



Scouts' Own

This material is a guide to how you as a leader or an older guide and scout can hold a devotion (religious) or reflection (non-religious) in your group. The purpose of the material is to give inspiration for discussion about something bigger than ourselves. It can be something religious or something we all can recognize: The guiding and scouting spirit that permeates the Jamboree. In this way the material fits neatly into the movement's threefold duty: The duty to God, others and ourselves. The material has something for everyone, and focuses on questions that guides and scouts in the age group 11-17 years may ask themselves. It doesn't mean that younger or older won't also get something useful out of the conversations that the material fosters. It is up to the individual leader to judge and adapt.

The Jamboree can be turbulent for many and a sensory overload of impressions. We hope that you, with this material, can create a calm space for the guides and scouts to talk about how the Jamboree is going, how they are feeling, and to look out over the Jamboree and ask: which values do I have? Which values does my patrol have? How do I fit into the grand fellowship? With inspiration from the concept of "Scout's own" where guides and scouts reflect on their space in the small and big fellowship, we recommend always holding devotion or reflection in a quiet environment where you have sat down and taken a breath.

Before you hold a devotion/reflection, it would be a good idea to have oriented yourself in what the material says. We recommend for you to have written down some notes beforehand, so you are not just looking at your phone during the devotion/reflection.

The devotionals and reflections take between 10 and 20 minutes depending on how talkative the guides and scouts are. You do not have to start at one end, and you can just as easily start in the middle of the different devotionals/reflections, if they suit you better. You can also repeat them, even after you have gone home from the Jamboree. The same questions as fit the theme in the material here, will be taken physically at the Jamboree at certain timeframes. You can find them in the catalogue under akt.nr. 7305 and 7306.

We hope you have a nice time talking and reflecting together!

Best scouting wishes
Team Hour of Reflection
(Find us at the Gathering Area)

ANDAGT-REFLEKSIONSMATERIALE SL2026



How To

Every devotional or reflection is organized in the following format that you can follow 1:1 in your activity with the guides and scouts:

1. Tell them the purpose of the devotion/reflection (written on each), or tell them yourselves why they are reflecting.
2. Do the activity. It can be putting a song on the speaker, engaging in conversation with them, or asking them some questions that they will need to answer. Some of the devotions/reflections will have some points you can get across - try to guide the conversation to those.
3. Finish with a sense of calm, where they can leave the space when it best fits them.

As a base you can just follow the recipe on each of the pages. Every good devotion and reflection has a little bit of the host in them. Therefore, do not be afraid to use your own thoughts and own reflections! We believe that will only make the devotion and reflection better.

Material is as mentioned inspiration - so use all of it or take some piece from it. Good luck!



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1.0 Devotions

1.1 What do I want to be when I grow up?

Materials: None

The purpose: What does it mean to become something? We are all going to become something someday.

1. Action: Read aloud these verses from a famous Danish song ("Stille, stille, stille nu står solen op" by Nanna Lüders Jensen). For your sake, we've translated the verses:

Quietly, quietly, quietly, now the sun is rising
The trolls of the night have vanished
The last one flew away in a coffee cup
And will probably never be found
There is howling and wailing in the distance now
The world is rushing hastily onward
But the clowns are dancing
And people are dying of laughter
And the birds, they are chirping

Quietly, quietly, quietly, now the sun is rising
It is warm under the duvet
He stretches his sleepy, lazy body
And rubs his snout (face)
Buster can do something others cannot do
You see, he has learned how to do magic
One day he will surely become
A great and mighty man
Whom the whole world will honor

Oh, Buster

Oh, Buster is looking at the stars



And dreaming himself far out into the blue

Oh, Buster

Oh, Buster

As if stepped right out of a fairy tale

He rides away on a mythical creature

And dreams himself far out into the blue

2. Questions that you might ask to initiate the dialogue:

- a) What can Buster do that no one else can?
- b) What do you think Buster wants to be when he grows up?
- c) What is Buster right now?

