

Junior Sea Cadets

2010 Edition

YELLOW MODULES

Community & Citizenship Activities



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FESTIVALS & CELEBRATION MODULES

Module 1 - MARDI GRAS/SHROVE TUESDAY

Aim: To look at some festivals and traditions and see how they are celebrated around the world.

Mardi Gras/Shrove Tuesday/Pancake Day 30 - 40 mins

Equipment: oil/fat, 125g plain flour, pinch of salt, 1 egg, 300ml milk, lemon/sugar, small heavy based frying pan, mixing bowl, measuring jug, mixing spoon, plates, palette knife/spatula, aprons.

Background information: Mardi Gras is carnival time in Rio de Janeiro, Brazil. There are parties, feasts and parades. Mardi Gras is also known as Fat Tuesday because people eat all their eggs and butter in the house before giving them up for Lent. For the same reason the idea of eating pancakes in the UK began on that day. We call it Shrove Tuesday or pancake day.

How to do it:

Discuss the festivals then complete discussion by making pancakes as follows.

1. Mix the flour and salt, make a well in the centre.
2. Add half the milk.
3. Gradually work in the flour and beat until smooth.
4. Add remaining milk and beat until well mixed and surface is covered with bubbles.
5. Heat a little fat in a pan and pour in a little batter so it runs thinly over the bottom of the pan.
6. Place back on the moderate heat, cook until golden underneath.
7. Turn pancake over using either a palette knife or, as tradition states, toss it.
8. Serve with whatever topping the Junior Cadets choose.

Easter 30 mins

Equipment: Hard boiled eggs, wax crayons, elastic bands, tissue paper, PVA glue, coloured paper, vegetable dyes, poster paints and/or inks.

Background information: Easter is a Christian festival which is celebrated around the world. It remembers Jesus' return from the dead. The word Easter comes from the name of the ancient goddess of spring, who was called 'Eostre'. Many Easter customs are based on springtime flowers and the birth of animals. Chocolate and decorated eggs are given because eggs are a symbol of new life.

How to do it:

1. Draw a design on an egg with wax crayons. Then place the eggs in a pan of vegetable dye (e.g cold tea, beetroot juice, spinach water, 1 tablespoon of turmeric – using hot water). Leave eggs in dye for about 30 minutes.
2. Twist elastic bands round the eggs and place in dye for 30 mins.
3. Cut shapes from tissue paper/ coloured paper and paste on the egg using PVA glue.
4. Eggs can also be painted with poster paints or inks.

Module 2- DIVALI & HOLI

Divali 30 mins (clay may need to dry for a week)

Equipment: Old chopping board, rolling pin, air dry clay, modelling tool, paint, paint brushes and night lights.

Background information: Divali is one of the best known Hindu festivals. It is a New Year festival and takes place in autumn around September/October. It is celebrated in different ways in different parts of the world. As a New Year festival it is about a new beginning. The house is

cleaned from top to bottom, and then decorated with glitter and tinsel. Little clay lamps called Divas are lit and placed in windows and outside the front door. This is to attract the attention of Lakshmi the goddess of wealth. People give each other presents and cards. During this celebration, when people go and visit family, they take a tray of sweets.

How to do it:

To make a Diva:

1. Roll out the clay until it is 1cm thick. Make a leaf shape big enough to take the night light. Cut round this shape with a tool. Make sure there is at least 1 cm to spare.
2. Shape the Diva in your hand so that it has a slightly raised edge and tapers at one end.
3. You can prick a pattern into the clay with a tool.
4. Leave it to dry. (May take up to a week to dry sufficiently). Decorate your Diva with painted patterns.
5. Place the night light candle in the Diva and allow Juniors to take theirs home.

NOTE: Candles can be dangerous. Never lean over a candle or leave it unattended when it's alight. Always make sure the candle is fully extinguished when you have finished.

Holi 20 mins

Equipment: 175g evaporated milk, 150g desiccated coconut, 100g golden granulated sugar, saucepan, wooden spoon, cooker or gas ring, greased baking tray.

Background information: Holi is a Hindu festival held in the spring. It is celebrated mainly in India. It is a time of games and pranks, when people remember the stories of Lord Krishna and the tricks and jokes he played. For 3 – 5 days there are parades, singing and dancing. Today part of the fun is to squirt water and paint on your friends. Coconut barfi is often made and given out at this festival.

