

Active Citizen

Aim: To explore the rights and responsibilities of a citizen



Taster 1

Votes For All

Aim: To understand the importance of voting and the process behind it



Equipment:

- Flip chart & pens
- "History of Voting in the UK" template



60 mins



Any

Instructions:

Voting is a method used by groups or societies to make a decision or express an opinion – often following discussions, debates or election campaigns.

Think about:

- How decisions are reached if there is a group of people and two or more competing ideas? Give an example.
- What is the process for voting and how do you go about deciding which way to vote? Give examples from your experience. You should be familiar with the general concept of voting on an issue, whether in elections at school/college or at local/national government level.
- Why do some votes take place in secret?
- Why do so many people who have the opportunity to vote, choose not to do so? Have the latest statistics on the percentage of eligible participants by age who voted in the last general election. Compare the local and national statistics.
- Has anyone had the opportunity to vote? Would you if you could?
- Why is it important to vote?

Voting hasn't always been a universal right for everyone. Have a look at the "History of Voting in the UK" template and discuss:

- Do we take voting seriously?

Women's suffrage is the right of women to vote on the same terms as men. This was the goal of the suffragists and the "Suffragettes". The first major country to give women the vote in national elections was New Zealand in 1893, although various states and territories in Australia and the United States had given women the vote prior to this. The first major country to give women the right to stand for election as well as to vote was Australia in 1902 and the first major European country was Finland in 1906. It wasn't until the Representation of the People Act 1928 that in the UK women's voting rights were made equal with men, with voting possible at 21 with no property restrictions.

Think about:

- Does this seem like a different world from today?
- Can you think of examples of countries where even today people have no right to vote?
- Are groups in the UK or Republic of Ireland excluded from the democratic process? You may need to highlight the under representation of women, minority ethnic groups, and the difficulty for young people to engage in politics.
- Should the voting age be lowered to 16?



Preparation:

Find out the latest statistics on participation in elections.



Taster 2

Heroes

Aim: To think about how individuals have changed the world



20 mins +



2-5

Instructions:

With a bit of thought and research everyone will be able to think of a personal hero who stood up for what they believed in and changed the world, e.g. *Martin Luther King, Ghandi, Mother Teresa, Emmeline Pankhurst*. Think about who this is for you and talk about them for 2-3 minutes.

The following questions might help:

- What did they do?
- What did they say?
- What did they change?
- How did they make change happen?
- How have they influenced you?
- What is their legacy?



Preparation:

It would be useful to do some research prior to the night you are going to talk about your hero.



Tips / Advice:

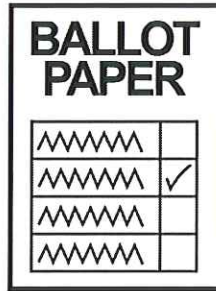
Don't just read out what it says on Wikipedia, everyone wants to know what you really think!



Taster 3

How to vote?

Aim: To learn how to vote



Equipment:

- DVD Player
- "Have Your Say" DVD by the Electoral Commission



20 mins



Any

Instructions:

Watch the "Have Your Say" DVD by the Electoral Commission that tells you all you need to know about registering to vote and taking part in elections. The DVD lasts 10 minutes, but leave time for any questions. Ask a member of the group to recap the process.

Get everyone 16 and over to register on the electoral role in preparation for voting.



Preparation:

Order a free copy of the "Have your say" DVD at www.aboutmyvote.co.uk



Tips / Advice:

To find out more about registering to vote or to download a registration form visit www.aboutmyvote.co.uk.



Taster 4

Hold a Referendum

Aim: To see democracy in action



Equipment:

- Pens
- Ballot papers
- Ballot boxes



90 mins +



Any

Instructions:

A referendum is a direct vote in which an entire electorate is asked to either accept or reject a particular proposal. This may be the adoption of a new constitution, a law, or simply a specific government policy. A referendum is a form of direct democracy.

Think about:

- When have you been asked to vote on a particular issue?
- Why do we not vote on everything all of the time?

At times people make decisions for other people because of the position they hold and when they are ultimately responsible. It might be possible to give a personal example from the group where the majority would want one thing, but a different decision was made. It might be because of policy or health and safety issues etc.

Organise a vote on one of the following types of issue:

1. An issue that only affects your group, *e.g. what uniform should you wear, where do you want to go on camp or on a trip, what games to buy for the games console, what equipment to buy?*
2. A local issue *e.g. should there be space for young people to skateboard?*
3. A national issue *e.g. what the voting age should be, should you be able to smoke in public?*

Think about:

- What is the question? Decide on the issue of the referendum.
- Is it easy to understand? Does it lead people to vote one way or another?
- Who will be able to vote?
- Will everyone have one vote? *e.g. if voting on a trip, will it be the venue with the most votes chosen? If there are three possible venues, are there any other ways of voting? Will it be in order of preference e.g. voting 1, 2, 3?*
- When will the referendum be held?
- Who will campaign for which side? *e.g. if it is a trip there may be two options and two sides will need to prepare information about each.* Organise two parties, one in favour and one against the question.
- How will the campaign be constructed? Will there be a public debate? Who will chair it?
- How will people know what they are voting about? *e.g. posters, advertisements, slogans.*
- How will people vote? Will it be a secret ballot or will it be a show of hands?
- Who will explain how the vote will take place?
- Will there be a ballot box and papers? Who will make them? Remember to include on the paper the referendum question and boxes for 'yes' and 'no'.
- Who will count the votes once the polls have closed? Remember to calculate the turnout *i.e. the percentage of those eligible who voted.*
- Who will announce the result and when?

Now hold the ballot and see democracy in action!



Preparation:

Depending on the issue information needs to be available



Tips / Advice:

- The process is just as important as the outcome. This may be the first time that some young people have been involved in decision making. Encourage the importance of using your vote when you are given the opportunity.
- Act on the result of the vote.
- Don't vote on something that will definitely be vetoed.

- Remember in a democracy, it is important that the majority view takes into account the views of the minority.
- The Boys' Brigade is currently trying to increase the say that young people have at every level of the organisation. Look at how you can get involved in your Regional Committee, District, or Battalion.



Christian Faith

Christianity and Politics

Aim: To discuss whether politics and Christianity should remain separate



Equipment:

- Bibles
- Internet access



20 mins



Any

Instructions:

Some people believe that politics and faith should not mix and be separate in a person's life. If we look at the life of Jesus, what conclusions can we draw?

Read Matthew 22:15-22 (Jesus advocates paying taxes).

Think about:

- What does this show about Jesus' view of political systems?
- Was Jesus saying he was not here to overthrow the Roman authorities, but to challenge the religious authorities?

Read Mark 11:15-18 (Jesus showed his anger at what was happening in the temple).

Think about:

- When is it right to be angry?
- What would cause Jesus to be angry today?
- What is a Christian response to these issues?

Does being a Christian mean that you should favour a political party? Or does it mean that you should stay out of politics? Look at www.christiansinpolitics.org.uk. On the homepage there is this forward, "Despite our political differences we respect each other's political involvement and want to encourage more Christians – and other people of goodwill, committed to the common good – into public life".



Project My Cause Is ...

Aim: To explore issues concerning the rights and responsibilities of being part of a community and develop a campaign relating to an issue of concern in your community



Equipment:

As required



6 hours +



Any

Project Description:

Consider a number of issues that are relevant to your community, *e.g. youth provision, civil rights, environment, disabled provision, poverty, animal welfare, gun crime, housing.*

Think about:

- What are areas of concern for the community? How do you know? *e.g. local newspapers, TV, ask local residents etc.*
- Which one issue will you campaign about? Consider what issues the group feels strongly about, what are the community's priorities, what are your priorities?

Research the issue as it effects individuals and groups, *e.g. if the issue is youth provision then you need to research the availability of activities for young people in your area.* Are certain groups excluded? Are there activities to attract different aptitudes, ages, interests etc? What gaps in provision are there?

Think about:

- Who do you need to influence? This will depend on the issue chosen, but may well include local council, residents' groups etc.
- What are your objectives? Awareness raising, or to resolve the issue, or both?
- How you are going to raise awareness? *e.g. an event, campaign site etc.*
- Is a resolution realistic?

If you plan an event think about:

- Where it will be held?
- When?
- What's the budget?
- Who will come?
- Who will you invite?
- How will you publicise it?
- Who else can help with your event? *e.g. volunteer agencies, community organisations and other groups.*
- How will you get those you need to influence to attend?
- Can you arrange a face to face meeting to explain what you are seeking to achieve?
- Who (individuals/groups) may be a barrier to your campaign?

Utilise your skills and talents and allocate tasks for everyone. Now stage the event. Remember after the event to evaluate the success of the project. You may not have achieved everything you had hoped for, but you will have made a difference.



Tips & Advice:

Choose something that you care passionately about and which you are committed to change.



Safety Issues / Risk Assessment:

- If inviting people to an event you will need to do a risk assessment of the venue. If you are using your church hall, then the leadership of the church will be able to help you with this.
- Stick to the budget that you have allocated.

The Duke of Edinburgh's Award:

Skills: Democracy in Action



Going Further



Additional Resources:

- **British Youth Council** www.byc.org.uk
BYC is an organisation of young people for young people across the UK. They empower other young people to get involved in the things that are important to them and to have a say in decisions that affect their lives. They believe that it doesn't matter who they are or where they come from, their voices count.
- **UK Youth Parliament** www.ukyouthparliament.org.uk
The UK Youth Parliament (UKYP) enables young people to use their energy and passion to change the world for the better. Run by young people for young people, UKYP provides opportunities for 11-18 year olds to use their voice in creative ways to bring about social change.
- **Scottish Youth Parliament** www.scottishyouthparliament.org.uk
An organisation that think young people in Scotland have the right to have their views listened to and acted upon.
- **Welsh Youth Parliament** www.walesyouthparliament.com
The Wales Youth Parliament is an organisation run by young people aged 13-25 for young people. They feel passionately about young people having a voice. To make a change they want to connect with young people and adults who love where they live, have a whole range of concerns and have a dream and a vision about the future of their area.
- **Funky Dragon** www.funkydragon.org
Funky Dragon – the Children and Young People's Assembly for Wales – is a peer-led organisation. Their aim is to give 0-25 year olds the opportunity to get their voices heard on issues that affect them. The opportunity to participate and be listened to is a fundamental right under the United Nations Convention Rights of the Child. Funky Dragon try to represent as wide a range as possible and work with decision-makers to achieve change. Funky Dragon's main tasks are to make sure that the views of children and young people are heard, particularly by the Welsh Assembly Government, and to support participation in decision-making at national level.
- **Northern Ireland Youth Forum** www.niyf.org
The Northern Ireland Youth Forum (NIYF) is run by young people and is all about young people. Any young person (14-25) can get involved. They believe that all young people have ideas and opinions worth listening to and want to help them get involved in changing things in their school, community, home and in government.

