

# BIRMINGHAM SCOUTS AND GUIDES

## GUIDELINES AND RESOURCES

### More in Common Badge

The More in Common badge is a partnership between Birmingham Scouts and Guides and the Jo Cox Foundation.

The ethos of the badge is to encourage Scouts and Guides to show compassion, kindness and friendship to others, and to reach out across our diverse communities.

More information on the badge can be found on the Birmingham Scouts website ([www.birminghamscouts.org.uk/more-in-common/](http://www.birminghamscouts.org.uk/more-in-common/)) and the work of the Jo Cox Foundation can be found on their website (<https://www.jocoxfoundation.org/>).



The County Commissioners for both Birmingham Scouts and Guides have agreed that the More in Common badge can be worn on the uniform and will be provided free of charge to members who have completed the requirements. This results from a generous donation in memory of the late Jean Rookes, who worked jointly for many years, with Peter, in working for a friendlier, more compassionate society.

Conscious that there are still some restrictions on how youth groups such as the Scouts and Guides can meet, it is hoped these activities can be carried out during online meetings, and during socially distanced face to face meetings, as appropriate. We have added activity 13, and as the Covid-19 situation develops and we return to more traditional meetings, we will continue to update the badge requirements to add more activities that can be carried out within our communities and allow us to take an active part in the community.

# To gain the badge

Members should complete activities from the list below.

- Squirrels, Beavers and Rainbows complete 2 activities
- Cubs and Brownies complete 3 activities
- Scouts and Guides complete 4 activities
- Explorers and Rangers complete 5 activities.

Upon completion of the activities, Scout Leaders will request the badges for their section from Dr Peter Rookes e: [pjrookes@gmail.com](mailto:pjrookes@gmail.com) t: 07703 336088. Guide Leaders should order their badges from Linda Bateman e: [shop@girlguidingbirmingham.org.uk](mailto:shop@girlguidingbirmingham.org.uk)

These activities can be adapted for those with inclusion and/or disability needs. If leaders or young people have additional ideas for activities that fit within the ethos of the badge, then please email us at [info@birminghamscouts.org.uk](mailto:info@birminghamscouts.org.uk) and we will include them on the website.

## ACTIVITIES

### **1. Make and send a card to a care home wishing the residents well and thanking staff for their work.**

- Find a care home near where you live, either one where older people, or people with a learning disability, live
- Cut a piece of card of any pale colour to your preferred size – perhaps 15cm square
- Draw something suitable on the front, maybe flowers, trees, your place of worship, your scout flag
- Write a suitable message on the inside wishing the residents well and thanking the staff for their hard work, particularly during the pandemic
- Include an address in case they wish to reply.

### **2. Make a video of no more than 5 minutes to send to another scout or guide group telling them about the community work you do and asking them to tell you about their group.**

- Identify a scout or guide group to whom you would like to send a message
- You may want some of your friends to join you in making the video
- Think about what you want to say about your group and some of your activities in the community, and write them down
- Include some questions that you can ask about their group
- Record your video, which should be between 2-5 minutes on your mobile phone and send it by WhatsApp, or similar medium to your chosen group.

### **3. Design a multifaith flag showing the insignia of at least 6 faiths**

- Decide on the shape and size of your flag
- Decide on which faiths you want to include: the most common are Christian, Muslim, Sikh, Hindu, Jewish, and Buddhist
- Look each one up on an internet search engine and find their emblems or logos, and decide how you want to display them.

**4. Make a collage showing how Covid-19 has changed the life of you and the people around you.**

- Use the back of a roll of wallpaper and cut off a piece up to 1 metre in length
- Think about how your family, your school, and your community have been affected by the Covid-19 pandemic
- You can ask other people about their experiences and you can note stories from the news and TV programmes
- Create images to show this on your collage. You can use poster paint, felt tips, coloured pencils, or paste images on to your collage.

