

W O O D B A D G E P R O J E C T

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June 2005

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APPROVED PROPOSAL

Develop spirituality-related program ideas to be incorporated into a Cub program.

*Note that there is an on-line version of this document at
http://www.geocities.com/scouter_bill/woodbadgeproject.pdf.*

OBJECTIVES

Define, through research into Scouting and non-Scouting sources, spirituality (religion, Duty to God, etc.).

Determine an age-appropriate definition.

Create program ideas/activities that can be incorporated into the Cub program

Introduce an activity into an actual program.

Course Leader: Jacki Warner
Project Supervisor: Graham Bell

INTRODUCTION

Scouting is based on three fundamentals. They are *Duty to My God*, *the Promise and Law*, and *the Aim of Scouting*. We have a very clear grasp of the third, and the second is equally straightforward. But that first one, *Duty to My God*, causes difficulties for many of us. How do we fulfil the requirements of *Duty to My God* without being seen as pushing a particular religion on the youth?

And then, a second problem. Religion can be a very personal thing for a leader, who may not want to share his/her particular values and beliefs. How can we still manage to provide program ideas that do not conflict with our own beliefs?

And finally, the third problem. Many leaders are just too embarrassed to include programming that helps us to meet the requirements imposed by that first fundamental principle, the *Duty to My God*.

As I see it, we have a simple choice to make if we aren't to back away from this responsibility. We can introduce Cubs to more than one religion, in a very generic, vanilla way. We can provide equal time so that there is no preference, no bias. We can fall back upon the concept of spirituality and avoid religion-specific issues entirely while still providing an opportunity for the youth to explore their own beliefs. And if the programming of *Duty to My God* is interesting, it reduces the likelihood of being embarrassed. In this project I will look at program ideas that will cover all of the above, in a generic, spiritual, easy, and sometimes even fun way.

Spirituality versus Morality

Spirituality concerns our response to the teachings of our church or our religion and our responses within that framework. It is the responsibility to "Do unto others as you would have them do unto you" – not a legal requirement but a code to live by. It is our *Duty to God*.

Morality concerns itself with what is legally or socially acceptable. It is those things that are right or wrong within the defined law and social mores. This is the *Duty to the Queen* – a responsibility for legal correctness.

The concepts can be blurred, and if we impart values of both we won't be wrong.

Defining and Exploring the Concept of Spirituality

What is spirituality? We are comfortable with lots of similar words. Spirits are ghosts, and spiritualism is talking to long-dead ancestors! But change a few letters and we get a whole new concept.

1. From the *Oxford English Dictionary*: spiritual 1) of or concerning the spirit as opposed to matter 2) concerned with sacred or religious things; holy; divine; inspired 3) refined, sensitive; not concerned with the material 4) (of a relationship, etc.) concerned with the soul or spirit, etc. not with external reality.

2. In *Rituals in a School Hallway: Evidence of a Latent Spirituality of Children*, Don Ratcliffe, Ph.D explores the idea that spirituality is not exclusively a religious phenomenon, but an aspect of life that is affirmed by people of all faiths, as well as by those without faith in a transcendent Being.

3. Hay and Nye, in their *Perspectives of Children's Spirituality* tell us that spirituality does not necessarily mean religion, although religious experience can be one of the expressions of innate spirituality. A spiritual experience involves a heightened awareness and attentiveness (resulting from wonder), is not necessarily emotional, but is certainly the result of some form of perception. Hay and Nye outline three categories of spiritual sensitivity:

- awareness-sensing, including meditation or some association with the surroundings;
- mystery-sensing, the wonder and awe associated with the mystery of life or the use of active an imagination that carries one beyond an everyday experience; and
- value-sensing, the delight or despair related to ideas of worth, value, goodness, and the quest for meaning in life.

They link spiritual awareness with moral behaviour. They suggest that the neglect or suppression of the child's natural spirituality results in meaninglessness and is a likely contributor to the lack of moral awareness and consequent lack of social concern for others demonstrated through violence and other anti-social behaviours. On the other hand they maintain that spirituality fosters justice and a concern for others and the physical environment, a loss of prejudice, and a decrease in materialism.

4. In *Empowering Children* Scott Sheperd explores the age differences in spiritualism. He notes that up until about the age of six, children do not generally have the aptitude to think in abstract terms. While they do have an active imagination, they ground their fantasies in real objects that they do recognize. The concept of God, for example, may manifest itself in the likeness of a man while courage is a brave deed. By the time they are twelve their concepts of religion have already been shaped, mainly by their family traditions and observations. By the time they are teenagers spirituality has been established. But even those who have not been subjected to daily demonstrations of faith may still evolve as spiritual beings. Sheperd goes on to suggest that empowering children with spirituality is an adult quest to which

we should all aspire. We do this by providing age relevant experiences, answering questions, and allowing the youth to express their ideas. And most importantly, it means encouraging good thoughts and actions while discouraging mean spirited ones.

