

# SCOUTS

# Global Issues Activity Badge Leaders' resource

Great activities to help Scouts explore global issues



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**#SkillsForLife**



# Global Issues Activity Badge – Scouts

## Introduction

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

This badge links to the Global Goals that people and governments all over the world are trying to achieve to make the world a better place. Find out more at [globalgoals.org](http://globalgoals.org). By doing this badge and learning about important global issues, Scouts can explore the world around them and understand the role they can play in making it a better place.

## Badge requirements

How to earn your badge

- 1 Identify where your clothing or other belongings have been made. With other Scouts, talk about why companies might choose to have the items made in other countries. What are the advantages and disadvantages of overseas production?
- 2 Investigate a recent natural disaster by looking at photos, news articles or videos online. Decide in small groups what five things were needed to help people after the disaster. Decide as a Troop how best you can help when a natural disaster happens.
- 3 Find out about an international sporting event and discuss with your Troop how sporting events can contribute to international peace and understanding.
- 4 In small groups, learn about an international health issue and use a creative way to share what you have learnt with your Troop. Issues could include Malaria, Ebola, HIV and Aids.
- 5 Think about the rights that we have in the UK (like the right to vote, the right to go to school and equal gender rights). Compare these with the rights a Scout in another country might have.

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](http://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](http://scouts.org.uk/diversity).

## Additional resources

A certificate is available for Scouts who have completed their badge. The certificate can be customised and downloaded or ordered from the Scout brand centre at [scouts.org.uk/brand](http://scouts.org.uk/brand).

Additional resources to support the global elements of the programme can be found at [scouts.org.uk/globalprogramme](http://scouts.org.uk/globalprogramme).

For further support, please contact the Scout Information Centre on [info.centre@scouts.org.uk](mailto:info.centre@scouts.org.uk).

# Ideas and activities

## 1. Identify where your clothing or other belongings have been made. With other Scouts, talk about why companies might choose to have the items made in other countries. What are the advantages and disadvantages of overseas production?

We live in a global community where products can be sourced from anywhere in the world and mass produced in a short time scale for low amounts of money. Things we buy in the UK can often be made in other countries at a very low cost because labour wages are lower.

You could use the activity below to help Scouts to understand the global supply chain and explore why many of our belongings are produced in other countries. This requirement links to [Goal 8](#) of the [Global Goals](#), which includes ensuring decent work and protecting labour rights.

### Activity: Clothing map

#### Time needed

30 minutes

#### You will need

- Scouts' spare clothes
- a large clear space

#### Instructions

- 1 Before the session, ask your Scouts to bring in a spare item of clothing. It could be anything from a shoe to a scarf.
- 2 Ask your Scouts to show the item they've brought with them. If they've forgotten, they can pick an item that they're currently wearing, where they can easily access the label.
- 3 Explain to them that the meeting place floor is a world map and point out north, south, east, and west. Ask them to stand on the floor in the part of the world they think their item of clothing might have been made.
- 4 Go around the room and ask the Scouts where in the world they are and something they know about that country. Then, ask Scouts to look at the label in their clothing to see where it was actually made.
- 5 Next, ask Scouts why they think their clothing might have been made in that part of the world, and what the advantages and disadvantages of this are. Some ideas are provided below. The discussion could be completed together as a whole group, or Scouts could be grouped by Patrols or by where their item of clothing was made.

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Material may be available at a lower price.</li> <li>• Cost of labour may be cheaper because living costs are cheaper, so workers are generally paid lower wages.</li> <li>• Clothing may be cheaper for the customer to buy and/or the company can make more profits.</li> <li>• Some countries specialise in production of specific things and so can produce at a higher quality (eg Portugal and Spain are famous for making shoes).</li> </ul>	<ul style="list-style-type: none"> <li>• Workers may not be paid a fair wage. There may be no minimum wage in the country, to ensure a fair wage for workers.</li> <li>• The company will need to pay for transport and charges like import tax.</li> <li>• Transporting clothing over long distances will have a negative impact on the environment.</li> <li>• Does not support clothing industry and jobs in the UK.</li> </ul>

## 2. Investigate a recent natural disaster by looking at photos, news articles or videos online. Decide in small groups what five things were needed to help people after the disaster. Decide as a Troop how best you can help when a natural disaster happens.