- **UK Parliament** www.parliament.uk
- **Number 10 Downing Street** www.youngpeople.pm.gov.uk
Number 10 is a website for young people. You can see what's behind the famous door, learn about the history of the building and the people who have lived in it, and get in touch with the Prime Minister.
- **Electoral Reform Society** www.electoral-reform.org.uk
The Electoral Reform Society is campaigning to change the way we choose our politicians. They believe that a fair voting system will improve our democracy, allow politicians to represent us better and help us to tackle the serious issues facing our society.
- **Amnesty International** www.amnesty.org.uk
A campaigning organisation that is a movement of ordinary people from across the world standing up for humanity and human rights, their purpose is to protect individuals wherever justice, fairness, freedom and truth are denied.
- **Catch 21** www.catch21.co.uk
The aim of Catch 21 is to kick-start a revolution of participation in British politics by changing the way it is perceived by the public. Catch 21 seeks to achieve this by putting on debates and shows all over the UK, which will attract young people – those who are seen as the least likely to be interested in the traditional style of politics – by including well-known public faces.
- **Envision** www.envision.org.uk
Envision is a youth empowerment charity that enables young people to realise their capacity to make a difference. Envision works in schools and colleges across the UK, and helps 16-19 year olds develop their own social and environmental projects. With the support of adult volunteers, young people develop the skills, awareness, confidence and motivation necessary to bring about positive change in their communities.
- **Being Heard** www.beingheard.org.uk
The aim of Being Heard is to build young people's level of political awareness and participation so that they can play an active role in the democratic processes affecting their lives. Being Heard is also a consultation space for decision-makers to engage with young people and their ideas, experiences and opinions.
- **Youth Voice: Peer Power** www.yvpp.co.uk
Youth Voice believes that young people can pass on their knowledge of how to make the best of their lives to other young people, and that when they do this they learn useful skills, improve their self-esteem and increase their confidence.
- **Hidden Agendas** www.hiddenagendas.org.uk
Hidden Agendas is where young people go for political opinion, debate and action. It offers a place to explore ideas, discuss a broad range of issues and make contact with campaigning organisations. It provides progressive young people with a gateway from single issues to the wider world of politics.
- **2009 Project** www.the2009project.com
The 2009 Project has a simple aim; to get every eligible person under 35 to vote at the next general election.
- **Do Politics** www.dopolitics.co.uk
This website is a resource hub for electoral administrators, youth and community workers, teachers, and other practitioners interested in encouraging people to get involved in our democracy.
- **Citizenship Foundation** www.citizenshipfoundation.org.uk
The Citizenship Foundation is an independent education and participation charity that exists to encourage and enable individuals to play an effective role in democratic society. Some excellent resources.



Programme Ideas:

- Rights and responsibilities of a citizen
- Protesting



Trips / Visits:

- Parliament/ Assembly buildings
- Local MP/ Councillor
- Invite the local Member of Youth Parliament to talk to the group



Programme Links:

- Your Church Reaching Out project
- Positive Publicity project
- Youth Forum challenge



Projects

BB Global

Aim: To gain a knowledge of BB around the world and to explore partnership possibilities with one specific country



Taster 1

It's a Small World

Aim: To learn about the work of the Global Fellowship



Equipment:

- Internet access
www.globalfellowship.net
- BB Gazettes (Leaders should have copies)
- World maps (political)



1 hour



Any

Instructions:

The Boys' Brigade is a worldwide organisation; started in Scotland in 1883 the organisation has spread around the globe and operates in over 60 countries around the world. The Global Fellowship is the body which unites The Boys' Brigade and other kindred Christian Youth Organisations together worldwide.

Find out what is already known about The Boys' Brigade overseas, as some may already have some knowledge from topics in the Discover programme.

Think about:

- What would be familiar and what would be different across countries?
- Where does BB operate?
- Why is it in these countries and not others? This could be related to the movement of people in late 19th/early 20th centuries throughout the former British Empire/Commonwealth.

Find out more details about one specific country and how to develop links with the BB there, e.g. *pen pals, email, financial support, visit etc.*



Preparation:

Is it feasible to link with other countries? If so, in what ways?



Tips / Advice:

Many Companies in UK have links with BB in other countries and it may be useful to consult them. Contact BB HQ or the Global Fellowship for more details on contacting BB around the world.



Taster 2

Global Themed Evening

Aim: To organise and run a themed evening for younger members of the Company based on a particular country



Equipment:

As required



2 hours +



Any

Instructions:

This activity will best be done over two weeks, the first to plan and the second to enjoy the fruits of your work:

- Choose the country.
- Discuss activities related to that country (Do not stereotype).
- Plan a number of activities related to the theme for younger members to participate in, e.g. *games, quiz, food, devotions, teaching about BB in that country.*
- Allocate different activities to plan to different members of the group.
- Allocate a budget that has to be worked to.
- Ensure that you have determined a plan for evening.
- Now run the evening for others.



Preparation:

Do some background research about the country and its culture.



Tips / Advice:

Remember to evaluate the evening:

- What went well, what would you do differently next time?
- Ask the participants how they felt the evening went?



Christian Faith Prayer Partners

Aim: To commit to pray for the issues affecting BB members in a specific country or region



Ongoing



Any

Instructions:

Through the project and tasters there will have been both similarities and differences between BB members in different countries. One thing to remember is that however far apart we are, we are all part of God's family. Look at specific issues that affect a country. This could be personalised if a link has been established.

Produce a prayer wall by drawing an outline of the country on a piece of paper, then use post-it notes to stick your prayers onto the country.

Think about:

- What issues could be prayed for?
- What issues are affecting our young people that members in other countries could pray about?
- How people could know they are being prayed for?

Look for answers to prayer and share these.



Tips / Advice:

Have a look at www.bepartofamiracle.org.uk, <http://youth.tearfund.org>, and www.24-7prayer.com.



Project Go & Experience

Aim: To explore methods of making a link with BB in another country



Equipment:

- Laptop
- Atlas



4-6 weeks



Any

Project Description:

Through the taster(s) you might have determined a country with which you might want to establish links. Many churches already have links with specific countries and may be involved in sponsorship of individuals/families who are undertaking work there. It may be appropriate to use these links:

- Determine how to collect as much information about the country as you can, sources will include the internet, atlas, travel agents.
- What type of links can be established? It is relatively easy to simply be informed about the country and about the BB there. It will be more effective if these links can be made at a personal level. The Global Fellowship www.globalfellowship.net will be able to provide contact details for the BB in that country. It will then be possible for direct communication to take place.

- Is it possible to arrange a visit to the country and see the BB? A number of Companies do this so do not be deterred from investigating the feasibility. When investigating the possibility of a visit, factors which need to be considered are: when to go, travel arrangements, accommodation, what to do whilst there (going to carry out a specific project or is this a holiday?), insurances, vaccinations, overall costs.

It is likely that Trust Funds can be approached to support the funding of the venture, especially if going to carryout a project. BB HQ will be able to provide links with Companies in the UK who have carried out similar ventures so their experiences can be shared and lessons learned.

Putting together a feasibility study for the venture is very important; this should include all of the factors listed above. Involvement of leaders from the Company and the support of parents will be essential to enable such a venture to take place.



Tips / Advice:

- Sometimes it is easy to perceive that, if a trip is organised, it is all about going out to help and to sort out problems. Try to establish a partnership approach with the idea that any link will have mutual benefit and is a learning opportunity for all.
- At an early stage do look for support/advice from other groups that have tackled this type of venture.
- Have a look at www.tearfund.org, www.soapboxtrust.com, www.raleigh.org.uk, www.ywam.org, www.mercymission.org, www.icfem-mission.org, www.oasistrust.org, www.cms-uk.org for organisation that offer short term opportunities to travel abroad.



Safety Issues / Risk Assessment:

- A risk assessment must be carried out for the country and project (if applicable), for help with this check the Foreign & Commonwealth Office website for advice at www.fco.gov.uk.
- Often establishing links with groups in a developing country may result in requests for help, funding etc. Be aware of this and ensure that if personal email contacts are given, individuals understand they may receive a variety of such requests.
- Permission needs to be obtained from BB HQ for overseas trips.

The Duke of Edinburgh's Award:

- This project, dependent on length of time spent and venture undertaken could be used for the service (volunteering) element of the Award or the Residential project at Gold Level.
- Skills



Going further



Trips / Visits:

- International trip
- Visiting speaker with experience of overseas trips



Programme Links:

- Fundraising project
- International project
- 24hr Travel challenge
- Far, Far, Away challenge

International

Aim: To gain a better understanding of the world around us



Taster 1

Where in the world?

Aim: To see how much we know about world geography



Equipment:

- Flip chart pad
- Pens
- Atlas



60 mins



Any

Instructions:

We all live on the same planet, but how much do we know about different cities around the UK and Republic of Ireland let alone countries around the world?

- Distribute flip chart paper and pens, or alternatively use a whiteboard.
- In groups draw an outline map of the British Isles.
- On the map, mark the cities of Edinburgh, London, Belfast, Cardiff and Dublin.
- Compare the maps and discuss any difficulties.
- Show a real map and compare. There could be a prize for the most accurate.
- Repeat the process, but this time draw an outline map of the world.
- Share a real world map and compare.
- Place ten countries on the map (UK, USA, Australia, Brazil, Japan, Cameroon, Israel, Iraq, Burma, Kenya). If you don't really know have a guess.
- Identify major cities around the world.
- Compare with each other and an atlas.
- Why are some places easier to locate?

Looking at the real outline map think about:

- Which areas are developed/developing?
- Where would you like/not like to live?
- Where is there conflict/peace?
- Where is there poverty/wealth?

Discuss the reasons for the answers.





Preparation:

Make sure that you have an atlas with you to give the correct answers.



Tips / Advice:

Remember to challenge any stereotypical comments or prejudice.



Taster 2

World Wide

Aim: To consider how our views of the world are shaped



Equipment:

- World maps/Globe
- Newspapers (with an international section)
- World maps



45 mins +



Any

Instructions:

When we think of the world it is often only from our own perspective. However it is a big place!

- Identify the Middle East and Far East on a world map.
- Why do we use the terms Middle East and Far East? If you lived in Hong Kong, where are you Far East from?

Often we have a Euro centric view of the globe. Think about:

- How often do news stories from other parts of the world reach us?
- Do we receive more news about some countries than others?
- Are some countries never mentioned?

Use a week's newspapers. Look through and identify the countries that are featured in the International News section. Form a tally chart on the map for every time a country appears in the news.

- Why are these countries mentioned?

At the time of writing, the civil war in the Democratic Republic of Congo was killing 45,000 people per month.

- How much coverage does this receive?
- Would it be the same if it was happening in the USA?

Identify an issue of world importance that gets very little coverage.



Preparation:

Collect newspapers for the week leading up to the session.



Tips / Advice:

Remember to challenge any stereotypical comments or prejudice.



Taster 3

Experience

Aim: To hear about somebody's first hand experiences of travelling



20 mins



4+

Instructions:

Invite someone to come and talk to the group about their experiences of travelling abroad. This could be a member of the church, a BB leader, an ex member who has been on a gap year etc. This might include pictures, tales from their travels and a question & answer session.



Preparation:

- Make sure that you prepare some questions in advance and research the country that the person had travelled to.
- Find someone appropriate to talk to the group.



Tips / Advice:

Try and choose someone who has been somewhere for a reason other than holidaying.



Christian Faith Compassion

Aim: To highlight how Jesus showed compassion and explore how this affects our relationships



Equipment:

- Bibles
- "Everyone Needs Compassion (Mighty to Save)" by Ben Fielding & Reuben Morgan



30 mins +



Any

Instructions:

- If you hear the word compassion, what do you think of?
- Compassion means to suffer with – How does this relate to travel in parts of the world afflicted by poverty? Are we just a passer by?
- **Read Matthew 9:36** (Jesus has compassion for the people as he passes among them).
- Jesus' compassion addressed both the *spiritual roots* and *social consequences* of people's problems. In **Luke 4:18-19** he quotes from Isaiah:

The spirit of the Lord God is upon me,
because the Lord has anointed me;
he has sent me to bring good news to the oppressed,
to bind up the broken hearted,
to proclaim liberty to the captives,
and release to the prisoners;
to proclaim the year of the Lord's favour

- Are there times when we are oppressed or captive?
- What can these words mean in addition to the literal meaning?

Reflect

God made individuals with an inbuilt responsibility for the Earth, its people and resources. Play "Everyone Needs Compassion (Mighty to Save)" by Ben Fielding and Reuben Morgan:

- How can we bring good news to others?
- How can we suffer with others on our journeys?

Pray

Pray that God will be with us as we act in ways that show the Kingdom of God now to all people.



Project

Me – A responsible Global Citizen?

Aim: To understand how globalisation links the lives of individuals



Equipment:

- Internet access
- Holiday brochures



5 hours +



Any

Project Description:

There are a number of issues that could be selected to explore the issue of globalisation, e.g. *world trade, child labour, aid etc.* This project example looks at tourism, but if one of these other issues is more appropriate then feel free to explore that.

