

Bourton Scouts (Example)

28/09/2020

07:00pm – 08:30pm

Running time

07:00pm. Welcome Game - Interceptor

07:10pm. Welcome!

07:15pm. How do you see the world?

07:45pm. Game - Whackers

07:55pm. Goodbye!

Equipment

How do you see the world?

- Coloured pens or pencils
 - A4 paper
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Session notes

Adult 1: Welcome parents and young people as they arrive. Adult 2: Lead Welcome & Goodbye. Adult 3: Lead the activity. Adult 1: Prepare drinks & snacks. Adult 1: Chat to parents as they come to collect.

Welcome Game - Interceptor

🕒 10 mins

A energy burning game to get them going! (Steal the ball as it is being passed) Full instructions here:

<https://www.scouts.org.uk/activities/interceptor/>

Welcome!

🕒 5 mins

Welcome the Scouts, maybe do a Flagbreak (if relevant). Explain what we are doing tonight.

How do you see the world?

🕒 30 mins

Care

Help other people, think about their feelings, and care about the impact of your actions.

Respect others

Value and trust others for who they are, regardless of their background.

Try to draw your partner's thoughts and learn about how people with sensory differences see the world.

Equipment

- Coloured pens or pencils
- A4 paper

Run the activity

1. The person leading the activity should split the group into pairs. If there is an odd number of people, the person leading the activity can be in one of the pairs. In each pair, one person should be 'A' and the other 'B'.
2. Everyone should sit back-to-back with their pair. Make sure that person B has paper and some coloured pens or pencils.
3. The person leading the activity should ask the person A in each group to think of an object or feature in or around the meeting place.
4. Person A should try to describe the object or feature to person B, without saying what it is. Person B should try to draw the object or feature from the description.
5. When finished, everyone should pass their picture to another pair. The other pair should try to guess what the object or feature was from the drawing.
6. The person leading the activity should explain to the group that some people have sensory differences and see the world differently. Use the example of autism to show how these differences aren't always

How do you see the world?

🕒 30 mins

obvious and explain how autistic people may see, hear and feel things in a way that can make life difficult.

This activity helps contribute towards some of the UN's Sustainable Development Goals. Find out more about the SDGs, and how Scouts across the world are getting involved, [here](#).

Reflection

The group have seen how hard it can be to identify an object or feature from a description. Find out who had the hardest job: person A, who had to describe something without saying what it was, person B, who had to use the description to draw it without knowing what it was, or the other pairs, who had to identify the objects or features from the drawing.

Without being able to see, smell, hear or touch something, an object or feature can be difficult to identify. Ask the group how they would cope with things that they do every day if they lived with sensory differences. How might they spot someone who is struggling and what could they do to help them?

Game - Whackers

🕒 10 mins

A second game - Hockey using rolled up newspapers! See this site for full instructions:

<https://www.scouts.org.uk/activities/whackers/>

Goodbye!

🕒 5 mins

Say good by to the Scouts, maybe do a Flagbreak (if relevant). Give any important information they will need