Natural disasters can hit the world at any moment, and many of these disasters are reported in a number of media sources. Scouts could investigate a recent earthquake, volcanic eruption, tsunami, wildfires, hurricane or tornado, avalanche or landslide, flooding or drought. If you have internet connection at your meeting place, this is a good requirement to complete through online research, on computers, tablets or mobiles.

Information and links about recent **flooding in Kerala in India** in 2018 are provided on page 8. Other examples of recent natural disasters that Scouts could investigate are:

- **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 in Mexico 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.
  - Scouts Nepal have a Scout centre in Kakani. They used their skills and resources to help with the relief effort after the event.

When sharing news stories with Scouts, do consider their age and ability to understand some of the information, and keep in mind that the topic may make some Scouts anxious, particularly if they have family or friends in countries which are prone to natural disasters. Just make sure they know they can talk to the leadership team or take a break from discussions if needed.

Each disaster and each community will be different, so the support that is needed will vary. Some countries will be more prepared or more able to respond to the disaster than others, whereas others may be more reliant on support from foreign governments and international charities, like Oxfam and Shelterbox. As well as immediate support following the disaster, the community may also need more long term support, to rebuild their communities and lives.

Support may include providing things like:

- water containers and water purification tablets to help people access safe drinking water
- tents or equipment to build emergency shelters (like tarpaulins, ground sheets, ropes and nails)
- hygiene kits, including things like soap
- solar lights, to provide light where there is no electricity
- blankets to provide warmth
- mosquito nets, to prevent the spread of disease
- educational materials, so children's education can continue
- support with mental health – eg post-traumatic stress disorder

On the Scout Donation Platform, operated by WOSM at [donate.scout.org](https://donate.scout.org), you can find out about projects that Scouts in other countries have been involved in, some of which are in response to national disasters – for example, the 2017 earthquake in Mexico.

Support following natural disasters doesn't always help communities recover in the long term. For example, a few months after the earthquake in Haiti in January 2010, the Haitian government asked for food donations to stop, so that their economy could recover, by bringing back the demand for food. The trailer for the Poverty, Inc documentary (2004) gives a good introduction to this topic, and can be found at [povertyinc.org](https://povertyinc.org).

### 3. Find out about an international sporting event and discuss with your Troop how sporting events can contribute to international peace and understanding.

International sporting events can contribute to international peace and understanding. They can act as a platform for campaigning for equality, bring together people from different countries and cultures, and provide opportunities for countries who are in conflict to work together.

Scouts could research an international sporting event that they enjoy watching or linked to a sport they take part in. Ideas and information can be found below.

Here are some questions that you could use to encourage discussion on this topic:

- What international sporting events have you enjoyed watching, and why? Scouts may feel a sense of pride and belonging from watching their country succeed. Encourage them to think about how this can bring people together to support their country.
- Why is sport unique in the way that it brings people together? Suggestions might include that anyone can get involved in sport, it's a way of people interacting without needing to understand the same language, and it provides positive role models based on commitment and achievement.

#### Olympic Games

Both the Summer Olympics and the Winter Olympics take place every four years, and are staggered, so we get to enjoy one of these events every two years.

The medal ceremony of the 1968 Summer Olympics in Mexico is still remembered today. During the ceremony, two African-American medalists raised their fists in a silent protest against racial discrimination. A short video about this can be found at <https://bit.ly/2MgB5nZ>.



