



world scout environment programme

This Booklet belongs to the: _____ Patrol

Names of Scouts participating: _____

WATER EXPLORING

AIM: To create awareness of water in our surroundings and the relationship between water and human life.

ACTIVITY: With your patrol walk around the area looking for water. Each time you find a different source of water answer the following questions below. Take a photo of each source of water found.

- Name of Water Source: _____

- Where is the water? _____

- What is it used for? _____

- How much water is there? _____

- Is it there every day? _____

- What colour is it? _____

- Does it smell, and is it discoloured? _____

- Can Animals drink it? _____

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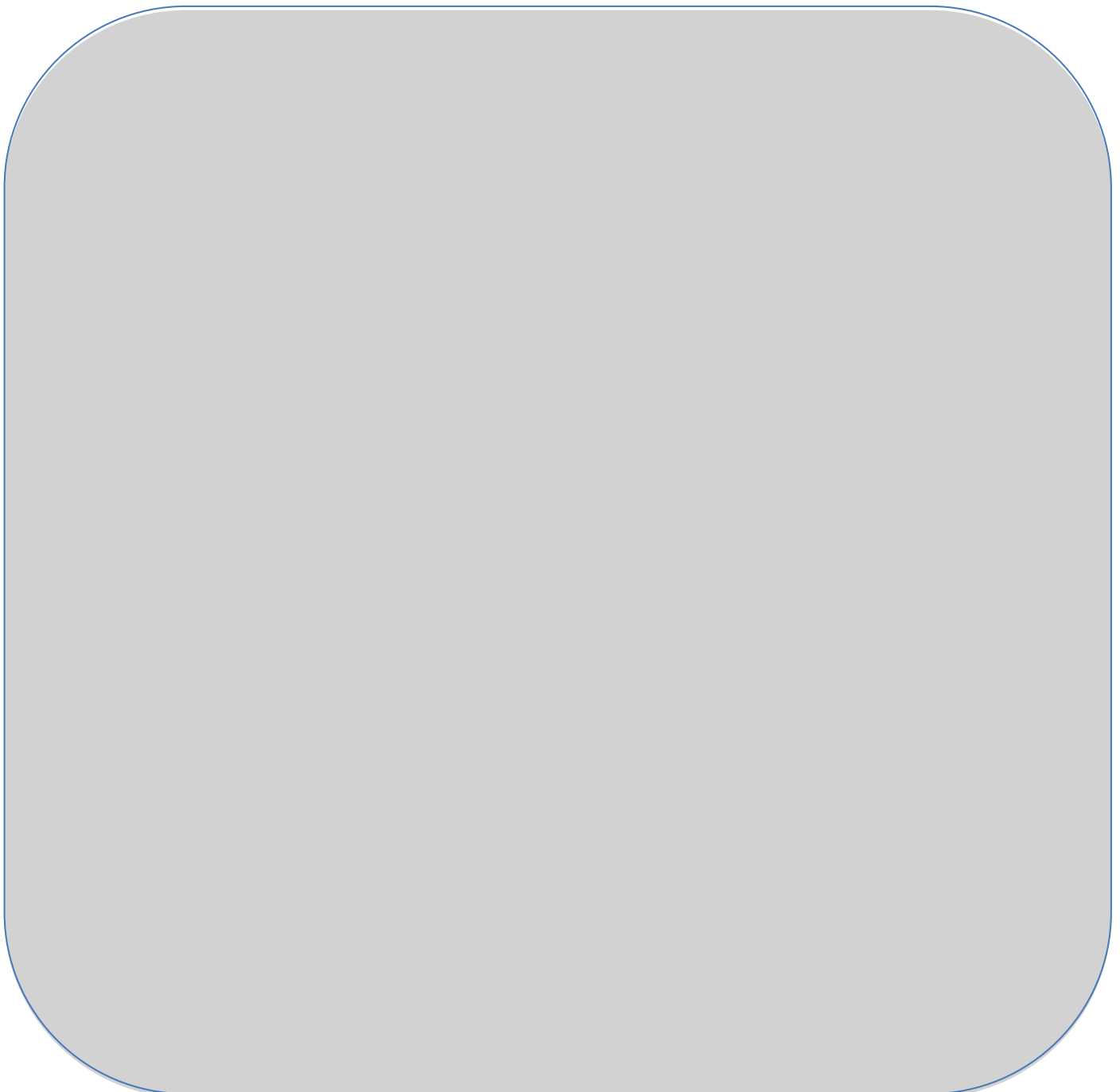
- Can Animals drink it? _____

NATURE ART

AIM: To gain an appreciation of the variety, form and beauty of nature through creative activities.

ACTIVITY: Take a few minutes looking at the environment surrounding you. What strikes you the most? Now sketch it in the box below.

As a patrol, create a sculpture or picture using natural objects in your surrounding, and take a photo of it.

A large, empty, rounded rectangular box with a light gray background and a thin blue border, intended for a student to draw or sketch their observations of the environment.

FOOD CHAINS AND CHEMICALS

AIM: To show how chemicals from agriculture are passed through ecological systems and why this is harmful to the environment.

ACTIVITY: Listen closely to the leaders instructions, after playing the game, discuss between your patrol what you have learned from this symbolic game.

Issue No. 1

The coloured tags represent pesticides that have been sprayed onto the plants to make sure that the farmer's crops are successful. The farmer does not want diseases, insects or other plants to affect his crops. Discuss how the farmer's actions have affected the natural environment. Use the following questions to help your discussion.

- Which animals have ended up with the most coloured tags?

- If the tags are harmful chemicals then is having lots of them good or bad?

- What might the chemicals do to the different animals?

Issue No.2

- Why did the farmer use the pesticides and what alternative to pesticides are available?

- Do you think the farmer would stop using pesticides if he knew about the damage they cause further up the food chain?

Issue No.3

- Do you know if pesticides are used locally, regionally, nationally?

- How could human beings be affected by pesticides?

- What can individuals do to reduce the risk of pesticides to the environment?

GARBAGE BAG CHALLENGE

AIM: To encourage thinking about the waste we generate, what can be recycled and how we can reduce what we throw away.

ACTIVITY: The object of the game is to make your bag of rubbish as small as possible in a set amount of time. This is done by sorting through the rubbish and deciding how to dispose of things in a different way. Keep in mind the 5 R's. Group the rubbish in your bag into the different categories of the 5 R's.

A grey, multi-pointed starburst shape with a blue outline, containing the word "Reduce".

Reduce

A grey, multi-pointed starburst shape with a blue outline, containing the word "Reuse".

Reuse

A grey, multi-pointed starburst shape with a blue outline, containing the word "Recycle".

Recycle

A grey, multi-pointed starburst shape with a blue outline, containing the word "Renew".

Renew

A grey, multi-pointed starburst shape with a blue outline, containing the word "Respect".

Respect

NATURAL DISASTERS

AIM: To understand why it is important to prepare for natural disasters.

ACTIVITY:

1. Discuss between your patrol how your life would be affected by a natural disaster, write your patrol's ideas in the box below.

2. Create an Emergency Response Kit. List all the things you would place inside this kit. Remember you cannot carry a truckload of equipment during an emergency, so what will be the 15 most important items for your family's survival?

EMERGENCY RESPONSE KIT