Think about:

- What do you think of if you say the following ? (e.g. *men, women, Americans, elderly people, Chinese etc.*)
- Are there stereotypes that are built upon prejudices?
- How does this influence our view of parts of the world?
- Where have you travelled around the world? Identify on a world map places where you have been as tourists. Look at the trends that emerge. There may be a member of the group who has taken or intends to take a gap year travelling.
- What experiences have you had?
- What knowledge of local culture, customs and people did you experience?
- Looking at some holiday brochures, what do these brochures emphasise? Is it possible to identify experiences that emphasise the culture of the country to be visited?
- What are the costs and benefits of tourism? Does this depend on whether you are the tourist or host? If the tourism is designed for the benefit of the poor, it can reap large benefits for the local area and its people – if it is managed for the richer sections of society and governments, it can destroy the livelihoods of local people and the natural environment.
- If some tourism is seen as exploitative of the local environment and people should it be stopped? Would this deprive already poor people of essential incomes?
- Develop a role play/sketch to show the issues surrounding tourism to be shown in a church service or to other members of the Company.
- Develop “Guidelines for Sensitive Tourism” encouraging others to become responsible for their actions whilst abroad.



Tips / Advice:

Be aware of cultural diversity within your own group.

The Duke of Edinburgh's Award:

- Residential
- Skills
- Service



Going Further



Additional Resources:

- **Christian Aid** www.christianaid.org.uk
Christian Aid challenge the causes of poverty and make change happen.
- **World Vision** www.worldvision.org.uk
World Vision works to make a serious and sustainable impact on poverty and its causes, especially as they affect children. Their website has numerous specialist youth work resources on Conflict, Disasters, Education for Life, Food Not Famine, HIV & AIDS, Poverty, Tackling the Issues etc.
- **NationStates** www.nationstates.net
NationStates is a free nation simulation game. Build a nation and run it according to your own warped political ideals. Create a Utopian paradise for society's less fortunate or a totalitarian corporate police state. Care for your people or deliberately oppress them. Join the United Nations or remain a rogue state. It's really up to you.



Programme Ideas:

- Trade Justice – www.fairtrade.org.uk, www.maketrade-fair.com, www.pressureworks.org
- Trading games
- Peace & Conflict www.oxfam.org.uk/education/resources
- Negotiate a peace treaty
- Good Samaritan



Trips / Visits:

Trip Abroad



Programme Links:

- BB Global project
- Fundraising project
- 24hr Travel challenge
- Far, Far, Away challenge



STOP & THINK!

- What went well?
- What didn't?
- What would you do differently next time?

Fundraising

Aim: To stimulate thinking and commitment to personal financial giving and support of good causes



Taster 1

The Value of Money

Aim: To relate the value of your leisure items to the impact of charitable donations



Equipment:

- Information on charities and good causes
- Flip chart and pens
- Paper and pens for preparing pitch
- Additional equipment as required



60 mins +



6-10

Instructions:

Sometimes it is easy to be generous with your time and support, but your own personal finances can often be a different issue. Money is very powerful, you might have heard the phrase "money makes the world go around" and to an extent this is true. Every time you spend your money you are making a choice and prioritising your needs:

- Collect together details of four charities or good causes where donations of money are important, e.g. *children's hospice, NSPCC, Cancer Research, RNLI, church needs etc.*
- List on a flip chart the latest item of leisure goods you have bought or had bought for you and how much it cost. Such goods could include clothing, music, computer games, shoes, make up, jewellery, etc.
- At the end of the activity you will be asked to decide which one of four charities / good causes they as an individual would make a donation to the same value as their leisure item and why? There is no option to not choose or to give it to themselves on this occasion.
- In pairs read one of the sets of the charity information and in 15 minutes come up with a 3 minutes pitch which will get the rest of the group to donate to your charity.
- Pitch to the rest of the group.
- Get each member of the group to note on a flip chart the charity they would make their donation.

Think about:

- Why you chose that charity?
- How difficult was the choice?
- What made the difference?
- What difference would the money you spent on your last leisure goods have made to the charity? Write to them to find out.



Preparation:

Collect together the charity / good cause information according to the number of sub-groups formed. The charity information needs to include information on what the charity does, what different aspects of work costs, how important donations are etc. This can normally be found in the Annual report or Review or straight off a website.



Tips / Advice:

- The group can be split into small sub groups of 3 or 4 or even individuals. The smaller the sub group the better to ensure real engagement by everyone.
- The number of sub-groups will affect the time it takes to go through this activity and thus a decision will need to be made about running the activity for longer or over two weeks.
- The pitch can be a presentation, an advert, a sketch etc. or a combination. The options can be as complex or as simple as the equipment available and time allows.



Taster 2

Choosing a Good Cause

Aim: To think about the issues involved in deciding to make donations to good causes and how much to give



Equipment:

- Information gained in Taster 1
- Token money



45 mins +



6-10

Instructions:

Ask everyone to come to the activity prepared to show information or talk about their own favourite good cause, or a good cause they have supported recently. You might like to set a maximum length of 2-3 minutes. The aim of the talk is to get others within the group to support their cause and they need to provide enough information about it to raise as much money as they can from the group.

Provide everyone with token money representing the value of their leisure item (from Taster 1). Get the group to decide on their own how many of their tokens they want to give away and to which good cause. For this activity group members should be informed that they are not allowed to donate their money to their own favourite good cause. They can choose not to give anything away, some of it away or all of it; they can distribute their tokens any way they choose. Place baskets or buckets in the room clearly representing each cause. Share which good cause raised the most money.

Think about:

- Why they supported that good cause?
- Why they think others should support their cause too?

Think about:

- Why that charity got the most?
- How did they decide how much to give and to which good cause?
- Did anyone keep any tokens? Why?
- Does anyone support good causes? Why?



Preparation:

- Ask everyone to come to the activity prepared to show information or talk about their own favourite good cause, or a good cause they have supported recently. The aim is to get other young people within the group to support their cause and they need to provide enough information about their cause to raise as much token money as they can from the group.
- Prepare token money.



Christian Faith 1 Talents

Aim: To choose a good cause to support and then use your talents and some seed money to raise more money



Equipment:

- Bible
- Loans / Seed money



1 week



1-4

Project Description:

The Parable of the Talents is a parable told by Jesus and recorded in **Matthew 25:14-30**. It was told to illustrate an aspect of the nature of what living a God like life is like. Read the parable and discuss what happened.

Think about:

- Why was the master disappointed?
- Which servant would you be like?

Use this idea to set a challenge for the following week. Give everyone approximately £5 and in just a week use your gifts to multiply it. This money can then be given to a chosen charity or cause.

Think about:

- How will you repay the loan at the end of the week with interest?
- Will you do this project as individuals, in pairs, or small groups?
- Which good cause will you support? They don't necessarily have to be the same as anyone else. You could choose the good cause at the end of project but you may find it easier to decide at the beginning so that you can tell people where the money is going once you have raised it.
- How are you going to turn your £5 into £10 or even more? *e.g. buy pizza making materials, make pizza and sell slices or to buy car cleaning equipment and charge to clean cars.* Think about what you are good at, make up your own ideas or ask for ideas. They must be legal activities and not break any rules of your group.

Once you have decided on the ideas take time to plan them out. Think about:

- What equipment will you need?
- How much time will you need to get things in place?
- How you are going to tell people about your project so that they can help?
- What permission do you need to get?
- What help do you need to ask for?
- What else will you need to do to make sure the activity is safe?

Talk your plans through with the group to make sure you have thought of everything you need and to make sure you will be insured and safe while you do it. Now go and do it. Next week see how you have got on and how much money you have got through using your gifts. Pay back the loans, and present the "interest" to the good causes of your choice. It may be nice to think about going to visit the good cause or telling your church what you have been doing.



Tips / Advice:

- It is useful to choose the good cause at the beginning as it will help increase the money generated by telling people what it is for.
- There are some legal requirements about fundraising which need to be followed – check these on charity websites or with someone with experience.
- If you're brave you could reward the person who raised the most money with the initial loan, as was done in the parable. There is no guarantee that they will give it to the good cause though!



Safety Issues / Risk Assessment:

It is really important to consider all the safety issues around any activity.



Christian Faith 2 Giving

Aim: To think about your own personal giving



Equipment:

- Bible



20 mins



Any

Instructions:

Every year on TV there are numerous appeal shows that raise millions of pounds for charity. In a 4 week period the UK Giving Report 2007 found that 54% of the UK population donated something to charity, but it is estimated that we only donated £9.5 billion. That might sound a lot but that works out at about £16 per person in that period.

Think about:

- What do you spend your money on? Create a pie chart dividing up where your money goes (you could even use an actual pie!)
- Have you given to help someone or a good cause out of your own money? Why?
- Is it important– now or in the future?

Read some of the following Mark 12:41-44; Deuteronomy 14:22, 28-29; Matthew 19:16-24; Luke 6:38; Acts 20:33-35; 2 Corinthians 9:7-11.

Think about:

- What do these verses teach us about our money?
- What should our attitude be to money?
- Can we be more generous with our money?
- What do you think giving out of poverty means?



Preparation:

Put the readings onto separate pieces of paper.



Tips / Advice:

- Use a version of The Bible that will be easily understood e.g. *the Youth Bible: New Century Version, Contemporary English Version, New Living Translation, The Message or perhaps the Street Bible.*
- The idea of this exercise is not to overburden the group with guilt, but inspire them into action.



Project Fundraising Task

Aim: To become informed and raise money to support a good cause



Equipment:

- Flip chart & pens



6 hours +



Any

Project Description:

Now as a group set your targets a bit further and wider. Plan a project that will raise money for a charity.

Think about:

- What is your cause?
- What is your target?
- Why are you passionate about it?
- How can you become even more informed about it? e.g. *invite someone to speak or train you about the issue.*
- What will you do? Will there be a theme?
- When and where will you hold your event? Think about what time of the year is best and find out what else is going on.
- Are you going to set yourself a target?
- How will you publicise and invite people to attend?
- Who is going to help you?
- How are you going to divide up jobs?

- Who is going to project manage?
- How will you raise donations?

Remember to have fun and make it safe. The more fun you have, the more your guests are likely to give! As well as having fun it is vital that in holding any event you protect yourself and others and are careful to safeguard children.



Tips / Advice:

- Choose something you really care about.
- Remember to evaluate the project after it is happened.
- There are some legal requirements about fundraising which need to be followed – check these on charity websites or with someone with experience.

The Duke of Edinburgh's Award:

- Service: Fundraising
- Skills: Event Planning & Organisation



Going Further



Additional Resources:

Most charities will have resources applicable to their fundraising context. Look at their websites for more information.



Trips / Visits:

Trips to see the charity or good cause.



Programme Links:

- Active Citizen project
- BB Global project
- Creative Arts project
- International project
- Performing Arts project
- Positive Publicity project
- Your Church Reaching Out project
- Money Trail challenge



STOP & THINK!

- What went well?
- What didn't?
- What would you do differently next time?

Crime

Aim: To consider the cause and effect of crime and how it is dealt with through the justice system



Taster 1

Crime Stoppers

Aim: To understand what it is like to be a victim of or witness to crime



30 mins



2-5

Instructions:

Crime is something that could affect anyone at any time whether as a victim or a witness.

Did you know that:

- Around half of 11-16 year olds are victims of crime every year.
- 11-16 year olds are most likely to be victims of:
 - Being threatened (26%)
 - Being bullied (23%)
 - Having something other than a mobile phone stolen from them (15%)
 - Having something which belongs to them destroyed or damaged on purpose (14%)
 - Being physically attacked (13%)
- Young people are more likely to be victims of personal crime (theft, assault or robbery) than adults. Around one in three (33%) of 10-25 year olds are victims of personal crime every year, compared with only 14% of 26-65's.
- Young victims of theft (age 10-17) had the following things stolen from them:
 - Money (28%)
 - Mobile phone (25%)
 - Stationery (20%)
 - Bike (11%)

Think about:

- Has anyone in the group been a victim of crime? Can they share the experience?
- Has anyone in the group witnessed a crime? What did they do?
- What is it like going to court? Does anyone have any experiences?
- How might you feel if you go to court? e.g. *seeing the accused, not understanding the questions, not being believed, speaking in front of strangers, not understanding what you are supposed to do at court, having your name in the newspaper, what will happen to the defendant.*

- What should you do in the courtroom? e.g. *listen carefully to the questions, answer the questions as clearly as you can, tell the truth!*
- Why is it important that crime is reported?
- Why is it important that witnesses come forward?