Image from [https://en.wikipedia.org/wiki/1968\\_Olympics\\_Black\\_Power\\_salute#/media/File:John\\_Carlos,\\_Tommie\\_Smith,\\_Peter\\_Norman\\_1968cr.jpg](https://en.wikipedia.org/wiki/1968_Olympics_Black_Power_salute#/media/File:John_Carlos,_Tommie_Smith,_Peter_Norman_1968cr.jpg)

In the last Summer Olympics in Brazil in 2016, a Refugee Olympic Team competed. This was made up of 10 athletes, originally from Syria, the Democratic Republic of Congo, South Sudan and Ethiopia. Find out more at [bbc.co.uk/sport/olympics/37037273](http://bbc.co.uk/sport/olympics/37037273). You can also read about a great example of Olympic spirit, with two athletes from New Zealand and America helping each other to finish the race, at <https://bit.ly/2bwYAll>.

In the last Winter Olympics in South Korea in 2018, North Korea and South Korea, which have been in conflict for a number of decades, marched together in the opening ceremony, and competed together as one team in ice hockey.

#### Rugby World Cup

The 1995 Rugby World Cup was the first major sporting event in South Africa after the end of Apartheid in 1994. During Apartheid, a white minority had ruled the country for many years and people of different races had been forced to live apart. The event helped to unite the nation and the 2009 film *Invictus* is based on what happened before and after the event.

### Commonwealth Games

The Commonwealth is a group of 53 countries, who work together to promote democracy and peace. The Commonwealth Games started in 1930 and it is an international multi-sport event, taking place every four years. The most recent games to be held in the UK was held in Glasgow in 2014, and the UK is due to host the event again in 2022 in Birmingham.

One of the aims of the Commonwealth Games Federation is to build peaceful communities, and as part of this, for the 2014 games, they partnered with UNICEF to fundraise for programmes to support children across the Commonwealth.

### FIFA World Cup

The World Cup has been taking place since 1930 and is organised by FIFA, the international governing body of football. In recent years, FIFA have been trying to promote diversity and fight discrimination in football, and ran a #SayNoToRacism campaign on social media during the 2014 World Cup in Brazil, with various famous footballers taking part.

The World Cup in 2018 was held in Russia, where there is a law in place banning 'gay propaganda'. In the lead up to the event, there was worry about whether LGBT+ fans would be safe at the event, and questions about whether FIFA was doing enough to challenge this.

## 4. In small groups, learn about an international health issue and use a creative way to share what you have learnt with your Troop. Issues could include Malaria, Ebola, HIV and Aids.

International health issues are important for us all to learn about and do not just include infectious diseases, some of the most concerning health issues we face today include mental health and health complications due to air pollution. This requirement links to [Goal 3](#) of the [Global Goals](#), which is about good health and wellbeing.

Some of the major diseases currently affecting countries around the globe include Malaria, HIV and Aids and tuberculosis. Many countries and health organizations are working together and sharing information on these to ensure we learn about how to prevent the spread of them and treat them in the best way.

With more people traveling to other countries and living in crowded cities, it's easier for germs to spread. Infectious diseases that start in one part of the world can quickly reach another. Resistance to medicines such as antibiotics is on the rise. This makes it harder to treat certain diseases. Natural and man-made disasters create refugee populations with immediate and long-term health problems.

This requirement could be linked to an awareness event, such as:

- [World Health Day](#) – 7 April
- [World Malaria Day](#) – 25 April
- [World Mental Health Day](#) – 10 October
- [World AIDS Day](#) – 1 December

Some basic information about some international health issues are provided below.

#### Air pollution

91% of the world's population do not breathe safe air (according to World Health Organisation guidelines) and one in nine deaths are said to be caused by air pollution. More information can be found on the World Health Organisation website at [who.int/airpollution](http://who.int/airpollution). This topic could be explored for [World Environment Day](#) on 5 June.

#### Ebola

The Ebola Virus Disease is a rare but serious illness, which is often fatal in humans. A large outbreak occurred in 2014 to 2015 mainly in West Africa. It is spread through blood or body fluids of a person or animal with the infection. Further information can be found on page 9.

