WORLD SCOUT ENVIRONMENT PROGRAMME
ACTIVITIES & FACTSHEETS

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SCOUTS®
Creating a Better World

Youth Programme

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Principle sponsor organisation: The Alcoa Foundation

Supporting organisations: Clean Up the World, Jane Goodall Institute, United Nations Environment Programme (UNEP), Volvo Adventure, Web of Hope and WWF

Acknowledgement: This publication is with thanks to many volunteers in Scouting throughout the world and staff of the World Scout Bureau who supported the development and testing of the content of the World Scout Environment Programme.

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Education, Research and Development
November 2009

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ACTIVITIES & FACTSHEETS

"NATURE STUDY IS THE KEY ACTIVITY
IN SCOUTING AND GUIDING."

BADEN POWELL

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Introduction

The World Scout Environment Programme offers tools, resources and initiatives to help Scouts all around the world work together for the good of the local and global environment. This World Scout Environment Programme resource book contains Programme Activity Resources in Section 1 and Factsheets in Section 2 to help implement the programme in Scouting throughout the world.

The following two-pages presents the Framework for environment education in Scouting and the World Scout Environment Badge. This is a useful reference to see the overview of the key environmental challenges facing the planet and how this relates to the Scouting youth programme in three broad age ranges (under 11, 11 to 14 and 15+). This framework can be applied in each National Scout Organization in a way appropriate to their Youth Programme.

The fifteen Programme Activity Resources relate to each of the five aims for environment education in Scouting and three broad age ranges. A symbol has been used to help illustrate which of the aims the activity is focusing on. These activities are presented to you as examples for how the framework could be implemented amongst local level Scout Groups, though there are many ways to present activities for the World Scout Environment Badge. Wherever possible the programme should be presented outdoors, allowing the Scouts to explore for themselves and discover the natural world.

Framework for environment education in Scouting and

Stage	Under 11
A. EXPLORE and REFLECT – Complete activities based on each of the five aims	
1. PEOPLE AND NATURAL SYSTEMS HAVE CLEAN WATER AND CLEAN AIR	Explore the sources of clean water and clean air in the local environment. Understand the ways water and air are naturally cleaned.
2. SUFFICIENT NATURAL HABITAT EXISTS TO SUPPORT NATIVE SPECIES	Explore a local natural area. Discover some of the local native species of plants and animals and their habitat needs. Demonstrate knowledge of some contrasting natural habitats.
3. THE RISK OF HARMFUL SUBSTANCES TO PEOPLE AND THE ENVIRONMENT ARE MINIMISED	Be aware of harmful substances in the local environment. Explain ways to reduce the risk of harmful substances to people, plants and animals.
4. THE MOST SUITABLE ENVIRONMENTAL PRACTICES ARE USED	Show awareness of how our actions affect the environment and alternative ways to make a smaller impact.
5. PEOPLE ARE PREPARED TO RESPOND TO ENVIRONMENTAL HAZARDS AND NATURAL DISASTERS	Be able to recognise different types of environmental hazards and natural disasters. Demonstrate how to be prepared and react to environmental hazards and natural disasters in the local area.
B. TAKE ACTION – Do an environmental project	
ENVIRONMENTAL PROJECT THAT RELATES TO THE PREVIOUS LEARNING AND TO THE LOCAL ENVIRONMENT	Participate in a local environmental project. Understand the benefits to the local environment of the project. Be aware of the local to global link of the project.

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the World Scout Environment Badge

Educational objectives per age group		Activity guidelines
11 to 14	**15+**	
Explore the sources of clean water and clean air in the local environment. Identify threats to clean water and clean air in the local and global environment and be able to suggest solutions.	Explore the sources of clean water and clean air in the local environment. Demonstrate the relationship of personal actions to the availability of clean water and clean air in the local and global environment.	Outdoor activities that are fun, allow unstructured exploration, encourage inquisitiveness and generate awareness. Experience based activities that promote environmental learning. These could be practical, physical or achievement based activities. Experience based activities that encourage critical thinking about environmental issues and lead to shared awareness and deepened understanding of the individual responsibility for the environment. Where possible activities should encourage thinking about how the five aims connect with each other.
Explore a local natural area. Understand the ecosystem connections of native species of plants and animals and their habitat needs. Be aware of global conservation issues affecting biodiversity.	Explore a local natural area. Understand the ecosystem connections of native species of plants and animals and their habitat needs. Demonstrate the relationship between personal actions and the availability of sufficient natural habitat to support native species. Be aware of global conservation issues affecting biodiversity.	
Be aware of harmful substances in the local environment and identify their source. Demonstrate what personal action can be taken to reduce the risk of harmful substances to people and the broader environment.	Explain the local impact of harmful substances to people and the broader environment and what can be done by individuals, groups and the community to reduce the risk. Understand the global impact of harmful substances and how local actions can change the global environment.	
Recognise how we are connected with the environment and how we can make informed choices about our actions that can minimise the impact on the environment. Identify potentially better environmental practices for your local area. Demonstrate how local solutions can impact global issues.	Explain how our choice of action and responsibility as an individual, group, community and country can affect the environment. Understand how we can change our actions to improve our impact on the environment. Demonstrate how local solutions can impact global issues.	
Be able to recognise different types of environmental hazards and natural disasters and explain why they occur. Demonstrate how to help other people to be prepared to respond to environmental hazards and natural disasters in the local area.	Be able to recognise different types of environmental hazards and natural disasters and explain why they occur. Demonstrate how to help other people to be prepared to respond to environmental hazards and natural disasters in the local area. Explain how changes to the environment can influence environmental hazards and natural disasters.	
Identify local environmental issues and potential solutions. Plan and execute an environmental project. Understand the local to global connection of the project.	Identify local environmental issues and potential solutions. Plan and execute an environmental project. Understand the local to global connections of the project. Evaluate the results of the project for the Scouts, the community and the environment.	Review learning experiences. Identify local environmental issue and understand local to global link. Plan and implement project. Monitor, evaluate and identify future actions.

The programme focuses on the environment in a broad sense and encourages the Scouts to have a holistic awareness of the natural world and how their day-to-day actions can impact upon this, progressively building a sense of personal responsibility for the environment. The process for earning the World Scout Environment Badge is presented in the diagram below. Please note that National Scout Organizations may have specific requirements for a Scout to fulfil in order to earn the World Scout Environment Badge.

The process for earning the World Scout Environment Badge:

1. **Explore and Reflect:** Complete activities based on each of the five aims for environment education in Scouting:

Scouts are working towards a world where:

   1. People and natural systems have clean water and clean air.
   2. Sufficient natural habitat exists to support native species.
   3. The risk of harmful substances to people and the environment are minimised.
   4. The most suitable environmental practices are used.
   5. People are prepared to respond to environmental hazards and natural disasters.

2. **Take Action:** Do an environmental project that relates to the previous learning and to the local environment.

3. **The World Scout Environment Badge** is presented to the Scout in recognition of their learning and commitment to the environment.

The Factsheets in Section 2 offer further information with quotes from Baden-Powell on Scouting and the environment, more background on the World Scout Environment Programme and the World Scout Environment Badge, Scout Centres of Excellence for Nature and Environment (SCENES), Scouts of the World Award and partnerships that can support Scouting and the environment. A Frequently Asked Questions section helps to answer other outstanding questions about how to implement the World Scout Environment Programme.

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Programme Activity Resource

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Sticky Leaves

Aim 1

Scouts are working towards a world where people and natural systems have clean water and clean air.

Educational objectives

Explore the sources of clean water and clean air in the local environment.

Understand the ways water and air are naturally cleaned.

Age range

Under 11

Summary

A fun, outdoor activity that investigates air and makes air pollution visible.

Aim

To learn about air pollution and investigate local air quality.

Equipment

Clear sticky tape, maps, white paper

Preparation

Find a suitable place to run the activity

Duration

One hour

Setting

An outdoor setting with trees and shrubs. The activity can be done at more than one location. If this is the case, choose areas that differ in their proximity to roads, factories, or other sources of air pollution. The areas will need trees or bushes in leaf but the leaves should not be near the ground. One important point to note is that smooth surfaced leaves give better results than hairy leaves.

Background

An air pollutant is any unwanted substance or chemical that contaminates the air that we breathe resulting in a decline in air quality. Air pollutants include smoke, carbon monoxide, nitrogen oxides, sulphur dioxide, particulates and ozone.

Air pollutants have sources that are both natural and human. Natural sources include volcanoes, wildfires, airborne dust, cattle digesting grass and natural radioactive decay. Although some pollution comes from natural sources, most pollution is the result of human activity. The biggest causes are the operation of fossil fuel-burning power plants and automobiles that combust fuel.

Most of the main air pollutants can be harmful to human health. Air pollution is frequently associated with respiratory problems. It can make people sick or cause long-term illness, particularly in those most sensitive to pollution, such as children and the elderly.

There are three ways in which animals can be affected by air pollution. They can breathe in gases or small particles, eat particles in food or water or absorb gases through the skin. Soft-bodied invertebrates, such as earthworms, or animals with thin, moist skin such as frogs, are particularly affected by absorbing pollution.

Sources of air pollution and dust often leave residues on the top of exposed leaves. The sticky leaves activity collects these residues. This makes air pollution 'visible' and easier to understand. The air pollution in different areas can be compared and related to the source of the pollution

Step by step guide to activity

1. Give the Scouts five minutes to explore their surroundings. They can explore in small groups or individually. Ask them to discover all the different things that make up the environment around them.
2. Gather the group together and discuss their discoveries. They should have noticed living things such as trees, plants and animals as well as inanimate objects like soil, rocks and water. Ask the Scouts how are these things all connected? Who eats who? Where do the animals live? What do the trees and plants need to survive? They should discover that the environment is all linked together. Ask them if there is anything else that is vital to this environment that we can't see. The answer is air.
3. Sit the Scouts down and ask them to spend one or two minutes breathing in the air and thinking about it. They should take really deep breaths and try to fill their lungs. At the end of the allotted time ask them to describe the air around them. Does it taste of anything? Does it smell of anything? Can they see it? What is in air?
4. Introduce the sticky leaves activity. Our air contains 21% oxygen, 72% nitrogen, approximately 7% carbon dioxide and approximately 1% other gases including pollutants. The majority of the gases and particles that make up our air, including the oxygen, nitrogen and carbon dioxide, are colourless, odourless and tasteless. However, some of the pollutants are in particles big enough to be visible to the naked eye. The sticky leaves activity enables these particles to be collected.
5. Ask the Scouts where they think air pollutants might come from (some sources are cars, fossil fuel-burning power plants, volcanoes, fires, dust). Ask the Scouts about their current location. What sources of air pollution are nearby?
6. Split the Scouts into small groups and give each group some white paper, scissors and some sticky tape. Depending on the size or other characteristics of your natural area and the size of your group, you can allocate each group their own area or vegetation type or you can allow them to decide themselves where they sample.
7. The Scouts cut a piece of sticky tape and press it firmly, sticky side down, onto a leaf. They then carefully remove the tape and stick it onto a piece of white paper. Each group should do this at least ten times in order to get a representative sample and write down or draw the location where they took the sample

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Evaluation

1. Gather the Scouts together and compare the results. If you have access to a magnifying glass or microscope, look closely at the samples. Rank the different samples in order of how dirty they are. Where were the dirtiest samples taken from? Where were the cleanest samples taken from? Is there a pattern, if so why? Where is the pollution coming from?
2. If you have sampled in more than one area then transfer your results to a map and discuss. Is there a reason why certain areas show more pollution than others? Where is the pollution coming from?
3. Think about the damage the pollution in the air might be doing.

How might it affect the plants?

How might it affect human health? How might it affect animals?

Bear in mind that this is only the pollution that is visible. A lot of pollution is not visible to the naked eye.

Further activities

1. There are other ways that air pollution can be 'seen'. Investigate buildings made of stone in your local area. These can show evidence of air pollution, in particular from vehicles on adjacent roads. Look out for natural stone that looks 'dirty'. Graveyards are also good places for seeing the effect of air pollution on stone. Find out how scientists measure air quality.
2. Think about how our actions affect air pollution. How they contribute to it and what we can do to reduce air pollution.
3. Make a poster showing all the different things in your local area that contribute to air pollution.

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Programme Activity Resource

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Water Exploring

Aim 1

Scouts are working towards a world where people and natural systems have clean water and clean air.