How to do it:

To make coconut barfi:

1. Pour the milk into a saucepan. Add sugar and heat on a low heat stirring occasionally.
2. Bring to the boil and simmer until the milk has reduced by half.
3. Stir in half the coconut and continue stirring for 5 minutes.
4. Add the rest of the coconut.
5. Remove the mixture from the pan and spread on a greased baking tray.
6. Leave to cool then cut into squares.

Module 3 - CHINESE NEW YEAR

Sweet dumplings 30 mins

Equipment: Packet of dumpling mix or mix your own using flour and suet. Add sugar to the mix.

Background information: Many religions have their own calendars which mean that people celebrate New Year at different times. In some parts of the world, such as Great Britain, New Year's Day is on the 1st January. Each New Year festival has its own traditions and customs. The Chinese name their years after twelve different animals. To celebrate New Year they make huge dancing lions and line the streets with lanterns. At this time of year they eat mainly vegetarian foods because the years are named after animals. Mandarins are popular to eat, also sweet dumplings in Northern China. Sometimes coins are put in them and this is considered lucky.

How to do it:

- If using packet mix, follow the instructions but add some sugar. Bake in a moderate oven for 20 – 25 mins.
- Mix together flour, suet and sugar with enough water to make a stiff dough. Divide into walnut size balls, place on a greased baking tray and cook in a moderate oven for 20 – 25 mins.

Chinese Dragon costume 60mins

Aim: to make a Chinese dragon costume and take part in a Chinese dragon dance.

Background Information to Subject: Chinese people all over the world celebrate their New Year with dragon dances and firecrackers to frighten away evil spirits.

Equipment/Space needed

Large yellow or red cloth (bed spread or duvet cover ideal).

Two cardboard boxes (one large enough to fit over head and second to make snout of dragon) for each dragon.

Card (for ears and tongue).

Colouring media.

Decorating media – foil, crepe paper etc in red gold and yellow colours.

How to do it:

Depending on the size of your section, you could make one dragon or divide the Cadets into groups of 4/5 and each group make their own dragon.

1. Cut out a hole in the bottom of the larger box, large enough for a Cadet's head
2. Cut out a section at front of the box so the child can see where they are going – decorate with coloured acetate.
3. Glue the smaller box onto the larger box in the position of a snout.
4. Cut out ears and tongue from card and stick in correct positions
5. Decorate the head, painting large eyes on the side of the box.
6. Using bed cover drape around first Cadets shoulders.
7. The other Cadets go underneath the cloth in a line.
8. Cadets can practise weaving, bobbing and dancing to some rhythmic percussion music (on a tape).

Module 4 - CHRISTMAS**Christmas Log 45 mins**

Equipment: Ready made chocolate swiss rolls, margarine or butter, icing sugar, cocoa, cake board, decoration, bowl, mixing spoon, palette knife, sieve, and fork.

Background information: Christmas is the time when Christians celebrate the birth of Jesus. The month leading up to Christmas is known as Advent. Christians believe Jesus was born in a stable. A bright star shone over the stable guiding shepherds and wise men there. They brought gifts for the baby Jesus. We give cards and presents to celebrate Jesus' birthday. We have parties and eat festive foods such as turkey and Christmas puddings. In the southern part of the world Christmas falls in the summer and they eat their turkey on the beach.

How to do it:

- Mix together margarine/butter, icing sugar add cocoa.
- Spread all over the swiss roll, place on a cake board or plate.
- Use a fork to make marks on your log.
- You may like to sieve a little icing sugar over it to represent snow.
- Add decorations of your choice, eg. Robin, holly, etc.

Make other Christmas decorations.

Make Christmas Cards to send to other Units or Junior Sections in the District.

Module 5 - KARAH PARSHARD**Sikh Services and Festivals 20 - 30 mins**

Equipment: 200g each of butter, sugar, semolina, a cup of water, saucepan, wooden spoon, scales.

Background information: On 16th June each year the Sikhs remember Guru Arjan, one of their great teachers who lived 300 years ago in India. To mark this time Sikhs hold a special festival called Gurburb. The Sikhs holy bible, called Gurb Granth Sahib, is read out in Gurdwan, the Sikhs' place of worship. This takes two whole days and nights, readers take turns to read. At Sikhs' services and festivals people share a sweet food called Karah Parshard. Sharing shows that God sees them all as equals.