### HIV and AIDS

HIV is a virus that attacks the body's immune system and AIDS is a set of symptoms that happen at the very final stage of HIV infection. There are a number of misconceptions about the virus and the causes and effects. Information can be found on the Terrance Higgins Trust website at [tth.org.uk](http://tth.org.uk). This topic could be explored for [World AIDS Day](#) on 1 December.

### Malaria

A disease caused by parasites that are transmitted through the bites of infected mosquitoes. It can be tested for and treated, but without this, it can be deadly. Information can be found on the Save the Children website at [savethechildren.org.uk](http://savethechildren.org.uk). This topic could be explored for [World AIDS Day](#) on 1 December.

### Mental health

Anyone in the world, regardless of their circumstances and where they live, can experience a mental health problem, and it is a growing concern on a global level. This is thought to be a result of our growing disconnection from our families and communities, reducing our support networks, and the increasing pressures in modern society. Why not introduce this topic using activities in the A Million Hands resources at [amillionhands.org.uk](http://amillionhands.org.uk). This could be explored for [World Mental Health Day](#) on 10 October.

There are lots of creative ways that Scouts could choose to share what they have found out. For example, they could run a quiz for the rest of the Troop, make a video or create a piece of art. An activity idea is provided below.

#### Activity: Root causes

##### Time needed

30 minutes

##### You will need (per group)

- a large sheet of paper
- coloured pens
- internet access on laptop/tablet/phone

##### Instructions

- 1 Ask Scouts to identify what international health issue they would like to explore. Each Patrol could choose an issue or the Troop could be split into different small groups, depending on what issue they want to explore.
- 2 Ask each group to draw an outline of a fruit tree on a large sheet of paper, including the roots, trunk and branches.
- 3 Then, label the trunk with the chosen issue (eg the Ebola crisis).
- 4 Then, get them to work together to identify the causes of the issue and write them on the branches. What causes the issue? Why does it spread or increase?
- 5 Then, the effects of the issue to write on the roots. What are the symptoms? How does it affect communities?
- 6 Finally, they can add fruit to the tree and label these with solutions to the issue. For example, access to vaccinations, educating people about the issue or improving hygiene. (Some of the most effective solutions to stop the spread of Ebola in West Africa were simple things like door to door communications and text messaging to ensure that people adopted good hygiene practices to stop the spread of the disease).

## 5. Think about the rights that we have in the UK (like the right to vote, the right to go to school and equal gender rights). Compare these with the rights a Scout in another country might have.

Human rights are the basic rights and freedoms that belong to every person in the world and which lead to justice, freedom and peace. The **United Nations (UN)** was formed in 1945 after the Second World War and created a list of 30 rights that everyone in the world should have access to.

Then, in 1989, the **UN Convention of the Rights of the Child** was created. This is a statement containing 54 articles about rights that all children in the world should have. This includes the right to be safe from violence, access to education, and the right to be able to relax and play, and express themselves. More information can be found on the UNICEF website at <https://bit.ly/2fOGxy4>.



Many of the **Sustainable Development Goals** (SDGs), which are known as '**Global Goals**' are linked to human rights. For example, Goal 4 is to 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all', Goal 5 is to 'achieve gender equality and empower all women and girls' and Goal 10 is to 'reduce inequality within and among countries'. The SDGs are global goals that people and governments all over the world are trying to achieve to make the world a better place, and The **World Organisation of the Scout Movement** (WOSM) has committed to these.

To introduce this topic and explore rights in the UK, Scouts could complete the human rights musical chairs activity below, or Activity 1 in WOSM's [HeForShe Action Kit](#) available at [scout.org/heforshe](http://scout.org/heforshe).