Educational objectives

Explore the sources of clean water and clean air in the local environment.

Identify threats to clean water and clean air in the local and global environment and be able to suggest solutions.

Age range

11 to 14

Summary

A practical activity to explore your local area and discover where water is found, what it is used for and why it is necessary.

Aim

To create awareness of water in our surroundings and the relationship between water and human life.

Equipment

Map, paper, pens,camera (optional)

Preparation

Find a suitable route around the local area

Duration

One to two hours

Setting

Local area

Background

Water is vital for life and in many parts of the world can be found all around us in a variety of different places. In some parts of the world clean, safe water is not freely available. This activity encourages us to explore our local environment and discover our water, where it is, what it is needed for and what it looks like. Once we understand our water and why it is important to us we can begin to learn about water in a global context

Step by step guide to activity

1. Split the Scouts into small groups and give each group a map, paper, pen and a camera (optional). A route can be marked on the map, or you can give them co-ordinates to follow, or they can decide on their own route within a marked area.
2. Before the groups set off, have a quick discussion about where they think they might find water. For example, stream or river, public toilets, puddle, water fountain etc.
3. The groups walk around the route looking for water. When they find some they should think about the following questions. Where is the water? What is it used for? How much water is there? Is it there every day? What colour is it? Does it smell, is it discoloured? Can humans drink it? Can animals drink it? If they have a camera they can take a photograph of the water.

Evaluation

1. Once all the groups have returned ask each group to present what they found and discuss the findings. Use the questions below to help the discussion.

Were the Scouts surprised by the quantity of water they discovered?

How does the water they found fit into the water cycle?

How does the water help us?

How does the water help plants and animals?

Did anyone mention the water that is in the air as water vapour?

Did anyone mention the water in the soil and underground?

2. If you have taken photographs, create a display of the water in your neighbourhood.
3. Did the groups identify water hidden within buildings? Ask them to think about what we use water for in our homes and how that water gets there. What happens to that water before it enters our homes? Where does it go after it leaves our homes and what happens to it then?

Further activities

1. Visit a water facility in your local area and learn about where the water in your home comes from, how it is cleaned and where it goes to after you have used it.
2. Build a model or make a poster showing the water cycle.
3. If you found any water pollution problems in your local area, investigate these more thoroughly. Find out what is causing the pollution and take some action to resolve it.
4. Look into ways we can be more efficient with our use of water in our day-to-day lives.

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Life of a River

Aim 1

Scouts are working towards a world where people and natural systems have clean water and clean air.

Educational objectives

Explore the sources of clean water and clean air in the local environment.

Demonstrate the relationship of personal actions to the availability of clean water and clean air in the local and global environment.

Age range

15+

Summary

An exploration of how a river or stream can change as it moves through the landscape.

Aim

To explore a river or stream in the local environment and investigate how it changes naturally and through interaction with people.

Equipment

Glass jars, paper and pens, camera (optional), canoeing or rafting equipment (optional)

Preparation

Identify a suitable stretch of a river or stream accessible in the local environment that can be followed for a length downstream and observe the changes. If conducting activities on the water, ensure suitable safety procedures and experience of participants.

Duration

Variable, up to one day

Setting

In the local area alongside the river or on the river with suitable boating equipment.

Background

Rivers and streams come in many sizes and are very important ecologically and for people that use them for many reasons. A river may have a catchment area (the total land area that collects and funnels water towards the river) many times greater than the river, stretching potentially hundreds or thousands of kilometres away from the river. The land uses in the catchment can affect the river from its point source (the place furthest away from the river in its catchment), to its end point (such as where it reaches a lake or ocean).

Rivers naturally change as they move through the landscape, with different plants and animals taking advantage of the area surrounding a river. People also make use of the waters from rivers, the plants and animals, and the land that surrounds them, which are often very fertile. Many human settlements started along rivers and have progressively grown into town or even cities. These changes in the built environment also affect the river in different ways.

Step by Step guide

1. The aim of this activity is to explore the life of a river as it changes throughout its catchment. Explore maps of the river system to learn more about the geography of the area, specially features or different habitats and where human settlements occur that need the river or could affect it. Start at an accessible part of the river or further up its catchment, such as a drainage area or smaller stream.
2. Follow the river downstream and record how it changes. What does the environment look like? How are people interacting with the river? Is the water clean? Take samples of the water in glass jars as you travel along the river and record where each sample was taken.
3. Include a section of the river where it passes through a built environment, such as a town or city What happens to the water here and after it has passed by the built environment?

Evaluation

1. Have the Scouts present their observations as they followed the life of the river. This could include showing their photographs or sketches, water samples or stories in the order they were collected.
2. Discuss the results and the activity. Use the following questions to help the discussion.

What were the natural observations of the Scouts?

Did the environment change as they moved through the catchment?

Were the changes natural or influenced by people?

How were people interacting with the river?

Was clean water available for people and natural systems?

Did the water quality change in the built environment?

How could the catchment be better managed if there were activities that were impacting badly on the health of the environment and the water?

Where would the point source and end source of the river be?

Do people need to share access to the river? Could this cause challenges?

Further activities

1. Have the Scouts consider what the river might look like in the future and how they can help ensure that people and natural systems have clean water and clean air.
2. Share their experience and results with other people in the community and identify if there are ways the health of the river can be protected.

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Sense Nature

Aim 2

Scouts are working towards a world where sufficient natural habitat exists to support native species.

Educational objectives

Explore a local natural area.

Discover some of the local native species of plants and animals and their habitat needs.

Demonstrate knowledge of some contrasting natural habitats.

Age range

Under 11

Summary

An outdoor activity where the Scouts use their five senses to explore and connect with nature.

Aim

To experience and connect with nature using all of the senses (seeing, hearing, tasting, smelling, touching) and understand how the information from our senses combine to create our awareness of the natural world.

Equipment

Blindfolds, paper, pens

Preparation

Find a suitable place to visit.

Duration

One hour

Setting

A local natural area, for example, forest, beach, mountain or park.

Background

Nature can be appreciated using all of our senses. The sense we use the most often to understand our environment is sight but in actual fact we are using our other senses at the same time to help build up the picture of what is around us. By concentrating individually on each of our senses we can gain a better awareness of our local environment.

Step by step guide to activity

1. Find a suitable local natural area and take the group there.
2. Ask the group to name the five senses and discuss how we use these in our daily lives. How do our senses help us to understand our surroundings?
3. Explain to the group that they are going to explore the natural environment around them using each of the senses individually. Which senses do they use the most? Which senses do they think will tell them the most and the least?
4. Do the following activities. Each activity will identify different features of the natural environment you are exploring. Write down these features as the activities progress. The final activity ends by summing up how our senses have painted a picture of the local environment.

Activity 1 Scavenger Hunt Sense: Sight

1. Split the Scouts into teams and ask them to find ten objects that have something in common. For example, ten natural objects that are soft. Other ideas are objects that are hard, green, brown, dead, man made etc.
2. Each group could have the same category or one group could have to find soft objects and the other group hard objects.
3. The Scouts should take care not to harm or disturb living creatures.
4. Once they have found their objects they present them to the rest of the group.
5. Have a discussion about what they have found. Some ideas for questions are given below.
6. After the discussion put the natural objects back appropriately. If a group has collected man made objects, make sure these are taken away with you and disposed of correctly.

How many different natural objects have they found overall?

Are the group surprised by the number of different things they have found?

What is the most surprising thing collected?

How much man made material was found?

Where did they look for the objects?

How well do these objects represent what is living in the natural area?

Was this activity easy?

It depended on our sense of sight. How useful is our sight?

How important is sight to our awareness and understanding of nature?

Activity 2
Barefoot Walk
Sense: Touch

1. Split the group into pairs and choose one of the pair to go first.
2. The Scout going first takes off their shoes and socks and puts on a blindfold.
3. The blindfolded Scout is then led over a course by their partner.
4. As they walk the blindfolded Scout must concentrate on what their feet can feel. They must describe to their partner what the ground feels like on their feet and try to identify what they are walking over. The path should be safe from sharp or dangerous objects and should include different textures and surfaces.
5. The pair then swaps roles and repeats the activity.
6. Gather the group together and discuss the activity. Some ideas for discussion are given below:

What did the ground feel like? Was it soft, hard, warm, cold, wet, dry etc? Try thinking of really imaginative words to describe how the ground felt.

What were you walking over?

How sensitive are your feet? Are they more, the same, or less sensitive than your hands?

Did you use your sense of hearing to help you identify what you were walking on? (for example, if walking through leaves or through mud or water)

How did being blindfolded make you feel?

Activity 3
Find Your Tree
Sense: Touch

1. Introduce this activity by looking at and discussing the trees in your surroundings. Ask the Scouts what the distinctive features of the trees are and visit several trees to see their differences and similarities.
2. Split the group into pairs and blindfold one of the pair.
3. The blindfolded Scout is spun around and then guided carefully to a tree. This is best done in silence.
4. They must touch the tree to discover its size, shape and texture. They need to learn enough about the tree to be able to identify it without their blindfold on. Good things to feel for are distinctive patterns in the bark, branches coming from the trunk, roots or plants at the base of the tree. An excellent way to identify your tree is to know its diameter. Get the Scouts to wrap their arms around the tree to work this out.
5. They are then taken away from the tree, spun around again and their blindfold taken off. They must use their memory of what the tree felt like to find it.
6. The pair then swaps over and repeats the activity.
7. Gather the group together and discuss the activity. Some ideas for discussion are given below:

How easy was it to find your tree?

What features of your tree helped you to find it?

As you touched the tree, how easy was it to imagine what it looked like?

How sensitive are your fingers?

What features of the tree could they feel (for example, different textures, different temperatures, dampness, dryness)?

If you have done the barefoot walk activity, are your fingers more sensitive than your feet?

How does touching the tree compare with just looking at the tree?

What did you learn about the tree from touching it that you wouldn't learn from looking at it?

Activity 4
What do you hear?
Sense: Hearing

1. Ask each Scout to find a comfortable place to sit.
2. The group must sit quietly for five minutes and listen to the sounds around them. When they hear a sound, they must think about what has made it and remember it.
3. After five minutes, ask the group what they heard and discuss the sounds. Some ideas for questions are given below.

What sounds did they hear? Were they natural or man made sounds?

Were they surprised at how much/ how little noise there was? Did they hear any sounds they had never heard before, if so, what?

How did the sounds help them to understand what is surrounding them?

Activity 5
Nature Smells
Sense: Smell

1. Sit the group down and ask them to shut their eyes and sit quietly for a few minutes and concentrate on what they can smell around them.
2. After a few minutes have a group discussion on the different smells in their surroundings. The results of this discussion are very dependent on the natural area, the time of year, the weather and even the time of day. Ask the Scouts to identify any smells. Where are they coming from? Do they like the smells? How do the smells make them feel?
3. Ask the Scouts to explore the natural area and smell as many natural things as possible to find their favourite smell. Explain that they can rub things with their fingers to generate a smell. The smell might then be passed onto their fingers.
4. Once they have found their favourite smell, ask each Scout to present their object and its smell to the whole group. Have a discussion about the natural smells. Some ideas for questions are given below.

Can they describe why they like their favourite smell?

Does their favourite smell remind them of anything?

Did they find any smells they didn't like?

Were the smells of the natural place what they expected?

Does nature have its own smell?

How do they think the animals that live here use the smells around them?

If they couldn't see, how would their sense of smell help them to picture their surroundings?

Activity 6
Natures Larder
Sense: Taste

1. Save this activity until the end.
2. Ask the group to name all the different things that make up the natural environment surrounding them. Which of these things could they eat? What would the different tastes be? What does something taste like that is bad for us? Which other senses could we use to help us decide not to eat something?
3. If there are any edible plants in your local natural environment that can be picked without harming the local ecosystem then allow the Scouts to taste these.
4. Ask each Scout to choose an animal that lives in the surrounding environment. They must tell the rest of the group what that animal eats. Do they think animals have taste buds? How do animals use their sense of taste? How does their animal decide what is good to eat and what is bad to eat?

Evaluation

1. Gather the group together and discuss their experiences exploring nature using each of their senses. Some ideas for questions are given below.

Which sense gives you the most information about your surroundings?

Which sense gives you the least?

How do the senses work together to give you information?

What natural things have you discovered today?

