

SPIRITUAL DEVELOPMENT

SPIRITUAL DEVELOPMENT



THE SEARCH FOR GOD

From the moment the human race became aware of its own existence, people have been seeking the answers to questions about the origins, nature and destiny of humankind. Where did we come from? Who are we? Where are we going?

These questions take different forms in different cultures and in different periods. A man who tries to live his life according to his conscience asks different questions from a man who does not hear that inner voice. A woman who suffers pain asks different questions from a woman who is healthy. The believer may put the question differently to the sceptic, the professor differently from the manual labourer, the child differently from the adult. But it is essentially the same enigma demanding to be answered. Everything we do become an urgent, sweet and compelling search for the meaning of life.

Just as we cannot separate the individual into neat physical, intellectual, ethical, emotional and spiritual components, neither can we exclude from life the attraction of the spiritual, the fascination with mystery or the search for God. The integrated development of the individual therefore includes the development of the spiritual dimension.

Children of this age have left behind the period of magical thought and, although they may already have begun to discover God as a protective father and a helpful friend, they are likely to ask constant questions about Him. The relationship they develop with God depends basically on the answers they receive to these questions from their family, school teachers and, of course, on what they see around them.

Through the activities they carry out, children learn to see God in themselves, in others and in nature, and they are constantly encouraged to learn more about their faith and take part in the activities of their religious community.

Personal and group prayer encourages the children to talk to God, while the objectives they set themselves help them to remember the values of their faith in their day-to-day activities with friends and companions.

In an atmosphere of openness, boys and girls learn about religions other than their own, and in a climate of respect they learn to value their companions as equals, without allowing religion to be a basis for making distinctions between them.

SPENDING TIME WITH GOD

Growth Area:
SPIRITUAL DEVELOPMENT



SUMMARY OF THE ACTIVITY

When the Pack is at camp, the children pray together. Encouraged by a few simple thoughts, they talk to God as they would talk to a good friend. They ask Him things, offer Him things, praise Him and thank Him for the things that they feel are important and significant in their lives.

PLACE

In camp.

DURATION

About 15 minutes each day during a four-day camp outing.

PARTICIPANTS

The Pack, sometimes working individually, sometimes in groups and sometimes all together.

OBJECTIVES OF THE ACTIVITY

1. To understand that prayer is a time for offering, praising, asking and thanking God.
2. To help create opportunities for prayer within the Pack.
3. To integrate prayer into the life experiences of the Pack.
4. To cultivate respect for places where a person can be quiet and think.
5. To integrate prayer into each child's personal experiences.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

1. I like nature and life in the outdoors very much.
2. I take notice of the other Cubs' good turns and I appreciate them.
3. I take part in the religious celebrations that are held in the Pack.
4. I take part in the prayers we say in the Pack.
5. I know the main prayers of the Pack.

Late childhood

1. I have learned to recognize nature as God's work.
2. I help in the religious celebrations in the Pack.
3. I understand that it is important to pray together in the Pack.
4. I pray at important times of the day.
5. Sometimes I lead the prayers that we say in the Pack.
6. I understand that the teachings of my religion have to show in the way that I behave with my friends and companions.

MATERIALS

The tools needed to build a notice board, cards of different colours that the children can write prayers on, texts or questions that give the children food for thought, pencils, tacks or glue or other materials that can be used to attach the cards to the board.



Original idea: REME
Coordination Headquarters.
Drafting: Patricia Dupont.
Editing: Loreto González.

DESCRIPTION OF THE ACTIVITY

Before the camp

Before the camp, the Leaders will gather all the things needed to hold this activity: materials to build the notice board where the prayers will be pinned up, enough cards of four different colours (one colour for each day's prayers) for all the members of the Pack, and short thought-provoking texts or questions for each day.

At camp

At dusk on the first day of the camp, once the notice board for the children's prayers has been set up, the team of Leaders will encourage the children to participate in this activity. In order to motivate them, the Leaders will explain that prayers are conversations between friends and, just as the children talk to other friends, it is nice for them to spend some time with God and talk to Him in a straightforward way about different things.

The Pack will meet each day at dusk in front of the notice board and, in a tranquil, quiet setting, will think about the things that have happened during the day. Once they have had time to reflect, each child will write a short prayer down on a coloured card that the Leader will pass around. Then the card will be put up on the board. Any children wishing to do so may share their prayers with the rest of the Pack by reading them out loud.

This same procedure will be used each of the four days of the camp to encourage the children to pray while focusing on the various purposes of prayer: to offer, to praise, to ask and to give thanks.

First day:

OFFER The children offer God their commitment to the Law and the Promise and their efforts to live by them, especially during the camp that has just begun.

Second day:

PRAISE We praise God when we tell Him how beautiful it is for us to know that we can count on Him. During our time at camp, we can become aware of the presence of God in nature and can praise what He has created.

Third day:

ASK We can ask God to help us achieve the goals we have set for ourselves. We can ask for what we and our loved ones need. We can ask for things on behalf of our friends, the other members of our six and our schoolmates.

Fourth day:

GIVE THANKS We have all received a great deal from God. We give thanks for our family, friends, the nice things that have happened to us, the experiences that have helped us to grow. We can also give thanks for all the things we have experienced during this camp.

The prayers are left up on the board for the entire duration of the camp, so that anybody who would like to look at them and take a moment to reflect, either individually or in a group, can do so. The schedule of camp activities should be drawn up with this in mind, so that opportunities will be provided for the children to take time out for this kind of quiet time.

On the last night of the camp, when the Cubs are gathered around the dying campfire, the Leaders can invite the children to read the prayers they have posted on the notice board. Those who want to can read theirs out loud and can say something about what they have experienced during the camp or can tell the rest of the Pack something about what their hopes for the future are.

To mark the end of this activity, the members of the Pack can participate in a solemn ceremony in which they will throw the cards into the campfire as a way of offering all the experiences they have had during camp to God.

YOU'LL NEVER GUESS WHO I TALKED TO TODAY!

Growth Area:
**SPIRITUAL
DEVELOPMENT**



SUMMARY OF THE ACTIVITY

With the Leaders' help, the Pack chooses two famous historical or contemporary public figures who are known to have led their lives in a way that has been true to their faith. Either individually or in groups, the children will do research on different aspects of their lives and will write up questions that they would like to ask these people. The activity finishes up with a simulated encounter with these two persons, who will be represented by two adults who have prepared themselves to act out these roles.

PLACE

The Pack's Den or, if it is too small, some other location that is large enough to hold this event, which involves the entire Pack and the two adults who will be acting out the roles.

DURATION

Three meetings.

PARTICIPANTS

The Pack.

OBJECTIVES OF THE ACTIVITY

- 1.- To see how people can be true to their faith in different ways.
- 2.- To hear people's testimonies of faith.
- 3.- To learn from the testimony of other people.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

- 1.- I know the story of some people who have been true to their faith.
- 2.- I know that there are people who are very good and who do not have the same religion as I have.

Late childhood

I realize when people are living in accordance with the teachings of their religion.



Original idea: REME

Coordination Headquarters.

Preparation: Patricia Cardemil, Alberto Del Brutto, Jorge Gray and Luis Felipe Fantini.

Drafting: Carlos Sandoval.

Editing: Gerardo González and Loreto González.

MATERIALES

A journal and pencil for each child, refreshments for a small get-together and a room that can be used as a dressing room.

DESCRIPTION OF THE ACTIVITY

First meeting

The Leader organizes a discussion during which the Pack will choose two public figures who are notable for having lived in accordance with their faith and who the children would like to talk to if they had the chance to do so.

To help get the children started, the Leaders may give them some suggestions. Some examples they might give are: Mother Teresa of Calcutta, Martin Luther King, Francis of Assisi, Desmond Tutu, Archbishop Oscar Arnulfo Romero, Mahatma Gandhi, Saint Rose of Lima, Dalai Lama Tenzin Gyatso, Father Alberto Hurtado, Saint Paul the Apostle or Luther.

Once the figures have been chosen, the children are asked to prepare biographies on them for the next meeting. They may work individually or in groups and should give special emphasis to events in their lives that have attested to their faith.

During the week

The Leader selects two adults who look something like the public figures that the children have chosen and who live in a way that sets an example for others. The Leader should pick people who admire these public figures, who are willing to study the events and significance of their lives, and who are able to act as if they were these people, to dress like them and to pretend to be them when they talk to the children.

The Leader and these two adults then need to decide on what day they can all be ready to carry out this activity.

Second meeting

A few children are asked to present the biographies of these figures. These biographies can be supplemented with the information that the rest of the Pack has gathered during the week. Just in case the children have not found out about some of the most interesting aspects of their lives, the Leaders will have done some research on their own so that they can provide additional information about the people who have been chosen.

In order to liven up the meeting, the Leaders may wish to suggest that the children quickly improvise some short plays about special events or times in the lives of these persons that they have just learned about during the biographical presentations. The children can play various roles in these plays.

At this point the Leader tells the children that he or she has contacted these two public figures and lets them know on what day they have agreed to come meet with the Pack. After the children have absorbed this surprising news and are aware of what is going to happen, the Pack can think up questions to ask their guests. In preparing these questions, they can focus on different things: various aspects of these people's lives, their opinions about the time in which they live or lived, their views about the world of today, their relationship with God, concerns or doubts that the children have about their faith, etc.

Finally, the Leader explains that the Pack must not receive such illustrious visitors empty-handed and that they should arrange to have some refreshments for them (sodas, juice, cookies or biscuits, a cake, etc.). People are assigned to bring the different refreshments, as well as to receive the guests and to introduce them.

The Leaders should pay close attention to the responses they get from the children so that they can make any changes or adjustments that may be needed well in advance.

Third meeting: the day of the event

An hour before the guests are to arrive, the Pack should get the Den or other meeting place ready. Decorations suited to the times or lives of the guests will help create a nice atmosphere.

When the guests arrive, the children who have been assigned this job will introduce them to the rest of the Pack. The adults, while staying in character but being careful not to over-act, will say a few words, thanking the children for their invitation and explaining their reasons for accepting it. The adults and children will then begin their conversation based on the questions that the children ask. If they begin to lose interest at any point, the Leaders can do something or say a few words to liven things up.

The guests may also ask the children questions to help them identify with the values that the public figures stand for.

Shortly before the conversation ends, the refreshments can be served or any other activities that have been planned can be carried out while the conversation continues in a relaxed atmosphere. This may be a good time, for example, to have the guests sign the Pack's "distinguished visitors book" or to take a photo of the entire Pack with them.