3. Action: Read aloud these verses from a famous Danish song ("hvad skal verden med sådan en som mig?" by Andreas Odbjerg), or have someone read them aloud. For your sake, we've translated the verses:

Maybe I should have had a plan

I take it day by day

I really don't know what I'm doing

Some people build rocket ships

Those doesn't have it much easier

I just learned to do the splits

I was a miracle

From the day of my birth

Uh, yeah, uh, yeah, uh, yeah, uh

Wait and see

What I'm gonna be

I'm getting my grades tomorrow

They can only get better than last year

I never got an A

The bus is waiting; here I go

Wandering round and oh

I fell; I'm catching the next one if I want

I was a miracle



From the day of my birth
Uh, yeah, uh, yeah, uh, yeah, uh
Wait and see
What I'm gonna be

4. Questions that you can talk about:
 - a) What can Andreas do that no one can?
 - b) What do you think Andreas wants to be when he grows up?
 - c) What is Andreas right now?
5. Action: Have the guides and scouts consider what a miracle is for a minute and if Buster and Andres can be said to be one.
6. Questions you can talk about (try to guide them towards the idea that we can all do magic, each in our own way):
 - a) Can we all do magic? Who can do magic?
 - b) There is a troll that threatens Buster - who do you think that is? Can it be all of us? Or something within us?
7. Action: Say this prayer (you can read it aloud. If you find it hard to do the transition to the prayer you can say "Thanks for this conversation. Let us end by listening to this prayer"):

Dear God,

We all want to be something when we grow up. Sometimes we know what that is and sometimes we do not. I believe we can all do magic but sometimes we forget.

Help us do some magic. Help us to do some magic every day. Help us do some magic for the rest of the Jamboree and when we grow up someday. Thank you Amen. Let us all try to do some magic.
9. Let them sit for as long as it makes sense for them.



1.2 Am I more than my grades?

Materials: Songbooks

The purpose: That we remember that we are more than the grades we get at school - that there is so much that is worth more than our grades.

- 1) Action: Read aloud these verses from a famous Danish song ("Vi er dem" by Kim Larsen). For your sake, we've translated the verses:

We are those the others can't play with

We are the bad company

We have a weak moral and a poor imagination

It's luck that we got in

Before they put us out

Ever since we were little

Said our mother that we would

One day go to the dogs

But father contradicted

Let them fool around

That's their own business

That's the way of today

We are those the others can't play with

We are the bad company

We have a weak moral and a poor imagination

It's luck that we got in

Before they put us out

- 2) Questions, that they think about without answering:

- a) When was the last time you felt like you did not do well at school?
- b) How did you get past it? Was it because you tried to help someone else?
That you tried again? That you learnt something that did not give any points
but made sense?
- c) Do you think we only become something through professional things?



Feel free to make your own considerations here.

- 3) Action: Sing a song from your songbooks, preferably about our relation to God, and how he sets us free
- 4) Action: Read this verse from First Samuel 16.7 (KJV) aloud: "For the LORD seeth not as man seeth; for man looketh on the outward appearance, but the LORD looketh on the heart"
- 5) Questions you can talk about:
 - a) What does it mean that "man looks at the outward appearance"?
 - b) What does it mean that "the LORD looks on the heart"?

If the guides and scouts do not reach a similar idea you can present them with this: People judge each other on the things they can see, grades, presentations and so on. But God looks in the hearts of people - whether we are good as friends, if we try to show care, etc.

- 6) Present the idea: Grades can be good, but they do not define our value. So, yes, we can all do more than our grades, and, yes, we are all more than our grades.
- 7) Action. Say this prayer (you can read it aloud. If you find it hard to do the transition to the prayer you can say "Thanks for this conversation. Let us end by having you listen to this prayer")

Dear God.

Thank you for always welcoming us as we are, with the easy things and the hard things. Thank you for the abilities you have given us and the dreams that live within us. Help us to remember that we are not our grades and that our value comes from you and the way we are as people.