How do the living things in this environment use their different senses?

What is your favourite thing in this natural environment?

Further activities

1. Create a poster or display showing all the different features of your local natural environment
2. Learn about the difference between native and non native species and find out about them in your local area.
3. Explore different natural habitats in your local area and other places or learn about them from local experts, books, films or the internet.
4. Encourage the Scouts to practice their sensory skills simultaneously by themselves in their own time.
5. Encourage Scouts to keep their own nature journal where they can record their observations with different senses.

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Programme Activity Resource

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Nature Art

Aim 2

Scouts are working towards a world where sufficient natural habitat exists to support native species.

Educational objectives

Explore a local natural area.

Understand the ecosystem connections of native species of plants and animals and their habitat needs.

Be aware of global conservation issues affecting biodiversity.

Age range

11 to 14

Summary

An outdoor activity where the Scouts have the opportunity to be creative in nature and with nature.

Aim

To gain an appreciation of the variety, form and beauty of nature through creative activities.

Equipment

Paper and pens

Preparation

Find a suitable place to visit.

Duration

Up to one hour

Setting

A local natural area, for example, forest, beach, mountain or park.

Background

The natural world is full of variety and beauty. One way to become aware of this and begin to understand and appreciate it is through art. Being creative in nature and with nature is a fun way to connect with, observe and work with the natural world.

Step by step guide to activity

1. Find a suitable local natural area and take the group there.
2. Ask each Scout to find a comfortable space in the natural environment and spend a few minutes looking around them at the local nature.
3. Gather the group together and talk about what they noticed in their surroundings.
4. Ask each Scout to choose one thing in the environment and draw a picture of it. Hand out paper and pens. Once they have finished they present their picture to the rest of the group.
5. Ask the Scouts to form into small groups (of between three and five). They are going to use the natural objects around them to create some art - a picture or a sculpture. Make sure they respect the natural objects and do not harm any living creatures. They can use leaves, branches, stones, soil, trees, shrubs etc. If you want you can give them a theme for their art work.
6. Once they have finished gather the whole group together and go on a tour of the art work. Each group should explain their work.

Evaluation

1. Find out what the Scouts learnt about the natural environment they visited. What animals and plants did they see? Did they discover things in the natural environment that they hadn't seen before? How do the different natural elements work together to create the environment? Discuss how the ecosystem works.
2. Find out how much the Scouts enjoy being in the natural environment. Did the activity help them to connect with nature?

Further activities

1. Carry out a proper investigation of the local natural environment. Use survey techniques to record the plants and wildlife, make plaster casts of tracks, collect animal droppings and so on to build up a picture of the creatures that live there.
2. Encourage Scouts to keep their own nature journal where they can record their observations with different senses.
3. Learn about the native species and non native species in your local area. Do the non native species cause a problem for the native species? Find out how the non native species were introduced.

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Creatures Conference

Aim 2

Scouts are working towards a world where sufficient natural habitat exists to support native species.

Educational objectives

Explore a local natural area.

Understand the ecosystem connections of native species of plants and animals and their habitat needs.

Demonstrate the relationship between personal actions and the availability of sufficient natural habitat to support native species.

Be aware of global conservation issues affecting biodiversity.

Age range

15+

Summary

A discussion activity to explore how local ecosystems work and how they might react to different environmental conditions.

Aim

To explore the local ecosystem from the point of view of the animals and plants that live there.

Equipment

Cards of local living creatures (for example, man, plants, insects, birds, animals etc). Cards with scenarios and problems to be solved by the group.

Preparation

Prepare the cards and some problems to ask the group.

Duration

Thirty minutes

Setting

Scout meeting place

Background

Within a habitat there are many different animals and plants existing in co-operation with one another and with the environment. This activity imagines that all the creatures within a habitat have a say in how that community operates. This is very similar to how human society is managed. Human beings are part of the natural community but do we always give it enough consideration?

This activity enables us to explore what could happen if everything within the natural community was equal and able to have its say.

Step by step guide to activity

1. Sit the participants down in a circle. Ask everybody to pick a card. On each card is a different creature from within the local ecosystem. Make sure that one participant is a human being. Give the group a few minutes to think about their creature.
2. Choose one leader to be the chairperson of the group. They are the guardian of the Earth and must lead the discussion.
3. Each participant then introduces themselves. They must tell the group what creature they are, where they live, how they live, what they eat and so on.
4. The chairperson presents the first question. The questions should be suitable for the age of the participants and also for the habitat being considered. Think about problems that the habitat could face or is facing. Think about actual problems that have affected your local environment. Some example questions are:

> *The summer has been very dry and the grass has not grown as much as usual. There is not enough for everyone. What shall we do?*
>
> *A new family of (choose a suitable predatory animal) is wanting to move into the habitat. What do the group think about that?*
>
> *The lake has been polluted by human beings. Who has been affected?*
>
> *Winter is approaching. Is everyone prepared?*

5. Each participant comments. They must think about how the question affects them in their creature role. Encourage the Scouts to stand up for their creature and if they want the community to take action on something then they must tell the group. For each question the group need to decide what they can do to make the environment good for the all the creatures.
6. Prepare some additional cards for certain creatures. These should contain a scenario and a question to ask the group. These problems need to be sorted out by the whole group.
7. Bring the conference to a close by thanking all the creatures for their participation.

Evaluation

1. After the conference, discuss the effect of human beings on the habitat. Use the following questions to generate a discussion.

> *How have human actions affected the habitat?*
>
> *Are humans aware of how their actions affect the creatures living around them?*
>
> *If we considered how our actions affect the environment, would we come to different decisions?*

Further activities

1. Explore the local natural environment to see how human actions are affecting it. If the environment is being harmed investigate how and why and find out what can be done to solve the problem.
2. Have the Scouts do further investigations into their creature to learn more about this animal in the local habitat. What are this animals habitat needs and any threats to this species.
3. Visit a wildlife shelter or rehabilitation centre that helps native species.

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Catch the Carbon Dioxide

Aim 3

Scouts are working towards a world where the risk of harmful substances to people and the environment are minimised.

Educational objectives

Be aware of harmful substances in the local environment.

Explain ways to reduce the risk of harmful substances to people, plants and animals.

Age range

Under 11

Summary

A fun activity to introduce climate change

Aim

To learn the basic science behind climate change.

Equipment

Blindfolds

Preparation

None

Duration

Fifteen to thirty minutes

Setting

Scout meeting place

Background

Our planet is surrounded by a blanket of gases. This is our atmosphere. As the sun shines on the earth it sends us heat. Some of this is absorbed by the earth's surface and some of it bounces back into the atmosphere. The reflected heat is trapped by the atmosphere and this keeps our planet warm. This is known as the greenhouse effect.

The blanket of gases is getting thicker as we release greenhouse gases by burning fossil fuels for energy and as we cut down forests for timber and agriculture. Greenhouse gases are carbon dioxide (CO_2), methane and nitrous oxide. As the blanket gets thicker, the temperature rises. As a result of this, our climate is starting to change.

Step by step guide to activity

1. Split the group into two teams. One team are trees and one team are carbon dioxide molecules. There should be more carbon dioxide molecules than trees.
2. Ask the trees to find a place to grow with plenty of space in between each tree. Once the tree has chosen its place to grow it cannot move, only its branches (arms). As they are growing the trees need to catch carbon dioxide. They do this with their branches and leaves. Ask the trees to practice catching carbon dioxide (they should wave their arms around).
3. The carbon dioxide molecules are found floating around in the air. They can move very quickly but they can't see where they are going (put blindfolds on the carbon dioxide molecules). The carbon dioxide molecules have to move from one side of the playing area to the other without getting caught. The trees have to try and catch them with their branches. A carbon dioxide molecule is caught if a tree touches it and the molecule then becomes a tree.
4. Continue the game until nearly all the carbon dioxide is gone then stop and announce that humans have discovered this forest and want to chop down the trees so they can grow crops on the soil. The trees get burnt and the carbon dioxide is released. Choose three quarters of the trees and turn them into carbon dioxide molecules. After a while the land becomes useless for growing crops so they decide to build a town there instead. In the town there are lots of cars and factories. These burn fuel which releases more carbon dioxide into the atmosphere. Choose half of the remaining trees and turn them into carbon dioxide molecules.
5. The scenario can then be changed so that Scouts come along and plant more trees (turn some of the carbon dioxide molecules into trees).

Evaluation

1. Discuss the game afterwards using the ideas below.

In the game, what effect does the number of trees have on the number of carbon dioxide molecules?

Does this also happen in real life?

Halfway through the game humans came along and chopped down lots of the trees. What effects did this have (think about immediate and long term)?

What effect did the planting of trees by the Scouts have on the carbon dioxide molecules?

Why does it matter how much carbon dioxide there is in the atmosphere? Explain the greenhouse effect.

How can we reduce the amount of carbon dioxide in the atmosphere?

Further activities

1. Ask the Scouts to think about how their daily actions might affect climate change. What can they do to reduce the amount of greenhouse gases they produce?

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Food Chains and Chemicals

Aim 3

Scouts are working towards a world where the risk of harmful substances to people and the environment are minimised.

Educational Objectives

Be aware of harmful substances in the local environment and identify their source.

Demonstrate what personal action can be taken to reduce the risk of harmful substances to people and the broader environment.

Age Range

11 to 14

Summary

A run around game to show how agricultural chemicals build up within the food chain.

Aim

To show how chemicals from agriculture are passed through ecological systems and why this is harmful to the environment.

Equipment

Cards showing different items in a common food chain (for example, grass, rabbit, fox etc.). There should be many more cards for the items lower in the food chain and only one or two for the higher levels. Some type of coloured tags (one per person at the bottom of the food chain).

Preparation

Make up the food chain cards. Choose a food chain that would be affected by agricultural pesticides and if possible that is relevant to your local area. Some ideas are supplied in the resources section. The cards should be able to be worn by the Scout, for example, they could be pinned or stuck onto jumpers or worn around the neck on string.

Duration

Thirty minutes

Setting

Scout meeting place

Background

Life on earth depends on the sun. The sun provides energy that plants use to grow and then also provide food for other organisms. One important way in which organisms depend on each other is for their food. Many animals feed only on plants (herbivores), lots of animals eat only other animals (carnivores) and some animals eat both plants and animals (omnivores). Despite these differences in diet, actually all animals depend on plants for their food through a relationship between plants and animals called a food chain.

Foxes eat rabbits, rabbits feed on grass. A hawk eats a lizard, the lizard eats a grasshopper and a grasshopper eats grass. In the ocean, fish eat small crustaceans (e.g., shrimps), who eat microscopic organisms called plankton. Plankton are very small organisms that live in the ocean and are classified as either 'phytoplankton' or 'zooplankton'. Phytoplankton use the energy from sunlight to create food via a process called 'photosynthesis'.

Example food chains:

Grass > Grasshopper > Lizard > Hawk

Phytoplankton > Zooplankton > Shrimp > Fish > Shark

Cactus > Insects > Lizard > Snake > Hawk

Trees > Insects > Monkey > Leopard

The organisms at the beginning of a food chain are usually very numerous while the animals at the end of the chain are often large and few in number. It is rare for high end predators to eat other high end predators. Food chains are normally more complicated than a simple chain as most animals eat more than one type of food. For example, a fox will eat rabbits, mice and beetles. In reality the food chain becomes a food web.

A food chain can be upset by human actions. This activity focuses on the impact of agricultural chemicals on food chains. Agricultural crops are commonly sprayed with chemicals called pesticides. These destroy insects, fungi and plants that might damage or compete with the crop.

Pesticides disrupt the food chain in two main ways. Firstly, by removing organisms from it. The majority of these pesticides kill the harmless or beneficial organisms as well as the harmful ones. If a plant or animal is removed from a food chain then the animals higher up the food chain will be affected.

Secondly, by introducing persistent, poisonous chemicals into the food chain. Some of these chemicals take a long time to break down. Once eaten, the chemical remains in the body of the animal and when that animal is eaten the chemical moves into the body of the next animal. The concentration of the chemical within each animal increases as it moves up the food chain. The chemical may be harmless to larger animals in low concentrations but as a result of being passed through the food chain its concentration might have increased sufficiently to cause disease or death.