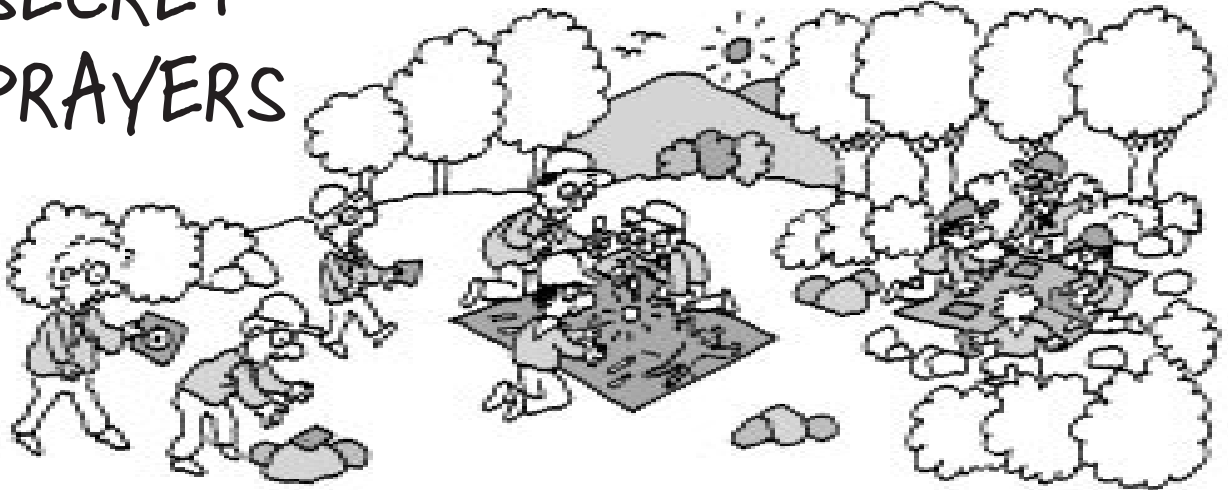
Before ending the activity, the Leaders tell the children their guests' true identities. The adults will then tell the children about what they really do, what the public figures they were representing mean to them, why they agreed to stand in for these people and what importance they place on faith in their own lives. During this part of the event the conversation will be more intimate, and the adults' own testimonies will be just as important as those of the figures they were representing.

As the activity comes to a close, the children will thank their guests for having taken part in it. A pretty song would be a nice way of saying good-bye.

Before the guests leave, everybody can comment on the activity. The opinions they express, together with what the Leaders' have observed during the activity, will enable them to assess how enthusiastic or interested the children were in choosing the public figures, their willingness to take on responsibilities, how much interest they showed in the subject, how able they were to function in a situation that combined conceptual work with playful aspects, the conclusions that the children have drawn from the testimonies they heard or what kind of impact those testimonies have had on their personal lives.

SECRET PRAYERS

Growth Area:
SPIRITUAL
DEVELOPMENT



SUMMARY OF THE ACTIVITY

As they walk through natural surroundings, the children will find short written passages and drawings that will help them to decipher a message in which they are invited to learn a holy scripture chosen by the Leaders beforehand, think about it and express their thoughts about it.

PLACE

In camp.

DURATION

Two to three hours.

PARTICIPANTS

The Pack,
working in sixes.

OBJECTIVES OF THE ACTIVITY

- 1.- To become familiar with holy scriptures.
- 2.- To think about the message contained in a holy scripture and understand it in a personal way.
- 3.- To express what it means to have faith in different ways.
- 4.- To develop communication skills.
- 5.- To learn how to work as part of a team.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

- 1.- I am interested in learning more about God and my religion.
- 2.- I take part in the religious celebrations that are held in the Pack.
- 3.- I take part in the prayers we say in the Pack.
- 4.- I know the main prayers of the Pack.
- 5.- I understand that the things I learn about my religion have to show in the way that I behave with my family.

Late childhood

- 1.- I ask other people when there are things that I want to know about my religion.
- 2.- I help in the religious celebrations in the Pack.
- 3.- I understand that it is important to pray together in the Pack.
- 4.- I pray at important times of the day.
- 5.- Sometimes I lead the prayers that we say in the Pack.
- 6.- I understand that the teachings of my religion have to show in the way that I behave with my friends and companions.



Original idea: San Pablo de la Cruz Scout Group, Chile.
Drafting: Carolina Carrasco.
Editing: Loreto González.

MATERIALS

An assortment of holy scriptures, paper, envelopes, coloured pencils, magazines, scissors, glue, clues, a panel and other materials that the children can use to make their drawings.

DESCRIPTION OF THE ACTIVITY

Before the activity

At least two weeks before the camp is to begin, the Leaders should carry out the following tasks in preparation for this activity:

- Choose as many short scriptures as there are sixes in the Pack. If the Cubs in the Pack are of different religions, the Leaders should select texts taken from the holy books of each of those religions.
- Divide each text up into four or five paragraphs, write each one down on a file card and put it into an envelope. The paragraphs of each text should be numbered (1 through 4 or 5) so that it will be easier for the children to put them in the right order. The envelopes should also be marked in some way so that it will be clear which text their contents belong to.
- Gather the necessary materials to build a simple notice board at the camp.
- Gather the necessary materials for the work to be done by the sixes.

At camp, before the activity

Well in advance of the activity, the Leaders should do the following:

- Choose the routes that each six will follow. Each six should follow a different path and arrive at different “thinking places”. If this is not possible, then different routes to the same thinking place can be chosen. The shared thinking place will have to be big enough to accommodate all the sixes.
- Prepare the clues. The first envelope will be given to each six at the start of the route and the last one at the end. The team of Leaders should figure out where and how to get the other envelopes to the sixes when they plot out the route for each six.
- Place the clues along the paths.
- Prepare the thinking places for each six and leave the materials there that the children will need to make their drawings.
- Set up the notice board and put it in the place where the children will exhibit the drawings and finish up the activity. If the entire Pack is going to reach the same thinking place, then the notice board can be set up there.

The day of the activity

Once everything is ready, the Leaders will call the Pack together, will provide them with encouragement and will give each six the first envelope, which will tell the sixes where their routes begin. Then the sixes will start out.

While the activity is taking place, the Leaders should be watching to see what the sixes do. Without interfering in the children’s work, they should be ready to provide help if it is needed. Depending on how big the area is and the types of paths the children need to follow, it may be a good idea for there to be one Leader in charge of each six.

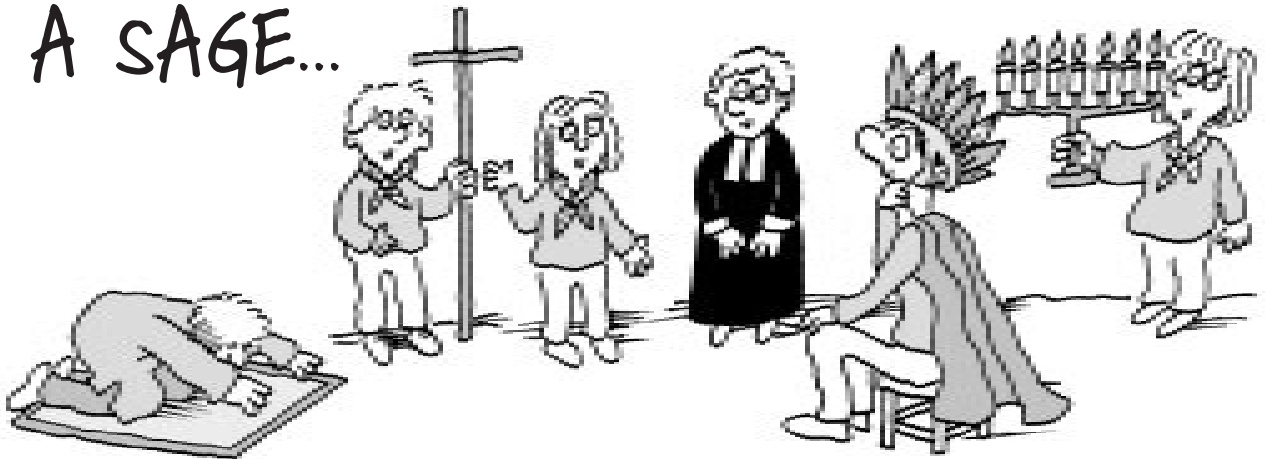
When the sixes reach the end of their trails, they will find the last envelope containing a portion of their holy scriptures. Once they have put all the paragraphs together, and in the company of the Leader in charge of that six (who will be waiting for them at their thinking place), they will read the scripture, think about its message and then make drawings that reflect their opinions and thoughts about it.

Later, the Pack will gather around the notice board, and each six will attach their drawings to the board while they tell the rest of the Pack about them. The activity may be concluded with comments or a prayer led by the team of Leaders in which all the members of the Pack will take an active part.

After this, the Cubs may want to talk about the work they did, exchange opinions and suggest new variations on this activity. This conversation, together with what the Leaders have observed during the activity itself, will help them evaluate the activity and determine what kind of impact it has had on the children.

A VISIT FROM A SAGE...

Growth Area:
**SPIRITUAL
DEVELOPMENT**



SUMMARY OF THE ACTIVITY

Intrigued by a strange message, and motivated by the visit of a sage from the past, the Cubs in the Pack will do research on world religions.

PLACE

The Den.

DURATION

About two hours at the Pack's Den and some time during the week in order to do the necessary research.

PARTICIPANTS

The Pack, working in small groups.

OBJECTIVES OF THE ACTIVITY

- 1.- To learn about the world's major contemporary religions.
- 2.- To cultivate respect for different religions.
- 3.- To develop research skills.
- 4.- To find creative ways to present information.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

- 1.- I am interested in learning more about God and my religion.
- 2.- I know that there are people who are very good and who do not have the same religion as I have.

Late childhood

- 1.- I ask other people when there are things that I want to know about my religion.
- 2.- All my companions are important, even if they don't have the same religion as me.
- 3.- I know that there are other religions that are different from mine.



Original idea: REME Chile and Germán Rocha, REME Bolivia.
Drafting and editing: Loreto González.

MATERIALS

Sheets of kraft paper or wrapping paper, pencils of different colours, glue, scissors, paper of different colours, magazines. The technical appendix "Paths to God" provides supplementary information for this activity.

DESCRIPTION OF THE ACTIVITY

At meeting before the activity

In order to motivate the boys and girls while at the same time creating the proper atmosphere for the activity, the Leaders can tell the children that they have received a mysterious letter in which a “sage” says that he or she is going to visit. The Leaders will be able to surprise the children even more if they write the message on a stone, prepare a piece of parchment with mysterious writing on it or make some other prop for the delivery of the letter. The visitor may be a sage from one of the native cultures of the country or from some other country of the Americas or the world.

In his or her letter, the sage says that he or she is going to visit the Pack at its next meeting and asks them to help him or her to carry out an important mission: to discover whether this religion has withstood the passage of time and is among the modern world’s major religions.