Be with us at school when something is difficult. Give us the courage to try, patience when we fight and happiness when we learn.

Thank you for your love that never depends on our grades. Amen.

- 8) Let them sit for as long as it makes sense to them.



1.3 What is scouting / guiding to you?

Materials: Songbooks

- 1) Action: Sing from your songbooks something that remind you of good patrolling times
- 2) Questions that the guides and scouts should first consider and then, after a minute, should talk about to each other:
 - a) What is the song about?
 - b) What does it mean to be a part of a fellowship?
- 3) Action: Have them sit back to back. The point is that they should feel each other and the togetherness within them (if they are an uneven number, they can also sit shoulder to shoulder). Have them breathe deeply in and out all together.
- 4) Action: While you are sitting like this, sing another song from your songbook about fellowship.
- 5) Action: Say these sentences, articulated well, to them and take a 10 second break between each of them (the first one from a Danish song about fellowship):
 - a) Between friends time never grows long
 - b) Between friends you sprout and you grow
 - c) As a guide and scout you do a good deed every day - to others and to yourself
 - d) That is what the Guide and Scout Promise says.
- 6) Action: Take a short break, and say this prayer after (you can read it aloud. If you find it hard to do the transition to the prayer you can say "Thanks for this conversation. Let us end by listening to this prayer")

Dear God

Thank you for this fellowship that is ours and that we are a part of. Thank you for giving us friends here.

Help us, so we can uphold the fellowship. Help us be good to ourselves so we can be good to the fellowship afterwards. Help us to sit with friends and never feel the day grow long. Thank you for helping us and making this possible. Thank you for togetherness. Thank you. Amen.
- 7) Let them sit as long as it makes sense to them.



1.4 How am I a good friend?

Materials:

- 1 Speaker and 1 Phone connected to the speaker (possibly just your phone)
- Songbooks

The purpose: That we consider what it means to be a good friend

- 1) Action: Sing a song from your songbooks about fellowship
- 2) Questions that you can consider for 1 minute and then talk about:
 - a) What does it mean that someone is “good”? Who decides what “good” is?
 - b) What is a good friend to you?
- 3) Action: Read aloud these verses from a famous Danish song (“Rigtige venner” by Jodel Birger (“Birger who yodels”)). For your sake, we’ve translated the verses:

Real friends are not bought for money
Real friends are not bought for gold
Real friends are not for sale
To them profession, status, and wealth go pale

You know what real friends are called?
It's those who show up when everything is wrong
They're not up for wealth and status
Follow you wherever, ups and downs

Real friends don't go behind your back and tattles
They don't go missing when you missteps
They don't go round with harm and waits
That sorrow and problems soon you break

Real friends are not bought for money
Real friends are not bought for gold
Real friends are not for sale
To them profession, status, and wealth go pale



- 4) Questions that you can talk about if it makes sense:
 - a) What is a good friend to Yodel-Birger?
 - b) Is there something else you think a good friend is?
- 5) Action: To think together (silent, 20-30 seconds on each question)
 - a) Who have you known for the longest time?
 - b) How did you meet them?
 - c) What do they do for you?
 - d) What do you do for them?
- 6) Action: Ask them to talk 2 and 2 or in small groups about what they just thought about.
- 7) Action: Say this prayer (you can read it aloud. If you find it hard to do the transition to the prayer you can say "Thanks for this conversation. Let us end by listening to this prayer")

Dear God

Thank you for sending us good friends. Thank you for having them here so they can help us when we have problems. Thank you for friends who, I hope, are for life.

Help us be good friends to our good friends. Help us to be forthright and approachable to them and to ourselves.

Even when it is hard and we do not have the strength to be good friends. Even when we cannot be good friends. Help us to be good friends with each other.

Thank you, God. Amen.
- 8) Let them sit for as long as it makes sense to them.