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Step by step guide to activity

1. Introduce the subject of food chains. Ask the Scouts some questions to find out what they know about food chains. What food chains exist in the local natural environment? What food chains do they know about from other natural environments? Choose a variety of examples, such as, the ocean, a tropical rain forest, the desert.
2. Give each Scout several long pieces of string and a food chain card. They must wear the card so it is visible to the other Scouts. Explain the activity. They are going to create a food chain. The cards show all the different organisms within a food chain. They must look at the different plants and animals on the cards and think about what their creature would eat and what would eat them. When they find something that they eat they must connect themselves to that creature with a piece of string. They should lie the string on the floor. They will end up with a food chain which shows a clear progression from several plants at the base of the food chain to one top predator at the top but with some animals that are connected to more than one other creature. Ask the Scouts to explain their chain. Is it a food chain or a food web? This activity will actually produce a food web which is a more realistic picture of what really happens in nature.
3. The next activity is food chain tag. The aim of the game is to catch your prey. Start by letting the plants run around the room and get warmed up. Set the herbivores (plant eaters) off to catch the plants. When they catch a plant the herbivore receives one point and the plant must sit on the ground. After a few minutes let the carnivores (animal eaters) start to play. When they catch a herbivore they automatically take their points. The winner at the end of the game is the carnivore with the most points. This might seem unfair on the plants and the herbivores but the situation will be changed in the next game when chemicals are introduced into the food chain.
4. Repeat the game but this time hand out a coloured tag to all the players who represent the lowest rung in the food chain (the green plants). They have been sprayed with a pesticide and the coloured tag represents the chemical. When they are caught they have to hand over their tag and lie down. At the end of the game, ask each carnivore to count up the number of coloured tags they have collected.

Evaluation

1. The coloured tags represent pesticides that have been sprayed onto the plants to ensure that the farmer's crops are successful. The farmer does not want diseases, insects or other plants to affect his crops. Discuss how the farmer's actions have affected the natural environment. Use the following questions to help your discussion.

Which animals have ended up with the most coloured tags?

If the tags are harmful chemicals then is having lots of them good or bad?

What might the chemicals do to the different animals?

How has the food chain system helped to increase the concentration of chemicals?

What properties of the chemicals have enabled this to happen?

2. Encourage the Scouts to think about why the pesticides were used and what alternatives to pesticides are available. Use the following questions to help your discussion.

Do you think the farmer would stop using pesticides if he knew about the damage they cause further up the food chain?

How could the farmer protect his crops from pests, disease and other plants without using harmful pesticides?

3. How aware are the Scouts of pesticides in their local environment? Use the following questions to help discuss this.

What crops are grown in your local environment, region, country?

Do you know if pesticides are used locally, regionally, nationally?

Has anyone heard of any local problems from pesticide use?

Do you think problems from pesticides are well publicised?

How could human beings be affected by pesticides?

What can individuals do to reduce the risk of pesticides to the environment?

Further activities

1. Explore how food is grown locally. Can you find examples of organically grown foods? Are there places growing food with chemicals? Which ones are used and why? Find out about alternatives to pesticides.
2. Find out which animals in your local area are top end predators. Do you think they may be affected by chemicals in the landscape?
3. Grow some of your own food using organic methods.

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My Carbon Footprint

Aim 3

Scouts are working towards a world where the risk of harmful substances to people and the environment are minimised.

Educational objectives

Explain the local impact of harmful substances to people and the broader environment and what can be done by individuals, groups and the community to reduce the risk.

Understand the global impact of harmful substances and how local actions can change the global environment.

Age range

15+

Summary

A simple activity to start the group thinking about their personal daily energy use and how this affects the environment.

Aim

To raise awareness of how we contribute to climate change in our daily lives by understanding how our everyday actions are associated with releasing greenhouse gases into the atmosphere.

Equipment

Question cards, green, orange and red answer cards. The answer cards should be in three different sizes. The red cards must be the biggest and the green cards the smallest.

Preparation

Prepare question cards and answer cards. Use the questions provided and if appropriate prepare additional questions that are relevant to your local environment.

Duration

Thirty minutes

Setting

Scout meeting place

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Background

Our planet is surrounded by a blanket of gases. This is our atmosphere. As the sun shines on the earth it sends us heat. Some of this is absorbed by the earth's surface and some of it bounces back into the atmosphere. The reflected heat is trapped by the atmosphere and this keeps our planet warm. This is known as the greenhouse effect.

The blanket of gases is getting thicker as we release greenhouse gases by burning fossil fuels for energy and as we cut down forests for timber and agriculture. Greenhouse gases are carbon dioxide (CO2), methane and nitrous oxide. As the blanket gets thicker, the temperature rises. As a result of this, our climate is starting to change.

This activity explores how we contribute to climate change in our daily lives by understanding how our everyday actions are associated with releasing greenhouse gases into the atmosphere.

Step by step guide to activity

1. Set the question cards out in a circle and place the answer cards in the middle in three piles (a green pile, an orange pile and a red pile).
2. Each question has three answers a green answer, an orange answer and a red answer. When making the answer cards, think about the number of participants and what their likely answers will be to the questions. This will determine how many answer cards of each colour are made. The answer cards can be made smaller if necessary. The important point is that the red cards are the largest and the green cards are the smallest.
3. Explain the activity. Each participant moves around the circle answering the questions and taking the correct coloured answer card at each question. Once they have answered all the questions they find a space and lay out their answer cards on the floor to make a patterned mat.
4. Once the Scouts have laid out their mat explain what it means. The mat demonstrates their day to day energy use, which actually represents their day to day carbon footprint. It will vary between participants. The greater your energy use the bigger and redder the mat will be and the less your energy use the smaller and greener your mat will be.

Evaluation

1. Once everyone has finished their mat have a discussion using the ideas below.

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Who has the smallest, greenest mat and who has the biggest reddest mat?

How do they feel about it?

How green are the group in general?

Are there big differences between the participants or does everyone have a similar energy use?

Ask the group how the questions relate to energy. Some of the questions have obvious, direct connections to energy, for example, do you switch off the lights when you leave a room?

Other questions need some thought to connect them to energy, for example, how often do you buy new things?

How relevant were the questions to their daily life?

What can they do to reduce their carbon footprint?

What would be easy to do and what would be hard to do?

What are the group doing already to help the environment?

Are they doing this on purpose or by accident?

Further activities

1. Learn about renewable energy.
2. Visit a renewable energy facility in your local area.
3 Ask the Scouts to think about how they would do their daily actions if they had no energy. Run a weekly meeting using no energy.
4. Ask the Scouts to write a list of ten things they can do to reduce their carbon footprint. They should think about things that are easy to achieve and things that are more challenging. After a few weeks, find out whether they have reduced their carbon footprint.

My Carbon Footprint Questions

How do you get to school/work?

By car	❑	Red Card	❑
By bus or train	❑	Orange Card	❑
By bike or on foot	❑	Green Card	❑

Do you switch off the lights when you leave a room?

Always	❑	Green Card	❑
Sometimes	❑	Orange Card	❑
Never	❑	Red Card	❑

Do you leave your television on standby/in sleep mode?

Always	❑	Red Card	❑
Sometimes	❑	Orange Card	❑
Never	❑	Green Card	❑

Do you recycle?

Never	❑	Red Card	❑
Sometimes	❑	Orange Card	❑
As much as possible	❑	Green Card	❑

Do you buy locally produced food?

As often as possible	❑	Green Card	❑
Sometimes	❑	Orange Card	❑
No/Don't know	❑	Red Card	❑

How often do you buy new things? (for example, clothes, cd's, computer games etc)

More than once a week	❑	Red Card	❑
Once a week	❑	Orange Card	❑
Once a month or less	❑	Green Card	❑

Do you use renewable energy?

Yes, a lot	❑	Green Card	❑
Yes, but not often	❑	Orange Card	❑
No/Don't know	❑	Red Card	❑

Have you ever planted a tree?

Yes, several trees	❑	Green Card	❑
Yes, one tree	❑	Orange Card	❑
No	❑	Red Card	❑

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What have I done today?

Aim 4

Scouts are working towards a world where the most suitable environmental practices are used.

Educational objectives

Show awareness of how our actions affect the environment and alternative ways to make a smaller impact.

Age range

Under 11

Summary

A fun and easy game to start the Scouts thinking about how their actions affect the environment.

Aim

To understand that our daily actions have an impact on the environment.

Equipment

Ball

Preparation

None

Duration

Ten to twenty minutes

Setting

Scout meeting place

Background

Every day we do things that impact on the environment. Some things we do are good for the environment and some things we do are bad for the environment. Very often we do things without even being aware of how it affects the environment.This game encourages the Scouts to think about how our daily actions affect the natural world all around us.

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Step by step guide to activity

1. Gather the group in a circle and hand the ball to one person.
2. The person with the ball starts by telling the group one thing they have done today that is good for the environment. They should explain why their actions were good for the environment. If they find it difficult to think of something ask them to think of one thing they have done today and decide if and how it was good for the environment (have a leader keep note of the answers given by the Scouts throughout the activity).
3. The Scout then passes the ball onto another participant who does the same.
4. Once the ball has been round the whole group, repeat the game but with the question 'what have I done today that is bad for the environment?'

Evaluation

1. After everyone has had a go, have a quick discussion with the group using the ideas below.

> *Was it easier to think of things that were good or things that were bad?*
>
> *When you do everyday things do you think about how it affects the environment?*
>
> *Do you think it is important to consider the environment?*
>
> *What differences are there within the group? Why is this?*

2. Have each Scout choose one thing they do that is good for the environment and one thing they could improve upon.
3. Make a group picture showing one half of things they do which are good for the environment and the other half the things they can improve

Further activities

1 Ask each Scout to change their actions until the next meeting and to share their plan with their family, class and/or friends.

2. At the next meeting look at the first pictures and make a third picture showing how their actions have improved.
3. Use this activity as an introduction to subjects such as renewable energy, recycling, water conservation and energy conservation.

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Garbage Bag Challenge

Aim 4

Scouts are working towards a world where the most suitable environmental practices are used.

Educational objectives

Recognise how we are connected with the environment and how we can make informed choices about our actions that can minimise the impact on the environment.

Identify potentially better environmental practices for your local area.

Demonstrate how local solutions can impact global issues.

Age Range

11 to 14

Summary

A fun game to think about waste and how we can reduce it.

Aim

To encourage thinking about the waste we generate, what can be recycled and how we can reduce what we throw away.

Equipment

Plastic rubbish bags, selection of waste objects (clean and safe)

Preparation

Prepare the waste objects.

Duration

Thirty minutes

Setting

Scout meeting place

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Background

Human society creates a lot of waste. This waste might go into landfill, it might be incinerated or it might simply be dumped outdoors and left to decay. Whatever happens to this waste it is causing a problem for the environment. We need to reduce the amount of waste we produce. This can be done by following the five 'R' approach:

Refuse – for example, unnecessary packaging, leaflets, promotional material, plastic bags

Repair – clothes, electrical equipment etc

Reduce – choose products that have less packaging, use only what you need

Reuse – buy second hand items, donate items to second hand shops, use items more than once

Recycle – buy products that can be recycled and recycle them

Step by step guide to activity

1. Split the group into teams and give each team a bag of rubbish.
2. Explain that the object of the game is to make your bag of rubbish as small as possible in a set amount of time. This is done by sorting through the rubbish and deciding how to dispose of things in a different way. Ask the group to think about what they can do to make the bag of rubbish smaller in the first place.
3. After five minutes ask each team to explain why they removed certain items from their bags and where they will put them if not in the rubbish. They should also explain what they would do differently – they should identify that some things could have been refused and that they could buy things with less packaging or packaging that is reusable or recyclable.
4. The team with the smallest bag of rubbish at the end is the winner.

Evaluation

1. Discuss the activity and introduce the five 'R' approach to waste.

What do the Scouts think about these ideas?

What do they do already? What would be easy to do?

Further activities

1. Ask the Scouts to think about packaging and bring in items from home that show packaging that is good for the environment and that is bad for the environment. They should think about whether the packaging is necessary, is recyclable, is already recycled, how much manufacturing has gone into it and how long it will take to decay in a landfill.
2. Set up a recycling station in your Scout meeting place. Ask the Scouts if they recycle at home.
3. If there are not recycling or good waste facilities available, consider contacting the government to encourage these to be set up.
4. Write a waste policy for Scout camp. Think about how you can reduce the amount of waste generated and how you will re-use and recycle during camp.