5. According to the World Organization of the Scout Movement (WOSM 1998:10), spiritual development in Scouting is directed towards developing the ability to:

- acknowledge and explore a dimension beyond humanity;
- explore the spiritual heritage of one's community;
- understand the beliefs, practises, and customs of other world religions; and
- integrate spiritual values into one's daily life and in the global direction of one's development towards and higher and more unified state of consciousness.

6. Our course provided us with another version: "That which has to do with the qualities of life which are the result of our relationship with God, as He acts upon us and within us and we with Him; qualities which are expressed in our personal faith and in our relationships with other people."

SUMMARY

There are some useful ideas here, and we can easily summarize them:

- spirituality can be, but is not necessarily, religion;
- the spiritual needs of youth vary with their age; and
- spirituality is an ideal, a wonder, and a life experience that is positive and contributes to a healthy development.

If we look back at our original problems, we will soon see how we can provide program ideas in a Scouting environment that will resolve all three of our original problems and help us meet the needs of this Scouting fundamental.

It is worth remembering that all members of the WOSM subscribe to the same general belief that a duty to God is an important aspect of the Scouting program. Various Scouting movements provide guidance on their own specific, religious components of programming, while others restrict themselves to being advocates of a generic spirituality. But all members recognize that age-appropriate activities can be instrumental in providing a level of spirituality that enables the youth to develop into confident and responsible adults.

Our definition then should be similar to the (somewhat circular) one provided by WOSM. An age-appropriate method for including spirituality in our programs allows the youth to discover:

- various different religious ideas;
- their own meaning of God;
- interacting with others in an appropriate (spiritual) way; and
- the magic that is wonder

in an environment that encourages questions about self, experiences, ideas, and the world around us, and is guided by adults acting as suitable role models.

PROGRAMMING SPIRITUALITY

There are some very good sources for program ideas, and I encourage you to look to your own available, favourite, and personal places. These can include libraries, the internet generally, local religious leaders, etc. Check out some of the links provided in Appendix E. I certainly found MacScouter to be a valuable source of information (as expected) But even a simple web search will provide you with good program ideas, or will give you the germ of an idea that you can develop into something special for your own pack.

Take any opportunity offered to discuss spirituality with the Cubs. This means answering their questions and encouraging discussion by asking yours. These talks can be informal or formal, and can be a part of any other activity. "Why did you draw this?" could be a response to a favourite picture of a horse. "Why do you think that what the girl did was bad?" could be used after a story. Simple questions will at least start the thinking processes, and open the doors to discovery.

And remember, it isn't necessary to always provide specific, spiritual programming. You can work the ideals and concepts into many of your activities. Promote fair play. Encourage your youth to think of others before themselves. Help them to find the magic and wonder in nature. Give them the opportunity to create and be imaginative. Be a good role model.

Finally, remind Cubs of their promise. It is full of values that would make any creed proud.

PROGRAMMING IDEAS

Okay, enough of the theory. Let's get down to business. What kinds of activities can you provide that have a spiritual basis? Let's look at some examples by type of programming activity.

Skits

The easiest is to ask the Cubs to role play certain scenarios. Give both good and bad possibilities and ask the pack which is better and why. How could the bad situation be made better? If your group is more comfortable with this concept, be more complex. Give them specific situations and follow up with discussion. Ideas include: the shoplifter; don't wanna to visit grandma; can we get a new dog?; homework or the rugby game; a cigarette after school; the new babysitter; daddy has to leave me alone at home for half an hour. The list is endless. How many can you think of? Maybe the Cubs could come up with their own ideas? How about everyone put an idea in a hat, and teams draw at random (after the ideas have been appropriately edited by a leader...)

There are huge numbers of skits available on the internet. While many are purely entertainment, if you choose properly you could identify some worthwhile issues. Skits that make fun of others, or where there is damage (even if in good fun) to property or the environment, or where one character helps another (no matter how obscurely) are all examples of where the concepts we are trying to encourage can be highlighted.

Try the skits in Appendix A for ideas.

In a similar vein, charades are always popular. How about "Good Turn Charades"? Fill a bag full of topics on bits of paper that the Cubs can use to act out good turns. Subjects could be: helping carry groceries; mowing the lawn; washing dishes; making the bed; finishing homework; getting a cat out of a tree; picking flowers and giving them to mom. Again the list is limited only by your imagination. Or have the Cubs put their suggestions into the hat.