1.5 What do I do against bullying?

Materials: 1 Speaker and 1 Phone connected to the speaker (possibly just your phone)

The purpose: That we consider what we can do against bullying so that we can hopefully do something better with it.

- 1) Questions that we can talk about or think about for 30 seconds per question on their own:
 - a) How does it feel to get bullied?
 - b) What can you do to stop bullying?
- 2) Action: Play the song “Mean” by Taylor Swift on your speaker.
- 3) Questions they can talk about as long as it makes sense:
 - a) What can stop a bully?
 - b) What does the bullied person need?
 - c) You are told to “Kill them with kindness”. What does that mean?
 - d) Can you say no to bullying?
 - e) How can you say no to bullying?
 - f) What does a good buddy do when you notice someone is getting bullied?
- 4) Action: Take a short break, and say this prayer (you can read it aloud. If you find it hard to do the transition to the prayer you can say “Thanks for this conversation. Let us end by listening to this prayer”)

Dear God

Thank you for our good friends who think we are good the way we are. Thank you for giving us the courage to stand up for ourselves and our friends so that we can help make sure no one is having a bad time. We hope that someone else will stand up for us the next time we are bullied so that we also have the courage to stand up for others. Help us to stand up for other people and may you help those that have no one with them.

Amen.
- 5) Play “Mean” by Taylor Swift yet again (or, if you have another song in mind showcasing bullying, play that). Listen to it and let them sit for as long as it makes sense to them.



1.6 Should I have a confirmation?

Made by Virum-Sorgenfri troop

Materials: 1 Speaker and 1 Phone connected to the speaker (possibly just your phone)

The purpose: That we consider what it means to have confirmation, as a lot of the guides and scouts are at the age where it is relevant to think about.

- 1) Questions that the guides and scouts should think about on their own for 20 seconds per question (ask the questions that make sense for your guides and scouts), preferably with their eyes closed
 - a) Have you considered a confirmation?
 - b) Have you thought about whether it is the right decision to have a confirmation?
 - c) What are you actually saying yes to when you have a confirmation?
- 2) Action: Read aloud these verses from a famous Danish song ("De smukke unge mennesker" by Kim Larsen). For your sake, we've translated the verses:

They came flying in from heaven
To this godforsaken place
From all corners of the earth
From every corner of space
And now they're all grown up
Don't look themselves anymore
Voices changed, but
We know them any way

Oh, the beautiful young people
Suddenly, run off
As play-sick butterflies
The first day of Summer
What they want of life
Only they can understand



Oh, the beautiful young people
May they live forever more!

Some were worshipped,
Others not so much
Digital nurseries
And sporadic love
And they go off before you know it
Suddenly, run off
As play-sick butterflies
On the first day of Summer

- 3) Questions the guides and scouts can talk about, if it makes sense:
 - a) What does it mean to have a confirmation?
 - b) What are you saying yes to?
 - c) What role does God play in the confirmation?
 - d) What role do you play in the confirmation?
- 4) Action: Listen to a song about being proud. Your choice.
- 5) Questions the guides and scouts can think to themselves for 20 seconds per question:
 - a) How do I know if it is the right choice to have a confirmation?
 - b) Can I change my mind?
- 6) Action. Say this prayer (you can read it aloud. If you find it hard to do the transition to the prayer you can say "Thanks for this conversation. Let us end by listening to this prayer"):

Dear God

I hope you will guide me to the right decision, so that I will always do what's right. I hope you will support me, even if I may not always succeed in doing the right thing. Thank you, God, for letting me make my own choices, but also guiding me when the big decisions become too big to navigate.

Amen.
- 7) Let the guides and scouts sit for as long as it makes sense to them.



1.7 When are you an adult?

Material:

- 1 Speaker and 1 Phone that is connected to it (possibly just your phone)
- The Bible or access to it online.

The purpose: That we consider the question what it means to be an adult.

