish) in this fun tag game.

Objectives:

- To energise and engage participants through physical activity.
- To support and help their fellow participants.

Flow:

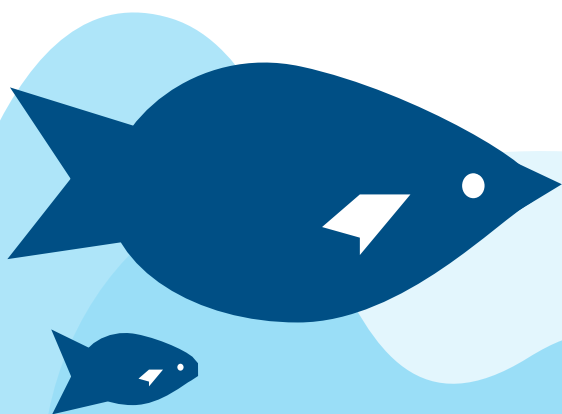
1. Prepare two bases parallel to one another in an open space. They are the 'safe fish caves'.
2. Now explain that the participants are fish, and they are safe when they make contact with either base.
3. Whenever they want, they can swim (run) from cave to cave (base to base).
4. The object is to travel safely without getting gently tagged by you, the facilitator. You stand in the middle, between the two bases.

5. If you tag a participant while they are off the base, they have to sit down right where they were tagged until another fish (participant) is able to free them.
6. The game ends either when the participants seem tired or if all the participants are caught.

Reflections:

- How did you feel when you rescued one of your fellow fish?
- How did you feel when you were rescued by one of your fellow fish?
- Why is it important to help each other?
- Do you think we can apply this lesson in everyday life? How?

Adapted from: International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). Children's Resilience Program: Psychosocial Support in and out of Schools, Facilitator Handbook 2.



► Activity: Who is the Leader?

Age group: 12-16

Skills: Collaboration, concentration

Setting: A large space that is safe for running.

Material: None.

Duration: 10 minutes

Description: Participants participate in a short game where they try to 'trick' a participant volunteer into incorrectly guessing who the leader of the group is.

Objectives:

- To develop and practice concentration.
- To strengthen relationships between participants through collaborative play.

Steps:

1. Explain: We are going to play a game where the volunteer has to try to work out who the leader of our group is.
2. Ask for a volunteer to leave the room.
3. Ask all participants to turn and face each other in a circle, so they can see everyone.
4. Once the volunteer has left, have the group select a leader for the group. This leader will move their body slowly and the rest of the group has to try to mirror the leader's actions.
5. Start moving and following as a group and invite the volunteer back into the room, telling them they have to observe the group carefully, from the centre of the circle, and try to figure out who the leader is.
6. Repeat several times with new volunteers and leaders.

Reflections:

- Volunteers: Was it difficult to find the leader? Why or why not?
- Followers: Did you have to concentrate a lot to play the game?
- Leaders: How did it feel to have everyone follow your lead in actions?
- Do we think that leaders always have to be known by everyone? Or, can leaders lead without a lot of attention?

Adapted from: International Rescue Committee (Jordan). (n.d.). Vision Not Victims Session Guide.



► Activity: Crossing the River

Age group: 12-16

Skills: Collaboration, problem solving

Setting: A safe space.

Material: Sheets of paper or cardboard.

Duration: 10 minutes

Description: Participants try to problem solve collaboratively in this fun game where they have to get across an imaginary river using stones without leaving anyone behind.

Objectives:

- To raise energy levels and encourage cooperation.
- To solve a problem collaboratively.

Flow:

1. Divide the participants into teams of six to eight.
2. Mark a river on the floor with chalk or other appropriate materials. Ask all the participants to stand on one imaginary riverbank.
3. Explain that participants will have to get to the other bank quickly, but there are imaginary crocodiles (or some other contextually relevant predator) in the river and that they can only get across by using stones (pieces of paper).
4. Hand out three pieces of paper to each team (which is not enough to cross the river) and tell them to go.
5. Once the participants have crossed the river OR if the participants have found that they cannot cross the river, explain that there are often times in our lives where we can only succeed if we cooperate with others.