Safety Issues / Risk Assessment:

Be aware of those who may have been victims of or witnesses to crime.



Taster 2

Make The Punishment Fit The Crime

Aim: To discuss how offenders are punished for what they have done



Equipment:

- Internet access
- Recent copies of local newspapers
- Flip chart & pens



30 mins +



Any

Instructions:

Every week the local and national newspapers focus on negative stories and a lot of the time this will relate to crime. For every crime there are offenders who may be caught and sentenced:

- List the punishments that a judge might give out to an offender, these may include: prison (custody), fines and community orders (including: Compulsory unpaid work, participation in any specified activities, programmes aimed at changing offending behaviour, prohibition from certain activities, curfew, exclusion from certain areas, mental health treatment, drug treatment and testing, alcohol treatment, supervision).
- Take a look at the local newspaper for reports of crimes in the local area and discuss the crime that was committed and the sentence given to the offender. Was this appropriate for the crime?
- Pass sentence on the following crimes:
 - Someone who steals a mars bar
 - Someone who steals a car
 - A repeat offender shoplifter
 - A murderer
 - Someone who kills someone in self defence
 - Someone who kills a fleeing burglar
- Look at www.sentencing-guidelines.gov.uk (England & Wales), www.scottishsentencingcommission.gov.uk (Scotland), www.courtsni.gov.uk (Northern Ireland), or www.citizensinformation.ie/categories/justice (Republic of Ireland) for further details on how sentencing applies to criminal offences and how sentencing is applied to offenders.
- Does this match your sentence?

All offenders will have a criminal record, regardless of their sentence.

Think about:

- How might a criminal record affect the offender even after they have completed their sentence?
- Could the offender have difficulties in finding employment depending on the extent of the record? Employment is the single most important factor in reducing re-offending, but estimates suggest it is at least eight times harder for a person with a criminal record to obtain employment. Evidence shows that the factor most likely to put an employer off is a criminal record.



Preparation:

Several weeks' editions of the local newspaper may be required to obtain sufficient data.



Tips / Advice:

Contact could be made with the local Police or Court to ask if a police officer, judge or barrister could come along and talk to the group.



Safety Issues / Risk Assessment:

- Be aware of those who may have been victims of crime or may have relatives and friends who may have been through the criminal system.
- Be prepared to challenge opinions in order to provoke discussion and a better understanding of the issues.



Taster 3

Mitigating Circumstances

Aim: To consider whether circumstances affect our view of crime



Equipment:

- Sentencing labels to be positioned around room



45 mins +



Any

Instructions:

This role play exercise will get you thinking about the complexities of sentencing:

- Assemble the group in the centre of the room.
- Display a variety of possible sentences that a court may impose on the walls, e.g. *3 months imprisonment, 6 months imprisonment, 12 months imprisonment, £100 fine, £200 fine, £500 fine, ASBO, 50 hours Community work, 100 hours community work, 200 hours community work, Alcohol or drug treatment, restorative justice order etc.*
- Read out a statement, e.g. *"John has been found guilty of entering a house and stealing jewellery and cash valued at £200."*
- Invite the members of the group to stand by the suitable sentence for the crime. If there is a difference of opinion ask one of the young people why they have moved to a particular place.

- Read out the additional information, and after each invite the participants to change their sentence. Again ask for the reasons behind their decision:
 1. John stole the goods to fund a drug habit
 2. John is 18 years old
 3. John has been in the care of Social Services since the age of 13 when his alcoholic parents threw him out
 4. The house belonged to a 78 year old widow and the cash was her money for her bills
 5. Following the crime the widow has lost her confidence and now won't leave her home
 6. This is John's fourth appearance in court in the last six months.

Following the activity discuss as a group how the additional information affected their view of the appropriate sentence.

Think about:

- Should the same crime always receive the same sentence?
- What is fair?
- Why are Judges allowed some discretion with their sentencing?



Preparation:

Think about the crime scenario that you are using, as a different scenario may be more appropriate.



Tips / Advice:

The purpose of the taster is not to be judgemental, but for the young people to start to discuss the issues that arise. There are often no clear cut answers and factors such as personal knowledge of a victim may influence the discussion.



Safety Issues / Risk Assessment:

Be aware of those who may have been victims of crime.



Christian Faith 1 The Whole Truth

Aim: To discuss whether lying can be justified



Equipment:

- Bibles
- Flip chart and pens



20 mins



Any

Instructions:

Ask everyone to think of two facts and one lie about themselves. Get everyone in the group to share their statements. Guess each member's untrue statement.

Read Exodus 20:16. "You shall not give false testimony against your neighbour". Courts around the world take a very serious view of witnesses who do not tell the truth; in the United Kingdom, the penalties for lying in the witness box are severe.

Think about:

- Why are the penalties for giving false evidence so severe?

Read Matthew 28:1-15. On the flip chart write down all the reasons you can think of for the chief priests to invent the story, e.g. *they did not want to tell Pilate that the security arrangements had been a waste of time, they did not want people believing that Jesus was alive, they did not want riots to start in case the Roman soldiers took action, they could not face the fact that they had killed God's Messiah.*

Think about:

- Do any of these reasons justify the actions which the chief priests took?

Read Matthew 26:69-75.

Think about:

- Why did Peter struggle to be a good witness?
- Who witnessed accurately to Jesus' resurrection? e.g. *Mary Magdalene*

Reflect

How are you a good witness to yourself, your family, and to Jesus?

Pray

Pray that you will be prepared to stand up as a witness to Jesus.



Christian Faith 2

Grace and Justice



Equipment:

- Bibles
- "Lost Son Questions" template
- "The Stand" by Hillsong United



20 mins



Any

Instructions:

Criminal Justice demands that if a person commits a crime, it is just to punish them. The only question here is guilt or innocence. The guilty get punished; the innocent go free. That's the justice of retribution.

Think about:

- Is there a limit to forgiveness?
- Can a murderer be forgiven just like someone who lies?
- Is it fair that Jesus forgives our sins?

Read Romans 3:21-26. This passage states that all have sinned and fallen short of God's standard. No one can stand and say that they have not done anything wrong. We might think that we're not as bad as someone else, but Jesus taught that actually even when we think about committing a sin in our hearts it is as if we had actually done it! That's a high standard. Justice demands that when something is done wrong there is retribution and a price is paid. Consequently we all deserve to be punished for what we've done. If a judge said to a murderer "I forgive you" and let a person go, there would not be

any justice, as a price would not have been paid. God has a complicated balancing act, because he is full of both justice and mercy. Therefore God demands that a price has to be paid but also longs to be in relationship with us. Jesus died to pay that price and bring us back to God.

Think about:

- Why did Jesus have to die?
- Is sin really a problem?

When we do wrong we build up a wall between Jesus who has done no wrong and our own stained lives.

Read Luke 15:11-24 the story of the Lost Son. Split into three groups and look at the questions on the "Lost Son Questions" template.

Think about:

- Why did the son leave?
- What made him return to his Father?
- Have you ever faced disappointments?
- How does the father teach us what Jesus is like?

Luke 15 contains three stories about how far that God will go for you. In the story the younger son thought he would be better off going down his own road, and we can be the same with our lives. However he had to swallow his pride, show humility, accept that he had messed things up and go home to his dad. He expected consequences (15:21), but got love. In the story the father doesn't stop the son, and so God won't stop you from going your own way. But God is about grace, and so when you return God's arms are always open (15:22).

The older son is perhaps the most interesting character. Jesus told the story to a group of people who were questioning why Jesus was hanging out with sinners. Why was a man who claimed to be God, spending times with those who had ignored him, and ignore those who had spent their whole lives following God? They felt unfairly treated. The older son didn't understand that we had all fallen short of God's standard. In the story the Father recognised that we are all equally guilty. The cross is all about a totally loving God coming to earth, in order to bring all humanity back into relationship with him. On the cross Jesus died for our sins, took them upon himself, when we ought to have paid the price.

Reflect

Play "The Stand" by Hillsong United:

- How does it make you feel to believe that Jesus was willing to suffer to save you?



Tips / Advice:

You might like to show a depiction of the Easter story.



Project The Justice System

Aim: To find out how the justice system works



Equipment:

- Internet access



6 hours +



Any

Project Description:

Arrange a visit to a Magistrates' Court (in England, Wales and Northern Ireland); or a District / Justice of the Peace Court (in Scotland); or a District Court (in Republic of Ireland) and listen to a case being heard. If not allowed inside the courtroom whilst a case is in progress, ask if it would be possible to make a visit to see a courtroom and talk to the clerk of the court. Find out what their job involves.

Now you have seen the real thing, it is time to host your own mock trial:

- Invent a suitable offence for which one member of the group is to be accused.
- The key roles will be the defendant, defence and prosecuting counsel and a judge. Whether you have a jury and how many members will depend on the size of your group. Either party may call witnesses, who do not have to be part of the group, e.g. *they could be leaders or church members*.
- After the charge has been read and the defendant has entered a plea. The prosecuting counsel opens the case. At the conclusion, the judge will sum up and the jury will give a verdict.
- Allow some time beforehand for the defendant to come up with a reasonable explanation and for any witness to be prepared.
- The trial could be spread over two or more weeks. The preparation in the first week, the prosecution and defence in the second week and the summing up and verdict in the final week.

Excellent material entitled "Running a Mock Trial" is available from the Citizenship Foundation at www.citizenshipfoundation.org.uk/main/resource.php?s100. This includes background stories, procedure guide, guidance notes for each role, sentencing and a case.



Tips / Advice:

- Those being involved in the trial can get some advice on their roles from <http://direct.gov.uk/en/CrimeJusticeAndTheLaw>, which includes videos and information on court procedures.
- **Her Majesty's Court Service** www.hmcourts-service.gov.uk
- **Scottish Courts** www.scotcourts.gov.uk
- **Northern Ireland Court Service** www.courtsni.gov.uk
- **Republic of Ireland** www.citizensinformation.ie/categories/justice/courts-system



Safety Issues / Risk Assessment:

Be aware of those who may have been victims of crime or may have relatives and friends who may have been through the criminal system.

The Duke of Edinburgh's Award:

Skills: Criminology



Going Further



Additional Resources:

- **Rizer** www.rizer.co.uk
It's what you need to know about crime, the law, and you. It's designed by young people. There are true stories, information, a justice map which outlines what happens if you get in trouble, and a helpline.
- **Victim Support** www.are-you-ok.org.uk
If you've been a victim or witness of crime, it's not your fault. You are not alone. Victim Support can help – just get in touch! This website gives information for victims and witnesses of crime.
- **Shadow CS** www.shadowcs.co.uk
Shadow CS is a fun, interactive website aimed at young people aged 11 – 16+ all about crime. It allows young people to get involved in discussions about crime and the everyday things that affect them and gives them the option of seeking advice if they don't know what to do.
- **Direct Gov** www.direct.gov.uk
The Crime & Justice and the Law page detail the different types of crime that might affect you and what happens when you report a crime or go to court.
- **The Scottish Government** www.scotland.gov.uk
The Justice page provides information about the courts' service in the UK.
- **Criminal Justice System** www.cjsonline.gov.uk
If you have come into contact with the criminal justice system as a victim of crime, a witness, juror or you have been accused or convicted of a crime then this site can help. Look at the interactive virtual tour.
- **Crime Stoppers** www.crimestoppers-uk.org
Crime Stoppers are an independent charity helping to find criminals and solve crimes.



Programme Ideas:

What would you do if you found a £50 note?



Trips / Visits:

- Police station
- Court room



STOP & THINK!

- What went well?
- What didn't?
- What would you do differently next time?