How to do it: In groups the Cadets can help weigh the ingredients out. Then they can watch the leader make the Karah Parshard on the cooker. (Be careful to stand well back). Remember to let the Cadets look in the pan after each stage.

1. Melt the butter in the pan.
2. Add the semolina and cook until golden brown, stirring all the time.
3. Mix in the sugar and water.
4. Cook gently until the mixture thickens.
5. Leave to cool, then serve.

COMMUNITY**Module 6 – Community**

The place wherever we live is known as a Community, your Unit is part of 'a Community'. A Community is made up of all sorts of people with all sorts of jobs and interests, and places to go for all sorts of different reasons. There are people that work to help us, voluntary groups providing us with help, groups where we can share common interests, people that look after our health and many, many more.

Community Projects**Equipment:**

- Large sheet of paper
- Small pieces of card
- Whiteboard
- Blackboard
- Chalk
- Markers
- Glue
- Pens

Put the large sheet of paper on a wall, in the centre of the paper draw a small circle with the word 'Community' in it.

Get the Cadets to write on the paper what they think their community includes, you may need to prompt some suggestions where there are gaps.

Include all types:

Youth Groups
Brownies, Cubs, Beavers, Sea Cadets.
Sports Clubs and Leisure facilities.
Libraries
Firemen
Policemen
Doctors
Dentists
Schools
Churches
Health Visitors
Craft Clubs
Mosques
Synagogues
Churches

There are many others, try to include all aspects within your community.

When complete you will have a spider diagram all various types interweaved together. From this spider diagram you can then look at the various roles played by these groups within the Community, looking at different aspects: Which are paid/unpaid, what do they do?

Draw a map of your community and mark the various places identified by the Cadets. Arrange visits for the Juniors to some of the places they have listed, get them to suggest which places they want to visit.

Module 7 - CHIP SHOP SURVEY

Undertake a chip shop survey in your town.

Get the Cadets to agree a criteria for selecting the best, ie greasiness, taste, crispiness etc.

Identify all the chip shops in your area and buy one bag of chips from each of them

Get all the Cadets to try the chips and award a mark according to the agreed criteria. Identify the best Chip shop in the town from your survey!

Talk about the importance of a balanced diet and perhaps get the Cadets to make a poster of the importance of a healthy diet.

NB. please note this is a fun activity and should be seen as such. One bag of chips from each chip shop between the group will not upset a balanced diet. However, adults may wish also to raise the issue of healthy eating and balanced diets.

Module 8 - COMMUNITY PROJECT

Undertake a project to clear a park or other such area in your community, or perhaps undertake a beach clean. This event could be sponsored according to how many bags of rubbish the Cadets collect.

Or perhaps garden for an old folks' home.

Any such project which provides a service to the community could be undertaken. This can attract good local media publicity.

NB. Safety. If undertaking a clear up project, ensure you liaise with the local council and ensure the Cadets are properly protected.

Module 9 - COMMUNITY CULTURES

If you have Cadets from various faiths in your Unit get them to tell the Unit about their traditions and customs. What dates are important to them and why. Perhaps they can bring in traditional clothing and explain about them to the other Cadets.

Build up a calendar of important dates for your community and other faiths. This will help you programme events!

This is an excellent opportunity to get the Cadets to tell each other about their customs and faiths. Get your Unit Chaplain to help and provide contacts for many of the above Modules.

Module 10 - FOUR NATIONS IN ONE

Looking slightly wider than your community, Great Britain is a country that is made up of four different countries.

The various countries have different customs and cultures. Undertake a project on each of the Countries to learn more about them.

Find out who are the patron saints, what are the national flags, what is the national emblem, do they have a traditional food, is there any form of traditional dance or music?

Is the language different? What are the accents like?

What do the Cadets think about the different countries? This project should be as active as possible. Get the Cadets to try Haggis, or learn a Scottish dance. Try maypole or Morris dancing.

Module 11 - VISIT A PLACE OF INTEREST

Get the Cadets to select a place of interest in your community they wish to visit and learn more about. This could be anything from a place of worship to the town hall.

This is an opportunity for the Cadets to learn more about other cultures, religions or local government.

