

A GOOD READ

LEARNING OUTCOMES

Having completed this badge the members will be able to:

- demonstrate skills to locate books within a library;
- explain various components of a book and how to locate information within the contents and index;
- present a report on at least one book read recently;
- explain the differences between written genres;
- participate in a reading group (14+).



BADGE REQUIREMENTS

1. Visit a library and find books using the catalogue system.
2. Find information in a non-fiction book using its contents page and index.
3. Read a book and present a review.
4. Explain the difference between written genres.
5. Discuss the value of reading.
6. **14+** Participate in a reading group.

GUARDS
RANGERS



CATEGORY

Specialities

TIME FRAME

Three - four
weeks

AIM

To increase
members'
knowledge of
a library and
expose them to a
variety of reading
materials.



THE SALVATION ARMY



YOUTH & CHILDREN'S
MINISTRIES



TEACHING IDEAS



1. Visit a library and find books using the catalogue system.

Plan a visit to the local library. Complete the *Activity Approval form* and forward to DHQ no less than one month before the visit.

Prior to the visit contact the library to inquire if a librarian would be available to explain to the group the library's cataloguing system to locate specific books.

Test knowledge of the catalogue system by providing members with specific book titles to find. Be sure to choose books from several areas of the library. Members should use the catalogue system to locate the book's number and then find the book to show you. They should then return the book to its correct place.



2. Find information in a non-fiction book using its contents page and index.

The librarian may be invited to teach this badge requirement.

Alternatively, have available several non-fiction books on a wide variety of topics that interest members.

Distribute non-fiction books to members or allow them to choose a non-fiction book. Direct members to the contents page at the front of the book. The contents page lists chapters or topics contained in the book.

Direct members to the index located at the back of the book. Explain how the index lists keywords in the book alphabetically and the relevant page number or numbers.

Allow members to explore the book and, if time permits, members may share one interesting fact they discovered.

Game

Organise members into two or more relay teams. At one end of the room have non-fiction books. Give the first person in each team a word or a piece of information to find in the books. Be sure that each team has a different word or piece of information so players are not searching for the same book. Players run to the books to locate the page number or information for the clue you've given. Repeat for each player until all the players in one team successfully complete the race.

Some alternatives to this are:

- only use dictionaries, thesauruses or encyclopaedias;
- use a variety of topical non-fiction books, e.g. sports, gardening, history;
- display all types of books for players to choose from;
- give players a page number and they find the heading on the page or other information.

Teaching ideas



3. Read a book and present a review.

Members may choose any book however it must not be one they have read previously, instead it must be one read especially for this badge. Periodical comic books (i.e. serialised comics published weekly, fortnightly or monthly) are not acceptable however a graphic novel, which combines several comic books into one complete story, is acceptable. **Note:** Take into consideration member's reading ability and ensure appropriate books are chosen. You may wish to consult with parents about this.

Members give a three to five minute verbal presentation about their book. Members may use props or aids, e.g. dress in character costume. The presentation should include the following:

- title;
- author;
- type of book (e.g. crime, romance, science fiction, non-fiction topic, e.g. sports);
- an outline of the story or content;
- what the member enjoyed most about the book or learned from the book.



4. Explain the difference between written materials.

Display different types of reading materials including the following:

- novels;
- non-fiction books;
- poetry;
- drama/Plays;
- reference books (e.g. dictionaries, thesauruses) ;
- biographies (including auto-biographies);
- periodicals (e.g. *Time* magazine comics, newspaper).

Allow time for members to browse through these. Ask them to identify the differences in each type.

Novels are fictional stories. They are not based on fact or real events but come from the writer's imagination. However, some aspects of novels may come from real-life experiences, often the author's own life.

Poetry and drama are similar to novels as they originate in the author's imagination, though they may have some basis in fact. It's their form that distinguishes them from novels, e.g. verse, dialogue.