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Quick Energy Debate

Aim 4

Scouts are working towards a world where the most suitable environmental practices are used.

Educational objectives

Explain how our choice of action and responsibility as an individual, group, community and country can affect the environment.

Understand how we can change our actions to improve our impact on the environment.

Demonstrate how local solutions can impact global issues.

Age range

15+

Summary

A quick thinking game to test your Scouts ability to think under pressure and their powers of persuasion.

Aim

To think about energy issues from all points of view.

Equipment

Stopwatch, whistle or bell

Preparation

None

Duration

Thirty minutes

Setting

Scout meeting place

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Background

There are lots of environmental issues associated with energy. This game asks the Scouts to think about them from all points of view. The participants may have to argue a point that they don't agree with and the true skill in this game is being able to do so convincingly.

Step by step guide to activity

1. This activity assumes that the Scouts already have some knowledge of issues relating to energy production and use. It may be necessary to do an introductory activity to remind the Scouts of what they know.
2. Select two Scouts to compete in the debate and one to be the timekeeper. The rest of the Scouts are the judges.
3. Give each contestant one of the topics provided. This should be done secretly so the contestants don't know their opponents subject. Give the contestants 30 seconds to think about what they are going to say. They then get 30 seconds each to state their argument. After both contestants have talked for 30 seconds they then get a further 15 seconds each to respond to what the other contestant has said. The judges then decide who was the most convincing and declare them the winner. The winner of each debate is the contestant who has shown the greatest skill in presenting their argument. The judges must forget their own opinions on the subject matter and judge purely on the debating skill of the contestants.
4. Repeat the game with the next two Scouts and continue until everyone has had a go. The winners can then compete against each other until there is an overall debating champion. If you have a lot of Scouts, you can split the group into two.

Evaluation

1. At the end of the competition discuss the debates with the Scouts. Some ideas for discussion are given below.

Which subjects were easy to debate and which were difficult?

Did knowing more about the subject make it easier to present an argument?

Was arguing against what you believe difficult?

Was it easier to argue for what you believe in?

2. Think about the issues that the debates brought up. Discuss with the Scouts their true feelings on energy production and use. Some ideas for discussion are given below.

Where does energy come from?

How does energy production harm the environment?

How can energy be produced with less impact on the environment?

What can individuals do to help energy production have less impact on the environment?

How do you save energy in your daily life?

What are the Scouts already doing and what do they want to do in the future?

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Further activities

1. Visit a renewable energy facility in your local area.
2. Make your own renewable energy, for example, a solar oven, a wind turbine, a water mill.
3. Explore how energy is produced in your country. Is it non renewable or renewable?
4. Learn about the environmental problems associated with using non renewable energy, for example, climate change, air pollution, nuclear waste disposal, water pollution from mining, problems associated with offshore oil platforms.
5. Decide how your Scout group would find the worlds energy. Pretend that you have control over all the resources of the Earth. Think about all the different ways of creating energy, all the different things we need energy for and also all the different ways we could save energy. You can do this activity as a debate or as a competition.

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Debating subjects

Coal is great
vs
Coal is bad

I love solar power
vs
I hate solar power

I think wind farms are ugly
vs
I think wind farms are beautiful

Global warming is very important
vs
Global warming is not important

It will be good
if temperatures rise
vs
It will be bad if temperatures rise

Solar power is the best form
of energy
vs
Wind power is the best form
of energy

We should use nuclear power
vs
We shouldn't use nuclear power

We need to reduce our energy use
vs
We don't need to reduce
our energy use

Everyone should know how to grow
vegetables and basic foods
vs
Food production should be left to the
professionals - farmers

Urbanisation is good
vs
People should be encouraged
to stay in the countryside

And for a bit of light relief, try these crazy subjects...

Green is the best colour
vs
Red is the best colour

Bananas are the worst frui
vs
Apples are the worst fruit

You should only wash once a week
vs
You should wash every day.

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Programme Activity Resource

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What Disaster am I?

Aim 5

Scouts are working towards a world where people are prepared to respond to environmental hazards and natural disasters.

Educational objectives

Be able to recognise different types of environmental hazards and natural disasters.

Demonstrate how to be prepared and react to environmental hazards and natural disasters in the local area.

Age range

Under 11

Summary

A fun game to introduce the different types of natural disaster.

Aim

To encourage thinking about natural disasters and their different characteristics.

Equipment

Cards showing images of natural disasters, safety pins.

Preparation

Print cards showing a picture of a natural disaster and its name. There should be enough cards for one for each Scout.

Duration

Twenty minutes

Setting

Scout meeting place

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Background

Natural disasters occur all around the world and can have a devastating effect on the natural environment and on human beings. There are lots of different types of natural disaster, for example, hurricane, tropical cyclone, typhoon, tornado, drought, flood, volcano, landslide, tsunami, heat wave, wildfire, insect plague, famine, health epidemic, avalanche and earthquake. It is very important that we have an understanding of natural disasters. We need to be prepared to respond to them when they happen to us and to be able to provide support when they happen to others.

Step by step guide to activity

1. Introduce the subject of natural disasters. Ask the Scouts to name some different types of natural disaster. Ensure that they have enough knowledge to begin the game and if necessary show the group some pictures and ask them to describe the images.
2. Pin a picture of a natural disaster onto theback of each Scout. Explain the object of the game. They have to find out what their natural disaster is by moving around the group and asking each other questions. The question can only be answered with a "yes" or a "no". For example, "does my disaster involve wind?"
3. The Scouts move around the room, asking questions until they have worked out which natural disaster they are. The first Scout to tell the leader the correct answer wins.
4. Allow the game to continue until everyone has worked out which natural disaster they have worked out which natural disaster they are.

Evaluation

1. Gather the whole group together and show them all the different natural disaster images. Find out from the group which images they are familiar with and which images they are not familiar with.

Further activities

1. Choose a few suitable examples of natural disasters and ask the Scouts to think about how they could prepare for them.
2. Find out about natural disasters in your country and prepare some information about what happened, why it happened and how the emergency services coped with the situation.
3. Go on a visit to a local emergency services station, for example, the Fire Brigade or the Police Station and find out how they deal with emergency situations. Discover if they have ever helped out in a natural disaster.
4. Practice basic first aid skills and how to get help in an emergency.

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Programme Activity Resource

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Prepare for Disaster!

Aim 5

Scouts are working towards a world where people are prepared to respond to environmental hazards and natural disasters.

Educational objectives

Be able to recognise different types of environmental hazards and natural disasters and explain why they occur.

Demonstrate how to help other people to be prepared to respond to environmental hazards and natural disasters in the local area.

Age range

11 to 14

Summary

An activity to create an emergency response plan and kit in preparation for natural disasters.

Aim

To understand why it is important to prepare for natural disasters.

Equipment

Paper pens, emergency response kit items (optional), WOSM movie` Natural Disasters:
Will you be prepared?'

Preparation

Study the emergency equipment list provided.

Duration

Twenty minutes

Setting

Scout meeting place

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Background

Natural disasters occur all around the world and can have a devastating effect on the natural environment and on human beings. There are lots of different types of natural disaster, for example, hurricane, tropical cyclone, typhoon, tornado, drought, flood, volcano, landslide, tsunami, heat wave, wildfire, insect plague, famine, health epidemic, avalanche and earthquake.

It is very important that we have an understanding of natural disasters. The effect of a natural disaster can sometimes be minimised with careful preparation, awareness of warning signs (if appropriate) and knowledge of what to do once the disaster occurs. We need to be prepared to respond to them when they happen to us and to be able to provide support when they happen to others.

Step by step guide to activity:

1. Introduce the subject of natural disasters and find out how much the Scouts know about the subject. What natural disasters have affected their community or their country? What natural disasters have they heard about in other countries? What natural disasters could affect them in the future?
2. A short movie is available from the World Scouting website (www.scout.org) to introduce how various natural disasters affect Scouts around the world, or have information from recent natural disasters to share with the Scouts.
3. Choose a suitable natural disaster. This could be one that is relevant to the local area or one that is best understood by the Scouts. Gather the Scouts in a group and describe the natural disaster to them.
4. Split the Scouts into small groups and ask each group to think about how their lives would be affected by the natural disaster. Give them five minutes to discuss this and then ask for their thoughts.

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Evaluation

1. Ask the Scouts if they have ever thought about how they would cope in a natural disaster before. Do any of the Scouts have an emergency response kit or plan at home already? Will any of the Scouts go home and help their family to create a kit or plan?
2. Note to Leaders: Natural disasters can be devastating experiences and impact on the environment, infrastructure and people long after the initial event. It is important to provide ongoing support for young people to assist their recovery following a natural disaster.

5. Ask the Scouts how their survival would be affected if they were prepared for the disaster. Write down their ideas.
6. One way to increase your potential for survival during a natural disaster is to have an emergency response kit. This kit will be kept in a box or a bag that is transportable, in an accessible and known location and will contain items that have a clear survival purpose. Give each group a list of items that might go into an emergency response kit. Use the list provided and add extra items or adjust to suit available local resources as relevant to the type of natural disaster being discussed. An alternative option is to also put in some items that are not suitable. Ask each group to choose the most relevant items from the list. You can ask them to choose a certain number of items or you can ask them to list them in order of importance. When each group has finished ask the Scouts to present their lists to the whole group and explain their choices.
7. As a group, decide on the contents for your emergency response kit. If you have any of these items with you hand them out to the Scouts to look at.
8. Using all the ideas generated so far, create an Emergency Response Plan. This could incorporate ideas for assessing the severity of a natural disaster (if appropriate) before it happens, the emergency response kit, actions to take to respond in the immediate instance to the disaster and actions to take in the event of the situation lasting a certain length of time. An example plan is provided. This focuses on how to maintain communication throughout a natural disaster.

Further activities

1. Having a knowledge of first aid is very important when placed in an emergency situation. Organise a first aid course for the Scouts.
2. Visit a local emergency services facility, for example, the Fire Brigade or the Police Station. Find out about their procedures for dealing with emergency situations and if they have had to deal with a natural disaster.

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Example Family Emergency Response Kit

CONTENTS

Water – 9 Litres per person (3 Litres per person for 3 days) for drinking and cleaning.

Food – Non perishable, for a minimum of 3 days. Can opener if food is in a can.

Blankets and warm clothing. Tent or other shelter if required.

Communications – Radio (and batteries) to listen for updates on disaster, mobile telephone (Note: mobile phones may not always work after a disaster situation).

Notepad and pen or pencil to record important information.

Light – Torch with spare batteries. Candles and matches in a waterproof container can be helpful but should not be used if there is a risk of gas leaks.

1st Aid Kit and any medications that are required by family members.

Toilet – Bucket, garbage bags, disinfectant, trowel.

Entertainment (especially with children) – pack of cards, crosswords, special toy or games.

Water purification method – a cooker to boil water and/or water purification treatment tablets.

Protection - Gloves, face mask, long trousers and long sleeve shirt, hat, waterproof jacket.

Whistle

Rope

Map of town/city and compass.

Wrench or pliers in case gas or watermains need to be switched off.

Family Emergency Response Plan

ICE – In Case of Emergency number programmed into mobile phone and carried on a card in your wallet or school bag.

Family meeting point – somewhere clear of the home, that the entire family can re-unite at. A local park or other open area is a good location. At least two known routes to get there, in case one is cut off.

Out of Town Family Contact – a grandparent, aunt, uncle or family friend who lives in a different city to act as the central communication point. All family members check in with this person after the disaster, and this person (away from the disaster zone) can co-ordinate if all family members are accounted for, and be the liaison with Red Cross or other relief organisations.

This person is also notified in the case of an imminent disaster, to be informed that all of the family is together, what equipment they have with them, where they are evacuating to and how long they expect to be out of contact for.

Local Evacuation Centre – find out where the evacuation centre in your town is situated. School? Sports Ground? Town Hall?

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Programme Activity Resource

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A Natural Disaster Story

Aim 5

Scouts are working towards a world where people are prepared to respond to environmental hazards and natural disasters.

Educational objectives

Be able to recognise different types of environmental hazards and natural disasters and explain why they occur.

Demonstrate how to help other people to be prepared to respond to environmental hazards and natural disasters in the local area.

Explain how changes to the environment can influence environmental hazards and natural disasters.

Age range

15+

Summary

A fun, drama based activity that explores how to cope when faced with a natural disaster.