Then, they could plan some questions to explore rights in other countries and find answers by doing one or more of the following:

- Take part in Jamboree on the Air (JOTA) or Jamboree on the Internet (JOTI), to communicate with other Scouts across the world.
- Communicate with a linked group in another country. Guidance for leaders on creating international links can be found at [scouts.org.uk/intlinks](http://scouts.org.uk/intlinks).
- Interview someone who has experienced a different country first hand. This could be an Explorer Scout or Scout Network member talking about international experiences through their Explorer Belt or other top awards, or someone who has lived or volunteered in another country.
- Research on the internet. Scouts could use the SDG tracker at [sdg-tracker.org](http://sdg-tracker.org) to explore data about different countries. For example, by looking at whether access to education is dependant on your gender for Goal 4 or how many girls are married before age 15 for Goal 5.

### Activity: Human rights musical chairs

This activity is designed to support discussion about human rights in an engaging way. Scouts will think about what the rights mean to us and how people in other countries might be effected by these rights or lack of.

#### Time needed

30 minutes

#### You will need

- human rights cards (as on page 10) – enough for one card per Scout
- chairs
- music device

#### Instructions

- 1 Ask each Scout to choose one of the human rights cards. You could ask some or all of the Scouts to explain why they chose the right they did.
- 2 Set out chairs in a circle, as you would for a game of musical chairs, with one less chair than the number of Scouts. Ask Scouts to hold onto their cards while they play.
- 3 Play some music and encourage Scouts to move around, while finding out what rights others in the Troop chose.
- 4 Stop the music and explain that the Scout who is left without a seat will lose a right. But, they can decide to lose the right on their card, or swap and lose the right someone else in the Troop has.
- 5 Encourage them to discuss their decision? Why is it less important to them? Would they make the same decision if they lived in a different country? Why? How did the other Scout who had their right taken away feel?
- 6 Continue the game of musical chairs for at least a few rounds.
- 7 Finally, debrief using discussion points such as:
  - How did everyone feel completing this task?
  - Do we have all of these rights in the UK? Why?
  - Do Scouts in other countries have all of these human rights? How can we find out?
  - What can we do if we don't have a human right?



## Flooding in Kerala in 2018

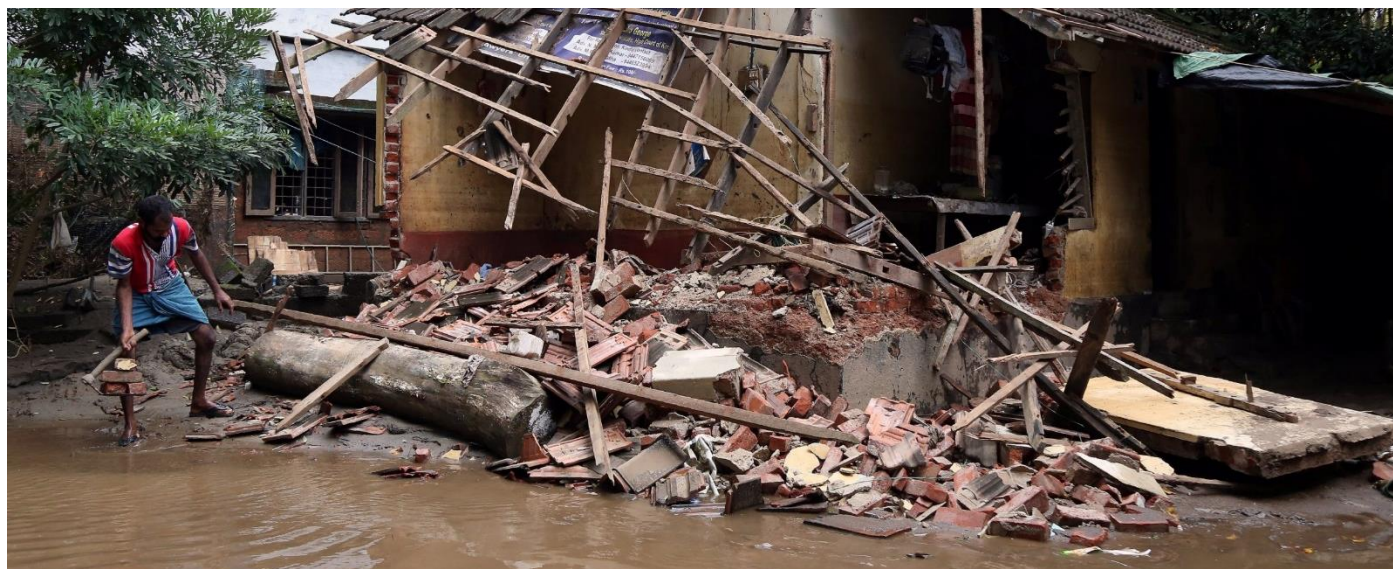
At the time of writing, in 2018, Kerala in southern India is experiencing its worst floods in over one hundred years, following monsoon rains that were heavier than expected. The floods have been ongoing since the monsoon season started in June, but worsened in August 2018, and the heavy rain has also cause landslides.