Songs

There is a number of songs, that while spiritual, are not overtly religious. Many can be enhanced with a variety of actions to increase the interest. They include:

- If You're Happy and You Know It
- It's a Small World After All
- What a Wonderful World
- Let There Be Peace On Earth
- Morning Has Broken
- Day Is Done

I've included the words to a number of songs in Appendix B. Many have familiar tunes, and others are available on a number of internet sites. You will also find some more links to words and music.

Finally, don't be afraid to take a common tune and make up your own words. Your song will always be perfect for the occasion!

Games

In any game that you can talk about fair play we have an obvious way to discuss this aspect of spirituality. But are there spirituality-specific games? Any game that can get the Cubs thinking about the values that we want them to learn counts as a spirituality game. A simple example would be the Colour Game. Give all the Cubs pieces of paper on which you've written the colours of the rainbow. Each Cub has to come up with a list of as many things as possible that are each (or at least predominantly each!) colour. Each Cub presents his or her list. Why did they choose those items? Why are those things those colours?

Try out some of the games in Appendix C.

Stories

Taking a few minutes at the end of a meeting will help the Cubs to calm down and relax after an active and fun program. Use this time to tell a short story, or part of a longer one. Talk about the story. Who did what? Why? Would a Cub have done things differently?

The *Jungle Books* offer a wide variety of stories with good moral lessons, and the tales come in a variety of lengths. And as a bonus, these stories help us to program the new emphasis on the *Jungle Book* that we have been encouraged to respect.

Look at a variety of series of children's books. Many of these have a good moral base and provide the opportunity to question and discuss. Try some of these series, or send me your favourites: *Arthur*, *Magic Tree House*, and *Franklin*.

Drawing and Crafts

Give the Cubs a theme, and let them do a design of their own. Themes could include: helping mother, doing a good turn, over the rainbow. Cubs could be encouraged to do a short comic strip or series of drawings to tell a positive story. Or they could be encouraged to do an illustration of their favourite part of a story. Ask them to pick a scene that demonstrates good Cubbing in action. Make posters and put them on the walls of your hall.

Given a selection of magazines and newspapers, can the Cubs do a collage of feel-good stories? Talk about the stories. Why have they picked the articles/photographs that they did? What are the good lessons to be learned?

Visits

Never pass up an opportunity to get the Cubs out of the hall. While visits to temples, churches, synagogues, mosques, etc. are obvious ways to help them explore different sides of religion (and remember to encourage questions!) you can use many other opportunities. Visits to a fire hall, Snowy Hydro, or an undertaker all provide the chance to discuss issues that touch on spirituality. What is death? Is there a heaven? Why do people get hurt? What causes fires? These are all are good questions that we can expect Cubs to ask, and in all cases we can take the opportunity and have them talk about their answers, ideas, and beliefs.

PRAYER, THE SCOUTS' OWN, AND THE SCOUTER'S FIVE

Prayer

The easiest and fastest way to incorporate spirituality in a Cub program is through the use of prayer. First of all, prayer time should be quiet and sincere. For Cubs, a prayer should be simple and should express concrete ideas. A simple thank you, an observation made on a good activity, or a statement about anything positive makes an effective short prayer. A Cub can be encouraged to personalize a prayer, either out loud or silently. This makes the spirituality a personal thing as well, and not just a rote activity at the end of a meeting.

Scouts' Own (from *Scouter Liam Morland, 2000*)

A Scouts' Own is an important part of programming that helps the youth search out the spiritual values of life (WOSM 1992:5). It is an important and often misunderstood part of a Cub program. What is a Scouts' Own? It is not a mini-church service. A Scouts' Own is a "gathering held to contribute to the development of their spirituality and to promote a fuller understanding of the Scout Law."

It is easy to run a Scouts' Own. Get your Cubs together in a group, of any size. Use this quiet time to discover the Scout Law and explore spirituality. Use the time to ask questions to encourage thought, and to explore the world. These are Cubs. Keep it short, and at a level that the youth can understand and accept.

More specifically, use a combination of stories with a moral or spiritual message; metaphors if appropriate (a glass, like life, can be half empty or half full depending on our outlook); prayers that the Cubs can use to express their hopes, fears, emotions, and thankfulness; songs; and the chance to share their thoughts with their peers.

The items that make up a Scouts' Own should be appropriate and relevant. Try to maintain a sense of wonder and serenity. Focus on one simple, concrete message. Don't moralize. Let the Cubs discover the message for themselves. Finally, hold your Scouts' Own in a special place, one that will bring an additional layer of meaning to the message.

