

cubs

Global Issues Activity Badge Leaders' resource

Exciting activities to help Cub Scouts discover the world



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Scouts

Global Issues Activity Badge – Cubs

Introduction

This resource has been developed to support you to complete the Global Issues Activity Badge with your Pack. Activity ideas and background information are provided for each requirement of the badge.

This badge links to the Global Goals that children, adults and governments all over the world are trying to achieve to make the world a better place. Find out more at globalgoals.org. By completing this badge, Cubs can play their part in helping to change the world.

Badge requirements

How to earn your badge

- 1 Find out about an international charity; what do they do and why is it important? Your chosen charity could support global issues such as water and sanitation, poverty, refugees and disaster relief.
- 2 Monitor the waste you produce as a Cub Pack and make a plan to reduce, reuse and recycle your Pack's waste.
- 3 Take part in an international awareness day or week.
- 4 Think about what you would need to survive if you became homeless because of a disaster, like flooding or an earthquake. Decide what your five most important things would be and discuss with your Cub Pack.
- 5 Identify five belongings of yours that have come from other countries. Point out the countries on a map. Talk to others about why your belongings have come from so far away.

Please note that these badge requirements are correct as of September 2018. For up to date information and badge requirements, please visit the members' area of scouts.org.uk.

Flexibility

Each young person who participates in the programme, including badges and awards, should face a similar degree of challenge, and requirements can be adapted according to each young person's abilities. For more information and practical tips see our guidance at scouts.org.uk/diversity.

Additional resources

A certificate is available for Cubs who have completed their badge. The certificate can be customised and downloaded or ordered from the Scout brand centre at scouts.org.uk/brand.

Additional resources to support the global elements of the programme can be found at scouts.org.uk/globalprogramme.

For further support, please contact the Scout Information Centre on info.centre@scouts.org.uk.

Ideas and activities

1. Find out about an international charity; what do they do and why is it important? Your chosen charity could support global issues such as water and sanitation, poverty, refugees and disaster relief.

There are many charities across the UK and world that exist to help or support people who are in need. They cover a range of subjects from health to education and human survival to disability.

Is there anyone involved with your Group or District who works or volunteers for an international charity? This could be a parent or carer, a volunteer or Scout Network member. Perhaps there is a Scout Network member who has completed a project with an international charity as part of one of their top awards?

You can also find out about any international charities who we are working with as part of A Million Hands. For example, we are currently working with WaterAid and you can contact scouts@wateraid.org to request a WaterAid speaker.

Suggestions for other international charities:

- Amnesty International – protecting human rights for all people
- British Red Cross – helping people in crisis, including refugees, people in war zones and people in the UK in emergency situations
- Oxfam – helping people who are in poverty, through support after disasters and helping communities to develop
- Save the Children – protecting children's rights and providing support in developing countries
- ShelterBox – providing emergency shelter and supplies to communities after disasters
- Unicef – protecting children's lives and rights, including access to education and healthcare
- WaterAid – improving access to safe water, hygiene and sanitation

2. Monitor the waste you produce as a Cub Pack and make a plan to reduce, reuse and recycle your Pack's waste.

This requirement links to [Goal 13](#) of the [Global Goals](#), which is about taking action to combat climate change and its impacts. To monitor the waste the Pack produce, Sixes could take it in turns each session, to take a photo or make a list of the Pack's waste. Or, you could ask for Cubs to volunteer to be waste monitors, and take turns each week to do this.

Here are some ideas of things your Pack could do to help reduce waste:

- Use reusable cups instead of plastic cups at section meetings
- Create recycling bins for the meeting place, using recycled materials (eg creating a plastic recycling bin from used plastic bottles)
- Start up a uniform swap shop – bring in any old uniform that doesn't fit anymore
- Remember to bring reusable plates and cutlery on camp
- Save water by turning taps off in between brushing our teeth at camp
- Only take the materials we need when doing arts and crafts
- Repair equipment that belongs to the section/group, rather than throwing it away

An activity suggestion is provided below, which has been adapted from the #YouShape postcards.

