



#### Preliminary note to leaders

This session has not been conceived as another workshop, but as a conclusion and the culmination of the whole series of workshops. However, leaders may decide to use it also as a formal workshop, with slight adaptations.

#### **BACKGROUND**

Value formation and value development are a continuous process in our lives, whether we are aware of it or not. This applies to children, to young people and to adults as well.

Other Scout publications have explained more in depth how and why it is far more difficult for young people today to develop their personal values (see Sources). In the past, traditional societies were more stable and "monolithic." Today people move from rural areas to the cities, from one country to another, and living patterns change accordingly. In addition, not only do the values proclaimed by different sources (family, school, the church, the mass media, etc.) not coincide, but they sometimes enter into open conflict. With all these conflicting messages, young people can easily become "confused" or "perplexed" as to which values they should select.

This makes it even more important for them to have a place like the Scout Movement where the process of value development takes place in a harmonious and progressive way. In this context, it is essential not only to be able to discuss their values, but also to see how they can be concretely applied in their lives. If values are supposed to give direction to our lives, then our actions should correspond to our moral standards. This is where the concept of commitment takes root.

CHALLENGE:

### ***My commitment to PEACE***





### PURPOSE/AIMS/OBJECTIVES

- To help participants consider real-life situations and see the relationship between their values and the moral decisions they take.
- To help them realise the importance of acting upon their values as a way of enhancing their personal self-respect and as a way of achieving a peaceful, harmonious and happy life in society.
- To help them create a link between the present and the future, between dreaming and planning.
- To help them realise that a Scout unit/group is a living community and that it can be a source of support for their personal growth.

### METHOD AND DEVELOPMENT OF THE ACTIVITY

#### Preparation

Papers, pens or pencils and small envelopes should be available for each Scout.

If the game "Missing words" is played on paper, one copy per participant should be available.

#### Implementation

##### *Plenary session*

#### 1. Welcome

The Scout leader welcomes the participants and explains the main objective of the activity: to be able to formulate a concrete personal commitment to peace.

#### 2. Introduction

By way of introduction, and also to remind the participants that they have been dealing with the "Culture of Peace" and its treasures/keys, the game "Missing words" could be used.

*Small-group activity***3. Game "Missing words"**

The Scouts play the game "Missing words". The game can be played on line or on paper. If it is played on paper, the insert below should be distributed to everyone involved.

means obtaining justice and fairness by convincing, listening and understanding.

Respect for human  : treating others as you would like to be treated.

: making decisions by having your say and giving others theirs.

Free flow of  : giving everybody a chance to learn and share all knowledge.

of men and women: ensuring an equal place for men and women in building society.

and  means understanding and appreciating how people are different and how we can all help each other.

human development: making sure that progress is good for everyone and the environment.

for peace: learning attitudes and skills that help us to live together.

Results:

IF IT IS PLAYED ON LINE: When the Scouts are convinced that they have the correct words, they push the button "Let's try" and they will get their score. At any time, they can delete their proposal and start again from scratch by clicking on "Oooooops!"

In either case, if they have doubts and want to check what could be the correct answer, they can go back to the section "Culture of Peace" (see beginning of Chapter 3 of this kit).

*Plenary session***4. Personal commitment to peace**

The Scout leader suggests that the Scouts take some time to formulate a personal commitment to peace, in a way which is completely left to their personal initiative and imagination. He may suggest that young people find a place where they can think quietly. If two Scouts (e.g. who are neighbours or go to the same school, etc.) wish to prepare a joint personal commitment, they should be free to do so. In any case, the Scouts should feel free to consult each other during the process. The Scout leader might be available for consultation.





