

MORE THAN WORDS

LEARNING OUTCOMES

Having completed this badge members will be able to:

- create an original story;
- create a report on a factual event;
- create poetry;

BADGE REQUIREMENTS

1. Write an original story.
2. Write a report about a recent event.
3. Write some poetry using a variety of forms.
4. Participate in creating a story written and illustrated by the group.

ADVENTURERS
SUNBEAMS

more than
words



CATEGORY

Have a Go

TIME FRAME

Four - Five
weeks

AIM

To allow
members
to express
themselves
through
writing.





Teaching ideas



1. Write an original story.

An original story comes from an individual's imagination and experiences.

Ask members to choose their own topic to write an original story.

One way to help members create a story is to provide items of clothing and ask members to choose one item and think about who might wear the article of clothing they chose. Members then create a story about that person, perhaps imagining how he/she came to own the article, or an occasion the article was worn.

Another way is to ask members to bring in a stuffed animal toy and allow members to create a story about the animal, allowing the story to be about the animal as either a real creature or a toy.

Stories require the following components:

Introduction – Setting in which the story takes place, e.g. in a galaxy far away, in a castle, in a garden, at the zoo in a different world. Characters who live in the word or setting, e.g. animals at the zoo, a prince, flowers.

Conflict/problem – in terms of something happens, e.g. the lion escaped, the prince falls in love with a peasant girl, the flowers are in fear of being picked.

Resolution – how do the characters resolve the conflict/problem, e.g. what happens to the lion? How is it re-captured, or does it escape to the wild and how does this happen? How does the prince meet the girl, do they live happily ever after or does she turn him down? Perhaps the flowers pick themselves up out of their garden and move to another location where they can't be picked. Anything can happen in stories.

Note to Leaders

There may be members who lack imagination. In this instance leaders will need to spend some time talking with these members to draw out a topic on which they may write.

Some groups may have members who are intellectually challenged. A leader may need to:

- find out about the interests of the member and assist in giving a start in writing a story;
- write a short story for the member from the member's experiences;
- write the member's story as they tell the details.

Always allow the member to feel the satisfaction of having completed the badge requirement.

Handout 1 may assist members with their story.



2. Write a report about a recent event (SAGALA, school, home or leisure activity).

Report writing is stating facts rather than using 'flowery' words, e.g. 'a guest speaker from the local police station spoke to the SAGALA group about road safety', rather than, 'A man wearing police uniform came to SAGALA tonight from the Police Station up the road to tell everyone how to cross the road safely and how to obey the traffic signs'.

Teaching ideas

Ideas for report writing can be discussed with members. More than one member can write on a particular event. The report can be based on a current event in the news, something happening at SAGALA, a school event, sporting event, or a celebration/event at home.

The report can contain words and pictures or an eye-catching headline.

Members may make a draft copy to be checked for spelling and grammar before they produce the final report. The reports may be displayed on the corps' noticeboard.



3. Write some poetry using a variety of forms.

Ask members to write some poetry using the samples below as a guideline.

Acrostic

An acrostic poem is based on a single word using each letter of the base word to build a poem. A good way to start is to use members' names, e.g. Robyn and John.

Rested	Jolly
On	Outgoing
Bed	Honest
Yesterday	Nice
Night	

Examples using words as the beginning or middle of an acrostic

Steady	Children
And	At
Good	caMp
All	Prepare wood
Lively	for the Fire
Adventurers	melTing marshmallows
	foR
	evEryone's taste

Limerick

A limerick is a funny poem of five lines following a distinct rhythm and rhyme. Lines 1, 2 and 5 have one rhythm and end with a rhyming word ('A'). Lines 3 and 4 have a different rhythm and end with a different rhyming word ('B').

Rhythm and rhyme pattern:

Sample limerick:

There once was a group of chil-dren,	(Usually 8 Syllables, rhyme A)
Who all went to write with a pen,	(Usually 8 syllables, rhyme A)
For-got how to spell,	(Usually 5 syllables, rhyme B)
So fell in a well,	(Usually 5 syllables, rhyme B)
Good thing there was not more than ten.	(Usually 8 syllables, rhyme A)



TEACHING
IDEAS



Teaching ideas

Diamonte

A diamonte poem is shaped like a diamond and has a set pattern of words and lines.

Diamonte-shaped pattern:

One noun ('A')
Two adjectives relating to 'A'
Three verbs ending in 'ing' about 'A'
Two nouns related to 'A', two nouns related to 'B'
Three verbs ending in 'ing' about 'B'
Two adjectives relating to 'B'
One noun ('B')

Sample diamonte poem:

Winter
Cold, rainy
Freezing, wetting, sneezing
Influenza, tissues, flowers, sunshine
Gardening, playing, swimming
Hot, sunny
Summer

Haiku

Haiku is centuries-old Japanese poetry. It is like a photograph capturing the essence of what is happening in a scene, often connecting two seemingly unrelated events. It is best done from some sort of observation and then made to fit the form. Some poets use a pattern of three lines of five syllables, seven syllables and five syllables respectively. This does not necessarily need to be adhered to.

An observation: The ducks are swimming on the lake looking for fish while the sun is shining.

Sample Haiku poem:

Ducks on the lake swim,
Fish dart below in the reeds,
Ducks dive in the sun!