Non-fiction books are the opposite of fiction in that they are factual. They provide information about a specific topic, e.g. how a machine works, the history and rules of a sport or game, the account of an actual historical event or person, information about a country, explanation about plants or hobbies.

Reference books include dictionaries, thesauruses and encyclopaedias. Dictionaries provide the meaning of words; thesauruses give alternative words; and encyclopaedias provide brief information about many subjects.



TEACHING
IDEAS



Teaching ideas

Biographies and autobiographies are also non-fiction books because they tell the life story of an actual person rather than an imagined person. An author who writes about his/her own life is writing an autobiography, whilst an author who writes about someone else's life is writing a biography.

Periodicals are regular magazines or newspapers. The name periodical refers to the regularity with which magazines are published, e.g. weekly, fortnightly or monthly.



5. Discuss the value of reading.

Whilst reading isn't everyone's favourite pastime it is an important skill for nearly every situation. Most workplaces, computer games, websites, road signs have instructions that must be read. Many teenagers may feel that reading is a chore because they have to read for school. For some of these teens it may be a few years before they discover that reading can be a pleasure. Perhaps they simply need to find a book that captures their imagination or consider other positives about reading.

Ask members to think about their reading experience and to talk about the value of reading. Here are some ideas.

- Become an expert – an expert on any subject from sports to spelunking, coins to carburettors, or anything in between
- Live dangerously – through reading share the challenges, fears, thrills, and achievements without the risk
- Have a few laughs – sit down with a collection of jokes or cartoons
- See the world without leaving the room – visit fascinating places
- Travel through time – explore the mystic of the East or the frontiers of space
- Solve a mystery by figuring out whodunit or outwit a crafty villain;
- Get free advice, learn new skills or discover new interests
- Find a cause – read about people and organisations that support the cause and learn how to get involved



6. 14+ Participate in a reading group.

Whilst this badge requirement targets members who are **14+**, younger members may be offered to participate.

With the members who are **14+** choose one fiction book they collectively would like to read – you may need to provide a limited choice of books for them to choose from. The book shouldn't be too long but should last for the duration of the badge. Your school or local library may be able to assist you in obtaining multiple copies.

Members read set chapters of the book each week. Having read the chapters the group meets with a leader to discuss what they've read. Discussion should incorporate not only the storyline but motivation and qualities of characters, what members liked and disliked, any controversy, as well as provide opportunity to talk about anything they didn't understand.

Teaching ideas



1. Title: Which Book

Bible: 2 Timothy 3:16

Thought: The Bible has the answer to all our needs

Supplies: Bible, a variety of books

Note: This devotion could be done during the library visit.

Ask members the following questions (adjust questions according to books that you have available).

If I want to read a story which book would I choose?

If I wanted to read about ... (information type book, e.g. on insects), which book would I choose?

If I wanted to find a phone number which book would I choose?

If I wanted to make a cake which book would I choose?

There are heaps of different types of books with thousands of books available to us. Each book tells us something different. Some tell great stories – adventures, mysteries, detective stories. Some tell us how to do things like to fix an engine, make a garden, care for a pet, how to play a sport. There are many telephone books with thousands of names in them. Every book gives us something. It might be simple enjoyment or it might teach us something, it might relax us, it might solve a problem for us, it might help us deal with other people, it might show us how to do something. To get answers, to find the information, we have to read a variety of books.

If I wanted to learn how to follow Jesus, which book would I choose?

The Bible teaches us a lot more than the life of Jesus. It can teach us about our life as well. It can teach us about the right things to do, how to treat other people, it can show us we are not alone and it can give us solutions. To get the answers we need to read the Bible. Read 2 Timothy 3:16.

It is important that we have a Bible we can read and understand. The Bible is regularly being translated into modern English – and other languages – as our language changes, so that it is easy for us to understand it. If you'd like a Bible of your own ask one of the leaders about getting one for you. (Contact the Territorial SAGALA Co-ordinator or your Divisional Youth and Candidates Secretary to purchase affordable Bibles in a modern translation.)



DEVOTIONAL
IDEAS