Keep the Scouts' Own from being religion specific. "We are thankful for..." is better than "We thank God for..." as many religions, such as Jainism and Humanism, have no concept of God. "Amen" can be optional, to be used by those who wish.

It is important that the youth understand that spirituality is not reserved for a particular time and place. It should be an aspect of every day life.

Scouter's Five

A Scouter's Five is more simple than a Scouts' Own, but it is more than a prayer. It consists of one Scouter telling a short story, parable, or metaphor and allowing a few seconds of silence for the rest of the group to discover and think about the message. It should never last more than five minutes. A Scouter's Five could be held at the end of a campfire or meeting.

QUESTIONS

In Appendix D there are some questions that you can use. They can be part of any of the games mentioned, or worked into play-acting, or just be used as a way to fill a couple minutes. There are no answers.

These questions are opportunities to explore some issues, and to examine different answers. For any question, there will certainly be a Cub or two with an answer that is inappropriate, or that the Cub thinks is a great joke. This is an excellent chance to reinforce appropriate behaviour. Ignore the inappropriate answers, and discuss (without placing blame or causing embarrassment) why some answers are less correct. Remember to congratulate both good answers and good attempts!

APPENDIX A - SKITS

The Would-Be Leader

Cub Akela, Akela, Akela . . .

Akela Yes, what do you want?

Cub I wanna be a leader, I wanna be a leader. What do I have to do to be a leader? (Ham this up a lot. Be bouncy and enthusiastic.)

Akela Well . . . Are you sure you want to be a leader? (Hesitantly)

Cub Yes, Yes!! I wanna be a leader, I wanna be a leader. What do I have to do to be a leader? (Ham this up. Turn and nod to the audience.)

Akela Well..OK. You first have to answer three skill-testing questions in order to become a leader.

Cub OK, OK. What are the questions? What are the questions? (With great enthusiasm)

Akela Right. Here is the first question. Are you ready?

Cub Yes, yes. What is it?

Akela Here we go. How many days of the week begin with the letter "T"?

Cub (Begins to mumble, might say a thing or two to the audience, counts on his fingers, then says) I have it, I have it!

Akela OK, so how many days of the week begin with the letter "T"?

Cub Two (Proudly!)

Akela Are you sure?

Cub Well, lets see. There's "Today" (pause) and "Tomorrow". How's that, huh, huh?

Akela Well, that certainly isn't the answer I expected but it IS correct.

Cub What's the next question, what's the next question?

Akela OK then. Here you go. How many seconds are there in a year?

Cub Oooh, that's a real tough one. Let me think. (At this point, the Cub really ponders this, counts on fingers, mumbles, maybe says something to the audience, and counts on his fingers some more, then says) I have it, I have it!

Akela OK, so how many seconds are there in a year?

Cub Twelve!

Akela Twelve? How did you arrive at that number?

Cub It's easy. (Starts counting out on his fingers.) There's January second, February second, March second... See, twelve!

Akela Arrrrgh! We can certainly use creative leaders, and that is certainly a pretty creative answer.

Cub So what's the third question, what's the third question?

Akela OK, here it is. How may D's are there in the song, "Rudolph, the Red Nosed Reindeer?"

Cub Oooh, that's the toughest one yet. Let me think. (At this point, the Cub really ponders this, counts on fingers, scratches figures in the air, mumbles, maybe says something to the audience, and counts on his fingers some more, then says) I have it, I have it!

Akela So, how may D's are there in the song, "Rudolph, the Red Nosed Reindeer?"

Cub Seven hundred forty-three.

Akela Seven hundred forty-three!? That's incredible. How did you arrive at that figure?

Cub It's easy... DE-DE DE-DE-DE-DEE-DEEEE DE-DE-DE-DE-DE-DE-DEEEE...

Sing about that much of it, that way, and leave the stage.

What is the message here? Everyone, no matter how dumb they may seem, can contribute usefully.

CPR Skit

One person is laying on the floor. Two other people walk up.

- #1 Hey this guy is hurt. (He goes and checks his heart beat.) No heart beat, help me do CPR! (The second person goes down and starts pumping on the chest and the first guy counts. Do this for a little while.)
- #2 I'm getting kind of tired here. I think it is time to switch.
- #1 Ok, ready.

At this point the person on the ground gets up, one of the other people goes down and they start doing CPR again.

Help others

The Dead Body

Scene: one person lying on the ground, badly hurt.