Aim

To gain an awareness of the importance of preparation and decision making in a natural disaster situation.

Equipment

Scenarios, paper and pens, WOSM movie 'Natural Disasters: Will You Be Prepared?' (optional)

Preparation

Print off the disaster scenarios from the resources section, or amend as appropriate for your group.

Duration

Sixty minutes

Setting

Scout meeting place

Background

Natural disasters occur all around the world and can have a devastating effect on the natural environment and on human beings. There are lots of different types of natural disaster, for example, hurricane, tropical cyclone, typhoon, tornado, drought, flood, volcano, landslide, tsunami, heat wave, wildfire, insect plague, famine, health epidemic, avalanche and earthquake.

It is very important that we have an understanding of natural disasters. The effect of a natural disaster can sometimes be minimised with careful preparation, awareness of warning signs (if appropriate) and knowledge of what to do once the disaster occurs. We need to be prepared to respond to them when they happen to us and to be able to provide support when they happen to others.

Step by step guide to activity

1. Introduce the subject of natural disasters. Ask the Scouts to name different types of natural disaster and write their answers on a large sheet of paper.
2. A short movie is available from the World Scouting website (www.scout.org) to introduce how various natural disasters affect Scouts around the world, or have information from recent natural disasters to share with the Scouts.
3. Split the Scouts into groups and give each group a natural disaster scenario card. Use the examples provided or write your own using natural disaster types that are more applicable for your Scouts. Ensure that the examples used show the different timescales that are associated with natural disasters. The card asks the group to prepare a short play about the situation described on their card. You can provide costumes and props if appropriate. Allow approximately twenty minutes for preparation and rehearsal.
4. Ask each group to present their play to the rest of the group.

Evaluation

1. Gather the group together to discuss the activity. Use the following questions to help the discussion.

   What were the main differences in the natural disaster scenarios?

   How did the preparation for each disaster vary?

   Could all the disasters be prepared for?

   How important was the decision making in each scenario?

   How pressured was the decision making in each scenario?

   Do they think this is how it might happen in reality?

2. Note to Leaders: Natural disasters can be devastating experiences and impact on the environment, infrastructure and people long after the initial event. It is important to provide ongoing support for young people to assist their recovery following a natural disaster

Further activities

1. Make an emergency response kit with the Scouts. See 'Prepare for Disaster!' activiy for example.
2. Having a knowledge of first aid is very important when placed in an emergency situation. Organise a first aid course for the Scouts.
3. Visit an emergency response facility in your local area, for example, the Fire Brigade or the Police Station. How do they cope with emergency situations? Have they ever responded to a natural disaster?

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Example Disaster Scenarios

SCENARIO 1
LONG TERM DROUGHT

Instructions

Read through the following story about how a long term drought affects a family.

The story is not complete. At each gap in the story there is a question to help your group think about how to decide what happens next.

Make the story into a short play to show the rest of the group.

The Story

Your family live very happily on a farm in the countryside near a small town. You have cattle, a vegetable garden and some fields growing crops. Your water supply comes from the local reservoir and your own rainwater tanks.

Your father regularly keeps up to date with information about weather, livestock markets and the agricultural industry through the internet and newspapers.

One evening, he asks the whole family to remain at the table after dinner. "I am afraid I have some bad news," he says. The weather reports on the television are warning that we will be facing a drought this year. This could be very bad news for our crops and our cattle. We will have to start thinking about how we will cope."

Question
What strategies are your family going to put in place to live through this drought?

It is now five months into the drought. Only 40% of your usual rainfall has come, and the crops haven't grown so your animals have little food.

You have two options. Firstly, purchase some food for them. This solution is not ideal as there is very little available due to the drought and it is very expensive. The second option is to sell some of our cattle. However, everyone else is trying to sell their animals too, and the prices your family would receive are very low.

The climate predictions say this drought will last for another year. Your Mum's garden is still beautiful, but your Dad does not seem very happy these days.

Question
What do you and your family do?

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SCENARIO 2 HURRICANE APPROACHING

Read through the following story about how a hurricane affects a family.

The story is not complete. At each gap in the story there is a question to help your group think about how to decide what happens next.

Make the story into a short play to show the rest of the group.

The Story

Your family live in a house on a hill overlooking the ocean, near the equator. You have your own power supply from a wind generator and solar panels. You live in an area that receives hurricanes and when the hurricane season is upon you, you know to be prepared. Your family has an emergency kit ready permanently and you keep an eye on the weather forecasts

For the last few days, your family has been watching reports on the evening news of a low pressure system that has deepened considerably, turned into a tropical cyclone and is travelling across the ocean heading your way! The latest prediction is that it will hit the coast tomorrow morning. Everyone is warned to be on high alert and prepare for hurricane damage immediately. The hurricane is expected to bring severe wind for around 12 hours.

Question
What do you and your family do to prepare for the hurricane?

Its 6.30 am on the day of the predicted hurricane. The winds are starting to pick up and rain is falling heavily. There are new warnings of a major storm surge Ocean levels could rise as much as 5 meters due to the upward sucking of the cyclone system.

Question
Does this change any of the plans your family made?

It is now 7.30 pm. The winds were terribly strong this morning and coming from the east– pieces of buildings and tree branches was flying everywhere, trees were being flattened and the rain kept coming down. Just after lunch, the eye of the storm crossed over you – it was strangely calm and the sun was shining. Then Bam!! The winds came howling again, this time from the west, and more rain fell. More flying materials, and the storm surge came in. Everything within 1 km of the coast flooded – there were fish in the streets. Now the winds are dying down, but the rain is still falling.

Question
What damage did your home suffer?

It is one week later and the hurricane has totally gone but the damage to your neighbourhood and the environment hasn't.

Question
How did you help after the hurricane?

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SCENARIO 3 EARTHQUAKE

Instructions

Read through the following story about how an earthquake affects a family.

The story is not complete. At each gap in the story there is a question to help your group think about how to decide what happens next.

Make the story into a short play to show the rest of the group.

The Story

It is a normal weekend evening and your family are enjoying dinner in your apartment. You live in a big city on a Pacific Island. Your pet cat all of a sudden appears really agitated and then suddenly a loud rumbling sound is heard and everything starts shaking violently. The TV goes off, things are falling off shelves, a light fitting crashes from the ceiling and your Mum screams "earthquake!"

Question
What does the family do?

The shaking comes to a stop. Your home is a mess, your mum has burnt her arm when the hot water from the stove hit her skin, and you're all scared, but otherwise you're all okay, including the cat. However, you know that there could be aftershocks.

Question
What do you do now?

After a few minutes the power goes out suddenly and you are all left in the dark. You can smell gas coming from the kitchen.

Question
What can you do about the gas, and being in the dark?

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Quotes From Baden-Powell

Scouting and the environment

"Nature study is the key activity in Scouting and Guiding."

"The aim in Nature study is to develop a realisation of God the Creator, and to infuse a sense of the beauty of Nature."

"The study of nature brings into a harmonious whole the question of the infinite, the historic and the microscopic as part of the Great Creator's work. And in these, sex and reproduction play an honoured part."

"The wonder to me of all wonders is how some teachers have neglected Nature study, this easy and unfailing means of education, and have struggled to impose Biblical instruction as the first step towards getting a restless, full-spirited boy to think of higher things."

"When a Wolf Cub hears the words "Nature study" his first thought is about school collections of dried leaves, but real Nature study means a great deal more than this; it means knowing about everything that is not made by man, but is created by God."

"Nature study should not be the mere formal class teaching of the school, but the interested pursuit of each individual girl in that branch of it which particularly appeals to her, through practical handling and dealing with it."

"The man who is blind to the beauties of Nature has missed half the pleasure of life."

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"A Lady Cubmaster was teaching a Cub Natural History, and asked him: "What is a rabbit covered with - is it hair, or wool, or fur, or what". The Cub replied: "Good gracious, Akela, haven't you ever seen a rabbit?"

"God has given us a world to live in that is full of beauties and wonders and He has given us not only eyes to see them but minds to understand them, if we only have the sense to look at them in that light."

"A Scout/Guide should save animals as far as possible from pain, and should not kill any animal unnecessarily, not even the smallest of God's creatures."

"By continually watching animals in their natural state one gets to like them too well to shoot them. The whole sport of hunting animals lies in the woodcraft of stalking them, not in the killing."

"An animal has been made by God just as you have been. He is therefore a fellow-creature. He has not the power of speaking our language, but can feel pleasure or pain just as we can, and he can feel grateful to anyone who is kind to him."

"A Scout is always helpful to people who are crippled or blind or deaf and dumb; so he is good also to these dumb fellow-creatures of ours."

"As a Scout, you are the guardian of the woods. A Scout never damages a tree by hacking it with his knife or axe. It does not take long to fell a tree, but it takes many years to grow one, so a Scout cuts down a tree for a good reason only – not just for the sake of using his axe. For every tree felled, two should be planted."

"For those who have eyes to see and ears to hear, the forest is at once a laboratory, a club and a temple".

"There's nothing like 'Being Prepared' is there, for what might seem possible, even if it may not seem probable."

"Do your best."

"Try to leave this world a little better than you found it and, when your turn comes to die, you can die happy in feeling that at any rate you have not wasted your time but have done your best."

"The open-air is the real objective of Scouting and the key to its success."

"The key that unlocks the spirit of the movement is the romance of woodcraft and nature lore."

"Scouting is a school of citizenship through woodcraft."

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World Scout Environment Programme

"Nature study is the key activity in Scouting and Guiding" Baden-Powell

The environment is central to the Scout Programme and a key element of developing good citizens of the world. Since Scouting began, young people have been connecting with the outdoors, learning from nature and taking positive action for their local and global environment. There are many more environmental challenges today than when Scouting started, making it even more important to keep the environment central to Scouting, to build on the momentum already established and to make Scouting a positive force for change.

Scouting plays an important role in connecting people with the natural world, especially given the increasing separation of young people from the natural environment. With nearly 50% of the world's population living in urban settings, it is important to incorporate the 'bigger picture' of the environment, which includes more than just plants, animals and conservation. Helping Scouts to see the relationship between their actions in an urban setting and the natural world is an important element of environment education.

The environment is changing all around us, with a loss of habitat and native species, reduced access to clean water and clean air, more harmful substances entering our environment and more people being affected by natural disasters. Scouts need to understand these issues and feel empowered to decide what are the most suitable environmental practices they can apply and take action to improve their local area. The environment is a global subject and Scouting is a global movement. Through environmental education and action, Scouting can really make a difference.

The importance of the environment to Scouting was highlighted at the 37th World Scout Conference with resolutions on environment education and sustainable development, 18/05 and 20/05. In response to these resolutions, the Educational Methods Committee, through the Environment Education Task Team, has developed the World Scout Environment Programme. This has been developed through a process of consultation and review with environmental education experts within Scouting, with partner organisations and local level Scout groups in countries around the world.

The World Scout Environment Programme provides support for Scouts to engage in environmental education activities, to learn about nature and the environment and to make informed choices about the environment, people and society - choices that reflect the Scout Promise and Law.

World Scout Environment Programme

The World Scout Environment Programme is a collection of tools, resources and initiatives to support the development of environment education in Scouting around the world. The programme is based on a set of environmental principles and aims that provide a foundation for environment education in Scouting.

The World Scout Environment Programme includes:

1. Principles and aims for environment education in Scouting
2. Framework for environment education in Scouting and the World Scout Environment Badge
3. Programme Activity Resources
4. SCENES – Scout Centres of Excellence for Nature and Environment
5. Scouts of the World Award
6. Partnerships

Principles and aims for environment education in Scouting

The principles and aims form the foundation that underpins the approach to environment education in Scouting. The principles reaffirm Scouting's commitment to the environment and its place in the broader Scout programme. The aims identify the key environmental issues facing the world and provide a focus for Scouting to address these.

Principles

The environment is central to the Scout Programme and a key element of developing good citizens of the world.

Scouting provides opportunities to experience and connect with the natural world.

Scouts actively engage in educational programmes to make informed choices about the environment, people and society - choices that reflect the Scout Promise and Law.

Aims

Scouts are working towards a world where:

1. People and natural systems have clean water and clean air.
2. Sufficient natural habitat exists to support native species.
3. The risk of harmful substances to people and the environment are minimised.
4. The most suitable environmental practices are used.
5. People are prepared to respond to environmental hazards and natural disasters.