In order to help the sage, the children will form groups that will collect information during the week on religions that currently have a large number of followers, such as Judaism, Christianity, Protestantism, Anglicanism, Hinduism, Buddhism, Islam, etc. These reports will be much more complete if each group chooses or is assigned a particular religion and is given certain guidelines: countries where it is practised, approximate number of members, fundamental principles, ceremonies, historical figures who have professed that religion and followed it, etc. The technical appendix “**Paths to God**” contains information that can help the Leaders to prepare for this activity.

The Leaders will need to: • supervise the groups as they do their work • prepare the materials needed for the activity and • find a friend or an adult involved with the Pack who is willing to be the “sage”. The Leaders will then need to work with this person to find a suitable costume and obtain the information the sage will need to do a good job in playing the role.

On the day of the activity

When it is time for the activity to take place –when the children are least expecting it and will all be surprised– the sage will show up at the Den.

After introducing him or herself to the children and Leaders, the sage will explain what problem has prompted him or her to appear in our times: the holy man in his or her village has said that by the twenty-first century, their religion will no longer be one of the main ones in the world. It is the sage’s job to gather evidence that shows whether or not this prediction is accurate, and the sage cannot go back until he or she has fulfilled this mission.

The children and Leaders may show the sage that they have understood the message and, as Scouts usually are, they are prepared to help.

The children should then split up into the same groups that they were in the week before. They will organize the information they gathered during the week, talk about the most interesting or relevant things they found out about the religion they were assigned and then, using the graphic technique they are most comfortable with or like the most (collages, drawings, etc.), they will present the information they collected to the rest of the Pack. While they are working, the “sage” can visit each group and explain what part of the information he or she needs. This will help focus the groups’ work. The Leaders will also be there to clear up any questions and help guide the boys and girls in this activity.

When all the groups have finished, the members of the Pack will gather together and everybody will present their projects. The sage, who is the guest of honour for these presentations, may ask the children questions to clear up any doubts they may have and to clarify the reason why he or she has travelled to our times. As another way of helping, the children can make a gift of their projects for the sage to take back to his or her village.

Before leaving, the sage may wish to thank the children for their help. This part of the activity, if oriented correctly, can be used to evaluate the activity by inviting the participants to talk about what they did.

A few weeks later, the Pack might receive (via strange, mysterious channels) a package containing their projects and a message from the people of the sage’s village thanking the children for all they have done to help them.



PATHS TO GOD

TECHNICAL APPENDIX

“It is part of human nature to constantly question our existence, to search for the revelation of our origins, nature and destiny.

In response to such depths of mystery, we encourage young people to look beyond the material world, to be guided by spiritual principles and to walk always in search of God, to seek His presence in everyday existence, in Creation, in our history and in the people around us.

We encourage them to take the message of their faith to heart and live it to the full within their spiritual community, sharing in the family of those united by one religion and holding true to its convictions, expressions and celebrations.

We emphasize the importance of making our faith a part of our daily lives and behaviour, bearing witness to it in all that we do.

Moreover, while we urge young people to find joy in their own faith, at the same time we ask them to respect and appreciate those who seek, find or live other responses to God. To approach other religions and their believers with interest, understanding and an openness to dialogue.

A person guided by these principles is able to value and share the spiritual dimension of his or her life and live it to the full, and to avoid becoming entrenched in sectarian or fanatical positions.”

**Educational Proposal of the Scout Movement
Interamerican Scout Organization**

Faith Moves Mountains

God is known by different names in different religions whose members look to Him to find the answers to all their questions and an explanation for all life’s mysteries. We trust in Him and, in seeking Him, we often take paths which are different, but which all lead to Him.



Judaism

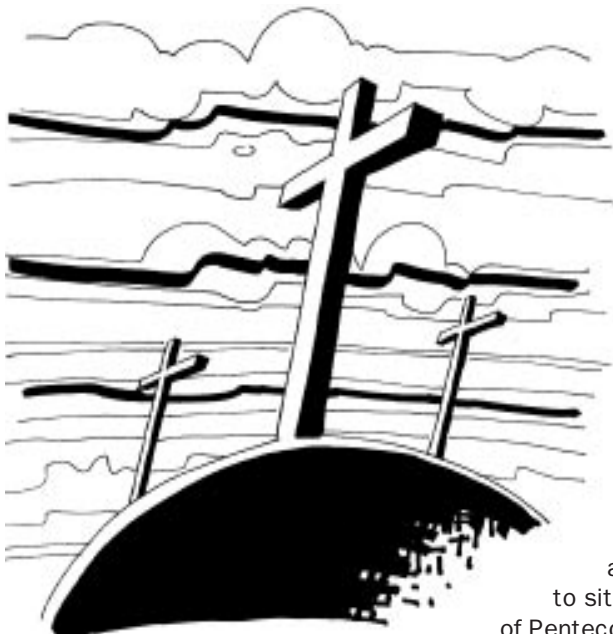
The Jewish community has about 25 million members who share a religion, language, history and tradition. The history of Judaism begins in the second millennium before Christ in Mesopotamia (present-day Iraq), where the destruction of the city of Chaldea triggered a massive population shift. Among the many families who migrated northward, there was one that was fated to discover that there is only one true God.

The stories that have been handed down to us tell us that this family was headed by Abraham and Sarah. Later on they migrated to the lands of Canaan, where, through a very close, direct relationship with God, they developed monotheism.

The history of the Jews is a long and passionate one which is very hard to summarize in a few lines. For now, it is enough to say that the lives of traditional, practising Jews are supposed to be devoted to looking for sanctity and to striving to fulfil their religious duties.

The Jewish calendar has a number of holidays and celebrations. One of the main ones is the *shabbat*, or Sabbath, during which Jews abstain from any creative or ritual work. Each holy day has a special theme. Some of the other well-known Jewish holidays are *Rosh Hashanah* and *Yom Kippur*.

One out of every three Jews living at the time was murdered during the Second World War under the Nazi extermination programme. Over 6 million Jewish people died in this way. After the war, the Jewish State of Israel was founded in the hope that it would serve as a place where the Jewish people could be reborn out of the ashes of the Holocaust.



Christianity

Christianity takes its name from *Christos*, which means “anointed one”, or in other words, “chosen one”. It grew out of Judaism, but adds the belief that Jesus of Nazareth was sent by God to save mankind from its sins and from death itself by founding the Kingdom of God, which will come into its own at the end of time.

Jesus went all around Palestine to preach to the people at a time when these territories were occupied by the Romans. After he had spent three years as a public figure preaching, teaching and working miracles Jesus was arrested and condemned to death by crucifixion. Three days after his death, the tomb where his body had been laid was found to be empty because the newly arisen Jesus still had to spend 40 days on earth before ascending to sit at the right hand of our Lord the Father. During the Jewish holiday of Pentecost, which is celebrated 50 days after Passover, the Holy Spirit entered Jesus’ most faithful followers (his apostles). He gave them strength and encouraged them to carry on the work that Jesus had started: heralding the arrival of the Kingdom of the Lord, healing the sick, baptizing believers, forming communities and living in accordance with His teachings.

When Christianity began, there was just one church or “holy assembly” of the followers of Jesus Christ to which all the people who accepted and followed His teachings belonged.

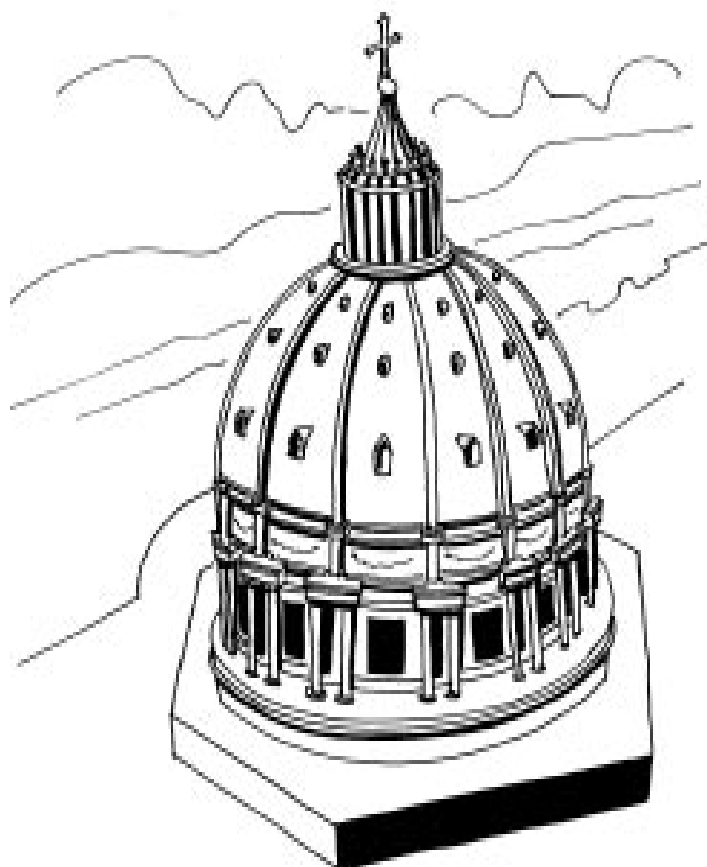
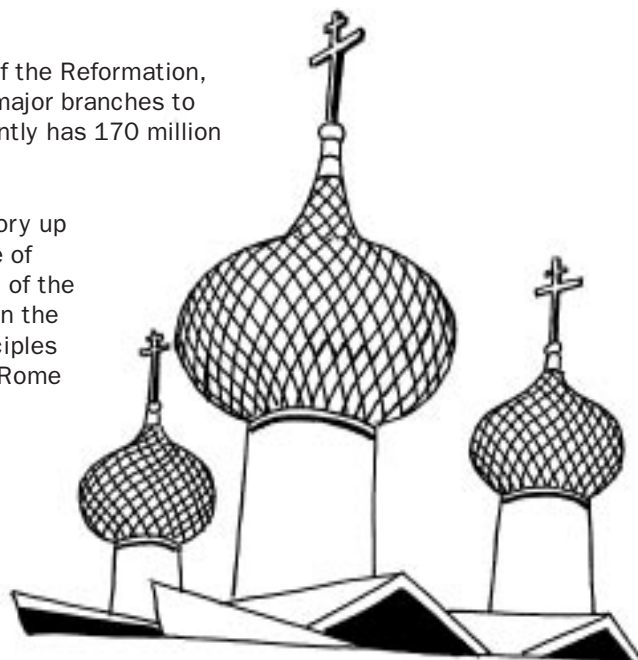
The Orthodox Church

Along with the Roman Catholic Church and the churches of the Reformation, the Orthodox Church –“of the true doctrine”— is one of the three major branches to which historical Christianity gave rise. The Orthodox Church currently has 170 million followers.

The Orthodox and Catholic churches share a common history up until the period that began with what came to be called the “peace of Constantine”, in the year 313 A.D., and continued with the division of the Roman Empire into the Eastern and Western Empires (395 A.D.). In the Christian tradition, Peter and Andrew –brothers who were both disciples of Jesus of Nazareth– headed up the two Christian communities of Rome and Byzantium, respectively.