- 1) Action: Read aloud these verses from a famous Danish song ("Vi er ikke rigtigt voksne" from the movie "Bølle-Bob" (could be "Trouble-Tom")). For your sake, we've translated the verses:

We are barely even adults
We are barely even kids
We are both, and not really either
We too young to love
We too old to fight
It seems noone ever has a use for us

When out to dance all night, mother says:

"You can't be there yet"

"You're just a little child"

But when cleaning and caring, helping, mother says:

"Show me how grown you've got"

In school, I mustn't think or act, 'cause:

"You can't be there yet"

"You're just a little child"

But when solving hard equations and conjugating harder verbs,

All of a sudden, I'm all grown up

When I want to be heard, all I hear is these words:

"You can't be there yet"

"You're just a little child"

But if I'm in trouble and needs my mom and dad,

They say: "Show us how grown you've got"



We are barely even adults
We are barely even kids
We are both, and not really either
We too young to love
We too old to fight
It seems noone ever has a use for us

- 2) Questions that they should consider for 1 minute per question:
 - a) What does it mean to be an adult?
 - b) Who do you know as an adult?
 - c) What does an adult do?
- 3) Action: Read from the Bible: Gospel of Luke, chapter 15 verses 11-32
- 4) Questions that the guides and scouts can think about for 30 seconds per question:
 - a) Who was in the story here?
 - b) Who was the adult?
 - c) Who was a child?
 - d) Can you say the father was a child? Who, then, would be his adults?
- 5) Action: Say "It is okay to need an adult sometimes"
- 6) Question: "When was the last time you needed an adult?" Reflection in 1 minute of silence
- 7) Action: Play a song about being an adult. Your choice.
- 8) Action. Say this prayer (you can read it aloud. If you find it hard to do the transition to the prayer you can say "Thanks for this conversation. Let us end by listening to this prayer"):

Dear God

We will soon be adults, and the adult things are pushing forward.

I hope you will help us when we eventually grow up, and to still know that we are still children for you and still your children.

Thank you, God, for helping us be a good adult on the outside, who is also a good child on the inside. Amen.
- 9) Let them sit for as long as it makes sense to them.



2.0 Reflections

2.1 What do I want to be when I grow up?

Materials: 1 Speaker and 1 Phone connected to the speaker (possibly just your phone)

The purpose: To talk about what we want to be when we grow up. If you do not know it yet, that is okay. It is not always about the job that you want but also about all the other things you can be as an adult - happy for example.

- 1) Action: Ask them to raise their hands when you ask the two questions:
 - a) Do you know what you want to be when you grow up?
 - b) Is anyone in doubt about what they want to be when they grow up?
- 2) Action: Have them talk to each other about what they want to be when they grow up and why they might be in doubt about what they want to be when they grow up.
- 3) Action: Read aloud these verses from a famous Danish song ("Vælger" by Michael Hausted). For your sake, we've translated the verses:

Is salty water running by your mouth,
I'd know you'd have a solid reason
And how good it is you're making room for things that hurt
Are you staring into oblivion,
Do you feel empty in body and mind,
It'd be exactly here your willpower finds the way home

Have you done all
But feels the way too rocky
Remember you're a fighter!
When thinking there's no more to give
Even when all fails
You still got so much within
Where others fall, you stay up
Tighten those shoes, let's get it on!
Have you forgotten you're a fighter?



Then remember: You're a fighter!

It's the easiest to stay down

And get loads of empathy

But within, I think you know it's a waste of time, so

Dry your eyes and straighten up

I get it: It's really tough

But I know you have it in you, and we never give up!

- 4) Action: Ask the following questions and let them think over each for 10 seconds:
 - a) What does the singer want to be when he grows up?
 - b) What does it mean to "choose what you want"? Is it by your heart or your mind?
- 5) Action: Have them consider these questions for 20 seconds each. Afterwards, they talk to another person, or in a small group, for 1 minute:
 - a) What do you want to be when you grow up? They should answer with something else than an employment.
 - b) What good values and qualities can one have?
 - c) If you had to choose some values or qualities which would you want to have when you grow up?
- 6) Action: Talk to them about the following. Say it with your own words or read it aloud if you need to:

You have now thought about values and qualities. You can try to hold on to them and have them as future goals.