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Framework

A framework for environment education in Scouting and the World Scout Environment Badge

The framework for environment education in Scouting and the World Scout Environment Badge is based on the principles and aims for environment education in Scouting. It can be used as a tool for National Scout Organizations to review and update their environmental education programme.

The framework provides a clear structure for the World Scout Environment Badge, which is intended to refocus the attention of WOSM members on the challenges facing our environment from local to global level. A copy of the framework is included on pages 6-7.

The World Scout Environment Badge is intended to replace the World Conservation Badge during the next triennium, with NSOs phasing out the use of the World Conservation Badge by the 39th World Scout Conference. WWF have been consulted throughout this process and are aware of the intention to replace the World Conservation Badge with the World Scout Environment Badge. They are supportive of this decision and have provided support for the educational content of the World Scout Environment Programme.

The World Scout Environment Badge

The World Scout Environment Badge seeks to create an awareness of personal responsibility for the environment. The badge encourages Scouts to connect with nature, think about how we interact with the environment and take action to protect it. The environment is a global subject and the badge focuses on learning about local and global issues and how taking local action can help both of these.

The World Scout Environment Badge is based on the principles and aims for environment education in Scouting. The badge is carried out in two stages: Explore and Reflect and Take Action. For the first stage each aim is explored through a variety of experiential activities that enable the participant to connect with the subject, learn about it and think about how we interact with it. For the second stage, a need to take action is identified and an environmental project is planned and executed. This should be related to the learning achieved in the exploring stage and the local environmental conditions.

The purpose of the badge is for the Scouts to identify personal responsibility for the environment. This should not stop once they have finished the badge. It is hoped that achieving the World Scout Environment Badge is the first step in awakening enthusiasm for the natural world and creating a generation of Scouts who care about the environment and are prepared to take action to protect it.

The framework for environment education in Scouting and the World Scout Environment Badge provides educational objectives for each aim, based on three age ranges: under 11, 11 to 14 and 15 +. Activity guidelines provide further supportive content that can help with developing and delivering the World Scout Environment Badge. The framework should be used by National Scout Organizations to develop requirements and activities for the World Scout Environment Badge that are applicable to their local environment, using the following process:

1. NSO reads principles and aims for environment education in Scouting and the framework for environment education in Scouting and the World Scout Environment Badge.
2. NSO reviews current environmental education programme against the framework.
3. NSO develops suitable badge requirements for their age sections in accordance with the educational objectives for each aim.
4. NSO informs WOSM (via the World Scout Bureau) of intention to adopt the World Scout Environment Badge.
5. NSO informs members of the availability of the World Scout Environment Badge.
6. NSO provides leader training and ongoing programme support and review for delivery of the World Scout Environment Badge.

Scouts of the World Award

The Scouts of the World Award is aimed at the senior section (over 15 years old) and is focused on the areas of environment, development and peace. The World Scout Environment Programme can support the delivery of the Scouts of the World Award. The World Scout Environment Badge, completed by the senior section, can complement the educational content of the Scouts of the World Award. For more information on the Scouts of the World Award go to: www.scoutsoftheworld.net

Supportive educational resources for environment education in Scouting

The Environment Education Task Team has engaged with other partner organisations and Scouts from many countries to develop supportive educational resources that relate to the framework and World Scout Environment Badge. These were tested between December 2007 to March 2008 with local level Scout groups in 12 countries around the world in order to gather direct feedback on the effectiveness and relevance of this framework and resources for Scout groups. With a diversity of Scouting experience and external reviews, the feedback was very positive and the Scout groups were able to apply the framework and activities to their environmental conditions and needs.

These environment programme activity resources are available directly on the www.scout.org website, and sample resources are provided in the Environment Kit available at the 38th World Scout Conference.

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scenes
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SCENES - Scout Centres of Excellence for Nature and Environment

SCENES

As part of the World Scout Environment Programme, there is a renewed emphasis on SCENES (Scout Centres of Excellence for Nature and Environment) and the SCENES Network to provide a valuable resource to engage Scouts in learning about and caring for our environment. It is anticipated that more National Scout Organizations will look to their own Scout Centres to identify current good examples of campsites that provide natural settings, offer environmental education programmes and demonstrate good environmental management practices.

Existing SCENES Centres are available to support the development of environmental education programmes and environmental management practices at Scout Centres, with the overall goal of establishing new SCENES Centres.

Current SCENES Centres

As at the 38th World Scout Conference, there are nine SCENES Centres across seven countries:

AUSTRALIA:
Eprapah, The Charles S. Snow Scout Environmental Education Centre

AUSTRIA:
Techuana Youthcamp

CANADA:
Blue Springs Scout Reserve

DENMARK:
Houens Odde Spejdercenter

Naesbycentret

Stevninghus Spejdercenter

SOUTH AFRICA:
mafikeng Scene Center

SWITZERLAND:
Kandersteg International Scout Centre

USA:
Florida Sea Base

Key requirements to SCENES

SCENES consists of three key requirements:

1. A natural area which:

- has sufficient natural habitat to support native species
- provides opportunities for Scouts to experience and connect with the natural world
- provides a place for unstructured play and exploration in nature

2. Environment education is available which:

- is based on the principles and aims for environment education in Scouting
- provides opportunities to learn about the natural features of the centre and surrounding natural environment
  - as a minimum - provides unguided environmental learning experiences
  - optimally - provides guided environmental learning experiences
- regularly reviews and develops the environmental learning experiences
- shares environmental practices with guests
- includes engagement in the SCENES Network
- provides opportunities to learn about other SCENES Centres
- provides learning opportunities that can support the World Scout Environment Badge and Scouts of the World Award

3. Environmental management is practiced which:

- is based on a well managed centre approved by NSO
- has an environmental policy that:
  - considers the principles and aims for environment education in Scouting
  - protects environmentally sensitive areas of the centre
  - reviews and takes action to reduce the environmental footprint of the centre
- embraces ongoing improvement through self and peer assessment
- establishes appropriate links with local environmental organisations and projects

The SCENES Charter

The SCENES Charter is an agreement that all SCENES Centres and their respective National Scout Organization adhere to. It provides guidance as to how SCENES Centres can actively contribute to protecting the natural environment, offer environmental education experiences and demonstrate sound environmental management practices, as well as a commitment to supporting the SCENES Network. It also provides a tool for officially recognising current and new SCENES Centres within the World Organization of the Scout Movement, when endorsed by the NSO, Scout Centre and communicated to WOSM via the World Scout Bureau.

The SCENES Network

The SCENES Network is an open network for all people interested in the development of SCENES. Membership of the SCENES Network is a requirement for SCENES Centres and is recommended for Scout centres working towards SCENES accreditation. The SCENES Network is supported by WOSM.The function of the SCENES Network is:

- to support Scout Centres wishing to improve their environmental management practices or environmental education programmes;
- to share best practices, ideas and experiences among SCENES Centres;
- to support the development of environmental education resources for use in SCENES Centres; and
- to distribute local environmental information through the Network.

The SCENES Network operates as a virtual web based community supported by physical meetings of SCENES Centres representatives and other Network members on a time scale appropriate to the Network.

The virtual SCENES Network provides a shared space for discussions, sharing of experiences, files, chat facilities and can be accessed by registering through:

www.communityzero.com/scenes

For more information on SCENES please see the SCENES Guidelines available from the World Scout Bureau and the World Scouting website:

www.scout.org/scenes

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The Scouts of the World Award

Environment, Development and Peace

scouts of the world - du monde

What we are aiming to achieve

The Scouts of the World Award has been launched in order to encourage a stronger involvement of Rover Scouts in the development of society by making them more aware of the present world issues.

The Scouts of the World Award is open to everyone between the ages of 15 and 26 years, regardless of ability, race, faith or location. This provides a great opportunity to the NSOs to increase their membership at local and national level, given the possibility to invite non-Scouts persons (in the age cover by the Rover Scout Section 18-22) to participate in the Rover Scout Programme, and to encourage them, after completing the Scouts of the World Award, to be part of the Rover Scout Section.

The Scouts of the World Award concerns global citizenship-preparation for young adults and emphasises three core-themes demanding understanding, skills and knowledge, for life on a small planet: Peace, Environment and Development.

Why this is important in Scouting

The Scouts of the World Award is an initiative to support the objectives of the Rover Scout Section.

It attracts, empowers and engages youth in action of world importance. That action is based upon universal values - freedom, tolerance, equality, respect for nature, shared responsibility - respected in any culture and enshrined in the UN's Millennium Declaration. Scouting has promoted those same values for almost 100 years.

It affords rare opportunities for adolescents to work in multi-cultural international teams. It makes Scouting more attractive as a mechanism for young people to join an international network and make a difference in their communities at the local, national and international level.

The Scouts of the World Award helps the NSOs to develop partnerships with other NSOs willing to help each other in implementing the SW Award, sharing human resources and knowledge (trainers, documents, etc).

Resources available

A book called "Guidelines of the Scouts of the World Award" can be downloaded from the website of the SW Award: www.scoutsoftheworld.net . This document gives guidelines on how National Scout Organizations can implement the Scouts of the World Award, as an element of their Rover Scout Section programme, and open it to all young people, members or not of the Scout Movement.

Different elements have been created to support National Scout Organizations on implementing the SW Award, such as: the SW Passport, SW Identity Guidelines, SW Promotional materials and visual aids.

For more information

www.scoutsoftheworld.net

Examples from around the world

Australia

"Scouting Tugeda" in the Solomon Islands. Hannah Lord is a Rover from Erindale Rover Crew and Michael Freeman a Venturer from Stromlo-Forest Venturer Unit in Canberra, Australian Capital Territory (ACT). The ACT Branch is leading Australia in establishing the Scouts of the World Award, and Michael and Hannah are both actively involved as members of the Cottermouth Scouts of the World Base Committee. Michael ran the first Australian Discovery in July 2006, which focused on Peace and our local Indigenous community. Hannah was also the Team Leader of the first Australian Scouts of the World Voluntary Service. This youth-led project saw 42 people travel to the Solomon Islands in October 2006 to complete two weeks service with the local Scouting community and the Red Cross School for the Disabled. At a time when the political and diplomatic relations between Australia and the Solomon Islands were at an all-time low, Scout teams were walking along the main street, Mendana Avenue in Honiara, wearing bright green t-shirts that read 'Scouting Tugeda; Solomon Islands & Australia' on the back. The team members were proud to be Scouts, and it showed everyone how Scouting is such a powerful social force in both of communities.

Taiwan

SW Voluntary Service of Water Conservation. Taipei Rover Scouts took the chance to set an exhibition of "Protecting the Water Resources" to promote the ideas of conserving water resources. They developed three kinds of activities in a Conservation centre, including Q&A of water resources, water map of Taiwan, and bamboo relay game. These games not only let young adults have a good time, but taught them a lot of useful knowledge about water conservation. All Rover Scouts will keep designing new activities and carrying it out in the coming voluntary service opportunities.

France

A SW Base in Provence. Every summer Venture-Scout and Rover camps are organised in the most threatened areas. Scouts receive a special training in order to be able to camp without threatening the environment. Part of their activities is focused on preventing forest fires. Equipped with binoculars, radio-transmitters and compasses, they take their turn in watching towers in order to detect smokes and give their precise location to the firemen. They have the responsibility to make a Canadair plane take off and drop water on the starting fire. Also they patrol in the forest with mountain-bikes and inform the tourists on the risks of forest fire. The base of the project is one of the first Scouts of the World base. The training courses, which are organised for Rover Scouts, will become Scouts of the World Discoveries.

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Partnerships for a Supportive Environment

Scouts are encouraged at all levels to identify suitable partners that can support the development and delivery of environment education in Scouting. WOSM has been working with several partner organisations and co-operating with NSOs to develop the World Scout Environment Programme. These partnerships have included working with:

ALCOA FOUNDATION

Alcoa Foundation

(www.alcoa.com/foundation)
Alcoa Foundation is a nonprofit U.S. corporate foundation with assets of approximately US$542 million. Its mission is to actively invest in the quality of life in Alcoa communities worldwide. Throughout its history, Alcoa Foundation has invested in local community projects to be a source of positive community change and enhancement, with over US$465 million invested since 1952.