For those who need some hints on how to start, here are a few ideas:

- Select one area of your life which is important to you, where you feel that some improvement can be made, and that has a connection with any aspect of the Culture of Peace (e.g. respect for other people's opinions, behaviour towards the environment, etc.).
- Think of a concrete objective or goal (e.g. you want to change your attitude, improve your listening skills, be more generous, etc.).
- Think of concrete steps you can take to achieve your goal. You will have to introduce a number of changes, which may concern only you (starting to do something new, breaking an old habit or custom, etc.) or may involve others (members of your family, Scouts in your unit, school friends, etc.).
- Establish a deadline by which you should have achieved (or started to achieve) your goal. If the goal involves several steps, it may be a good idea to set a deadline for each.

(NB: Another way of proceeding, which facilitates the exercise, would be to ask yourself: What do I want to do? How?, When? Where? With whom? What do I need? And so on.).

## 5. Follow-up to be decided: possible options

After the personal commitments have been prepared, several possibilities are open:

- Everyone can return to plenary session, where a few volunteers read out their personal commitment to the rest of the Scout unit. (As far as possible, commitments dealing with different aspects of the Culture of Peace should be selected.)
- Another idea could be to give an envelope to each Scout in which he/she puts his/her personal commitment before sealing the envelope and writing their name on it. Here again, there are two possibilities:
  - The envelopes can be kept in a bigger envelope or kit or box in a special part of the "unit archives". No one other than the owner should be allowed to open it.
  - The envelopes can be kept provisionally by the leader, who will send them by post to the Scouts involved at a mutually agreed time (i.e. one month, three months, etc.).





### REMARKS TO LEADERS

- Inviting young people to make a personal commitment to peace involves an element of motivation. However, there should never be any kind of leader pressure, group pressure or manipulation.
- It is important to make the participants aware that reaching the objective of their personal commitment will mean introducing changes in their lives, such as acquiring knowledge on a certain subject, improving their ability to do something, changing their attitude towards certain people or groups, or contributing to a certain cause, etc. All those changes require not only an initial decision but also determined effort and perseverance.
- In their enthusiasm, young people as well as adults, sometimes tend to be over-ambitious in setting personal goals. It is important to stress that the personal commitment should be realistic but challenging. The Scout should have to make a real effort to achieve it but it should be attainable. Otherwise, feelings of frustration or failure may result from not being able to achieve the goal.

### 6. Conclusion

Another idea for closing the session could be to give to each Scout a card noting his or her moral commitment to the Culture of Peace in its various manifestations: concern for the underprivileged or for the environment, a commitment to help respect children's rights, and so on.

If this session is the culmination of a "series" of activities, such a card could be given to those who have followed, for instance, more than two or three workshops or activities.





#### SUGGESTED FOLLOW-UP

- If the activity is carried out by a Scout unit, a follow-up can take place a few weeks later. The Scout leader can ask informally: "How are you getting on with your personal commitments? Have you already accomplished your first step?"
- Another possibility could be to use a kind of reminder (see Implementation, point 5, above). The Scout leader, or someone else, on his behalf, sends the letter to the personal address of each Scout involved in the activity.

#### SOURCES

- The game "Missing words" has been taken from "Games for better understanding", an activity devised by WOSM in collaboration with UNESCO. It can be found at **[www.culture.de.la.paix.itgo.com](http://www.culture.de.la.paix.itgo.com)** or email: **[webmaster@culture.de.la.paix.itgo.com](mailto:webmaster@culture.de.la.paix.itgo.com)**
- A similar workshop, "My commitment to peace", took place in the Global Development Village at the 19<sup>th</sup> World Scout Jamboree, Chile, 1998-99.
- Earlier versions of parts of this activity can be found in "My personal commitment" in "Education for Peace and Human Understanding", published by the Programme Service of the World Scout Bureau, Geneva, 1985.
- Concerning the question of values and value development in a pluralist society, see "TRENDS. Trends in the world today. How they affect young people. Questions and challenges for Scouting", particularly the second part, "Young people in the social context", and "Scouting and spiritual development", particularly sections 2.4 and 2.5. Both reference documents are available from the World Scout Bureau, Geneva.