Finding a value or quality you want to follow can be a good first step on the road to the future. Suddenly, you know what is important to you. With this idea in the back of your minds, you can now make better and more thoughtful choices for yourself - and suddenly become what you want to be when you grow up
- 7) End by thanking them for talking about this.



2.2 Am I more than my grades?

Materials: 1 Speaker and 1 Phone connected to the speaker (possibly just your phone)

The purpose: To talk about whether you are more than a grade or assessment and that not everyone is good at the same things. Going to school can be really fun and easy to some, but for others it can be hard and challenging. But grades do not say anything about who you are as a person.

- 1) Action: Start with a little activity where you move around quietly. Separate your area into three different spots that the guides and scouts can stand in (You can do this beforehand with rope or other material, or just point it out in the moment). Every spot represents either "Agree", "Disagree" or "Inbetween". Read the following statements aloud and they must then move to the spot that makes the most sense to them.

Statements:

- a) I am happy going to school.
 - b) I think school is exciting.
 - c) I get nervous when there is a test.
 - d) Grades say a lot about how smart I am.
 - e) I am good at something not related to school.
 - f) I already know what I want to be when I grow up.
- 2) Say: "It is exciting to see how different we stand because it shows we learn and experience in different ways and that is completely okay."
 - 3) Have them sit down where they stand. Read aloud these verses from a famous Danish song ("hvad skal verden med sådan en som mig?" by Andreas Odbjerg). For your sake, we've translated the verses:

Maybe I should have had a plan
I take it day by day
I really don't know what I'm doing
Some people build rocket ships
Those doesn't have it much easier
I just learned to do the splits

I was a miracle



From the day of my birth
Uh, yeah, uh, yeah, uh, yeah, uh
Wait and see
What I'm gonna be

I'm getting my grades tomorrow
They can only get better than last year
I never got an A
The bus is waiting; here I go
Wandering round and oh
I fell; I'm catching the next one if I want

I was a miracle
From the day of my birth
Uh, yeah, uh, yeah, uh, yeah, uh
Wait and see
What I'm gonna be

- 4) Say: "Now I want us to be quiet for a moment. We do not say anything, only think".
Read each statement and question and let them think about it for 20 seconds.
 - a) Think about a time you learnt something new at school. How did that feel?
 - b) Think about the last time you got a grade. What did that feeling do to you?
 - c) Imagine a world where grades do not exist and you were instead measured on: How curious you are (take a break). How helpful you are (hold it). How well you try again when something is hard. (break again). How would that feel? (break).
- 5) Say: "Some people learn better by reading. Others by building, drawing, running, playing or helping others. It all counts. The most important thing is to find your way to learn."
- 6) Action: Read aloud these verses from a famous Danish song ("Man er som man er" by Lars Høybye from the movie "Krummerne"). Alternatively choose a song with the same message and play it on the speaker. For your sake, we've translated the verses:



People are small
Before they can walk
They look like each other
With their diapers on
Then they grow up with each their bod
And some of them thick and thin
A horse is a horse
And a kite is a kite
Different as day and night
Germans and Swedes
Are also sweet
And red haired people look neet

You are who you are
Can't have another lot
You look like that with what you've always got
You can wish to be Chinese in New York
But you are who you are
And that's enough

Imagine! If I was a pine in the wild
With roots in water, and birds in the wind!

You are who you are
Can't have another lot
You look like that with what you've always got
You can wish to be Chinese in New York
But you are who you are
And that's enough



- 7) End: Have a short conversation about how you are more than your grade and that it does not say anything about your bravery or friendliness, your imagination, patience or the ability to do something good for others.