Your Church Reaching Out

Aim: To see and understand the church and its place and role in their local community



Taster 1

Piece It Together

Aim: To find out how groups within your church impact on your community



Equipment:

- Church directory
- Pens
- Flip chart



20 mins



Any

Instructions:

Churches should not be isolated groups of people, but be involved and of benefit to the community.

On a flip chart think about:

- Which groups use your church premises?
- What do each of these groups do?
- How many people are involved? *i.e. leaders and participants.*
- Mark the ones you think benefit members of your local community.
- How do they do this?



Preparation:

- Have a list of all the groups that meet/use your church premises.
- Find out the purpose/aim of each group.



Tips / Advice:

Try to make this a quick taster – you could put a time limit on the activity.



Taster 2

Take Your Pick

Aim: To find out more about one of the groups that meets in your Church



Equipment:

- Paper / cards with the names of the different groups from taster 1



20 mins +



Any

Instructions:

Choose one group from your Church that reaches out into your community. Visit them and talk to the leaders and participants. Find out:

- What do they feel is good, effective, and worthwhile about their work?
- How do they make a difference to the community?
- What are they going to do in the future?

Thank them for their time and the work that they do on behalf of the church in your community.



Preparation:

- Make sure that you ask the group in advance when would be best to visit them.
- Let them know how many people are going to visit.
- Make sure they are aware why you are visiting them.



Tips / Advice:

- Try not to get in the way, but make the most of your visit asking lots of questions.
- Where appropriate help out.



Taster 3

Who has helped me?

Aim: To think who has helped you and what impact it had



Equipment:

- Paper
- Pen
- "Pay It Forward" DVD
- "Generosity Game" template
- TV/DVD player



2 hours +



Any

Instructions:

Watch "Pay It Forward". A powerful and moving story of hope in the middle of helplessness. In the film a school teacher challenges his 11 year-old students to make a difference in the world. He gives it to them as an on-going assignment for the whole year. This challenge is listened to intently by Trevor who unknown to anyone else initially, decides to put an idea into practice. Trevor proposes an idea called "Pay It Forward". He suggests that if you help 3 strangers for no reason but to help them, and then they did the same, before you know it you could have made a big difference.

Think about:

- Can you think of someone who has helped you?
- What did that mean to you?
- What did you learn?

Read James 2:14-19. The point is that you can make a difference, and that your faith must be demonstrated through action as well as prayer. It's the little things that make all the difference, you can tell someone cares for you when they take the time to ask how you are, to offer you a drink or listen to what you have to say. That is exactly what Jesus was like. He did some amazing things *e.g. feeding thousands, healing the sick*, but he wasn't just about the up front stuff. He went out his way to do the little things, that were compassionate and kind. The really amazing thing was that these were done when no-one was really looking, *e.g. chatting to a socially outcast woman at a well, eating with those the rest of society hated or just caring enough to notice*, he lived his life as an act of kindness to others.

Now follow this example and play the Generosity Game. Do something good for someone anonymously, but pass on a card from the "Generosity Game" template to the recipient of your good deed. On one side, they say:

It's Your Turn

On the other, they give these instructions:

This is for you!

Now it's your turn: go do something good for someone else.

Do it anonymously,

Pass on this card.

So the card passes itself on!

Do something really kind, but really imaginative. Be careful not to be intrusive or insensitive or the act of kindness may backfire! ... or not!

Think about:

- How did you feel when you had done your act?
- Did you want to tell someone?
- Was it hard to keep it a secret?
- How did the other person react?
- Did they notice?



Tips / Advice:

Make sure that what you are doing will be appreciated. You might like to check with someone who knows them well.



Christian Faith Send Me

Aim: To consider what your calling is in serving God in your church and local community



Equipment:

- Bible



20 mins +



Any

Instructions:

When you have decided how you are going to reach out use this activity time to focus on why you think God has called you to this.

Think about:

- What impact do you think the project has had on the local community or group you are serving?
- How do you think it could have a longer lasting effect?
- How can what has been started continue?

Read Isaiah 6:8

And then I heard the voice of the Master:
"Whom shall I send? Who will go for us?" I spoke up "I'll go. Send me!"

The Message

Reflect

- What impact has this made on your life?
- Do you feel you have served God?
- How do you feel your church has served the community?

Pray

In your prayer consider how you think God is calling you to serve in your church and your local community.



Project The Noise

Aim: To take part in a Noise Project



6 hours +



Any

Instructions:

Elvis Presley famously sang "A little less conversation a little more action", and the Noise Project believe he was onto something... Let your actions do the talking.

The Noise is about action. Taking the love of Jesus to our streets and towns in practical ways through acts of service, love and generosity. It's about following Jesus and doing some simple servant hearted stuff where you live... clearing up a run down estate, setting up a sports project for local kids or doing some gardening for an elderly person. Go on, connect the dots between saying and doing, and show your faith by what you do (James 2:18).

The Noise is about using acts and deeds of service to communicate the heart of the good news. It's a practical way to reach out to the community that everyone can get into. Typically, it can involve a group of people getting together and deciding to clean up the local shopping parade. This might include litter picking, scrubbing off graffiti or even repainting a wall.

These short term projects are effective for a number of reasons. Firstly, they are very inclusive. Anyone that can pick up litter, wash a car or scrub a wall gets to take part, whether a toddler or older. Secondly, they're a lot of fun as long as you don't take on too much. Just get all of your friends along and you're sure to enjoy the activity. Thirdly, there are visible results. Problems that local residents have been looking at for months, such as alleyways filled with rotting mattresses, kitchen sinks and other rubbish, can be cleaned up in a couple of afternoons. Finally, they're effective because there's integrity in walking the talk.

In simple terms the Noise is really just a way of doing what Jesus did, expressing God's love to our neighbours. The Noise gives us a chance to do small acts of service – things that go beyond the normal societal expectations, because we love God and want people to know that.

What do I need to do?

1. **Pray** The foundation of everything we do should be based in prayer. Coming to God with our dreams and ideas is a great way of starting off any initiative, submitting it to him and spending time thoughtfully processing the response.
2. **Get people on board** You might want to write a little project proposal outlining what you'd love to see happen and briefly explain how you intend to get there.
3. **Do some research** Whatever you intend to do, it's a good idea to do a bit of research to highlight that there is a need for the suggested project. There's no use organising a litter pick if a park has a very good set of park rangers who keep the place nice and tidy.
4. **Get planning** Once you've got a team together and have defined the need you hope to meet then you can start planning. This might be quite a simple part of the process, especially if your project is fairly small. You'll need to consider exactly what you're going to do, how you're going to get people to the project location, what tools you need, how long it will take and all sorts of other questions too.
5. **Advertise** Depending on what you are doing, you'll need to use some method of publicity, both to recruit volunteers and to let the community know what you're doing so they turn up.
6. **Act** Well, the only thing left is to act!
7. **Follow up** Now you've done the weekend or the project you can relax. Well not quite. The Noise isn't supposed to be a one off hit and run event where we suddenly bombard the community and disappear, pleased with our own goodness. The point is that as we serve indiscriminately we get to know individual people.

Ideas that have worked before...

All of the projects below have worked at events around the country in the past, try one, all or any combination of them over your Noise weekend:

- Litter picking
- Car wash
- Sports events
- Extreme makeover
- Gardening
- Community party
- Run a temporary nail bar
- Organise some dance classes
- Create and host a temporary skate park
- Organise a under 18's nightclub/party
- Put on a gig
- Run a few DJ workshops

Whatever you're doing we'd love to hear from you. Register your project with The Noise at www.soulaction.org/thenoise, and keep BB HQ up to date with how everything is going.

This information is based on content from www.soulaction.org/thenoise. The Noise is a project from Soul Action a partnership between Tearfund and Soul Survivor.



Tips / Advice:

Go to www.soulaction.org/thenoise for more information, ideas and resources.

- Have a look at the promo movie to get an idea of what the Noise might look like.
- Actions Speak Louder – Actions Speak Louder is the fantastic book from Soul Action. If you've ever wanted to make a difference but struggled to know what you should do or how to go about it, Actions Speak Louder is the book for you. Filled with practical suggestions and inspiring stories of people who have made a change in their own lives, this book will be a real help to you.
- GO:LOCAL – Want to serve your community effectively? Everything you need to get moving is in GO:LOCAL, a CDROM packed full of info on how to do effective Jesus centred social action in your area. What's the need, how can your church effectively bless people, what's possible? It's different in each situation; you just have to GO:LOCAL to find out.
- You could use this to work towards the '125 Community Award'. The Brigade has been bringing hope to communities and young people for 125 years and we want to celebrate and recognise that during our anniversary. All Companies and members are challenged to participate in projects that will benefit your local areas and communities. Participation will be recognised by the award of a special badge that can be worn in uniform. The 125 Community Badge is an award, which you can gain by doing different tasks that help by benefiting your local area and giving at least 125 minutes of community focussed service. The award is only applicable until the end of the 2008/2009 session.
- This work could also count towards your President's Badge, Queen's Badge, and Young Volunteer Award.
- The project could be nominated for the BB "Go MAD" (Make a Difference) award.
- Remember that through all you do towards this you are sharing the gospel with your actions, whether it is meeting a need, simply blessing people or just being a good neighbour. Each hour we give to serve others is an hour where we worship God by following Jesus' example.



Safety Issues / Risk Assessment:

- The Boys' Brigade and Soul Action regulations should be followed.
- Ensure Risk Assessments are completed for each project.

The Duke of Edinburgh's Award:

- Service
- Skills: Event Planning & Organisation



Going Further



Programme Ideas:

- What is Church?
- How can I influence my church?
- Run a Holiday Club



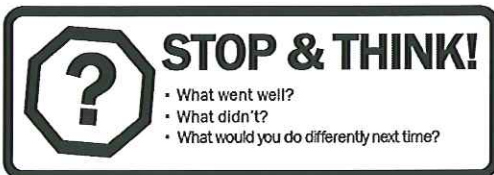
Programme Links:

- Active Citizen project
- Positive Publicity project
- AOK Day challenge
- Changing Rooms challenge
- Read All About It challenge



Trips / Visits:

- Your Church
- Get some local community projects to talk to the group
- Visit other local projects, e.g. *charity shop, YMCA etc.*



- What went well?
- What didn't?
- What would you do differently next time?

Projects

Homelessness

Aim: To increase understanding of homelessness and the issues that surround it



Taster 1

How big a problem?

Aim: To inform that homelessness is about far more than rough sleeping



Equipment:

- "Being Homeless" template
- "One Step Forward, Two Steps Back: Scenario Cards" template
- Pens



45 mins



2-5

Instructions:

How many young people do you think are homeless in the UK? It is estimated that between 200,000 and 300,000 people under the age of 25 are homeless in the UK at some point each year. Homelessness is a social issue that inspires strong – and often misinformed – opinions in people.

Read what the Barnardos' website says about homelessness:

"One of the most basic human rights is for somewhere safe and stable to live and that is particularly important for families and for young people. Yet homelessness continues to be one of the worst social problems in Britain today. There are between 200,000 and 300,000 young homeless people in the UK and over 17,000 homeless families in London alone, who are forced to live in bed and breakfasts or hostels denying them the security, stability and privacy that they need. Suitable accommodation is vital to a stable life that includes education, employment and healthy relationships. Young people are more vulnerable to poor health, involvement in crime and substance misuse, sexual exploitation, unemployment and dependency on benefits when they don't have a safe place to live. Homeless families find themselves living transitory and uncertain lives. They never know when they will have to move and basic essentials like a school place or doctor become major problems. Temporary accommodation offers children no stimulation or room to play. This can lead to depression or aggressive behaviour.

The facts:

- A third of children living in temporary accommodation have no school to go to.
- As many as 60 per cent of people sleeping rough have mental health problems.
- Homeless children are ten times more likely to die in a fire than their peers."

Think about:

- What counts as being homeless?

The Barnardos' websites says ...

"Homelessness means not having a home. Even if you have a roof over your head you can still be homeless. This is because you may not have any rights to stay where you live or your home might be unsuitable for you."