Module 12 - TOWN MAPS

Get hold of a map of your local town.

In small groups accompanied by an adult, give the Cadets a place in the town to navigate to. Using the map get the Cadets to take turns in directing the group through the town. Or drop the groups off at different points and have them navigate back to the Unit. Remember that each group should be accompanied by an adult.

Module 13 - NAVIGATING IN TOWNS

Go for a walk with the Cadets around the local area. Get the Cadets to take it in turn to use one or more of the following methods of navigation:

Written instructions (this needs preparation beforehand)

Taped instructions (this needs preparation beforehand)

Road signs

Maps

In small groups and using a town map, find a number of routes between two given places. Choose the most practical and safe route for a visually impaired or physically disabled person. The Cadets must explain their choice and try to identify what could make the route safer for them.

By drawing a simple map, direct someone from the Unit HQ to a local railway station, bus stop, hospital, doctor, Post Office, etc.

INCLUSION

Module 14 - DISABILITY SURVEY

Learn more about your community, undertake a survey on access to shops, leisure centres etc for disabled individuals. Work out some criteria for surveying disability access.

Borrow a wheelchair and visit various places in the community. See how easy or difficult it is to gain access to places. Get the Junior Cadets to take turns in the chair and see how they feel being restricted. What can they see? What can they reach?

Undertake a survey of your own Unit building. How good is disability access in the Unit?

How would the Unit cope if a Cadet with a disability wished to join?

Depending on numbers this activity could be done by two groups. One group undertaking the Unit survey and then the wheelchair survey – then swap over. Compare the results of the two groups.

Module 15 - LEARNING TO COPE

Get the Cadets to undertake a number of activities with a part of their body not available to them. eg. one arm in a sling, in a wheelchair, on crutches, with ear defenders on, blindfolded, etc.

Get them to swap around and experience a night at the Unit with different disabilities. How do they feel? What is frustrating? How do they cope? Does anyone help them? Etc.

What activities couldn't they take part in? Was there any part of the Unit they couldn't access?

Module 16 - LEARN TO COMMUNICATE

Learn some basic sign language and get the Cadets to communicate only by sign language. Could make for a quiet night!!

You can also play charades etc as a different form of 'sign language'.

Module 17 - LABELLING (20MINS)

Materials – pens and cards made before the evening.

Introduction

We have all been in situations when we have felt embarrassed because we have not known the right words to use.

Labels can be useful and important. They can help us to understand qualities, strengths and needs. On the other hand, labels can be damaging and inaccurate. They can stop us from knowing and understanding a person as an individual. Labels used to describe people with special needs and disabilities can also often be deliberately hurtful, and can be used to intentionally upset and offend people. What some young people have said:

- 'Its like walking down the street with a label on your head saying disabled or something like that'
- 'People call me mongy'

Divide the group into groups of five. Give each group the following names written on pieces of card. Also have on three pieces of card 'Positive Terms', 'Neutral Terms' and 'Negative Terms'.

The groups then have to place the names/words under the area they think they should be placed under. I.e. is 'spastic' a positive term, neutral term or negative term?:

- a) Positive terms (i.e. actively challenge stereotypes surrounding people with SEN or disability)
- b) Neutral terms (i.e. purely descriptive and non offensive)
- c) Negative terms (insulting and hurtful)

Special needs	Spastic
Mongol/mongy	Down Syndrome
Disabled people	The Disabled
The blind	Visually impaired
Mute	Deaf and Dumb
Hearing Impaired	Handicapped
Wheelchair-bound	Crippled

See if the Cadets can think of any other terms and place them under one of the three headings.

Give the groups a few minutes to complete the exercise – bring the whole group back together to discuss their answers and the issues surrounding the use of labels.

Discussion points:

1. How would it feel to be called by any of the negative labels?
2. Why is it important to use neutral/positive terminology?
3. Do we even need to use labels at all?

NB. It is also important to say that different terms can offend people from different races or cultures. Use of offensive words is a form of bullying and can cause lasting hurt.

Module 18 – Bullying

All Units will at some time or other encounter a problem with bullying within the Sea Cadets. It is important to tackle issues fairly and ensure that Cadets feel they can approach adult instructors with concerns.

Break into small groups of about 5 Cadets with an adult in each group.