- Passerby runs for the telephone and, panicking, gasps - Help, there's an injured person here...
- Police Where are you calling from?
- Passerby Um... (looking for a street sign) I'm at Killarney and Inverness.
- Police Can you spell that?
- Passerby Um, K-I-L-A-, no K-I-L-L-A-, no, K-A- no... (confused) Just a minute, I'll drag him over to King and Elm!

Help others. Be creative

Pull a Rope

Someone walks on pulling a rope.

- Leader What are you pulling that rope for?
- Cub Did you ever try to push one?

Try this with the leader using various tones of voice - snooty, questioning, curious, etc. and see how the responses differ. Why?

Nosebleed

Person with nosebleed, four pedestrians, setting is a city street

Nosebleed person is looking up in the air. #1 comes in and looks around, then up.

- #1 Hmm, what's going on? (No answer.)
- #2 Walks in, does/says the same thing, as does #3.
- #4 (Walks in, looks around, looks up.) What are you guys doing?
- Nosebleed I don't know what these guys are doing, but I've got a nosebleed!

We should pay attention to our surroundings, and not jump to conclusions.

Why Are You Late?

Boss, four workers, setting is an office

Boss Why are you late?

#1 (Rushing into work, breathless) - Sorry, boss. My car broke down, so I took the bus. But the driver hit a tree, so I had to take a cab. And it broke down, too. Fortunately, I was near a stable so I borrowed a horse. But it ran so fast that it had a heart attack and collapsed. I had to jog the rest of the way here!

#2 and 3 come in late with exactly the same excuse. The boss becomes a little bit more exasperated each time, until #4 finally comes in, late of course.

Boss Why are you late? No, wait. Let me guess. Your car broke down, so you took the bus. But the bus driver hit a tree, so you took a cab. And it broke down too. Fortunately, you were near a stable and so you borrowed the horse. But it ran so fast that it had a heart attack and collapsed, so you had to jog the rest of the way, right?

#4 No boss, you got it all wrong! The streets were so crowded with broken down cars, buses and cabs, trees, dead horses, and worst of all some crazy joggers that I just couldn't get through!

Again, don't jump to conclusions. Do you think the boss thought the first three were lying?

What's the Problem?

Leader, three or four Cubs, campfire chief (in campfire blanket), setting is a tent area.

Leader (crying on stage)

Cub 1 (sees leader, goes to him) - "What's the problem?"

Leader Whispers in kid's ear. Cub 1 begins to cry as well.

Cub 2 Hey! What's the problem?

Cub 1 whispers in Cub 2's ear, and he starts crying too. Continue with #3 and #4. Finally, the Campfire Chief comes around.

Chief Hi! I've come around to collect skit names for the campfire tonight! Hey! What's the problem?

All crying We don't have a skit!

Why did everyone just cry? What should they have done?

Doggie Doo

Two friends, doggie doo, setting is a street.

Two friends are walking along the street, perhaps having a conversation about something, talking about a movie or the latest sport scores, when all of a sudden...

John Hey Frank! Watch out! That may be doggie doo! Smell it to see if it smells like doggie doo!

Frank (smells it) - Yup! Smells like doggie doo!

John Touch it to see if it feels like doggie doo!

Frank (touches it) - Yup! Feels like doggie doo!

John Taste it to see if it tastes like doggie doo!

Frank (tastes it) - Yup! Tastes like doggie doo!

John Well! It's a good thing we didn't walk in it!

The idea of exploring and experiencing the environment is a good one, though I don't recommend this particular aspect of it...

The Candy Shop

Old storekeeper, young child, setting is a candy shop

Child walks up to storekeeper - I want five of those penny candies way up at the top.

Storekeeper You mean those penny candies, way, way, waaaaaay up top?

Child Yes, please.

The storekeeper sighs, while the child takes innocent pleasure in watching the storekeeper go up, gets him five candies, climbs all the way down, and collects the five cents. This scene repeats itself several times over three days, with the storekeeper being more and more tired each time and becoming equally more frustrated.

Storekeeper Oh no! I see that kid coming again. I know what he's coming to get, so I'll climb up now to get the candies and have it ready for him before he comes in. (He climbs up and gets the five candies.)

Storekeeper (to himself as the child walks in) I bet I know what you want. I bet you want five of the penny candies from way up top, right?

Child Nope! Not today!

Storekeeper sighing - Oh no. Now I have to climb all the way back up to put them away. (He climbs up, puts them away, then comes down.)

Storekeeper Now, son, what would you like today?

Child I would like three of those penny candies way up at the top!

Having respect for each other is very important. What could the boy have done in this case?