End by thanking them for talking about this.



2.3 What is scouting / guiding to you?

Materials: Songbooks

The purpose: To talk about how guiding and scouting may give us different things from person to person. For some, guiding and scouting is a job but for others it is a free space, a place to learn, a place to meet new people or something completely different.

- 1) Question: Talk together about these questions as long as they make sense
 - a) What is guiding / scouting to you?
 - b) Is guiding / scouting a feeling or something you do?
 - c) What can guiding / scouting be for others?
 - d) What can guiding / scouting be for me when I grow older?
- 2) Song: Sing a song about fellowship from your songbooks.
- 3) Talk with each other about what the song is about. In Denmark, we have a picture of the “tightrope dancer” who jumps out into life, just like a guide and scout are able to
Talk with each other about the following questions:
 - a) What does the tightrope dancer do?
 - b) Let us say the tightrope dancer is a guide or scout. What is guiding and scouting to the tightrope dancer?
 - c) How are we in some sense all tightrope dancer?
- 4) Try to lead them to the idea that a tightrope dancer is all about finding your own way in this big world – just like guiding and scouting.
- 5) Say the following (preferably with your own words):

Guiding and scouting can be many things. For some it is something you go to, for others it is who you are - “One time guide and scout, always a guide and scout”. For others, it is a feeling of safety, togetherness and much more. Some have it as a job, you might be a volunteer, giving much of your time away, or you sit on a management board. You can also do international work, you can be a leader, make courses or guiding and scouting trips.

Yes, the possibilities are many so it is important to be curious and try things so you find out that guiding and scouting can be many things to you.
- 6) End by singing another song about fellowship from your songbook, preferably one you know well, which incites celebration - so you can celebrate being a guide and scout together. Afterwards, thank them for talking about this.



2.4 How am I a good friend?

Materials: Songbooks

The purpose: To talk about what it really means to be a good friend and how you can be a good friend to others, and how friendships can be different but still good.

- 1) Action: Start by singing a song about friendship from your songbook.
- 2) Questions that the guides and scouts should think about on their own for 30 seconds and then talk 2 and 2 for as long as it makes sense:
 - a) What makes a friend?
 - b) How could I be a friend to you?
 - c) How are you a good friend?
 - d) How have we found each other as friends?
 - e) Who does the most for our friendship?
 - f) How many best friends can you have? Can you have more than 1?
 - g) How can you find a new friend? How would we find each other as friends in today's day?
- 3) End by thanking them for talking about this thing. Finish by singing another song that gives a sense of togetherness from your songbook.



2.5 What do I do against bullying?

Materials: 1 Speaker and 1 Phone that is connected to it (possibly just your phone)

The purpose: To talk about what bullying is and what you can do if someone is getting bullied or if you yourself are bullied. It can be hard to know what you should do but by talking about it we might be able to find something you can do the next time.

- 1) Questions: These questions can help you start a conversation. You can also make your own questions, or listen to their questions:
 - a) What is bullying?
 - b) Why are some people bullied?
 - c) What can you do if you see someone getting bullied?
 - d) How do you feel when you are bullied?
- 2) Action: Ask the guides and scouts to close their eyes. Then, ask them these questions that they should think about for 30 seconds:
 - a) Have you seen someone standing alone without knowing what you were supposed to do?
 - b) Have you tried feeling left out?
 - c) Have you ever laughed at something that you later regretted laughing at?
 - d) What would you want others to do for you if you were bullied?
 - e) Imagine if everyone in your group and in your class always spoke up when someone was being bullied. How would that feel?
- 3) Ask them if anyone has any good ideas to stop bullying and listen to the ideas they come up with. Make sure that the space feels safe, so that all may speak freely. By doing so, you might be able to help generate ideas for how they as a patrol and troop can avoid bullying - and even fight it.
Agree on what you come up with and pledge yourselves to it.
- 4) Action: Have them all high five each other. High fives can give support to someone without necessarily saying it aloud. It can be a tool for them to use later on.
- 5) End by thanking them for talking about this thing.