For Orthodox Christians, the Church is much more than an institution. It is a “new life with Christ and in Christ, guided by the Holy Spirit”. The Church continues to have a hierarchical structure based on the directions given by Jesus Himself when he designated 12 apostles or “envoys”, each of whom was to head up a local church (“assembly”). The successors of the original apostles are called “bishops”. They are ordained by other bishops and are embraced by the faithful.

People who profess the Orthodox faith venerate the saints, keep seven sacraments and recognize the authority of the first seven Ecumenical Councils. Orthodox churches, which are also called “Eastern churches”, uphold the liturgical, contemplative and monastic ways of Christendom. This Church is well known for the marvelous religious art that its followers have produced. These art works represent such figures as the Holy Trinity (Father, Son and Holy Spirit), the Blessed Virgin Mary, and the saints who have set examples of how to live in accordance with the teachings of Jesus.

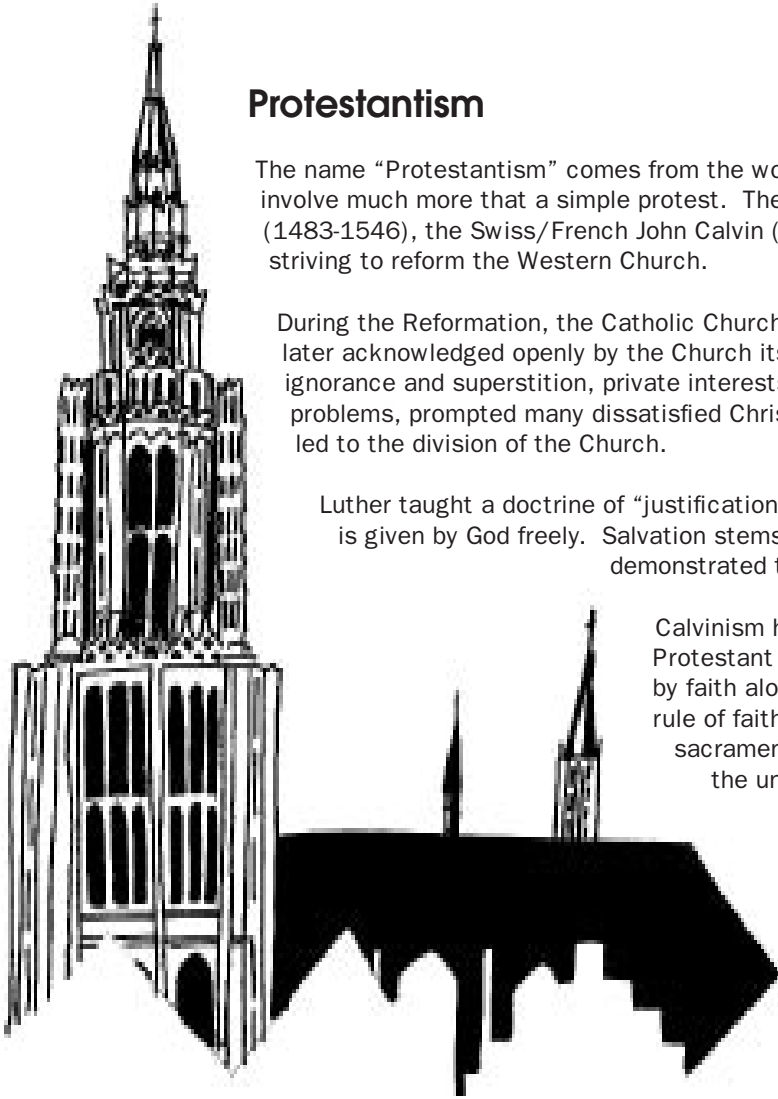


Catholicism

When, after the split, it became necessary to draw a distinction between the two churches, the Church that was to be based in Rome began to refer to itself as the “Catholic” (universal) Church, whose visible pastor was the Pope (the Bishop of Rome, the successor of Peter the Apostle and the Patriarch of the Western Church) but whose invisible pastor was Jesus Christ Himself. There are currently about one billion Catholics. In the Roman calendar, many saints have their own saint’s day, but the most important holy days commemorate the main events in the life of Jesus, John the Baptist (the prophet who proclaimed His coming) and the Virgin Mary, mother of Jesus Christ.

Devotion to Mary, mother of Jesus and as such Mother of God the Son and mother of all Christian believers is a very important part of the Catholic tradition. Jesus, as the Son of God on Earth, is at one and the same time both human and divine. Mary was conceived and born free of original sin (the Immaculate Conception) and upon her death, she rose in both body and soul to Heaven (the Ascension of the Virgin).

The Catholic Church recognizes seven sacraments which, like the sacraments of the Orthodox Church, permit believers to be embraced by Divine Grace.



Protestantism

The name “Protestantism” comes from the word “to protest”, but the Protestants’ historical roots involve much more than a simple protest. The Christians who followed the German Martin Luther (1483-1546), the Swiss/French John Calvin (1509-1564) and other Protestant leaders were striving to reform the Western Church.

During the Reformation, the Catholic Church suffered from many very real evils, and this was later acknowledged openly by the Church itself. The administrative and financial abuses, ignorance and superstition, private interests and the lust for power, along with other serious problems, prompted many dissatisfied Christians to embark upon a Reformation that ultimately led to the division of the Church.

Luther taught a doctrine of “justification”, whereby nobody could earn salvation, because it is given by God freely. Salvation stems only from faith and the mercy of God, which He has demonstrated through the death of Christ Our Lord for us.

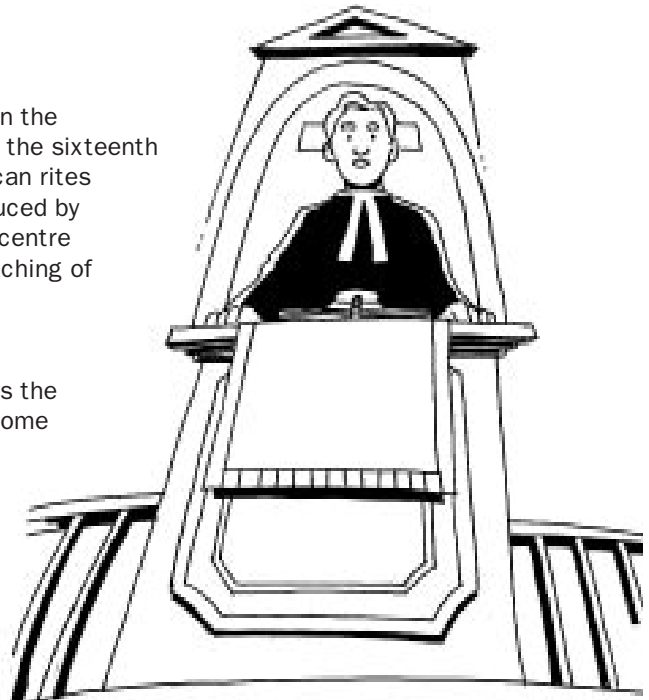
Calvinism holds to the same basic articles of faith and Protestant thought as Lutheranism: the doctrine of justification by faith alone and the belief that the Christian Bible is the one rule of faith and is sufficient unto itself. Its followers keep two sacraments –baptism and the Lord’s Supper– and believe in the universal priesthood.

The Anglican Church

The teachings of Luther and Calvin also played a part in the establishment of the Church of England, or Anglican Church, in the sixteenth century as a separate religion from Roman Catholicism. Anglican rites are set forth in *The Book of Common Prayer*, which was introduced by Queen Elizabeth I of England (1558-1603). Its main doctrines centre around the supreme authority of the Bible and the Calvinist teaching of predestination.

Anglicans have preserved the ministry of the Bishops, Presbyters (or Priests) and Deacons. The Bible is referred to as the “Holy Scriptures”. The Anglican Church permits women to become priests and allows Bishops and Presbyters to marry. It does not recognize the authority of the Roman Catholic Pope but instead has an episcopal form of government; the clergy are regarded as pastors of Word and Sacrament.

Anglicans keep two sacraments: baptism and the Lord’s Supper.



Hinduism

Hinduism began in India between 1550 and 1200 B.C. Unlike other religions, it has no known founder nor any hierarchical or community structure of its own. It does not have a set of doctrines which believers must uphold either. Instead of holy scriptures, Hinduism has a series of religious texts that have been compiled in different historical eras and places. It is based on a special way of life inspired by religious traditions and the teachings of masters called *gurus*.

The dream of all Hindus is to end their days on the banks of the Ganges River, in Varanasi, a holy city in the Hindu religion. Hindus venerate a pantheon of divinities and gods. The existence and power of these gods derive from the roles that the believers ascribe to them. Images of these supreme beings are kept in Hindus' houses, because every household has its own gods.

The most important component of this wide array of beliefs is the *Timurti*, or "trinity", which denotes the three forms of a single god: Brahma (creator, principle of immortality), Shiva (source of good and evil) and Vishnu (good and merciful guardian of the universe).

One of the main tenets of Hinduism is reincarnation. Every Hindu has been born and dies hundreds of times in a cycle of birth-death-rebirth. Another key concept is *karma*. *Karma* refers to the actions performed by a soul in the body inhabited by that soul at the time.



Buddhism

Buddhism is an influential part of the lives of over 350 million people around the world. It takes its name from the Buddha ("the wise one") Siddhartha Gautama (560-480 B.C.), the son of the Governor of the city of Kapilavastu, in western India.



Rich, sophisticated and intelligent, the prince reached his 29th birthday in the midst of pleasures and celebrations. One day, as he rode his horse through the royal gardens, he espied a tired old man, and the sight started him thinking about illness, old age and death. He decided to abandon pleasure and glory and to live an ascetic life instead. This decision did not mean that he was going to withdraw from the world, however. One night, as he sat under a Bo tree (a sacred tree of inspiration), he discovered the Truth. This perfect enlightenment, which changed him into the Buddha, would be the subject of what he taught and preached for the next 45 years.

Buddhism consists of a set of doctrines that Gautama Buddha formulated and introduced. Believing that to live is to suffer and that suffering is born of passion, Gautama came to think that the renunciation of self was the only way to free oneself from suffering. Buddhism has no dogma, but it does have important teachings, some of which are the following:

- (a) Instability: All things are constantly changing, and one should therefore not become attached to things that are in a state of flux;
- (b) Universal sorrow: All human beings suffer.
- (c) Karma: Everything exists for some reason.
- (d) Negation of self: There is nothing that is truly independent or immutable in and of itself;
- (e) The unity of life: Since all beings have a Buddha-like nature and every individual is potentially a Buddha, one should preach the equality and brotherhood of mankind.