The Lawnmower

Five Cubs, one is a lawn mower, one is a guy trying to start the lawn mower, and three others attempt to help him. Cub 1 has several tries at starting the lawnmower without success, then Cub 2 comes along.

Cub 2 What you doing?
Cub 1 Trying to start my lawn mower.
Cub 2 Let me try. (Cub 2 gives the lawn mower a jerk and the Cub posing as a lawn mower acts as if it won't start.)
Cub 1 No luck.
Cub 3 Whatcha doing?
Cubs 1 and 2 Trying to start the lawn mower.
Cub 3 Let me try. (He gives the Cub posing as a lawn mower a big pull but it just makes a spluttering noise.)
Cub 1 No luck.
Cub 4 What are you doing?
Cubs 1, 2 and 3 Trying to start the lawn mower.
Cub 4 Let me give it pull. (He pulls it and the Cub posed as a mower pretends to start.)
Cub 1 Thanks, I guess it only took a BIG JERK to start it.

If you can get a gullible "guest artist" to take the role of Cub 4, perhaps a leader, you could just tell them their lines without explaining how the skit ends.

Too easy. Help each other

Lunch Break

Two students, announcer, need some lunch bags or pails.

Students enter with lunches and sit down together.

Announcer We see here a cafeteria. It is now lunch time, and two friends are about to eat.
Student 1 (opens lunch bag and looks very disgusted) Yechhhh!! Egg salad sandwiches again!
Student 2 Look, if you hate them that bad, I'll swap with you. (Both pretend to eat, then exit.)
Announcer The next day.
Student 1 (enters with Student 2, opens lunch bag and looks very disgusted) Yechhhh!!! Egg salad sandwiches again!
Student 2 O.K... I'll trade with you again. (Both pretend to eat, then exit.)
Announcer The next day.
Student 1 (enters with Student 2, opens lunch bag and looks very disgusted.) Yechhh!! Egg salad sandwiches again!
Student 2 (angrily) Look, if you don't like egg salad sandwiches, why don't you ask your mom to make something else?
Student 1 My mom? She's got nothing to do with it. I make my own sandwiches!

The Firing Squad

Firing squad, leader, 3-4 prisoners, sticks for rifles

A firing squad marches in with prisoners, under the direction of their leader, lines up and places a prisoner in position for execution. Others are off to the side. The leader of the firing squad gets ready...

Leader Ready... Aim...

Prisoner (shouts) Tornado!

The soldiers all run for cover and the prisoner escapes. The firing squad recovers and a second prisoner is brought out.

Leader Ready... Aim...

Prisoner (shouts) Landslide!

The firing squad runs for cover and this prisoner escapes as well. Repeat this for other natural disasters -- earthquake, hurricane, stampede. The last prisoner, obviously not very bright, is brought out, and having seen the other prisoners escape decides to do the same thing.

Leader Ready... Aim...

Prisoner (thinks, scratches his head, sudden idea...) Fire! (and the firing squad does.)

The Sixer, the Second, and the Tenderpad

The sixer, second, and the Tenderpad are walking through the woods on a nature hike. The Tenderpad is not paying attention.

Sixer We're going to look for wildlife for your badge requirements. (excited, pointing) Look, look... Did you see that?

Second Oh, yes! It was amazing!

Tenderpad See what?! No, no, what, where?

Sixer It was a beautiful eagle, four foot wing span, gorgeous colours.

Second Absolutely amazing!

Tenderpad No. I didn't see it

Sixer You'd better pay closer attention. (They continue walking) Oh, look, did you see that?

Second I sure did!

Tenderpad No, what?

Sixer A huge lizard. I wish you'd pay closer attention. (And later.) Did you see that? Did you see it?

Second Yes, it was incredible!

Tenderpad No, I missed it... what was it?

Sixer An ooh-aah bird.

Tenderpad Ooh-aah bird? What's an ooh aah bird??

Sixer An ooh-aah bird is bird that lays a square egg, like this: Oooooooooooooohhhhh (scrunch up face)- aaaaaaaaaaaaaahhhhhhh" (face lights up) "Youâ€™d better not miss any more." Continue walking.

Tenderpad whispers to the Second Next time I'll fool him. I'll pretend I saw whatever it is he sees.

Sixer Tenderpad, did you see that!

Tenderpad Yes! I saw it, I saw it!

Sixer Then why in the world did you step in it?!

Keep your eyes open to the wonders of nature. Why are there so many different creatures in the world? How can we take care of them?

APPENDIX B - SONGS

Here are the words to some common songs. Each provides a useful element of spirituality. We can examine each. For music for these and other songs, try some of the links at the bottom of this page.