Reflections:

- What happened during this game? What was hard? What was easy?
- How were ideas communicated? How did you decide which idea to use?
- Who solved the problem within each group?
- Are there any lessons from this activity that we can apply to everyday life?

Adapted from: International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). Children's Resilience Program: Psychosocial Support in and out of Schools, Facilitator Handbook 2: Workshop Tracks.



► Activity: The Human Knot

Age group: 12-16

Skills: Collaboration, communication, problem solving

Setting: A safe space.

Material: None.

Duration: 10 minutes

Description: Participants collaboratively problem solve in this fun game where they have to untangle themselves out of a 'human knot'.

Objectives:

- To communicate with their peers in a positive manner.
- To encourage cooperation.
- To solve a problem collaboratively.

Flow:

1. Explain that the group is going to tangle itself up into a knot and then work together to see whether they can untangle themselves.
2. Ask the participants to stand in a circle.
3. They should now put their right hand in the middle of the circle and take the hand of anyone else except the person standing to their immediate right or left.
4. When everyone has their right hands connected, they then put their left hand in the middle of the circle, taking the hand of anyone except the persons to their immediate left or right or the person with whom they are already holding hands.
5. Now they should attempt to untangle themselves without letting go of each other's hands.

Reflections:

- What happened during this game? What was hard? What was easy?
- How was the problem solved (or not solved)?
- Were there any leaders? Why did the group follow them?

Adapted from: International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). Children's Resilience Program: Psychosocial Support in and out of Schools, Facilitator Handbook 2.



► Activity: Bodyguard

Age group: 12-16

Skills: Collaboration, communication, problem solving

Setting: A safe space.

Material: A soft ball.

Duration: 15 minutes

Description: Participants learn about protection through a physical activity where they must protect their peers from getting hit by a soft ball.

Objectives:

- To stimulate an understanding of and stimulate discussion on protection and trust.

Flow:

1. Ask the participants to form

a circle and explain that you need two volunteers to stand in the middle of the circle.

2. One of the volunteers will be the 'protected participant' and the other will be their 'bodyguard'.
3. Now give the group a soft ball. The aim of the game is to throw the ball at the protected participant, while the job of the bodyguard is to stop the ball from hitting the protected participant.
4. The bodyguard may be hit in the process of protecting the participant. The two volunteers should have about 15-30 seconds in the middle of the circle before two new volunteers replace them. Play until everyone who wants to be in the middle.

5. Complete the activity with the follow-up questions below.

Reflections:

- What did it feel like to stand in the middle and be the 'protected participant'? And to be the 'bodyguard'?
- What did it feel like to try to hit the 'protected participant'?
- Why do you think it is important to protect your peers? How can you protect them?

Adapted from: International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). Children's Resilience Program: Psychosocial Support in and out of Schools, Facilitator Handbook 2.

► Activity: Active Listening

Age group: 12-16

Skills: Communication

Setting: A safe space.

Material: None.

Duration: 30 minutes

Description: Participants learn how to listen to others respectfully in this fun role-playing game.

Objectives:

- To understand the difference between active and non-active listening.
- To encourage respect for one another through positive communication.

Flow:

1. Divide the group into pairs. Let the pairs sit down facing each other. Let them decide who is number 1 and who is number 2.

2. Tell all the participants to start talking to their partner about any subject they wish, at the same time, so that they are both talking. The participants should try to make their partner listen to them.

3. After one minute make a sound (a drum, a whistle or clapping) to show that everyone should stop talking.

4. Ask the participants how they felt about their partner not listening to them.

5. Now instruct the number 1s to talk to the number 2s. This time, the number 2s should keep quiet but pretend not to be interested at all in the story being told by the number 1. Ask them to show their boredom, be distracted, or even show disapproval (shaking their heads for instance).



6. Once again, after one minute make a sound (a drum, a whistle or clapping) and swap the roles: now, the number 2s will talk and the number 1s will pretend not to listen.

7. Again stop them talking after 1 minute and ask how the Participants felt about the other person not being interested in their story. And ask how it felt to show no interest at all while the other person was talking – did you hear the story?

8. Now ask the number 1s to talk to their partner again. This time, the number 2 should be actively listening and really showing interest in their partner.