Get the Cadets to list what they think bullying is: Hitting, spitting, name calling etc. List also the places where bullying might happen, ie school, Cadets, on the street.

Have any of the Cadets experienced any form of bullying, get them to tell the group about their experiences.

Try to list why bullies might bully, eg. jealousy, feeling insecure, to gain popularity, anger, racism, victims of bullying in the past, etc. Stress to the Cadets that Bullying is wrong and that a victim of bullying is NOT to blame.

Find out about bullying policies in the local schools the Cadets attend and see if they know what to do if they are being bullied in their school.

As a group agree an anti-bullying policy for the Unit. Get the Cadets to decide what they should do, ie. who they should tell about being bullied. Ensure all Cadets are clear on the action an adult will take when an issue of bullying is raised.

If you have access to a computer at the Unit, look at the various websites set up to help young people being bullied:

www.childline.org.uk

www.kidscape.org.uk

www.bullying.co.uk

www.antibullying.net

If you don't have access then try to get leaflets in advance to give the Cadets.

Get the Cadets to make an anti-bullying poster and display them about the Unit. Also display the Anti-Bullying Policy the Cadets have agreed in the Unit.

COMMUNITY HISTORY

Module 19 - A WORLD AT WAR

Every year on the nearest Sunday to 11 November, Sea Cadet Units up and down the country take part in Remembrance Sunday Parades.

Explain to the Cadets the purpose of the parade. Undertake a project looking at cenotaphs. Visit your local Cenotaph and look at the names and regiments the men were from. Are any of them related to any of the Cadets?

Have a look at the website below for ideas on introducing this to Cadets.

<http://www.cwgc.org/education/secondary.htm>

Module 20 - BATTLE OF JUTLAND

Find out about the Battle of Jutland, the most famous battle in the First World War.

In particular look at Boy Seaman John Travis Cornwell. Where was he from? How old was he when he died? What medal did he win?

How has he been remembered? His ship was HMS CHESTER, how was it damaged?

The story of Boy Seaman Jackie Cornwell is a fascinating one that should interest the Cadets as he was only 16 when he died.

It might be worth getting the Cadets to look also at some of the ages of the boy sailors at the Battle of Trafalgar. How would they feel being at sea in a battle at their age?

http://www.royalnavalmuseum.org/info_sheets_johncornwell.htm

<http://www.seacadets.co.uk/vc/cornwell.htm>

Module 21 - THE HOME FRONT

If possible visit a local museum looking at the war. If you do not live close to a museum try to collect a number of artefacts from the Second World War.

Many people have old gas masks, ration books etc hidden away in their lofts. Collect anything you can and look at them.

If any grandparents of the Cadets were alive during the war, invite them down to talk about their experiences. Get the Cadet to prepare for their visit in advance by thinking of some questions to ask them.

Find out what young people did during the war? ie scouts, Cadets etc.

Module 22 - HISTORY OF THE UNIT

As a project, research and make a display on the History of YOUR Sea Cadet Unit. When did it start? Has it always been in the current building? Have you had any famous Cadets?

How have the activities changed?

(This activity requires a bit of research by the leader in advance!)

VALUES & CITIZENSHIP

Module 23 - LEARNING ABOUT GOVERNMENTS

If possible explain about local governments. What do they look after, libraries, schools, rubbish collections, etc.

Look at the election of councillors in your area. How is it done?

Split the Cadets into two groups. Get them to devise a 'policy' for providing better services to your community.

Explain their 'policies' to each other and hold an election to see which group would win.

Module 24 - VISIT TO LOCAL GOVERNMENT

If possible arrange a visit to your local council or arrange for a councillor to visit the Unit. Get the Cadets to prepare some questions in advance.

Module 25 - MAYORS OR PROVOSTS

Learn about Majors or provosts, etc. What is the difference between a Lord Mayor and a Mayor? Does Scotland have Mayors? How are they selected? How long is their term of office? What do they do?

Module 26 - LOOKING WIDER

There are many other Countries throughout the world which have Sea Cadets and are members of the International Sea Cadet Association. (ISCA)

Pick a number of countries and learn about their national events and traditions, such as Australia – Commonwealth and Anzac Day.

Learn about traditional clothing, and food and dances or music?

How do they elect their Governments?

What Cadet Uniforms do they wear?