As of September 2018, nearly 400 people have died, and one million people have been displaced. The Indian government estimates that about 100,000 buildings, including houses, have been damaged. As well as the damage to buildings, many fields of crops have also been destroyed.

Over 1,500 emergency relief camps have been set up, where hundreds of thousands of people are now living. A special website has been set up for people trying to give help or get help inside of India at [keralarescue.in](http://keralarescue.in).

The Indian government has set up a special website at [donation.cmdrf.kerala.gov.in](http://donation.cmdrf.kerala.gov.in) for people who want to give money to help people affected by the floods, but has not accepted offers of support from foreign governments, preferring to be self-reliant. International charities like Oxfam have also been raising money to offer support.



Images from <https://www.independent.co.uk/news/world/asia/kerala-floods-latest-india-cause-flash-flooding-landslides-explained-a8500801.html>

Scouts from the National Scout Organisation in India (The Bharat Scouts and Guides) have been working to support those affected. You can find out more on their Facebook page at [facebook.com/bsgnhq](https://facebook.com/bsgnhq).

More information and images can be found on news websites, such as the Independent, here <https://ind.pn/2N2pT3L>. This BBC news video provides a good summary of the disaster: <https://youtu.be/sJ5-HCYL2Hw>.

## The Ebola crisis

The Ebola Virus Disease is a rare but serious illness, which is often fatal in humans. A large outbreak occurred in 2014 to 2015 mainly in West Africa.

### Causes

The virus is spread through blood or body fluids of a person or animal with the infection. For example, through:

- bites from infected animals like bats
- touching someone with the infection
- cleaning up infected body fluids
- using needles used by someone with the infection
- handling or eating raw or undercooked bushmeat (meat of African wild animals)

### Effects

- the virus can often cause death, particularly if the person does not receive any medical care
- symptoms of the virus which appear suddenly, between two and 21 days after contact, include fever, severe headache, muscle weakness, vomiting, stomach pain and unexplained bleeding or bruising
- pressure on local health services because of an increase in patients and the risk to doctors and nurses of catching the virus
- an impact on the local economy and workforce, with people being unable to work due to illness or caring for others
- decrease in tourism in the area adding to the impact on the economy

### Solutions

There is currently no specific treatment or vaccine, but early treatment, such as providing fluids and salts, and oxygen, can increase the chance of survival. There are things that can prevent the spread of the virus, such as:

- good hygiene
- avoiding contact with anyone infected or bodily fluids
- not eating bushmeat
- educating people on the causes and symptoms
- good communication systems to inform people of how to limit the spread of the virus

Further information can be found on the following links:

[nhs.uk/conditions/ebola](https://www.nhs.uk/conditions/ebola)

[who.int/ebola](https://www.who.int/ebola)

## Human rights cards

**Everyone has the right to education.**

**Everyone has the right to rest and leisure.**

**Everyone charged with a crime is entitled to a fair and public hearing by an independent and impartial tribunal.**

**Everyone has the right to freedom of thought, conscience and religion.**

**All human beings are born free and equal in dignity and rights.**

**Everyone has the right to own property.**

**Everyone has the right to a standard of living adequate for health and wellbeing.**

**Everyone has the right to seek and to enjoy in other countries asylum from persecution.**