Islam

Islam began in the sixth century A.D. in Arabia. At the time it arose, a polytheist religion was professed in the region. The Bedouins who crossed the burning sands of the desert in their caravans worshiped sacred stones, trees, waterfalls and amulets that they kept inside their tents.

In 570 A.D., a man named Mohammed was born. He was to be a caravan leader, like his father. After six years, he was orphaned. He earned a reputation as an honest and fair man as he traveled through Syria, Yemen, Oman and Abyssinia (now Ethiopia). When he was 25 years old, he married Khadija, a rich 40-year-old widow who was a keen businesswoman. Mohammed could have just enjoyed life and taken it easy, but the corruption and violence that he witnessed day by day filled him with the desire to change things.

He did not share the polytheistic beliefs of his fellow citizens either, much less their acceptance of the fees and taxes that some of the powerful chiefs collected from the people who approached the sanctuary that housed the black stone. All this made Mohammed feel that he needed to have some quiet time to think, and he went away to meditate in the hills near Mecca.

When Mohammed was 40 years old, his life changed radically. In a cave on Mount Hira, on the night of the 26th-27th day of Ramadan (the month of fasting), he beheld a spirit holding a book in his hand who commanded him: "Preach! I am Gabriel, an angel sent by God to tell you that you have been chosen to lead mankind to revelation." This was his first divine revelation, and it also marked the appearance of the Koran, the holy scriptures



of Islam. Mohammed preached to small groups of people, in the hills and in their houses, and preferred to spend his time with simple, poor folk. He said over and over again: "There is only one God, Allah, the Creator and Judge of All, and the worship of other gods is an abomination." The fundamental idea underlying the Islamic creed is therefore very simple. There is only one God: Allah; there is only one prophet: Mohammed; and there is only one book: the Koran.

Practising Muslims follow their religion devoutly. Their religion guides every aspect of their lives based on the rules laid down in the Koran.

The Church of Christ of the Latter Day Saints

This religion, whose followers are commonly known as *Mormons*, became established in the United States in the nineteenth century. History tells us that on 23 December 1805, a baby boy was born who was named Joseph Smith. When Joseph turned 14 years of age, he felt confused by the teachings of all the different religious communities he had encountered, and he sought refuge in a nearby forest to meditate and to seek spiritual guidance. There, surrounded by nature, two visions appeared to him. They told him that they were God the Father and His Son, Jesus Christ. They told him not to join any of the existing religions but to instead hold himself ready as a worthy instrument of God to restore the true Church of Christ.

In 1823, a celestial messenger named Moroni led Joseph Smith to a hill near his home. There he showed him tablets of gold on which was written the secular and religious history of the ancient civilizations of the Americas. Smith later translated these tablets, and those texts became the Book of Mormon, which was named after the ancient prophet and historian who had preserved those records.

The primary doctrine of the Church of Latter Day Saints is based on the belief that Jesus Christ is the Son of God, the Eternal Father. Mormons believe that Jesus of Nazareth is the savior of the world, the Messiah, who brings redemption to mankind and who is the only mediator between God and man. This Church was founded as an organization in 1830 in New York. Its headquarters are now located in Salt Lake City, in the State of Utah in the United States, but it has thousands of congregations located all over the world.

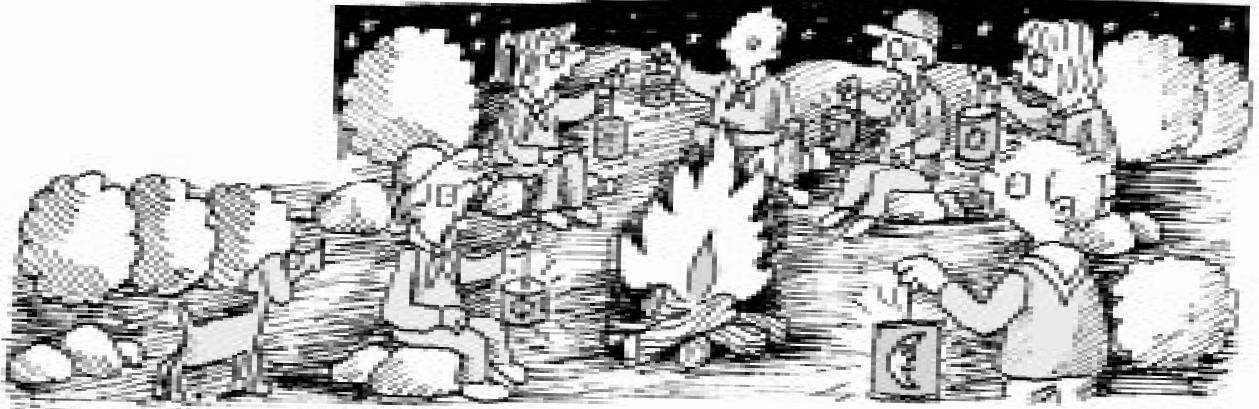


Original Idea: Activity sheet "The Paths to God", used in workshops for peace and intercultural understanding, Global development Village. 19th World Scout Jamboree, Picarquín, Chile.

Drafting: Interamerican Scout Office.

THE NIGHT OF THE FIREFLIES

Growth Area:
SPIRITUAL
DEVELOPMENT



SUMMARY OF THE ACTIVITY

When the Pack is at camp, the children choose things in nature through which they discover God or reasons why nature shows them God, and they represent those things or reasons with paper lanterns that they make themselves. Later on, their lanterns are used to illuminate an evening get-together during which the Pack thanks God for the beauty of His Creation and the opportunity to enjoy it.

PLACE

In camp.

DURATION

Part of one afternoon and an evening get-together.

PARTICIPANTS

The Pack, working individually and in small groups.

OBJECTIVES OF THE ACTIVITY

- 1.- To encourage the children to be observant.
- 2.- To recognize the beauty in nature.
- 3.- To encourage interest in and respect for the natural environment and its protection.
- 4.- To learn to make paper lanterns.
- 5.- To have an evening get-together.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

- 1.- I like nature and life in the outdoors very much.
- 2.- I take part in the prayers we say in the Pack.
- 3.- I know the main prayers of the Pack.

Late childhood

- 1.- I have learned to recognize nature as God's work.
- 2.- I understand that it is important to pray together in the Pack.
- 3.- I pray at important times of the day.



Original idea:
REME Costa Rica.
Drafting and editing:
Loreto González.

MATERIALS

Paper of different colours and textures, glue, scissors, candles, pencils. The technical appendix "Paper Lanterns" provides additional instructions for this activity.

DESCRIPTION OF THE ACTIVITY

When it is time to start this activity (the children already know what it involves since they chose it for inclusion in the calendar of activities), the Leader will begin by talking about how nature is an expression of God's presence and inviting the children to look at the world around them and to discover and appreciate the little details that reveal the presence of God.

The Leader will then invite the Pack to walk around the surrounding area and to look closely at all the things they find there: flowers, trees, nests, birds, hills, leaves, etc. While they are doing this, and after the children have had enough time to look about them without rushing, each child should choose one thing. They can choose the thing that they find to be the most beautiful, the most striking or the strangest; something that inspires tenderness, tranquility or joy; the thing that has the prettiest colours, textures or forms; etc. The reason why they choose it doesn't matter; what matters is that it represents the presence of God in nature for that particular child.

Following the instructions of the technical appendix that comes with this activity sheet, each child will make a paper lantern representing the thing they have chosen. Once they are finished,

the lanterns should be kept in a safe place where they can dry while the Pack gets things ready for the evening get-together.

When night falls, the get-together that everybody has helped to organize will take place. The children show their lanterns to each other, explaining why they chose what they did. Once these presentations are over, the lanterns will be put in a place that has been chosen beforehand.

When all the lanterns have been lit and the Pack is gathered in the beautiful light that they cast, the Leaders will invite the Cubs to end this day by reflecting on what they have done and making a commitment to protect and care for nature, which is God's work and His gift to humankind.

The next day, or after they get back from camp, the children can get together to talk about the activity, to share the experience and to think up similar activities that they could take part in. The children's comments, together with what the Leaders have observed during the activity itself, will provide the Leaders with information about the spiritual development of the boys and girls in the Pack.



PAPER LANTERNS

TECHNICAL APPENDIX

ROUND LANTERNS

The same technique can be used to make any lantern that is spherical in shape. For these types of lanterns, a balloon is used to shape the lantern. To make things easier, it is best to use a balloon of a different colour from the colour of the paper that the child has chosen.

Materials:

- plastic container
- balloon
- scissors
- small paintbrush
- 8 mm-thick wire
- a glass
- tongs
- transparent
- hole punch
- glue
- tweezers or clothes hangers
- measuring tape
- paperboard
- heavy paper
- different colours of

Instructions

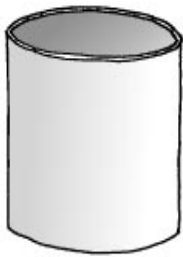


figure 1

1. Put the glue you are going to use in a glass (figure 1).



2. Take a balloon (of a different colour from the paper you have chosen) and blow it up until it is as big as the lantern you want to make. To make it easier to work with, put the balloon in a bowl with the knot facing upward (figure 2).

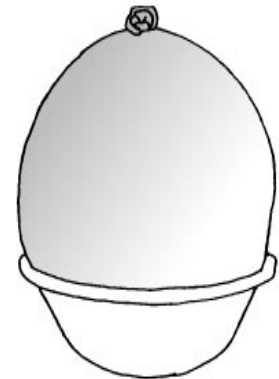


figure 2

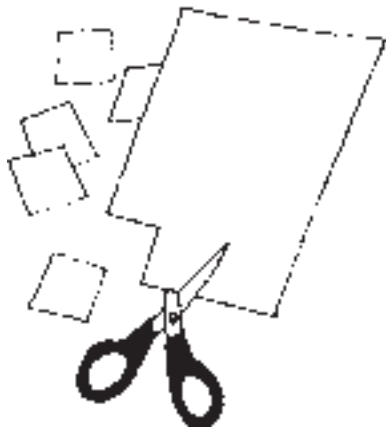
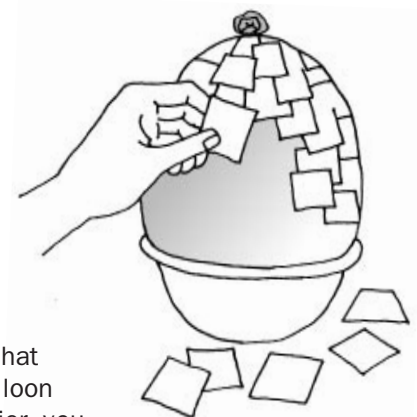


figure 3

3. Cut up three sheets of heavy paper and three sheets of transparent paper into small pieces (about 5 x 5 cm) (figure 3).

4. Stick the first layer of paper onto the balloon. For this first layer, it is better not to use glue because this will make it impossible to remove the balloon later on. Instead, soak the paper with water and stick it onto the balloon, making sure that each piece overlaps with the others, so that there are no spaces in between where the balloon shows through. To make this first layer sturdier, you should use pieces cut from the heavy paper (figure 4).