Friends Are Special

Friends are special when they sing together,
They can sing the whole day,
They can sing the night away,
They can sing together, they can sing.

Friends are special when they laugh together,
They can laugh the whole day,
They can laugh the night away,
They can laugh together, they can laugh.

Friends are special when they cry together,
They can cry the whole day,
They can cry the night away,
They can cry together, they can cry.

Friends are special when they dream together,
They can dream the whole day,
They can dream the night away,
They can dream together, they can dream.

There are excellent values here. We have the value and importance of friends. The song has a simple tune, with lots of repetition in the words. This makes it easy to learn (and teach!) and perfect for our purposes.

I Can Sing a Rainbow

Red and yellow and blue and green,
Purple and orange and pink,
I can sing a rainbow,
Sing a rainbow,
Sing a rainbow too!

Listen to your heart, listen to your heart,
And sing everything you feel,
I can sing a rainbow,
Sing a rainbow,
Sing a rainbow too.

This one could elicit some good discussion. How can you sing a rainbow? What does it mean? Look at the line "Listen with your heart" - what does it mean? A short song, simple tune, and a very appropriate message.

Happy and You Know It

If you're happy and you know it, clap your hands (clap clap) x2
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, clap your hands. (clap clap)

If you're happy and you know it, stomp your feet (stomp stomp) x2
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, stomp your feet. (stomp stomp)

If you're happy and you know it, shout "Hurray!" (hoo-ray!) x2
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, shout "Hurray!" (hoo-ray!)

If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-ray!)x2
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)

Everyone knows this classic. And a lot of people have adapted the words for their own particular message ("If you're happy and you know it shout 'Amen'"), or to meet the physical abilities of the youth ("...do a cartwheel"!) Again, easy words, easy tune, lots of repetition, and it extolls the value of being happy and showing that you are happy. Good value in this song.

He's Got the Whole World in His Hands

He's got the whole world in His hands, x3
He's got the whole world in His hands.

He's got my brothers and my sisters in His hands, x3
He's got the whole world in His hands.

He's got the sun and the rain in His hands,
He's got the moon and the stars in His hands,
He's got the wind and the clouds in His hands,
He's got the whole world in His hands.

He's got the rivers and the mountains in His hands,
He's got the oceans and the seas in His hands,
He's got you and he's got me in His hands,
He's got the whole world in His hands.

He's got everybody here in His hands,
He's got everybody there in His hands,
He's got everybody everywhere in His hands,
He's got the whole world in His hands.

This one is more overtly religious. That is not a bad thing when dealing with spirituality, but in the context of the youth's different backgrounds and religious experiences and the various expectations you might want to use some other songs with appropriate messages. Your call.

APPENDIX C - GAMES

The Large Gameboard Game

Using masking tape or sheets of paper as stepping stones, lay out a large board. It can be a grid, or a curving path, or any type of game board of your choosing.

Divide the pack into three-five small groups (use sixes if you'd like.)

Make a set of cards, each with a question -- trivia, ethics questions, Scouting questions, etc. This is your chance to work in some good questions for the subject of your choice, including spirituality.

Make a large die. Cardboard or foam are excellent for the purpose.

Each team goes in the same order each round. The first member for each team rolls the die and moves that many spaces on the board. When she arrives at the destination square a card is read. If the answer is correct she may move ahead another two squares. If the answer is incorrect then she must move back two squares (or to the beginning if she is near the start), and the next team to go gets a chance to answer. If they are correct they may move ahead one square, if wrong they move back one square.

Then go on to the next team (even if they've just answered a missed question.)

When the team's turn comes around again, the next team member rolls and moves on from where the first finished. The first player may return to the six.

If a player lands on the same square as another, a simple game of Rock, Scissors, Paper will determine who has to move back.

The winning team is the first to cross the finish line, and correctly answer a question. If the question is not answered correctly, the player moving must move back four spaces from the end.

The Movie Game

Set the scene. Choose three or four actors, a director, and a cameraman. The actors have to ad lib the scene. The cameraman pretends to film the scene. When the director yells cut the actors have to trade places and continue. The remaining actors are the audience. Swap regularly.

The scenes can be situations that require someone to think about doing a good deed, or to demonstrate a good human quality.

Discuss the results afterwards.