- What do you think this means?

Homelessness can cover a wide range of circumstances. You don't have to be sleeping on the streets to be classed as homeless. You might also be legally homeless if you are:

- Temporarily staying with friends or family.
- Staying in a hostel or bed & breakfast.
- Living in very overcrowded conditions.
- At risk of violence or abuse in your home.
- Living in poor conditions that affect your health.
- Living somewhere that you have no legal right to stay in, e.g. a squat.
- Sleeping on a sofa.
- Living somewhere that you can't afford to pay for without depriving yourself of basic essentials.
- Forced to live apart from your family or someone you would normally live with because your accommodation isn't suitable.

One Step Forward, Two Steps Back

Ask for 6 volunteers and ask them to stand in a line facing the front. Give each volunteers a scenario card, who they must identify with for the rest of the game. Get each volunteer to share who there character is. Read out the following list of questions. If they think their character could answer "yes" they should take one step forward. If there answer is "no" they should take two steps back:

- Do you feel safe in your accommodation tonight?
- Do you feel secure with your housing for the next three months?
- Do you think things will be sorted out in a year or so?
- Do you feel your accommodation meets your needs?
- Do you think anyone will lend you money if you needed it?
- Do you think you will be able to find somewhere else to go?
- Do you have people you feel you can turn to?
- Do you feel that you are fine in other areas of your life?
- Do you think any agencies, charities or services will help you?
- Can you see things getting better soon?

Get each volunteer to remind the group who they were and ask them:

- Did they sympathise with their character?
- Would they have moved differently if they were one of the other characters?

Being Homeless

Complete the "Being Homeless" template and think about:

- What kinds of things would be difficult or impossible if you were homeless? e.g. *keeping clean, being safe, access to medical care, etc.*
- Why is homelessness a bigger problem than just rough sleeping?
- What are the consequences and impact of being homeless?

"Homelessness means loss, loss, loss ... It is not just the loss of a home, maybe of a partner or of family life, of supportive friends or of a known community. It involves the loss of confidence and self-esteem. The loss of opportunities." (Quote from a Health Worker¹)

¹Collard, A. *Settling up towards a strategy for resettling homeless families*, London Housing Forum, London, 1997.



Preparation:

Research this topic thoroughly to get a full understanding of the issues surrounding homelessness. There is plenty of information available.



Tips / Advice:

- This material was adapted from Shelter's "Secondary Classroom Kit".
- Visit www.shelter.org.uk/shelterguides to download free booklets on a range of housing issues.
- Know Your Rights is a website containing housing advice specifically for young people aged 16-25. Go to www.shelter.org.uk/knowyourrights where you'll find information and advice.
- The Housing Game is a fun interactive way to prepare young people for leaving home available from www.shelter.org.uk.
- Have a look at www.barnardos.org.uk and www.oasistrust.org.
- If you are homeless or worried about becoming homeless, you should get advice as early as you can. An adviser might be able to help you find a way to stay in your home, find a new home more quickly or get help from your local council. You can get advice from a housing aid centre, Shelter's free national helpline (www.shelter.org.uk), a citizens' advice bureau, your local council or a local advice agency.



Safety Issues / Risk Assessment:

- Make sure that the group keep references to immigration moderate and objective.
- Take note of whether anyone could be suffering homelessness and bad housing.
- Keep the discussion at a theoretical level.



Taster 2

How does it get to this?

Aim: To see how people become homeless and challenge our understanding of the issue



Equipment:

- "Read All About It" template
- Pens
- Computer



45 mins +



3+

Instructions:

Barnardos tell the story of a young person called Gary that explains the ease with which a young man can slip into homelessness and the difficulties he faces escaping the downward spiral:

"I was 15 when I ran away from home. I couldn't get on with my stepfather and he didn't like me. I just wanted to get out of all the arguments and hassle. I had enough money to travel from Scotland

to London. I knew one person there – a cousin of my mother's and I had learned the address and telephone number off by heart. I never found her and spent my first night just wandering the streets.

During the day I tried to find a job. I must have gone into fifty shops in two days asking if they had any vacancies. A lot of them gave me an application form to fill in asking for my name and address and age. That was the problem – no address, no job. I soon learned to lie about my age and date of birth. I also found out from somebody I met on the street that I couldn't get any money from welfare and stuff like that.

I got more and more depressed until my money finally ran out and there was no choice I would have to beg. I found a place under the arches with some other rough sleepers who seemed OK. Most of them got drunk on the money they'd begged so that they could go to sleep at night. You wait till the winter they said.

Well I learned how to beg and how to pretend I was a lot older than I was. Sometimes I had a quick wash in the public toilets, but they boot you out if they see you trying to do more than wash your filthy hands.

I got more and more depressed and was constantly hungry and frightened. One night I couldn't resist it and got drunk on cheap cider under the archway. That was the start of it all really going down hill. I drank more because I was so depressed and the more I drank the more depressed I got until it all just rolled into one long nightmare. It went on like this for months.

But I was lucky. I met someone selling the Big Issue and he helped me to get involved. Once you're involved in something again, you can start to do other things like find somewhere to live or apply for a job. I seem to have a bit of gift for selling, it's hard work pushing the Big Issue everyday, but I get enough to buy food and the occasional night in a hostel. I've just met a girl who works for the Big Issue and she has offered me the use of her address so I can look for work, or claim benefits if I have to. Who knows, I might even have my own address soon."

- What are the causes of homelessness?

Homelessness is the result of a range of circumstances, almost always related to poverty. The main cause of homelessness is the lack of safe accommodation that people can afford. Privately rented accommodation is often of poor quality, expensive and difficult to find. It is likely to be particularly unsuitable for families with children. In London, three quarters of the homeless are families, and yet just half of the accommodation has two or more bedrooms.

Other reasons for homelessness include:

- Being evicted by your landlord
- Family and friends being no longer prepared to offer accommodation
- Losing your job
- Health problems
- Relationship problems
- A disaster such as fire or flooding
- Debt
- Drug and alcohol misuse
- Lack of qualifications
- Poor physical or mental health
- Crime
- Sexual or physical abuse
- Unstable family life
- Institutional background e.g. *being in care, armed forces, prison.*

- Who is typically affected?

Homelessness affects a wide variety of people. Some groups of people are more vulnerable to homelessness because they have fewer rights, particular needs or are less able to cope by themselves. These include:

- Young people leaving home for the first time
 - Old people
 - People with children
 - People with physical or mental health problems
 - People on benefits or low incomes
 - People leaving care
 - Ex-prisoners
 - Asylum seekers and refugees.
- Why do so many young people in particular become homeless?
 - How does homelessness affect young women and young men differently?
 - Which young people are most at risk?
 - Care leavers
 - Runaways
 - Young offenders
 - Black & Minority Ethnic young people
 - Young refugees and asylum seekers
 - Young people in rural areas
 - What is the impact of homelessness on young people?
 - Difficulties accessing education and training
 - Unemployment
 - Substance misuse
 - Health
 - Financial difficulties
 - How do you react to homelessness?

Read All About It

Complete the "Read All About It" template.



Preparation:

Research this topic thoroughly to get a full understanding of the issues surrounding homelessness. There is plenty of information available.



Tips / Advice:

- Visit www.shelter.org.uk/shelterguides to download free booklets on a range of housing issues.
- Know Your Rights is a website containing housing advice specifically for young people aged 16-25. Go to www.shelter.org.uk/knowyourrights where you'll find information and advice.
- The Housing Game is a fun interactive way to prepare young people for leaving home, available from www.shelter.org.uk.

- Go to www.barnardos.co.uk and look for some case studies on homelessness.
- Go to www.shelter.org.uk and use the homelessness assessment tool to find out what help people in or facing homelessness can get.
- If you are homeless or worried about becoming homeless, you should get advice as early as you can. An adviser might be able to help you find a way to stay in your home, find a new home more quickly or get help from your local council. You can get advice from a housing aid centre, Shelter's free national helpline (www.shelter.org.uk), a citizens' advice bureau, your local council or a local advice agency.



Safety Issues / Risk Assessment:

- Make sure that the group keep references to immigration moderate and objective.
- Take note of whether anyone could be suffering homelessness and bad housing.
- Keep the discussion at a theoretical level.



Taster 3

Soup Kitchen

Aim: To see how different organisations help with homelessness



Equipment:

As required



60 mins



2-5

Instructions:

"If it wasn't for Barnardos ... I'd still be sleeping rough – in doorways and sheds – anywhere I could find," Richard (19) who was homeless and now lives in a shared flat.

There are many charities and organisations that work with those that are homeless, and it goes far beyond soup kitchens. Find out what happens in your area and arrange a visit to see what they do.



Preparation:

You will need to research the projects that are going on in your local area.



Tips / Advice:

Have a look at www.shelter.org.uk, www.barnardos.org.uk, www.oasistrust.org.



Safety Issues / Risk Assessment:

Carry out a risk assessment and gain parental consent for any special activities.



Christian Faith When were you ...

Aim: To react to homelessness with compassion



Equipment:

- Bibles



20 mins



3-10

Instructions:

Homeless people, especially if they beg on the streets, are often seen in a negative way by newspapers and television as well as by members of the public. People often say things like: "He should get off his backside and find a job" or "it's her choice," or even, "they're all on drugs anyway, it's their own fault." Not everyone feels like that about homeless people. Many people realise that homelessness is not such a simple thing. Homeless people have many different kinds of problems such as broken or unhappy families, feeling lonely and afraid on the streets and the difficulties of staying healthy.

Think about:

- What other sorts of things have you heard people say about homeless people?
- What is your own view – is it their fault, are they making choices?
- Do we judge the homeless or act with compassion?

Read Leviticus 25:35-36, Isaiah 58:6-8, Matthew 25:34-40.

Think about:

- What is God's view of the homeless?

Now reread the Christmas story. The central plot of the Christmas story is not one of glitz and glamour, but of a God who became human and entered our broken world and cares deeply for the invisible and the ignored, the marginal and the vulnerable, the nameless and the forgotten, all those people whom society pushes to the periphery. Jesus was born in a dirty stable and not a palace. Along with all the central characters he was homeless.

Reflect

If Jesus came to earth, lived in a stable and spent time with the powerless:

- Why is it difficult to see Jesus in the homeless?
- What can you do to be like Jesus?

Pray

Pray for those that are homeless, and for our attitude towards them.



Project Sleep Out

Aim: To sleep out for one night



Equipment:

- Warm clothes
- Sleeping bag
- Shelter
- Food
- Hot drink



1 night



Any

Project Description:

The idea of this project is to spend a night sleeping out. Make sure that ...

- You have plenty of blankets, plastic sheeting, and cardboard boxes to build a shelter.
- Try and make sure you sleep off the floor to avoid heat loss.
- Create a wind break.
- Ensure that you can do this in an enclosed outside space, e.g. *the church car park, away from the general view of the public.*

Talk about the difficulties those who sleep rough experience:

- How do you think it makes people feel?
- Is this an accurate experience of someone who sleeps rough? Why not?



Tips / Advice:

- Make sure you have plenty of clothes, keep warm and have plenty of hot drinks.
- Only do this activity in appropriate weather conditions.
- This activity could be done as a fundraiser and can take place inside or outside.
- You could use the tasters as a basis for discussion.
- Why not take part in St Basil's BIG SleepOut in Birmingham www.stbasils.org.uk?



Safety Issues / Risk Assessment:

If any member of the group is feeling too cold make sure that they return inside and warm up.