5. Using the paintbrush, spread a layer of glue over the pieces of paper that you have stuck to the balloon. Then stick on pieces of the transparent paper you have chosen. These pieces of paper also have to cover the entire surface so that none of the underlayer shows (figure 5).

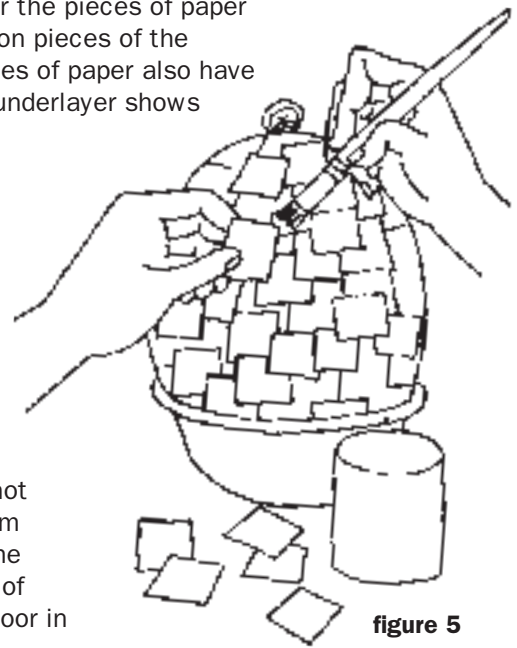


figure 5

6. Using the same technique, glue on another layer of transparent paper of the colour you have chosen.

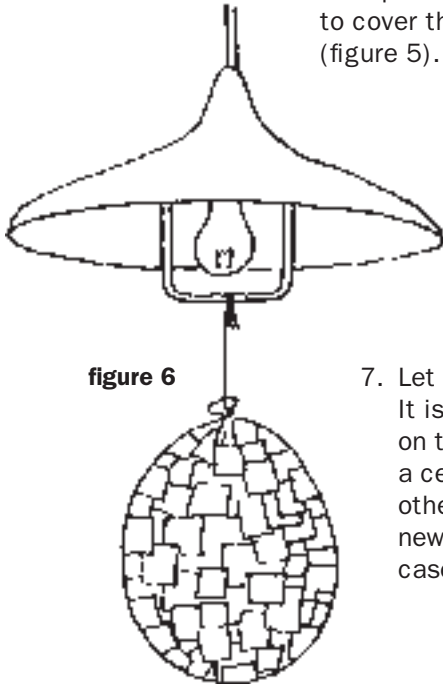


figure 6

7. Let the lantern dry for at least 12 hours. It is best to tie a piece of string to the knot on the balloon and use that to hang it from a ceiling lamp, the bough of a tree or some other object that is up high. Put a sheet of newspaper underneath it to protect the floor in case glue drips down (figure 6).

8. Once it has dried completely, cut the balloon near the knot (figure 7a). When you do this, the balloon will deflate and can be taken out of the mould using a pair of tweezers. Cut out a hole of about 10 cm in diameter in the top of the mould (figure 7b).

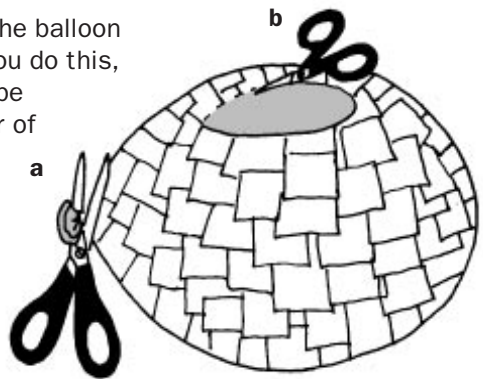


figure 7

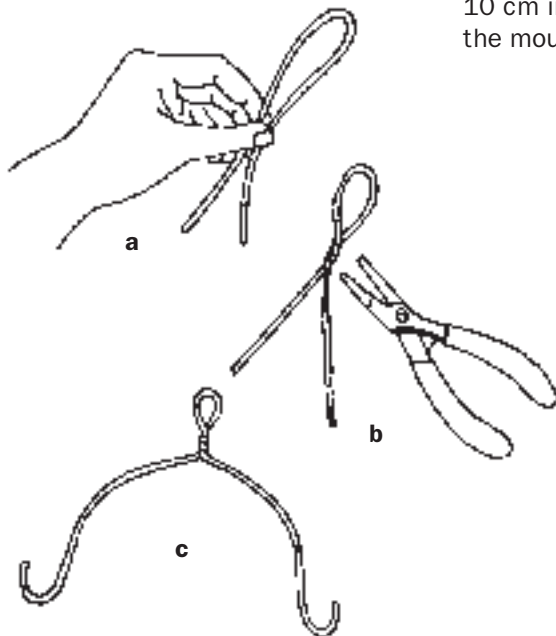


figure 8

9. To make the hanger for the lantern, cut a piece of wire and bend it in half (figure 8a). Holding the wire with one hand, twist it several times near the bend (figure 8b). Spread out the bottom ends to make a semi-circle, and bend the tips up (figure 8c).

10. Before making the holes for the wire, glue some pieces of heavy paper or paperboard inside the mould to reinforce the places where the end of the wire will go (figure 9).

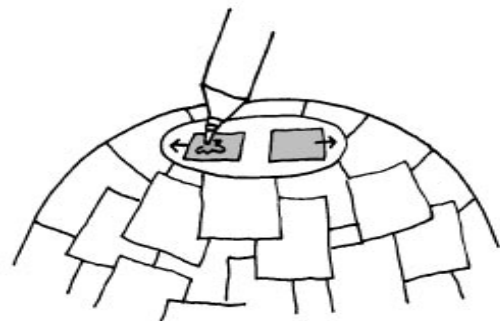


figure 9

11. Using the hole punch, make two holes in the upper part of the mould (figure 10).

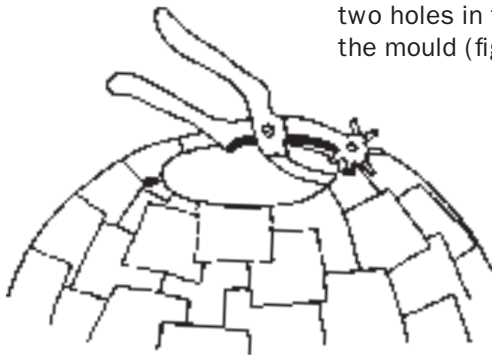


figure 10

12. Put the two tips of the wire you have prepared in the two holes. Bend them over the wire so that they will hold it fast (figure 11).

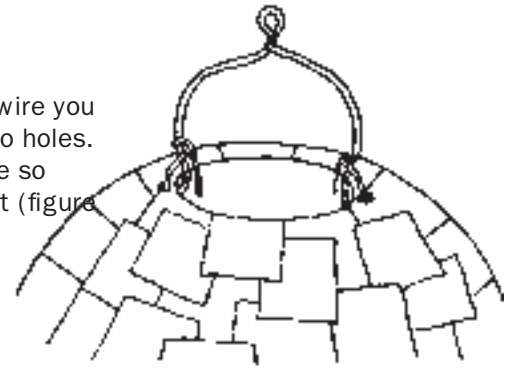


figure 11

TUBULAR LANTERNS

Using a little imagination, you can decorate tubular lanterns with a picture of any situation, animal or landscape you want to use. They are easy and fast to make.

- Materials:**
- Different colours of poster paper or paperboard
 - Scissors
 - Glue
 - Carbon paper
 - Pencils
 - Transparent paper
 - Wire
 - Rulers
 - Hole punch
 - Two clothespins

Instructions

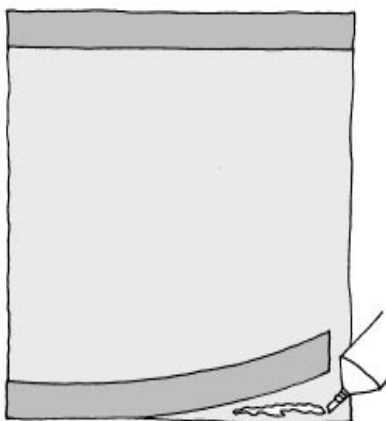


figure 12

1. Cut a sheet of transparent paper to the size that you want the lantern to be (38 x 43 cm is a good size). Then cut out two strips of black paperboard or poster paper and attach one to the upper edge and one to the lower edge (figure 12).
2. Decide what design you want to put on the lantern and, if possible, make a sketch that will serve as a blueprint.

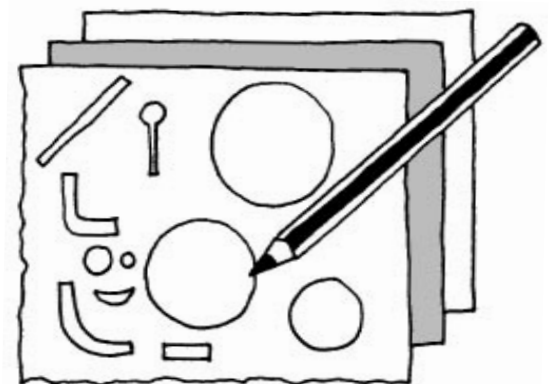


figure 13

3. Draw the shapes you need to make your picture out of different colours of poster paper. If some shapes are going to be used more than once, you can use the carbon paper to trace their outlines so that you don't have to draw them all over again each time (figure 13).

4. Arrange the pieces that you have cut out of poster paper on the transparent paper to make the picture you have planned out (figure 14).

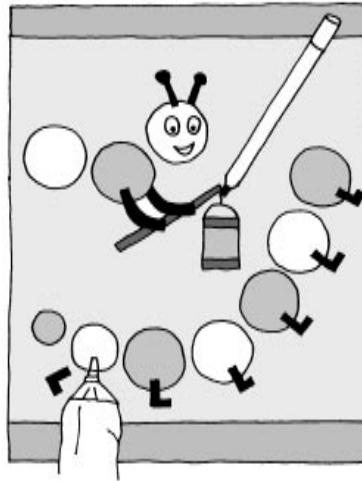


figure 14

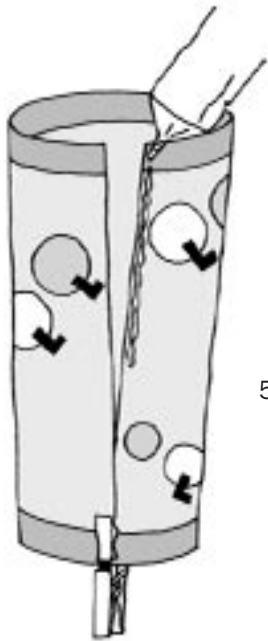


figure 15

5. Spread glue along the edge of one side of the sheet of paper and stick the other edge to it. Fasten the two ends with clothespins and let the glue dry. Now the lantern will be cylindrical in shape (figure 15).