9. After one minute, ask the participants to swap roles.

10. One minute later, ask how the participants felt while being listened to, and ask them to describe the difference between listening carefully to their partner and not being interested in listening at all.

Reflections:

- Tell the group that relationships are about interacting and communicating with each other. In this exercise we used words, but not only words. Lots of messages are communicated without words.
- Ask the group: How can you communicate without words? Ask the participants to give examples. Make sure you also have several examples of non-verbal communication yourself.

Adapted from: War Child Holland. (2009).
I DEAL: Peer Relations. pp. 15-16.

► Activity: The Fist

Age group: 12-16

Skills: Communication

Setting: A safe space.

Material: One newspaper for each group of four.

Duration: 15 minutes

Description: Participants explore ways to solve conflicts non-violently with a short exercise followed by a long reflection and discussion on current conflicts existing in the community.



Objectives:

- To energise the participants and to get them to think about how violence is widely accepted as 'normal'.

Flow:

1. Ask everyone to find a partner and then ask one person in each pair to hold up their hand and make a fist. Their partner then has to find ways of opening the fist.
2. Give them one minute to do this.
3. Stop the action and ask what kind of things the second person tried. You will probably find that most people tried to open the fist physically, when they could have just asked their partner to open it.
4. Next, ask the participants to gather in a circle and follow up with the questions below, before moving on to the second part of the activity.

Why did so many of us try physical ways of solving this problem first?

What does this activity tell you about violence in society?

Do you think violence is widely accepted in this community?

5. Ask the participants to make groups of four and give each group a newspaper. Ask them to look at the newspapers and count the number of stories about violence in their community.
6. End the activity by asking the participants what they think about this.

Reflections:

- How many stories are there about non-violent ways of solving problems?
- Why do you think it is important to solve conflicts non-violently?
- What can you do to address personal conflicts non-violently? Would anybody like to share their own strategies?

Adapted from: International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). Children's Resilience Program: Psychosocial Support in and out of Schools, Facilitator Handbook 2.

► Activity: Little Blind Train

Age group: 8-11

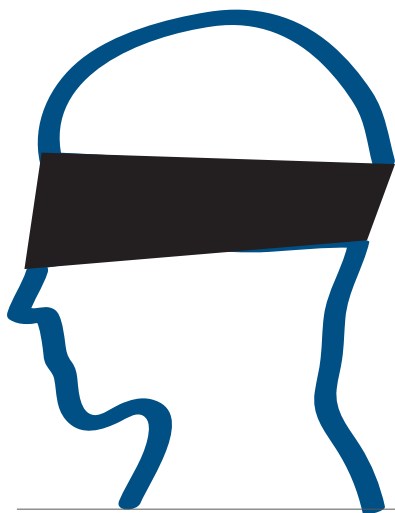
Skills: Communication, trust

Setting: A safe space.

Material: One newspaper for each group of four.

Duration: 15 minutes

Description: Participants explore ideas of trust through a silent game where participants pretend to be a train; the person at the front of the train is blindfolded, while the person at the back decides where to go.



Objectives:

- To develop trust and non-verbal communication.
- To understand why honesty is important when communicating with peers.

Steps:

1. Have the participants line up one behind the other in groups of four or five with their hands on the shoulders of the person in front of them. The one at the back – the engine – keeps their eyes open, while the others – the carriages – have their eyes closed (or perhaps blindfolded).

2. The engine (the participant at the back) drives the train by giving non-verbal instructions through touch:

- To go straight on, they press with both hands at once on the shoulders of the player in front, who repeats the message until the one at the front receives the instructions and starts moving;
- To go right they press on the right shoulder;
- To go left they press on the left shoulder;

- To stop they lift both hands off the shoulders (breaking contact).

3. The aim of the game is to walk around in a pre-defined space without any of the trains colliding with each other.

Reflections:

- Which was your favourite role? Can you explain?
- Which position was the easiest? Can you explain?
- Was it difficult to trust with your eyes closed?
- Were there differences between the engines? Can you explain?
- What was the best way to avoid the other trains?

Adapted from: Terre des Hommes. (2007). Laugh, Run, and Move to Develop Together: Games with a Psychosocial Aim.



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