Activity: Snowball fight

Time needed

30 - 45 minutes

You will need

- scrap paper
- pens/pencils
- Post-it's or sticky dots, or lego bricks (optional)

- large paper / flipchart paper (optional)
- colouring pens (optional)

Instructions

1. Before the session, find out what can be recycled in your local area and where, using the recycling locator at [recyclenow.com](https://www.recyclenow.com). Think about things used at Pack activities, like tents, plastic cups or marshmallow packets!
2. Discuss the records of the waste that has been produced over the last few weeks.
3. Ask Cubs to think of ways they can reduce, reuse or recycle your Pack's waste, and write down or draw each idea on a piece of scrap paper. They could do this individually or in pairs.
4. If they are stuck for ideas, get them to think about specific activities they have done or will be doing, like summer camp, break times, campfires or craft activities. Some specific ideas are provided above.
5. Next, ask them to scrunch up their idea into the smallest paper snowball they can possibly scrunch.
6. Let the snowball fight commence!
7. After a few minutes of snowball throwing, stop the group in their tracks. Ask them to pick up the snowball closest to them, and tell the rest of the group what the idea is. (Or throw it to a leader if they don't want to read in front of the whole group). If any ideas are repeated, place them together. If there are any ideas that are not feasible, help Cubs to understand why and think of something similar that is doable.
8. If Cubs have come up with loads of ideas and you need to narrow them down a bit, you could get the Pack to vote on their favourite ideas. On their favourite ideas, they could stick a post-it note or sticky dot, or add one lego brick to form a tower.
9. If there is time, Cubs could work together in Sixes or other small groups, to create a poster of their plan, to display in the meeting place as a visual reminder.
10. Set a date in a few months time, to review how the Pack are getting on.

3. Take part in an international awareness day or week.

There are loads of days or weeks that highlight global issues ranging from food and health, to education and human crisis. For example, Fairtrade Fortnight, World Health Day and Refugee Week.

These provide a great opportunity for Cubs to explore and get involved with a global issue. Cubs could go to a local event, take part in activities in the section, work towards challenges outside of Scouting or even run an event for the community.

More international awareness days and weeks:

January	World Braille Day
February	Fairtrade Fortnight
March	Fairtrade Fortnight (cont), International Women's Day, World Water Day
April	World Health Day
May	International Day Against Homophobia, World Fair Trade Day
June	World Oceans Day, World Refugee Day, Refugee Week (UK)
July	Nelson Mandela International Day
August	International Youth Day
September	World Literacy Day
October	World Mental Health Day, World Sight Day, World Food Day
November	World Toilet Day
December	Human Rights Day

For Refugee Week, which takes place in UK around World Refugee Day in June, Cubs could complete activities in the Refugee Response Resource, which can be downloaded at scouts.org.uk/globalprogramme. An activity taken from the resource is provided below.

For Fairtrade Fortnight which takes place between February and March, they could run a cafe for parents/carers or the wider community, using all fairly traded products and talking to them about fair trade.

There are also activities in the A Million Hands resources that Cubs could do for World Mental Health Day in October and World Water Day in March, to explore the topics of emotional wellbeing and clean water and sanitation. These can be found at amillionhands.org.uk.

Activity: Refugee suitcase

Refugees are forced to flee their homes because they are unsafe. This activity explores what this might feel like.

Time needed

45 minutes

You will need

- paper
- pens/pencils

Instructions

- 1 Ensure you have discussed the topic of refugees briefly beforehand (using the basic facts on page 6).
- 2 Ask everyone to draw a suitcase on their paper and draw their five favourite possessions inside.
- 3 Explain that they are going on a journey to explore what being a refugee might feel like.
- 4 Once everyone has drawn their five objects tell them their suitcase is too heavy and that they have to remove one object, by crossing it out.
- 5 Now they have four objects. Then, they cross the border into a new country and an official takes one of the objects from their suitcase as payment. Ask Cubs to cross out an object from a neighbour's suitcase. How does this make them feel?
- 6 Now they have three objects left. Tell the Cubs that they have a rough journey on a bus and one of their objects has broken. Ask them to close their eyes and point to one object in their suitcase and cross it out.
- 7 Now they have two objects left. Tell the Cubs that they have found a safe place to stay but it's very small so they can only keep one object. How do they choose?
- 8 Once everyone has only one object in their suitcase gather everyone together and discuss:
 - How did it make you feel when you lost your objects along the way?
 - What kind of things did you consider when you had to choose just one object?
 - How might we treat refugees knowing that they have had to flee their home and experience what we have just done for real?

