

## 10. THE FINAL DISCUSSION

Once the teams have visited the 5 bases, it is important to allow time for a closing discussion. The game does not deal with an easy subject, and the young players must not leave without having had a chance to ask any questions and to put what they have learned into perspective.

To ensure that the move from the bases to the discussion is not too abrupt, we suggest that the teams move from their last base back to their starting base. This also means that they can leave things that they do not need at the starting base before they start the game. It is essential that the closing discussion takes place in small groups, so that each player has a chance to express himself or herself.

The final discussion is divided into three parts:

### 10.1 REVIEW

First of all, the players have 15 minutes in which to summarise their views. The aim is to pool their arguments and note them on a sheet of paper, so as to be able to convince a "politician" (leader) to place a total ban on mines.

### 10.2 PRESENTATION

Once the sheets of views have been completed, each team discusses the subject with the "politician". The leader will be able to judge how well the young players have understood the problem, and correct any errors. This discussion will logically lead to an open discussion between the young players and the leader.

### 10.3 OPEN DISCUSSION

The leader then has an exchange of views with the

players. A kit is available to him, with which he or she can provide the young players with concrete examples of the mine problem.

At the end of each discussion the question "But what can be done?" is asked, thereby giving everyone the chance to express his or view on a card, which can then be sent to organisations that fight against mines or to their governments.

### 10.4 MATERIAL

- pen and paper
- file including photos and documentation explaining the anti-personnel mine problem

## **APPENDIX: MARCHING ORDER**

Compared with other Scout games, the aim of this game is not competition. There is no winner, and no prize. It can therefore sometimes be difficult to motivate the players (in particular teenagers) to join in at all the bases.

The following "marching order" may help to motivate the players. Each team will receive one at the start of the game in order to note the results obtained at each base.

The team's performance can be observed and therefore can be motivated to make a good score at the end of each base. However, these "marching orders" must not be compared by the teams and there must not be a winner as that is not the aim of this awareness game. The players must remember the game and their role in it and not remember the performance obtained. (At the end of the game the "march-

ing orders" will be collected by the team leaders.)

The table below lists the possible evaluation criteria for each base. This should be adapted to the conditions in which the game takes place (number of leaders available to note the performances, changes in bases, etc.).

Base	Possible criteria to evaluate the performance of the team
Base A: The Military Camp	Number of players touched by the ball that injures: Number of players touched by the ball that kills:
Base B: The Hospital	Number of players having visited the following bases : <ul style="list-style-type: none"> <li>• crutches:</li> <li>• blind folded:</li> <li>• bandaged thumb (or arm tied behind the back):</li> </ul>
Base C: The non-Governmental Organization	Time needed for the bucket under jerrycan to overflow:
Base D: The Depot	Number of mines laid by the opposite team: Number of mines removed:
Base E: Mine Clearers	Number of mines detected: Number of mines removed without exploding: Number of mines that exploded:

This "marching order" is not essential, but if it is to be used, the points must gradually be counted in order to be able to note the performance of each team at the end of each base (for example, at the Depot base, a point is given each time a mine is removed or placed).

*NGO base : race against the clock*



*Photo ASG*