**5. Write a poem about the Covid-19 pandemic. Think about how people around you have been affected by the pandemic, and what you have heard on the news.**

- Aim for 16 lines in your poem - this can be any number of lines in your verses, such as 4 verses of 4 lines each
- Consider which words are going to rhyme – quite often it will be the end words of the 1st and 2nd and 3rd and 4th lines, or maybe the 2nd and 4th lines.

**6. Talk to someone of your own age, but of a different faith, and find out about their religion and family life. This could be someone you meet at school.**

- Explain to him or her what you are doing and ask their permission before asking them any questions
- Also explain to your teacher what you are doing
- Ask questions like: how many brothers and sisters does he or she have? Older or younger? What is his or her religion? Where does he or she attend for worship? Does he or she have to wear special clothes? Or eat special food? What does he or she do with their spare time? Does he/she pray, other than when he/she attends their place of worship?

**7. Talk to someone of your own age who has a physical disability, has a visual or hearing loss, has a learning disability or autism and find out ways in which his/her life differs from yours. This could be someone you meet at school.**

- Explain to him or her what you are doing and ask his/her permission before asking any questions
- Be careful to ask your questions in a sympathetic way
- Also explain to your teacher what you are doing
- Ask questions like how does his/her disability or learning difference affect his/her daily life
- What activities are more difficult? – Does he/she need help with any of them?
- How do other people react to him/her when they realise that he/she has a disability or learning difference?

**8. Talk to someone of your own age who was born in a different part of the UK and find out how and why he/she came to Birmingham, and how it is different from the place he/she came from. This could be someone you meet at school.**

- Explain to him or her what you are doing and ask his/her permission before asking any questions
- Also explain to your teacher what you are doing
- Ask questions like how old was he/she when he/she moved to Birmingham and does he/she know why the move took place
- Ask where he/she moved from
- Ask him/her how he/she felt when he /she first realised that he/she was going to leave his/her previous home
- Ask about his/her first impressions of Birmingham
- Ask how he/she found making new friends.

**9. Talk to someone of your own age who wasn't born in the UK and find out how and why he/she came to the UK, and how it is different from the place he/she came from. This could be someone you meet at school.**

- Explain to him or her what you are doing and ask his/her permission before asking any questions
- Be careful to ask your questions in a sympathetic way
- Also explain to your teacher what you are doing
- Ask questions like how old was he/she when he/she moved to Birmingham and does he/she know why the move took place
- Ask where he/she moved from
- Ask him/her how he/she felt when he /she first realised that he/she was going to leave his/her previous home
- Ask about his/her first impressions of Birmingham
- Ask how he/she found making new friends.

**12. Find out where your local Foodbank is located, and organise a socially distanced collection for the Foodbank.**

- Find out where your local Foodbank is located, which is likely to be at a place of worship or community centre
- Ask the Foodbank what food items they need
- In a socially distanced way, arrange to collect some of these items from your friends and family, and deliver to the Foodbank.

**10. Watch one of Sir David Attenborough's programmes about the planet and make 3 pledges of actions you can take to improve the quality of life for everyone.**

- Watch one of Sir David Attenborough's programmes on YouTube
- Note some of his points about how the planet is changing
- Think carefully about actions you could take to improve the situation, such as using less plastic, encouraging people around you to dispose of their rubbish responsibly
- Write an article or blog to influence other people, ask your local councillor or MP to make a particular change
- Make and carry out 3 specific pledges of actions you will take.

**13. Refresh the garden in a Care Home, Public Park, or similar.**

- Identify a suitable location and seek permission for your activity
- Agree with the appropriate 'manager' what you are planning to do – this could be sowing wild flower seeds, planting bulbs or bedding plants
- Prepare the soil and sow the seeds or plant the bulbs or bedding plants
- Water regularly until the plants are established.

**11. Find out about Jo Cox and make a 2 minute video about how she inspired you and what action you plan to take as a result.**

- Type the Jo Cox Foundation into your internet search engine
- Scroll down to 'About Jo Cox' and read about Jo's life and the causes that she was passionate about
- Make some notes of key points
- Think about what it is in Jo's life that inspires you
- Make a 2 minute video on your mobile phone and send it to some of your friends, who have expressed an interest in what you are doing.