4. Think about what you would need to survive if you became homeless because of a disaster, like flooding or an earthquake. Decide what your five most important things would be and discuss with your Cub Pack.

Disasters can happen and occur across the world at any time. Ask Cubs if they can think about a disaster that they have seen in the news, experienced themselves or learnt about. This could be a flood, an earthquake, a volcanic eruption, a grass/forest fire or another disaster. Some examples are provided below.

When sharing news stories with Cubs, do consider their age and ability to understand some of the information, and keep in mind that the topic may make some Cubs anxious.

- **Flooding in Kerala in 2018:** Kerala in southern India is experiencing its worst floods in over one hundred years, following heavy monsoon rains. As of September 2018, nearly 400 people have died, and one million people have been displaced. There are over 1,500 emergency relief camps that have been set up, where hundreds of thousands of people are now living.
- **Earthquake in Mexico:** In September 2017, an earthquake in Mexico of a magnitude of 7.1 killed hundreds of people. More information can be found in this article from the Guardian <https://bit.ly/2w5Df2x>.
- **Wildfires in Northern California:** In July 2017, over 250 fires in Northern California killed 44 people and caused around 90,000 people to evacuate their homes. More information can be found in this article from the Independent <https://ind.pn/2Oas2qi>
- **Earthquake in Nepal:** In April 2015 in Nepal, an Earthquake of a magnitude of up to 8.1 killed nearly 9,000 people and injured nearly 22,000. WaterAid have produced a video called Aftershock, about efforts to repair a community's water system after earthquakes. This is available on [YouTube](#) or, if you have a headset, headphones and a smartphone, you can use the [Aftershock VR app](#), for the full VR experience.

Complete the activity below to get Cubs to think about what it might feel like to be made homeless because of a disaster and what they would need to survive and live.

Activity: Disaster stations

This activity will work best as a small group activity. One group could do this activity, whilst the others complete another activity from this resource.

Time needed

30 - 45 minutes

You will need

- scenario sheets from page 7 to 9
- copy of images from page 10 to 12 (optional)
- pens/pencils
- paper

Instructions

- 1 Explain that they will be moving around different stations, and will be working as a group to think about what they need in each situation. The situations are:
 - heavy rain (eg raincoat, umbrella, plastic bag to keep your stuff dry, wellies)
 - flooding requiring you to leave your home (eg big bag to take important stuff with you, mobile phone, medication)
 - living in emergency accommodation for a number of months (everything you need day to day, like school books so you can keep learning, being able to see a doctor if you get ill, and things or space to be able to play and have fun)
- 1 Ask Cubs to start at the first station and spend five minutes discussing, before moving onto the next station. Some images of items are provided on page 10 to 12, which could be used in scenario two.
- 2 When they've completed all the stations, get Cubs to reflect on their journey and decide what they think the five most important things were that they needed. Ask them to write down or draw these five things. They could do this together in pairs or individually.
- 3 Finally, ask Cubs to talk about their five things and why they chose them. They could share this with another group or the whole Pack.

4. Identify five belongings of yours that have come from other countries. Point out the countries on a map. Talk to others about why your belongings have come from so far away.

The world is an increasingly global community. We buy and sell products to many countries across the globe. Our belongings may come from a company based outside the UK, or companies may get items made in factories abroad, because it is often cheaper than making them in the UK. This means they can be sold at a cheaper price and/or the company can make more profits.

For this part of the badge, you could give each Cub a copy of the map on page 13 to take home. Challenge them to find five of their belongings that were made in another country and write or draw them in the correct place on the map. This could include things like clothes, music devices, sleeping bags, televisions or games consoles. You could start them off by checking the label in their Cub jumper, scarf or shoes, and recording where this was made on the map.