6. Following the instructions given in Number 9 of the section on how to make **round lanterns**, shape the wire that will be used as the hanger for the lantern.

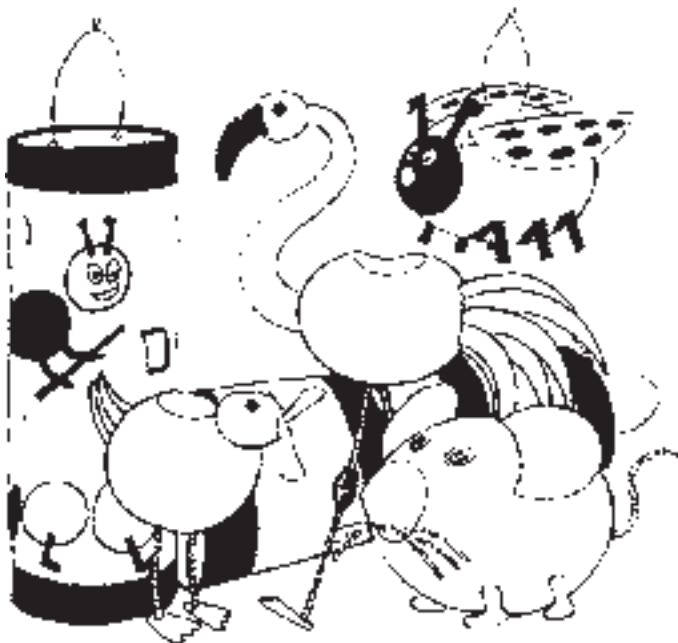


figure 16

7. Make two small holes on opposite sides of the upper edge of the lantern and insert the tips of the wire hanger in them (figure 16).

As you will see, these moulds can be used to make a wide variety of fun types of lanterns.

In order to light them, candles should be placed in the bodies of the animals or shapes. Be careful to set them in securely in a place not too close to the edges. For tubular lanterns, you will have to make a cardboard base and glue it to the bottom edge of the lantern or hang them high enough so that you can put a candleholder underneath.



Original Idea: "Farolillos con Animales" by Claudia Hübner. CEAC publishers, Barcelona, Spain.

Drafting and editing: Loreto González.

OTHER IDEAS

IDEAS

IDEAS



OTHER IDEAS

DIFFERENT, BUT NOT SO DIFFERENT

Original idea: Héctor Carrer, ISO.

Near the Cubs' Den there are no doubt places of worship for various religions. The idea here is to contact an adult in the community that is associated with one of those places of worship and to organize one or two days of activities together in which the Cubs and the children from that community can take part.

Well in advance, the Pack Leaders should contact an adult in a religious community other than the one to which the Pack members belong (or, if there are members or more than one faith in the Pack, then a religious community other than the one to which the majority of Cubs belong), tell them about the idea and invite them to work together with the Leaders to organize activities in which the children will have the opportunity to get to know each other, play, share a meal, do a good turn, sing and pray. The activity can be held during portions of various Pack meetings.

At the first gathering, the Cubs can visit the other children at their place of worship and can take part in activities that will allow them to get to know each other and to trust one another. At some point during this gathering, the Leaders and other adults in charge will invite the children to choose one action from a list they have prepared beforehand. This action will involve joining together to provide some sort of help to the neighbourhood or some community organization. Some possibilities are to fix up a nearby town square or park, visit an orphanage, carry out a drive to collect books for a municipal library, etc.

On the next occasion, the Cubs, other children, Leaders and adults from the religious community will meet to carry out the activity that they have all chosen.

At the third meeting, the Pack welcomes their new friends to their Den. They can talk about the good turn they performed, think about the experience, thank the Supreme Being for having had the opportunity to do things together and rejoice in being able to spend time with new friends.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

- 1.- I take notice of the other Cubs' good turns and I appreciate them
- 2.- I take part in the prayers that we say in the Pack.
- 3.- I know that there are people who are very good and who do not have the same religion as I have.

Late childhood

- 1.- I like it when people do good turns for others.
- 2.- I understand that it is important to pray together in the Pack.
- 3.- I realize when people are living in accordance with the teachings of their religion.
- 4.- All of my companions are important, even if they don't have the same religion as me.
- 5.- I know that there are other religions that are different from mine.

LOOKING FOR FRANCIS OF ASSISI'S DOUBLE

Original idea: Porfirio Montecinos, Chile

The sixes do research on the life of Francis of Assisi, find a person or institution that does the same kind of work as Francis did during his life, and then prepare a publication about what they have done.

In the first stage, each six will do research on the life of Francis of Assisi. They can either do general research or can do more in-depth research on certain aspects of his life that the Cubs find particularly interesting.

Then, with the help of Leaders, family members, Cubs from other Units in the Scout Group, etc. the boys and girls can look for a person or institution that does work similar to what Francis of Assisi did during his life. If possible, arrangements can be made to talk with the person or with members of the organization that has been chosen. If not, then the children can do research by gathering information from books, newspapers and other sources.

To complete the activity, the sixes will prepare an exhibit or publication in which they tell about the most interesting things they discovered during their research on Francis of Assisi, the person or institution they chose, and the reasons why they selected that individual or organization.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

- 1.- I know the story of some people who have been true to their faith.
- 2.- I know that there are people who are very good and who do not have the same religion as I have.

Late childhood

- 1.- I like it when people do good turns for others.
- 2.- I realize when people are living in accordance with the teachings of their religion.

A DRAWING FOR GOD

Original idea: Beatriz Isela Peña Peláez, Mexico

During a Pack outing, the Leaders will invite the Cubs to think about how God's presence is manifested in nature and to seek out and appreciate the little details that reveal His presence. The Leaders should encourage each of the children to collect things that they like or that catch their attention: leaves, stones, flowers, insects' shells...

After the outing, each child will make a collage, a small sculpture, etc. using the things they collected. The idea is for them to make something that shows how they discover the presence of God in nature. When they have finished, the Cubs will tour the exhibit and each of the "artists" can tell the others what feelings they were trying to express. To mark the end of the activity, the children and Leaders can say a prayer to thank God for the marvels of nature that He has bestowed on us and to ask Him to help us to protect and respect nature.

The children's creations should be kept in a safe place so that, when they meet again in the Den, the Cubs can set up an exhibit to which they can invite their parents and other relatives so that they can see what the Cubs have done.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

- 1.- I like nature and life in the outdoors very much.
- 2.- I take part in the prayers we say in the Pack.
- 3.- I know the main prayers of the Pack.

Late childhood

- 1.- I have learned to recognize nature as God's work.
- 2.- I understand that it is important to pray together in the Pack.
- 3.- I pray at important times of the day.
- 4.- Sometimes I lead the prayers that we say in the Pack.

A PRAYER BOOK FOR THE PACK

Original idea: Héctor Carrer, ISO.

Long before he became King, when he was little, David was a shepherd. So that he didn't feel so lonely in the long hours that he worked alone, he made himself a zither to play while he sang along, telling God in his songs about everything that he found wondrous, his worries, what gave him joy, his sorrows, his arguments with his brothers... He confided in God about everything in his songs, and God became his constant companion. By talking to God in this way, David comforted himself and soothed his sorrows.

Every day, for various reasons, we have the opportunity to talk to God to offer, praise, ask and give thanks. When we talk to Him we can talk just the way we always do, because He knows us very well and knows what is in our hearts.

The idea of this activity is to make a book of prayers for the Pack. Based on their own daily experiences, the Cubs can use these prayers to talk with God and to tell Him about things that make them happy, sad, hopeful, afraid... Rather than being a specific activity, this will provide an educational resource. Because of this, the Leaders' work in motivating the children is especially important. They need to encourage the children to take a few minutes –whenever they feel they want to or at

certain times set aside by the Pack Leaders– to write a prayer, make a drawing or paste up a cutting that expresses to God what they are feeling at that moment.

In order to make the book, the Leaders can suggest techniques for making recycled paper or for binding the book. Every so often, children who would like to can take the prayer book home to share it with their families and to write, along with their families, a prayer that expresses what they are feeling. In time, the prayer book will reflect the history of the Pack, and other Cubs will be able to read the prayers written by children who have belonged to their Pack.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

- 1.- I take part in the prayers we say in the Pack.
- 2.- I know the main prayers of the Pack.
- 3.- I take part when we say prayers together as a family

Late childhood

- 1.- I understand that it is important to pray together in the Pack.
- 2.- I pray at important times of the day.
- 3.- Sometimes I lead the prayers that we say in the Pack.
- 4.- I know that there are other religions that are different from mine.

OPEN HEARTS

Original idea: Silvia Noemí Diana, REME Argentina

During a day at camp, each child makes a heart out of cardboard, writes his or her hopes and fears on it, and then puts it in a box. At evening prayers on that same day, the Leaders will encourage the children to participate in this activity by reminding them that, as a community of persons who have faith, we do not pray to ask for things just for ourselves or to express just our own concerns. We also pray for the desires and hopes of others. Accordingly, each child will draw a heart out of the box and will offer a prayer for the feelings expressed on that heart. Those who want to can say their prayer out loud, and the Leader can encourage them to do so, but nobody should be obliged to do so if they would rather say their prayer silently. Before the activity is over, this time of quiet thought can be finished by saying a prayer for the wishes of all the participants and, if the campfire is still burning, the hearts can be thrown onto it so that they can be burnt by its dying embers.