APPENDIX D - QUESTIONS

What would you do if:

- you found \$5 on the street? 50? \$500?
- you really wanted to play PS2 at a friend's house, but your mom wants you to go with her to buy some school clothes?
- your dad asked you to babysit your little brother, but you think you are too young?
- every day someone at school keeps demanding the cookies in your lunch, and has told you that he will hit you if you don't give them to him?
- your best friend offered you "Just a puff" on his cigarette?
- you are driving with your uncle and he dumped his ashtray out on the road while you were stopped for a red light?
- your six is putting away the tents and an uneaten lolly comes out, even though you were all told not to bring any food or sweets?
- you really like a girl but your friends keep teasing you about it?
- you overhear some girls in class making fun of a friend of yours?
- you overhear some girls in class making fun of someone you don't know?
- you and your friend are playing together, and another of your friends wants to join you but the one you are playing with doesn't want her to join the game?
- you see your friend stick some lollies in his pocket, and head for the door of the shop?

APPENDIX E - LINKS

Children and Spirituality

Allsites	http://www.allsites.com/Top.Society.Religion_and_Spirituality.Christianity.People.Kids.html
Answers.com	http://www.answers.com/main/ntq-tname-spirituality-fts_start-0
Ask Alana	http://www.askalana.com/
Beliefnet	http://www.beliefnet.com/story/34/story_3474_1.html
BSA's religious policy	http://www.bsa-discrimination.org/html/review_bsa_god.html
Camp Rena	http://www.camprena.com/activity-books/spirituality-children.html
Divinity	http://www.divinity.cam.ac.uk/pcp/research/child.html
Don Ratcliffe, Ph.D	http://www.vanguard.edu/Faculty/DRatcliff/childspirituality/index.aspx?
e-zine	http://ezinearticles.com/?From-Birth-to-Teen,-Spirituality-in-Children&id=14914
Experience Festival (1)	http://www.experiencefestival.com/child_spirituality
Experience Festival (2)	http://www.experiencefestival.com/spirituality_and_children
Families On-Line	http://www.familiesonline.co.uk/article/static/477/
Find Tutorials	http://www.findtutorials.com/internet/dir/Kids_and_Teens/People_and_Society/Religion_and_Spirituality/
Hippy.com	http://www.hippy.com/php/article-191.html
Labourlawtalk	http://encyclopedia.laborlawtalk.com/Spirituality
Liam Morland Scouts' Own	http://scoutdocs.ca/Documents/Scouts_Own.php
Magical Blend	http://www.magicalblend.com/library/readingroom/articles/5ways.html
MPR	http://news.minnesota.publicradio.org/features/199804/28_stuckym_children/
Open2 Net	http://www.open2.net/childofourtime/tv_pages/art_child_spirituality_1.htm
Presbyterian.ca	http://www.presbyterian.ca/flames/spirituality/themes/0728kids.pdf
Riaumont (French)	http://www.riamont.net/religieux/spi/
Rituals in a School Hallway	http://don.ratcliff.net/childspirituality/rituals.htm
Self-Knowledge	http://selfknowledge.com/91469.htm
Spiritual Parenting	http://www.spiritualparenting.com/ask/
Supercrawler Scouting	http://www.supercrawler.com/Recreation/Scouting/Resources/Religion_and_Spirituality/
Susan Kramer	http://www.susankramer.com/spirituality.html
WOSM spiritual development in Scouting	href="http://www.scout.org/front/archive/wonderreports/forum3report_e.pdf"

Songs, Games, and Activities

NIEHS Kid's Pages	http://www.niehs.nih.gov/kids/music.htm#index
Kiddies songs	http://www.kiddies.com/mouseum/index.html
Songs and rhymes by country	http://www.mamalisa.com/world/
Bus Songs	http://www.bussongs.com/
Teacher's Guide to children's songs	http://www.theteachersguide.com/ChildrensSongs.htm
MacScouter	http://www.macscouter.com/ScoutsOwn/index.html
Jungle Books	http://etext.lib.virginia.edu/toc/modeng/public/KipJung.html

This document on-line	http://www.geocities.com/scouter_bill/woodbadgeproject.pdf
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APPENDIX F - TIMELINE

Date	Task	Running Total (hrs)
03Apr05	topic chosen	0.0
03Apr05	initial generic research and examine sites	1.5
04Apr05	more research (Scouting oriented) and begin the rough draft	3.0
05Apr05	start working on the draft text – lots to cut out	4.0
06Apr05	refine the draft text, start looking for programme ideas	5.5
07Apr05	refine the text, incorporate the first ideas, set up for the examples	7.5
10Apr05	working on sub-files – games, skits, songs	9.0
19Apr05	approval received in the mail	9.0
19Apr05	revise the text, add some skits and a game	10.0
26Apr05	work on questions, some text editing	10.5
01May05	refine the text, including the definition	11.0
02May05	complete the section on songs	12.0
06Jun05	revise the printable version	14.0