Alcoa Foundation and WOSM have developed a partnership focused on environment and sustainability education in Scouting. A two-year $US205,000 grant has supported the Environment Education Task Team in developing the World Scout Environment Programme. This grant also assisted environmental education activities at major events such as the World Scout Jamboree. In addition, five European countries (Germany, Hungary, Italy, Switzerland and the United Kingdom) are supported in further developing their environmental programmes.

Clean Up the World

(www.cleanuptheworld.org)

Clean Up the World is a not-for-profit, non-government, apolitical organisation that unites communities with a common focus to clean up the world Scout groups in any city, town or village can get involved in Clean Up the World by simply having their National Scout Organization register. Scouts have been actively involved in this UNEP sponsored programme since it's beginning in 1993 and Scouts are further encouraged to be involved, with the primary focus over the Clean Up the World weekend annually held in the third weekend in September.

Jane Goodall Institute (JGI)

(www.janegoodall.org)

Founded by world renowned primatologist Jane Goodall, JGI is a global nonprofit organisation whose mission is to inspire and empower individuals to take informed, compassionate and effective action to make the world a better place for all living things. Jane Goodall has supported the World Scout Jamboree and the development of the World Scout Environment Programme. Roots & Shoots is the JGI worldwide environmental and humanitarian education programme, supporting young people of all ages in projects that benefit people, animals and the environment encouraging students to analyse problems in their communities and then take action to address those problems

The Web of Hope

(www.thewebofhope.com)

The Web of Hope are a nonprofit organisation that has provided technical and academic input into the development of the World Scout Environment Programme. They are assessing the carbon footprint of the World Scout Youth Forum and Conference and offering recommendations to reduce the environmental impact of large Scout events.

United Nations Environment Programme (UNEP)

(www.unep.org)

Through the partnership with the United Nations Environment Programme (UNEP) we have received support to major Scouting events such as the World Scout Jamboree; opened opportunities for Scouts to enter environmental competitions; Scouts have engaged in worldwide campaigns such as the Billion Trees Campaign and World Environment Day; Scouts contribution to the environment have been highlighted through UNEP publications; Scouts attended UNEP International Youth and Children's Conferences within the Tunza Youth Programme; as well as having representation at UNEP Governing Council meetings and receiving expert advice in developing the World Scout Environment Programme.

Volvo Adventure

(www.volvoadventure.org)

The Volvo Adventure focuses on practical projects undertaken by young people to improve their local environment. This UNEP sponsored event is open to young people around the world aged between 13 and 16 years. Teams must be between two to five young people with one adult as supervisor. Scouts have previously been amongst the top 15 finalists, who come together in Göteborg in Sweden to present their project to a panel of judges. The top three teams are awarded prizes of $US10,000, $US6,000 and $US4,000 to further support their project.

WWF (World Wide Fund for Nature, formerly World Wildlife Fund)

(www.panda.org)

WWF (World Wide Fund for Nature) is one of the largest environmental organisations in the world with more than 2000 WWF conservation projects currently underway around the world. The vast majority of these focus on local issues. They range from school nature gardens in Zambia, to initiatives that appear on the packaging in supermarkets, from the restoration of orangutan habitats to the establishment of giant panda reserves. WWF have a long-standing relationship with WOSM and are happy to provide ongoing support for developing environment and sustainability programmes in Scouting.

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Frequently Asked Questions - FAQs

What do the World Scout Environment Programme logo and World Scout Environment Badge mean?

At the centre of the World Scout Environment Programme logo is Antarctica - the only collectively managed continent in the world and one of the most at risk from climate change. The other landforms create a 'world' image - not showing any one particular continent or country, as Scouts are encouraged to look beyond their own borders and think of the world. The colours of blue, green and white are commonly associated with nature and the purple of World Scouting is blended with these. The Sun which brings life to our world is reflected in the water.

In the World Scout Environment Programme logo, the world is supported by three leaves to symbolise water, air and plants which are all important environmental elements to support life. The World Scout Emblem shows that it is an official programme of the World Organization of the Scout Movement and its inclusion as a registered trademark gives the logo legal protection. The words 'World Scout Environment Programme' are written with the graphic image and can be translated into other languages.

WORLD SCOUT ENVIRONMENT BADGE
BLUE IS FOR CUB SCOUTS

WORLD SCOUT ENVIRONMENT BADGE
GREEN IS FOR SCOUTS

WORLD SCOUT ENVIRONMENT BADGE
PURPLE IS FOR ROVER SCOUTS

The World Scout Environment Badge has the same world image as used in the logo, encompassed by a circle of rope which reminds us that we are all connected on this one world. There are three colours of rope, incorporating colours used within the world image, to show the progression made by Scouts as they move through the sections and advance their appreciation of the environment. The rope colours are blue for Cub Scouts, green for Scouts and purple for Rover Scouts. Please do not make modifications to the image of the World Scout Environment Badge or World Scout Environment Programme logo.

Where can I get the World Scout Environment Badges and Certificates from?

The World Scout Environment Badges and Certificates are made available to the official representative of a National Scout Association/Organization that has been appointed in the World Scout Environment Programme Agreement. The Agreement is available from the World Scout Bureau and online at www.scout.org/environment with two options: Pack 1 (non-commercial use) or Pack 2 (commercial use). The World Scout Environment Badges and Certificates can then be purchased from the Scoutstore, the Official World Scout Shop for distribution within the National Scout Association/ Organization. The World Scout Environment Badges and Certificates are not available for purchase by individuals so as to help ensure the badges remain as a recognisable symbol of a Scout's exploration of the environment and an achievement by our youth members.

Can we make the World Scout Environment Badges ourselves?

For consistency of production, efficiency of delivery, monitoring and evaluation purposes, National Scout Associations/Organizations are requested not to make the World Scout Environment Badges, but to order them from the Scoutstore. This provides a central contact point for delivery to any country in the world. The Badges are priced at near-cost price to reduce expenses for Scouts earning the World Scout Environment Badge.

What happens to the World Scout Conservation Badge (Panda badge)?

The 38th World Scout Conference passed the Resolution 22/08 which recommends the World Conservation Badge be phased out during the next triennium by National Scout Organizations which use it. National Scout Organizations were encouraged to adopt the framework for environment education in Scouting and incorporate the ideas through a regular review of their youth programme and by offering the World Scout Environment Badge. This helps to bring the environment education dimension of the youth programme up to date with the situation of today. WWF have been fully supportive of this transition to the World Scout Environment Badge.

How can we show the progressive stages for our youth members to earn the World Scout Environment Badge when they move up to the next age section?

In response to feedback received from several National Scout Organizations to show progress of youth members earning the World Scout Environment Badge and to encourage them to earn the badge in their next age section, two further variations to the World Scout Environment Badge have been developed. The three stages now consist of the same central world image, surrounded by a blue rope (Cub Scouts), green rope (Scouts) and purple rope (Rover Scouts). The rope colours correspond to the colours used in other parts of the World Scout Environment Badge to link it with the 'environment' and 'World Scouting' themes, and to keep the production costs of the badge consistent.

Where does the World Scout Environment Badge go on the uniform?

The placement of the World Scout Environment Badge on a Scout's uniform is the decision of the National Scout Association/Organization, in accordance with its existing policies about how badges should be worn on the uniform.

How can I earn the World Scout Environment Badge?

When a National Scout Association/ Organization has signed the Agreement, the Scouts are welcome to earn the World Scout Environment Badge, in accordance with the programme advice given by their National Scout Association/ Organization.

The World Scout Environment Badge is based on the 'framework for environment education in Scouting and the World Scout Environment Badge' which is available online or in the World Scout Environment Programme Kit. The framework is based on the principles and aims for environment education in Scouting and encourages a progressive learning process as Scouts develop a greater awareness and understanding about the environment and the world around them.

For a Scout to earn the World Scout Environment Badge, they should first explore and reflect on each of the five aims covering: 1. Air and Water; 2. Habitats and Species; 3. Harmful Substances; 4. Environmental Practices; and 5. Environmental Hazards and Natural Disasters. They should then consider how they can take action based on their learning experiences and undertake an environmental project. This approach encourages a holistic exploration of the environment and provides flexibility of its application for National and local levels of Scouting.

National Scout Associations/ Organizations should consider the framework in the process of reviewing their youth programme, applying it with consideration of the environmental conditions and needs of their country. They may wish to apply the framework in a way which connects with similar dimensions of their existing programmes and expand on other areas that could be improved. The National Scout Association/ Organization may feel it appropriate to establish more specific requirements to support their youth members exploration of the environment, respecting the intention of the principles and aims for environment education in Scouting and framework.

Can we develop new programme activity resources?

Yes, you are encouraged to develop new programme activity resources and use existing resources that fit with the framework for environment education in Scouting. A template is available for download from the World Scouting website and you are encouraged to send these to the World Scout Bureau to help share good programme resources with Scouts around the world.

Where can I get the World Scout Environment Programme Kits from?

World Scout Environment Programme Kits can be downloaded from the World Scouting Website at: www.scout.org/environment They can also be purchased in hard copy from the Scoutstore: www.worldscoutshop.org or www.scout-store.com The kits have been designed to help National Scout Associations/Organizations to easily reproduce the kits and disseminate them to their members.

Can we translate the content of the environment kit to our own language?

Yes, National Scout Associations/ Organizations are encouraged to translate the content of the environment kits into their own local language to assist in the content being of use to their Scouts. Please inform the World Scout Bureau if you intend to translate the contents to verify that the kit has not already been translated into your language, as well as to help ensure consistency of content and to support other Scouts who may have an interest in the resources in another language. The contents of the kit are already being translated into additional languages and will be made available online from the World Scouting Website when they are complete.

Can we reproduce the content of the World Scout Environment Programme Kits ourselves?

The content of the kit can be reproduced by National Scout Associations/Organizations that sign the World Scout Environment Programme Agreement Pack 1 (non-commercial) or Pack 2 (commercial use). To support consistent use and presentation of the World Scout Environment Programme logo and documentation an Identity Guide is available to clearly explain how the logos and document templates can be used.

Can we make other merchandise with the World Scout Environment Programme logo?

National Scout Associations/ Organizations that sign the Agreement are welcome to produce other merchandise that supports the implementation of the World Scout Environment Programme. Please consider the environmental impacts of any products that use the World Scout Environment Programme logo and inform the World Scout Bureau to support the dissemination of useful materials to other Scouts.

Promotional use: If you intend on producing merchandise for promotional reasons and without profit, the appropriate agreement is the Pack 1.

For commercial use or for fundraising: If you intend to produce and sell merchandise for fundraising to support the implementation of the World Scout Environment Programme or for any commercial use, the agreement you need is the Pack 2.

Please contact the World Scout Bureau for additional details.

How can we work with the partners that have supported the development of the World Scout Environment Programme?

The partners that have supported the development of the World Scout Environment Programme have a variety of initiatives and resources that can help young people to explore the environment. National Scout Associations/Organizations are encouraged to consider whether there may be opportunities for them to connect with these partners through local, national or regional offices. For more information see the partners section of the World Scouting Website environment section: www.scout.org/environment

Is there financial support to implement the World Scout Environment Programme?

There is no specific financial support to National Scout Associations/Organizations to implement the World Scout Environment Programme, though you are encouraged to explore any appropriate avenues that may be available through local partner organisations, government support or other National Scout Associations/Organizations.

How can we determine if our Scout Centre is eligible to be a SCENES Centre?

The process for assessing and determining whether a Scout Centre can be eligible to be a SCENES (Scout Centre of Excellence for Nature and Environment) Centre is covered in the SCENES Guidelines. More information is available from www.scout.org/scenes

How do the World Scout Environment Badge and Scouts of the World Award relate to each other?

The Scouts of the World Award encourages a stronger involvement of Rovers in the development of society, concerning global citizenship preparation of young adults and emphasises three core-themes: Peace, Environment and Development. It is particularly focused on the older age range, whereas the World Scout Environment Badge is available to Scouts of all ages. The framework for environment education in Scouting and the World Scout Environment Badge can support the environmental curriculum of a Scouts of the World Discovery, though there are additional skills and experiences that would be expected of a Scout undertaking the Scouts of the World Award that are not covered within the World Scout Environment Badge.

Who can I contact for more information about the World Scout Environment Programme?

If you have further questions or require more information about the World Scout Environment Programme, please contact:

World Scout Bureau

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Education, Research and Development
November 2009

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