Another possibility is to spread out this activity over several days at camp. During the first part of the activity, the children can prepare their cardboard hearts and choose hearts from the box, and a notice board can be made ready so that the hearts can be posted on it. Working individually, each child can write a prayer to ask God to hear the feelings expressed on that heart and can then attach both the heart and the prayer to the board. At the end of each day, they can read the prayers that have been posted during that day. Then, on the last night at camp, the activity can be ended by offering a prayer for everybody's petitions. Other ways of ending the activity, rather than burning the hearts and the prayers, are to put them into the Pack's prayer book or to return them to the children.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

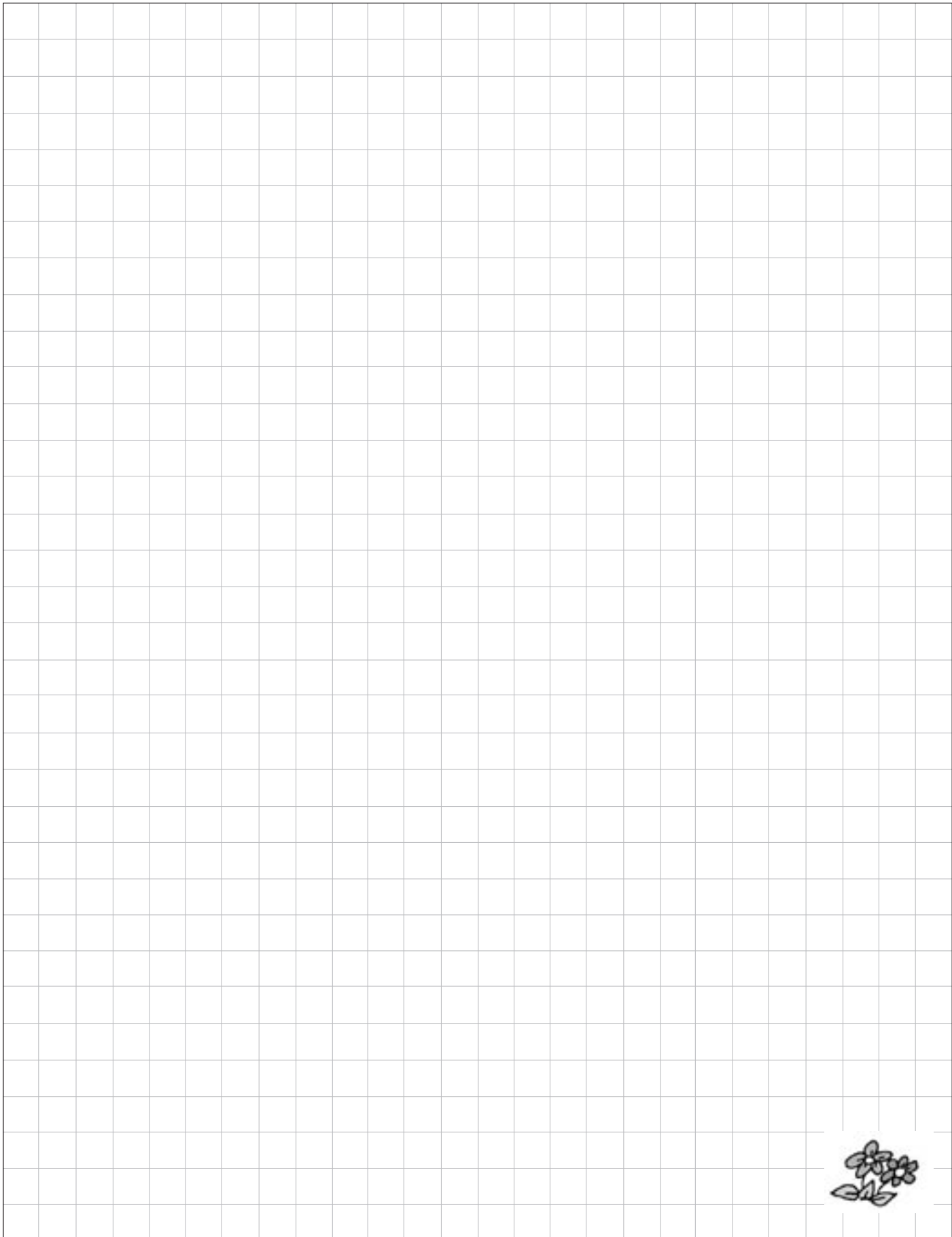
- I take part in the prayers we say in the Pack.

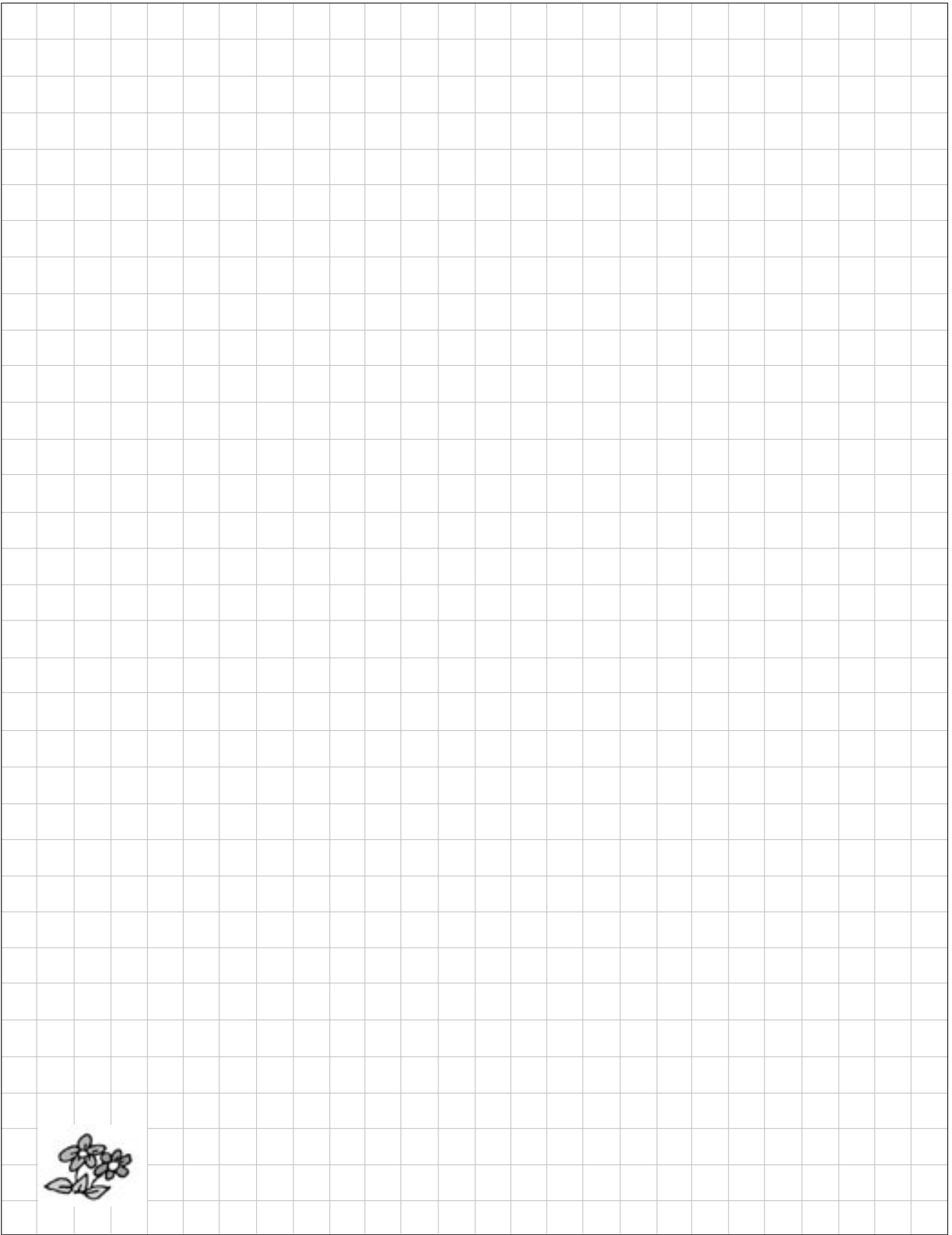
Late childhood

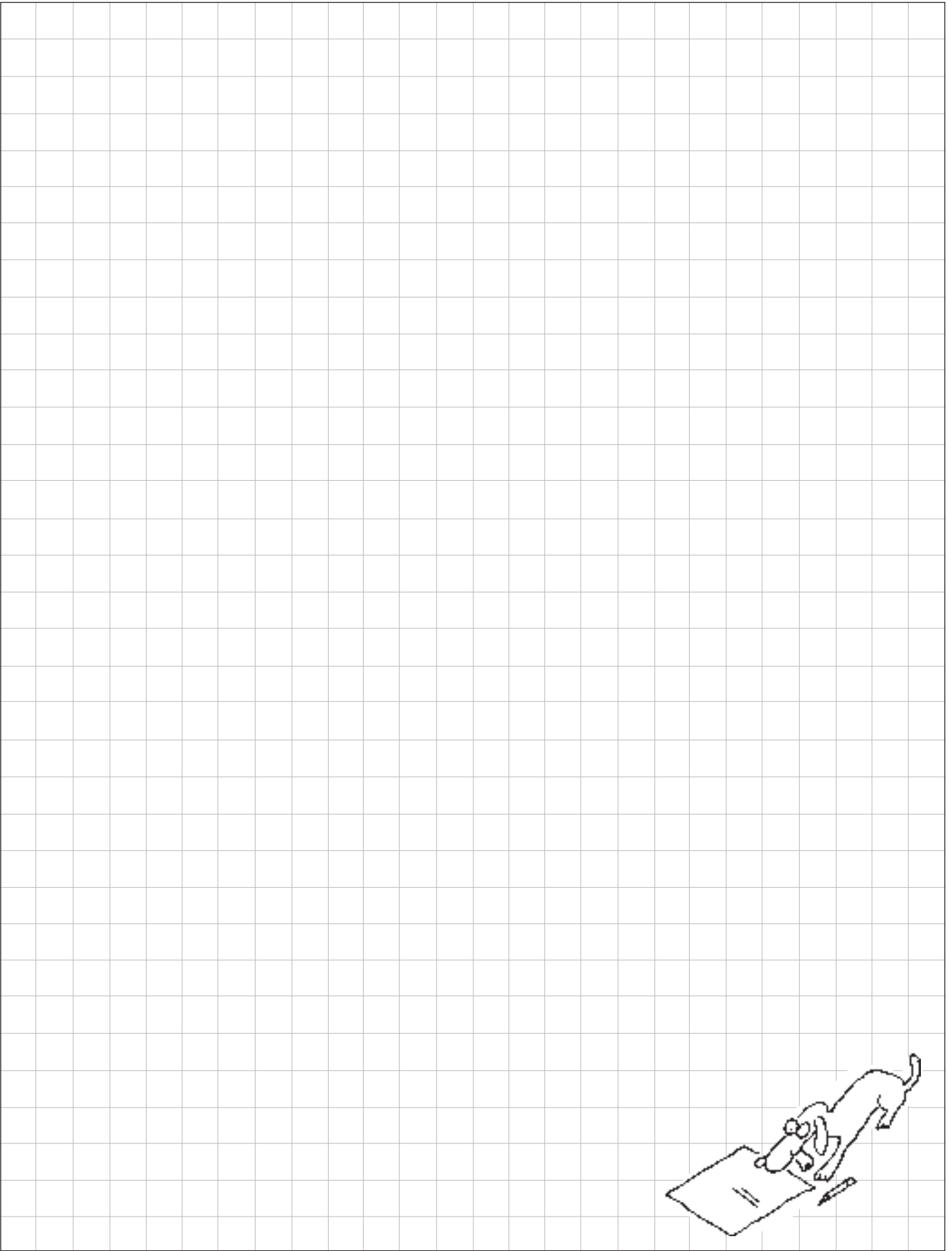
- 1.- I understand that it is important to pray together in the Pack.
- 2.- I pray at important times of the day.
- 3.- Sometimes I lead the prayers that we say in the Pack.

Here I write down ideas for other activities with the Pack









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