The Duke of Edinburgh's Award:

- Skills
- Service



Going Further



Additional Resources:

- **Shelter** www.shelter.org.uk
Shelter is a charity that works to alleviate the distress caused by homelessness and bad housing. They do this by giving advice, information and advocacy to people in housing need, and by campaigning for lasting political change to end the housing crisis for good.
- **Barnardos** www.barnardos.org.uk
Barnardo's believes in children regardless of their circumstances, gender, race, disability or behaviour.
They believe in the abused, the vulnerable, the forgotten and the neglected. They support them, stand up for them and bring out the best in each and every child. Barnardo's vision is that the lives of all children and young people should be free from poverty, abuse and discrimination.
- **Oasis Trust** www.oasistrust.org
Oasis Trust want to see a just and inclusive world, in which everyone has equal opportunity to reach his or her potential. They're motivated by their Christian faith to serve people and transform communities by promoting inclusion and confronting injustice.
- **Youth Information** www.youthinformation.com
Youthinformation.com is The National Youth Agency's online information toolkit for young people and all those working with them.
- **ChildLine** www.childline.org.uk
ChildLine is the free helpline for children and young people in the UK. Children and young people can call ChildLine on 0800 1111 to talk about any problem.
- **NSPCC** www.nspcc.org.uk
The NSPCC (National Society for the Prevention of Cruelty to Children) is the UK's leading charity specialising in child protection and the prevention of cruelty to children.
- **The Hideout** www.thehideout.org.uk
The Hideout is the first national website to support children and young people living with domestic violence, or to those who may want to help a friend. The site informs children and young people about domestic violence and helps them identify whether it is happening in their home.
- **TheSite.org** www.thesite.org
TheSite.org aims to be the first place all young adults turn to when they need support and guidance through life. They believe all young people have the capacity to make their own decisions and life choices, provided they have access to high quality, impartial information and advice.
- **Get Connected** www.getconnected.org.uk
Get Connected provides a free, confidential helpline that gives young people in difficult situations the support and information you need to decide what you want to happen next. It could be anything from a listening ear to somewhere safe to stay for the night.



Trips / Visits:

- Hostel
- Soup kitchen



Programme Links:

Your Church Reaching Out project



Projects

Hands on Conservation

Aim: To explore the concept of conservation, the organisations that care about it, and how you can make a contribution to this cause



Taster 1

Why does conservation matter?

Aim: To consider how human activities are hindering conservation efforts, and how local communities can work together to alleviate problems caused by such activities



Equipment:

- Photographs/newspaper cuttings
- Pictures from the internet that depict environmental damage



20 mins +



Any

Instructions:

Our world's current use of resources such as fossil fuels, wood and fresh water is at an unsustainable rate. Start thinking about conservation, and how people can work to preserve and protect the environment:

- What does the word 'conservation' mean?
- What is the dictionary definition?
- Can you think of any examples of conservation in your local community?

Display a series of photographs from newspapers, internet sites etc. that depict environmental damage (i.e. littering, pollution, oil spills, endangered species, use of natural resources). For each picture, the group should consider the ways in which the environment is being affected. Consider a range of local, national and global impacts, as well as short-term and long-term.

For each of the headings below, discuss ways in which we can practise conservation:

- By Law, e.g. *providing protection to animals, plant species or special areas of land or water*
- Restoration
- Alternative Energy
- Nature Reserves and Zoos
- Recycling
- Education

Discuss ways in which people in local communities can work together to prevent continued environmental damage.



Tips / Advice:

Go to www.bp.com and navigate to the BP Educational Service, for excellent free resources on Climate Change and the Carbon Footprint toolkit including fact sheets, PowerPoint presentations, games, and projects.



Taster 2

Research a Conservation Organisation

Aim: To research a conservation organisation, how they operate and their objectives



Equipment:

- Writing material
- Internet access



45 mins +



Any

Instructions:

There are a vast number of organisations within the UK whose primary objective involves the practices of conservation and environmental management, whether on a local or national scale.

Produce a short research file on one such organisation. It is up to you how you structure your report, but the following points should be considered:

- When was the organisation set up? By who?
- What are their main aims and objectives?
- What benefits do they bring to the environment? Is it on a local or national scale? Are they long or short term?
- What range of activities do they undertake? Give examples.
- How are they funded?
- Do they rely on paid workers, volunteers or a combination of the two?
- What successes does the organisation think that they have so far achieved?



Preparation:

Collect information about conservation organisations.



Tips / Advice:

Examples of UK National conservation groups to research:

- **The Conservation Foundation** www.conservationfoundation.co.uk
- **Environment Agency** www.environment-agency.gov.uk/subjects/conservation

However, consider researching a company who has undertaken conservation work in or near to the area that you live. This way you will be able to explore organisations from the perspective of someone who has been directly or indirectly affected by them.



Taster 3

The Big Tidy

Aim: To investigate areas of problem littering in your area



Equipment:

- Flip chart
- Pens



45 mins +



Any

Instructions:

Walking down the street there is one thing you are bound to see and that is rubbish.

Think about:

- What is waste and litter?
Have two sheets of poster / flipchart paper and ask them to write a definition on each. List on the waste sheet different types of waste that might be produced. Then repeat the same on the litter sheet.
- What problems do you associate with each? *e.g. fly tipping, chewing gum, dog fouling etc.*
- What happens to our waste? Where does it go?
- What are problem areas in your local area? On a map identify areas that they feel have a regular problem with litter and or waste, *e.g. a green area always has dog waste present, or a local shopping area is regularly filled with fast food litter.*

Choose one issue and research the problem:

- What are the legal issues?
- What is the government policy?
- How could you tackle the problem?



Preparation:

Have a look around your local area at potential problems.



Tips / Advice:

The Big Tidy Up www.thebigtidyup.org

The Big Tidy Up will be the country's biggest ever tidy up with groups and individuals right across the country tidying up their local area. Volunteers register online at the Big Tidy Up website and once registered they will be sent a tidy up kit to help them with their tidy up. Contains excellent information on planning, publicity, equipment, health & safety, managing your tidy up, and results.



Christian Faith

Our Environmental Experience

Aim: To raise awareness of the issues surrounding conservation and our response



Equipment:

- Sticky labels
- Pens
- Bibles



20 mins +



Any

Instructions:

Think about an issue that concerns you regarding conservation and the environment, e.g. *rainforest destruction, increased carbon emissions, and so on.*

- Write it on a sticky label.
- Collect these labels and place one on the back of each member of the group, ensuring that it is not their own.
- Move around the group, asking questions about what is written on your back. You can only ask questions which can be answered 'yes' or 'no, and can ask each group member only one question, before moving on.
- After this activity, place all the labels on a table.
- As a group, place each label in order of importance/priority.

Read Genesis 1:25-28; 2:8-9, Joel 2:21-27, and Romans 8:18-25.

Think about:

- Do you think God wants us to strip the earth of its resources or take good care of the world?
- What examples are there of harnessing and using the world in a non-exploitative way?
- What does the Bible teach about the relationship between humankind and the environment?

Although the Bible teaches that we should respect and not abuse creation, it also teaches that people are uniquely different from the rest of God's creation because we are made in God's image (Genesis 1:26). God has trusted us with the care of his world but he remains closely interested. The Bible teaches that God knows and is interested in the smallest detail of life on planet earth.

Romans 8 teaches that Sin has affected creation as well as human beings, and Paul teaches that all creation looks forward to a day when it will be made whole again. This has been seen as a good excuse to be careless about looking after the world, but others believe that we are responsible for being part of the healing process.



Tips / Advice:

Use an accessible Bible translation.



Project

Organise and Carry Out Your Own Conservation Project

Aim: To organise and implement your own local conservation project, or to take part in a large scale project



Equipment:

As required



10 hours +



Any

Project Description:

Option A – Organise your own local conservation project

Think about an area within your community that your volunteer efforts could have a real impact on. Jot down some initial ideas. Some suggestions could include:

- A clean-up operation in a local park
- Planting trees / gardening / landscape
- Constructing / repairing a fence
- Installation of wildlife features i.e. bird tables / huts

Think about:

- What time frame do you have? e.g. a day or weekend.
- When could you do it?
- What could you realistically achieve with your group size within this time frame?
- Whose permission do you need? Whatever conservation project you finally decide upon, you will most likely need to seek permission from the local council – you should make initial contact by telephone/email to ascertain how you need to go about gaining approval for your project.
- What equipment will you need?
- What will you need to purchase?
- What could you borrow from friends and family?
- What risks are there?
- How will you publicise this event?
- How will you record the results?

Option B – Take part in a large scale conservation project with a recognised body

A number of UK organisations across the country hold regular, quarterly or annual large-scale conservation events for which they require the assistance of volunteers.

Below are some examples of UK conservation volunteer programmes:

- **British Trust for Conservation Volunteers (BTCV)** www.btcv.org.uk

The charity was set up in 1959, and has a successful history of environmental conservation volunteering throughout the UK and around the world. BTCV runs regular one-day conservation tasks all over the UK, during the week and at weekends. You can join in every once in a while or every week – the choice is yours. Tasks vary from tree planting to dry stone walling, footpath construction to creating wildlife habitats. No previous experience is required – trained project leaders guide people through and who are free to work at their own pace.

- **National Trust** www.nationaltrust.org.uk

Make it happen – volunteer with Europe's most successful conservation movement. Looking for an exciting and interesting way to make a difference in conserving the environment and the UK's heritage? Whatever your interests or skills, the National Trust would love to hear from you. Learn new skills, meet new people, work right at the heart of amazing buildings, gardens and landscapes. Just imagine what you could do!

- **Adopt-A-Beach and Beachwatch** www.adoptabeach.org.uk

Adopt-a-Beach and Beachwatch are coastal environmental initiatives organised by the Marine Conservation Society (MCS), involving local individuals, groups and communities in caring for their coastal environment. People can adopt their favourite stretch of coast and take part in annual or quarterly beach cleans and surveys to monitor litter throughout the year and help to campaign for cleaner seas. The Adopt-A-Beach and Beachwatch initiatives are able to cater for large youth groups.

Planning for the Future

Discuss what you came across on your activity. Draw up a list of points that you feel are important. Put together a short presentation or record of the project, and how you can continue to tackle the problem. Make some suggestions for some future action points. Use this to share your experiences with others, e.g. church, council etc.



Tips / Advice:

- Why not incorporate the project as part of a company residential/weekend away?
- **The Big Tidy Up** www.thebigtidyup.org

The Big Tidy Up will be the country's biggest ever tidy up with groups and individuals right across the country tidying up their local area. Volunteers register online at the Big Tidy Up website and once registered they will be sent a tidy up kit to help them with their tidy up. Contains excellent information on planning, publicity, equipment, health & safety, managing your tidy up, and results.



Safety Issues / Risk Assessment:

You will need to discuss issues regarding health and safety in your project with your leaders.

The Duke of Edinburgh's Award:

- Service: Environment
- Skills: Conservation
- Skills: Event Planning & Organisation



Going Further



Additional Resources:

- **BP** www.bp.com

Go to the website and navigate to the BP Educational Service, for excellent free resources on Climate Change and Carbon Footprint including fact sheets, PowerPoint presentations, games, and projects. Calculate your own carbon footprint and how you can reduce it.

- **Encams** www.encams.org/publications

Encams are an environmental charity who campaign directly to the public, and are best known for their Keep Britain Tidy campaign, which has been running for over fifty years. They simply try to persuade you to stop dropping litter and put it in a bin.

- **The Big Tidy Up** www.thebigtidyup.org

The Big Tidy Up will be the country's biggest ever tidy up with groups and individuals right across the country tidying up their local area. Volunteers register online at the Big Tidy Up website and once registered they will be sent a tidy up kit to help them with their tidy up.

- **DEFRA** www.defra.gov.uk

Defra is challenged to enable everyone to live within our environmental means. This is most clearly exemplified by the need to tackle climate change internationally and through domestic action to reduce greenhouse gas emissions, and secure a healthy, resilient, productive and diverse natural environment.

- **Directgov** www.direct.gov.uk

Directgov is the official government website for citizens, allowing easy access to the public services you use and the information you need, delivered by the UK government. Go to the "Environment and greener living" pages.

- **National Trust** www.nationaltrust.org.uk

The National Trust protects special places in England, Wales and Northern Ireland, for ever, for everyone.

- **RSPB** www.rspb.org.uk

The RSPB is the UK charity working to secure a healthy environment for birds and all wildlife, helping to create a better world for everyone. Excellent resources to make a nest box, bird feeder, and bird cake.