2.6 Should I have a confirmation?

Made by Virum-Sorgenfri troop

Materials: Songbooks

The purpose: To talk about how you can take a stance on whether you want a confirmation. It can be a hard choice since it is the first big choice a lot of people have to take.

- 1) Question: Start by talking about what it actually means to have a confirmation.
- 2) Action: Divide your area into three different spots that the guides and scouts can stand in (you can do this beforehand with rope or other material, or just point it out in the moment). Every spot represents either "Agree", "Disagree" or "Inbetween". Read the following statements aloud and the guides and scouts must then move to the spot that makes the most sense to them.

Statements:

- a) You should be confirmed if your family expects it of you.
- b) Belief is mostly about togetherness
- c) Belief is mostly about God
- d) It is okay to not know what you believe in.
- e) The party and gifts are an important part of a confirmation.
- f) You can believe without going to church.

After every statement, ask some of them: "Why are you standing there?" and listen.

- 3) Action: Sing a song from your song book about life, growing up and coming of age.
- 4) Talk about how it is okay that you do not know if you will have a confirmation and that it is your own choice. No matter which decision you take, you can only be sure if it is the right choice for you - and that is what matters.
- 5) End by thanking them for talking about this thing.



2.7 When are you an adult?

Materials: 1 Speaker and 1 Phone connected to the speaker (possibly just your phone)

The purpose: To talk about when you are truly an adult and what it means to be an adult and everything it entails.

- 1) Question: These questions can help you to get a conversation going. You can also make your own supplemental questions. Give them 30 seconds to think after each question and then talk about it:
 - a) What does it mean to be an adult?
 - b) Have you ever experienced your parents acting childish?
 - c) What can happen to kids when they suddenly have to act like the adults?
 - d) Has anyone here tried to have to act like the adult?
 - e) Does anyone here feel like an adult?
- 2) Action: Read aloud these verses from a famous Danish song ("Vi er ikke rigtigt voksne" from the movie "Bølle-Bob" (could be "Trouble-Tom")). For your sake, we've translated the verses:

We are barely even adults
We are barely even kids
We are both, and not really either
We too young to love
We too old to fight
It seems noone ever has a use for us

When out to dance all night, mother says:

"You can't be there yet"

"You're just a little child"

But when cleaning and caring, helping, mother says:

"Show me how grown you've got"

In school, I mustn't think or act, 'cause:

"You can't be there yet"



“You’re just a little child”

But when solving hard equations and conjugating harder verbs,
All of a sudden, I’m all grown up

When I want to be heard, all I hear is these words:

“You can’t be there yet”

“You’re just a little child”

But if I’m in trouble and needs my mom and dad,
They say: “Show us how grown you’ve got”

We are barely even adults

We are barely even kids

We are both, and not really either

We too young to love

We too old to fight

It seems noone ever has a use for us

- 3) Questions: Ask them a question and let them think for 10 seconds about it and then talk to them all together.
 - a) What is the lyrics about?
 - b) Does Trouble-Tom feel like an adult? Who are the adults here?
 - c) Have you ever felt “in-between” being an adult and child? When?
 - d) How does it feel to be “in-between”?
 - e) Are you excited to some day be an adult?
 - f) What are the advantages of being a child?
- 4) Our advice is for you to try to reach this point that the teenage years, where you feel “In-Between”, should be seen as “an internship”. You are only a child and you do not have the responsibility, but sometimes adult things come knocking - and at that point you are allowed to be an “intern”. And when you one day finally are an adult, it is okay to sometimes need an adult yourself. Even your parents sometimes need an adult - and that is completely okay. That’s life.
- 5) End by thanking them for talking about this thing.

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Play the song “Help! I’m a fish” by Little Trees on the speaker and listen to it. Let them sit afterwards until they leave themselves or when the next part of your program begins.