At the next session, ask each Cub to tell their Six or the whole Pack about one of their belongings and where it was made. Were they surprised by how far it has travelled? Why do they think it was made there?

They could even create a giant map as a Pack, plotting on it where all of their belongings came from. Masking tape or chalk could be used to create a giant map on the floor, and Cubs could draw or write each belonging on a Post-it or piece of paper, and place it on the map. Or, using A3 or flipchart paper, each group could draw a continent, and then stick the papers together to create a giant map, and draw/write directly on.

Definitions

A refugee:

- is an asylum seeker that has proven to the UK authorities that they would be at risk if returned to their home country
- has had their claim for asylum accepted by the UK Government
- can stay in the UK either long-term or indefinitely

An asylum seeker :

- flees their homeland
- arrives in another country, whichever way they can
- makes themselves known to the authorities
- submits an asylum application to become a refugee
- has a legal right to stay in the country while awaiting a decision on their application

An economic migrant:

- has moved to another country to work
- could be legally or illegally living in the UK, depending on how they entered the country
- may or may not have a legal work permit

Facts and figures

How many people in the UK are asylum seekers?

- There are an estimated 117,234 refugees living in the UK. That's just 0.18 per cent of the total population (64.1 million people).
- There are an estimated 60 million people throughout the world who have been forced to flee their homes.
- The number of conflicts have increased. This has created more than 15 million refugees worldwide – but developing countries host over 80 per cent of refugees.

How many asylum seekers came to the UK in 2015?

- The UK received 38,878 asylum applications (including children). This was less than Germany (431,000), Sweden (163,000), and Hungary (163,000).
- 45 per cent of cases were granted asylum and given refugee status allowed to stay once their cases had been fully concluded.
- Many applications are initially refused because it is difficult to provide the evidence needed to meet the criteria of a refugee.

Which countries do refugees come from?

More than half of the world's refugees (60 per cent) came from just five countries:

- Syria: 4.2 million refugees
- Afghanistan: 2.6 million refugees
- Somalia: 1.1 million refugees
- Sudan: 744,000 million refugees
- South Sudan: 641,000 million refugees

Sources: Home Office, Immigration Statistics, Oct to Dec 2015; UNHCR mid-year report 2015; Office for National Statistics (mid 2013).

Scenario 1: Heavy rain

It's June and you are living in a village in Bangladesh. It is monsoon season, but there seems to be much more rain than previous years.

Think about:

- How might the rain make things more difficult?
- What things do you need to help you?
- What might you need to do if the rain continues falling heavily?



Image from <https://nijhoom.com/bangladesh-village-picture/>

Scenario 2: Flooding

It's now July and you've had a whole month of heavy rain. The river kept rising and has now overflowed. The ground was already wet and unable to soak up any more water, so a large area flooded. Water has flooded into your home and it isn't safe to stay, so you need to leave. You don't know when you will be able to go back.

Think about:

- What will you take with you? Remember, you will have to be able to carry everything you choose.
- What help do you need and who will it come from?



Image from <https://www.bbc.co.uk/news/world-asia-40948482>

Scenario 3: Emergency accommodation

It's now December and you have been living in emergency accommodation which is very basic and involves you living in very cramped conditions with lots of other people. You are still not able to go back to your village.

Think about:

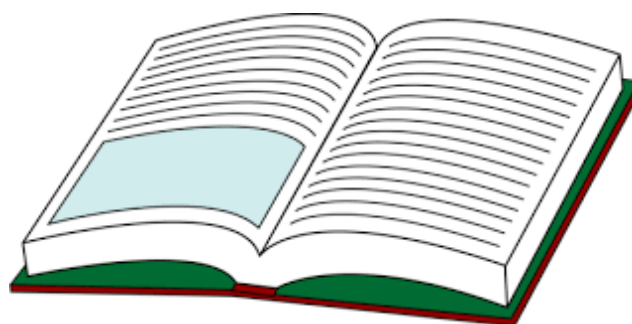
- What do you miss about living at home?
- What are you missing out on? What might help?



Image from <https://humanity-inclusion.org.uk/en/news/sri-lanka-floods-thousands-of-people-affected>







Find five of your belongings that were made in another country. Write or draw them on the map.