- **Natural England** www.naturalengland.org.uk

Natural England is here to conserve and enhance the natural environment, for its intrinsic value, the wellbeing and enjoyment of people and the economic prosperity that it brings.

- **Groundwork** www.groundwork.org.uk

Groundwork supports communities in need, working with partners to help improve the quality of people's lives, their prospects and potential and the places where they live, work and play.

- **WWF** www.wwf.org.uk

- **Young People's Trust for the Environment (YPTE)** www.ypte.org.uk

YPTE create a better future by inspiring young people to look after our world.



Programme Ideas:

- Complete the Big Tidy Up
- Use BP's Carbon Footprint toolkit
- Learn a conservation skill
- Watch An Inconvenient Truth



Trips / Visits:

- Nature reserve
- Zoo
- Wildlife park



Programme Links:

- Active Citizen project
- Your Church Reaching Out project
- Environment & Energy project



Projects

Environment & Energy

Aim: To explore how we can use energy responsibly within our environment



Taster 1

Impact

Aim: To consider how our individual use of energy can affect the environment



Equipment:

- Electrical household items



20 mins +



Any

Instructions:

Almost everything we do in our modern lives involves using energy, and it is something that we often take for granted. Place examples of some electrical household items on a table.

Think about:

- How many minutes (or hours) on average do you think each item is connected to mains electricity each day? Add up this total for all the items on the table – what figure do you reach?
- How much do you think this would cost in energy bills per year in the average house?
- What other electrical items do you use at home? *e.g. Television, PC, room lights etc.*
- How many hours are these switched on in the average day?
- Is it always necessary to have these items switched on for that length of time?
- How much is wasted energy?
- Can you picture how much energy is wasted across the UK & Ireland?
- When you use these items do you ever think about where this energy comes from?
- If we are wasting all this unnecessary energy, what impact will this have on the environment? *i.e. pollution, lack of natural resources, soaring energy costs, etc.*

Use an energy calculator to work out how much energy you use at home (see tips / advice section).

Think about:

- How could you reduce energy consumption at home, church, work or college? *e.g. time something is switched on for, its necessity, alternatives etc.*



Preparation:

You will need to bring with you electrical household items, *e.g. laptop, hairdryer, toaster, mobile phone & charger, electric shaver, DVD Player, games console etc.*



Tips / Advice:

- Log on to www.clp-powerwise.com.hk/eng/calculator/calculator.html
If you are interested to know the energy consumption of various electrical appliances you use every day or want to estimate the annual electricity cost, this website provides an energy calculator for you to do this.
- **BP** www.bp.com
Go to the website and navigate to the BP Educational Service, for excellent free resources (including CD) on Climate Change and Carbon Footprint including fact sheets, PowerPoint presentations, games, and projects. Calculate your own carbon footprint and how you can reduce it.



Taster 2

Research an Environmental Organisation

Aim: To understand the aims and functions of an organisation, and find out about the projects that they undertake



Equipment:

- Writing Material
- Internet Access



45 mins +



2+

Instructions:

There are a vast number of organisations within the UK whose primary objective involves campaigning and the protection & management of the environment in this country, e.g. *The Environment Agency*.

Research and produce a report on that particular organisation. You need to identify areas such as:

- When was the organisation set up? By who?
- What are their beliefs and aims?
- How do they campaign?
- How are they funded?
- What successes does the organisation think that they have so far achieved?

Make a presentation to inform others of the organisation.



Preparation:

Collect information about environmental organisations.



Tips / Advice:

- Set yourselves targets and individual responsibilities.
- Examples of environmental organisations in the UK include:
 1. **The Energy Savings Trust** www.energysavingtrust.org.uk The Energy Savings Trust is a non-profit organisation, funded both by government and the private sector. They are one of the UK's leading organisations set up to address the damaging effects of climate change and have offices in England, Scotland, Northern Ireland and Wales. Their website contains a wealth of information on energy saving methods and schemes.
 2. **DEFRA** Department for Environment Food and Rural Affairs www.defra.gov.uk DEFRA is a UK Government organisation, whose aims include tackling climate change through domestic action to reduce carbon footprints. Their website contains links to information on energy consumption in the UK (*Homepage → Environmental Protection → Climate Change and Energy → Action in the UK*).
- Ensure that your report links in particular to the use of energy by the public and private companies in the UK, as it will help with the project you could undertake.



Taster 3

Go Green

Aim: To think about what we do personally to help the environment



Equipment:

- Pen
- "Getting Personal" template



20 mins



2+

Instructions:

Complete the "Getting Personal" template. Caring for God's creation may involve changing the way in which we live our lives.

Think about:

- What are you prepared to change?
- Reflecting on other parts of your life, are there other ways in which you could adapt your lifestyle to leave a more gentle impression on the Earth? e.g. *walk, cycle or use public transport instead of a car.*
- Have you identified any issues and ways forward?



Tips / Advice:

Adapted from Eco-Generations Tread Gentle – Go Green resource. Go to www.ecogeneration.org for more resources.



Christian Faith

A New Look at God's World

Aim: To consider our responsibilities for looking after our planet



20 mins



Any

Instructions:

Ask a group member to read out the following statement:

A New Look at God's World (Written by Ann Martin)

Imagine being given a gift by someone who loves you deeply. The box is marked "Handle with care – fragile" and you try to imagine what the box might contain that is so delicate. You open gingerly and find a world, – not a plastic globe – but a mesmerising real rotating planet earth exactly as in the photos taken from space.

With it is a DVD which has glorious images of the mountains, lakes, rivers, glaciers and the dazzling array of fauna and flora from the deepest seas to the highest peaks. It also comes with a book of instructions from the Maker – The Bible – a manual on caring for the earth and all its creatures. There is a greetings card with your name on it, and this verse:

"God so loved the world that he sent his only Son, that whoever believes in him shall not perish but have eternal life."

You browse gently through the images and towards the end you see receding glaciers dated to the 21st century and animals – scores of them – which are marked up as likely to be extinct by 2050. You pick up The Bible and discover that every reference to the Earth, the Creator, natural world, all its creatures, – creation, fall and redemption – have been highlighted, along with plentiful guidance on living lightly and justly with the earth and its people. The book is astonishingly full of highlighted passages and phrases, punctuated throughout by Sabbath rest and renewal. The handbook has one great consistent theme – God made the world in all its splendour, power and diversity out of love. The Earth and all its creatures and humankind are bound to each other in a web of interrelationship with God. God gave the responsibility to care for His created works to humanity.

You close the book, gently lay down the planet, fold up the "Handle with care" paper and shut your eyes. You feel the desolation of the planet, the pain of the natural world, and the danger to every part of the Earth, for if the planet suffers, we suffer and we have nowhere else to go. You know it has to change. You know that you are required to be involved in the change.

Have we lost sight of ourselves as being a part of nature, part of God's creation? In our eagerness to "progress" and "develop" have we lost sight of the finite and delicate nature of the Earth and humanity's place in it? But Christ is our hope, our light into the darkness of this world. Following Christ opens new horizons and offers alternative yardsticks to the way we live. So we return to the Instructor's manual to rediscover ways of sustainable living, to restore the balance in God's Earth that we might live joyfully and simply in the garden He has lent us.

Think about:

- Why is the Earth a 'fragile gift'?
- Have we (society) lost sight of our responsibility to look after God's creation?
- What pressures must there be on society that we are indeed damaging our environment through pollution and depletion of the world's natural resources?
- What do we, as individuals, and as a society, need to do to in order to maintain and preserve God's gift?



Tips / Advice:

Adapted from Eco-Generations Tread Gentle – Go Green resource.
Go to www.ecogeneration.org for more resources.



Project

Plan an Energy-Saving Campaign

Aim: To design and implement a campaign to encourage people to save energy



Equipment:

- Internet access & printer
- Stationery and writing / printing material



5 hours +



2+

Project Description:

Every day we waste lots of energy in our homes, work, at college, at church, etc. By cutting down on the amount of energy we waste, the money saved in energy bills could be used to improve such establishments in other ways.

Design and implement a campaign to encourage people (*i.e. church, college*) to save energy. You will now need to plan the sequence of the campaign. Below are key questions that you will need to consider. Some suggestions have been given, but you will need to incorporate a number of your own ideas.

Think about:

- What background information do you need? *e.g. knowledge of the impact/costs of energy wasting, knowledge on any existing energy saving schemes.*
- How much energy does your church use on heating?
- How often do environmental issues get mentioned?
- What community environmental initiatives are they involved in?
- How is energy being wasted? What evidence is there? *e.g. lights & computers left switched on for long periods on, high wattage light bulbs, etc.*
- How will you encourage people to save energy? *e.g. signage, information on recycling facilities, newsletters/emails.*
- Who are the key people you need to approach / speak to?
- Once approved, how will you implement your ideas?
- How will you know if your campaign has been successful? *e.g. verbal / written feedback, questionnaires, assessing changes in energy bills.*

Once you have highlighted and outlined the issues surrounding energy waste, and discussed ways in which to reduce / improve it, you will need to approach the key person (*e.g. Church Minister*) to discuss your proposals. At this point they may accept your proposals, or may feel your plans will need to be modified.

Once you have gained approval, you will then be able to implement your energy saving schemes. Remember, you will need to assess whether or not your scheme has been a success. How will you do this?



Tips / Advice:

- Don't be put off if you spend a lot of time planning. The most successful projects are the ones that are planned well!
- Choose somewhere that would benefit from an energy saving scheme, e.g. *Church*.
- For some background information on energy saving, visit www.uk-energy-saving.com or www.energysavingtrust.org.uk

- **BP** www.bp.com

Go to the website and navigate to the BP Educational Service, for excellent free resources (including CD) on Climate Change and Carbon Footprint including fact sheets, PowerPoint presentations, games, and projects. Calculate your own carbon footprint and how you can reduce it.



Safety Issues / Risk Assessment:

If you plan to undertake your project off-site, you will need to discuss this with your leader.

The Duke of Edinburgh's Award:

Service: Environment, Skills: Conservation



Going Further



Additional Resources:

- **Ecocongregation** www.ecocongregation.org.uk

Eco-Congregation is an ecumenical programme helping churches make the link between environmental issues and Christian faith, and respond in practical action in the church, in the lives of individuals, and in the local and global community.

- **DEFRA** www.defra.gov.uk

Defra is challenged to enable everyone to live within our environmental means. This is most clearly exemplified by the need to tackle climate change internationally and through domestic action to reduce greenhouse gas emissions, and secure a healthy, resilient, productive and diverse natural environment.

- **Energy Saving Trust** www.energysavingtrust.org.uk

Energy Saving Trust are here to help everyone save energy in the home. They are a non-profit organisation that provides free impartial advice tailored to suit you. Their advice can help you save money and fight climate change by reducing carbon dioxide emissions from your home.

- **A Rocha UK** www.arocha.org.uk

A Rocha UK is an independent, registered charity working across the UK to demonstrate and express God's love for all creation, through practical projects, education and consultancy.

- **CAFOD** www.cafod.org.uk/secondary

CAFOD have an extensive range of resources for use in secondary schools specifically on climate change.

- **Christian Ecology Link (CEL)** www.christian-ecology.org.uk

Christian Ecology Link's service suggestions for LOAF (Local, Organic, Animal friendly, Fairtrade) is suitable for use with children and young people. Also have a look at CEL's Environment Awareness course, which is a detailed course with lots of resources to help engage with young people at many different levels.

- **Tearfund** youth.tearfund.org

Tearfund have some excellent online resources for youth groups, including Lift the Label looking at finance, fashion, food and the future, Climate Change Pentathlon looking at practical things to reduce CO2 emissions, and Don't be Derek.

- **Live Simply** www.livesimply.org.uk

A CAFOD resource for encouraging young people to address issues of lifestyle in the light of the effect on those in poorer countries.



Programme Ideas:

- Green living
- Recycling
- The Car
- Global warming
- Watch "An Inconvenient Truth"



Trips / Visits:

Power Station



Programme Links:

Hands on Conservation project



Projects