Mood poetry

Mood poetry is writing from the heart and is very personal. It follows no pattern but lines are usually kept short and simple. Line ends do not necessarily end in a rhyme.

Colour Poetry

Colour poems describe one colour through all five senses; taste, smell sight sound.

Ask members to write at least two poems using two different forms. **Handout 2** may assist members with their poetry.

Teaching ideas



4. Participate in creating a story written and illustrated by the group.

Game

Play the following game to give members a sense of story-telling continuity.

Sit in a circle, including leaders. A leader starts the story by making up one sentence, e.g. 'Yesterday I went to the beach.' The next person continues the story by making up another sentence. The story builds as each member adds one sentence.

The story line can be serious or humorous, but the leader should guide the sentence making away from anything inappropriate.

Creating a group story/book

Ask members to create a group story/book.

- This could be an illustrated story for a young child.
- All members can have a copy of the completed book. Publish it by copying, collating and stapling.

Steps to making a group story

- Choose a subject for the story. Discuss the possible things that might happen within the story. Write these ideas on a whiteboard.
- Divide these suggestions into a sequence of events to become chapters of the story, e.g. **Chapter 1** – introduction of the characters, story beginning; **Chapter 2** ...? – events in the story; **Chapter ?** – final chapter with climax and resolution of events. Allocate these chapters to individual members or pairs of members to write in 'draft' form.
- The leader needs to check each draft 'chapter' to ensure that the storyline continues from the previous one. It may be possible that the original sequence of events has changed due to what the members have written, i.e. the chapter now falls better in another place in the story. Check if the writing is descriptive and/or dramatic. Members may need a little guidance to 'fill out' their section of the story.
- Ask members to illustrate their 'chapter'.
- Once all the chapters are written discuss with members as to a title for the book. Members can create a design for the front cover and vote on the one which will be used on the published copy. The front cover should display the book title, an eye-catching illustration and the name of the authors. The author in this instance is, e.g. ... (*name of the Corps*) SAGALA group, ... Adventurers, ... Sunbeams.

Making a book

- Decide on a cover design.
- Members write a 'good' copy of their chapter. This can be handwritten or typed on a computer and printed off.
- Add the illustration/s to each chapter.
- To make multiple copies of the book (i.e. one for each member) photocopy (optional – colour photocopy) the original pages before stapling.
- Staple or tie all the pages together to make a book.

For a young child's story book the pages could be shaped, e.g. as a car, a bear, as featured in the story. This may be presented to a child or added to the playgroup library.



TEACHING
IDEAS

Leader's Resource 1

Once upon a time, there was a little girl named Goldilocks. She went for a walk in the forest. Pretty soon, she came upon a house. She knocked and, when no one answered, she walked right in.

At the table in the kitchen there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the first bowl. "This porridge is too hot!" she exclaimed. So, she tasted the porridge from the second bowl. "This porridge is too cold," she said. So, she tasted the last bowl of porridge.

"Ahhh, this porridge is just right," she said happily and she ate it all up. After she'd eaten the three bears' breakfasts she decided she was feeling a little tired. So, she walked into the living room where she saw three chairs. Goldilocks sat in the first chair to rest her feet.

"This chair is too big!" she exclaimed. So she sat in the second chair. "This chair is too big, too!" she whined. So she tried the last and smallest chair. "Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!

Goldilocks was feeling tired, so she went upstairs to the bedroom. She lay down in the first bed, but it was too hard. Then she lay in the second bed, but it was too soft. Then she lay down in the third bed and it was just right. Goldilocks fell asleep.

As she was sleeping, the three bears who lived in the house came home. "Someone's been eating my porridge," growled the Papa bear. "Someone's been eating my porridge," said the Mama bear. "Someone's been eating my porridge and they ate it all up!" cried the Baby bear.

"Someone's been sitting in my chair," growled the Papa bear. "Someone's been sitting in my chair," said the Mama bear. "Someone's been sitting in my chair and they've broken it all to pieces," cried the Baby bear.

They decided to look around some more and when they got upstairs to the bedroom, Papa bear growled, "Someone's been sleeping in my bed," "Someone's been sleeping in my bed, too" said the Mama bear "Someone's been sleeping in my bed and she's still there!" exclaimed Baby bear.

Just then, Goldilocks woke up and saw the three bears. She screamed, and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. She never returned to the home of the three bears.

THE END

Handdout 1

Adventurers/sunbeams

My story

Introduction

Conflict
(Problem)

Resolution

Handout 2

Adventurers/sunbeams

Peace



P _____

E _____

A _____

C _____

E _____

Acrostic Poem

Handout 2 (cont.)

Adventurers/Sunbeams

Diamonte

(Subject)

(two adjectives describing the subject)

(three words ending in 'ing' telling about the subject)

(four words, the first two describe the subject the last two describe its opposite)

(three words ending in 'ing' telling about the opposite)

(two adjectives describing the opposite)

(opposite)

Handout 2 (cont.)

Adventurers/Sunbeams

指
圧

Haiku

指
圧

Haiku is a form of Japanese poetry often written about nature following a pattern of 5 syllables in the first line, seven in the second line and 5 in the third line. Draw a picture for your poem when you have finished.

(Title)

(Line 1 -5 syllables)

(Line 2 -7 syllables)

(Line 3 -5 syllables)



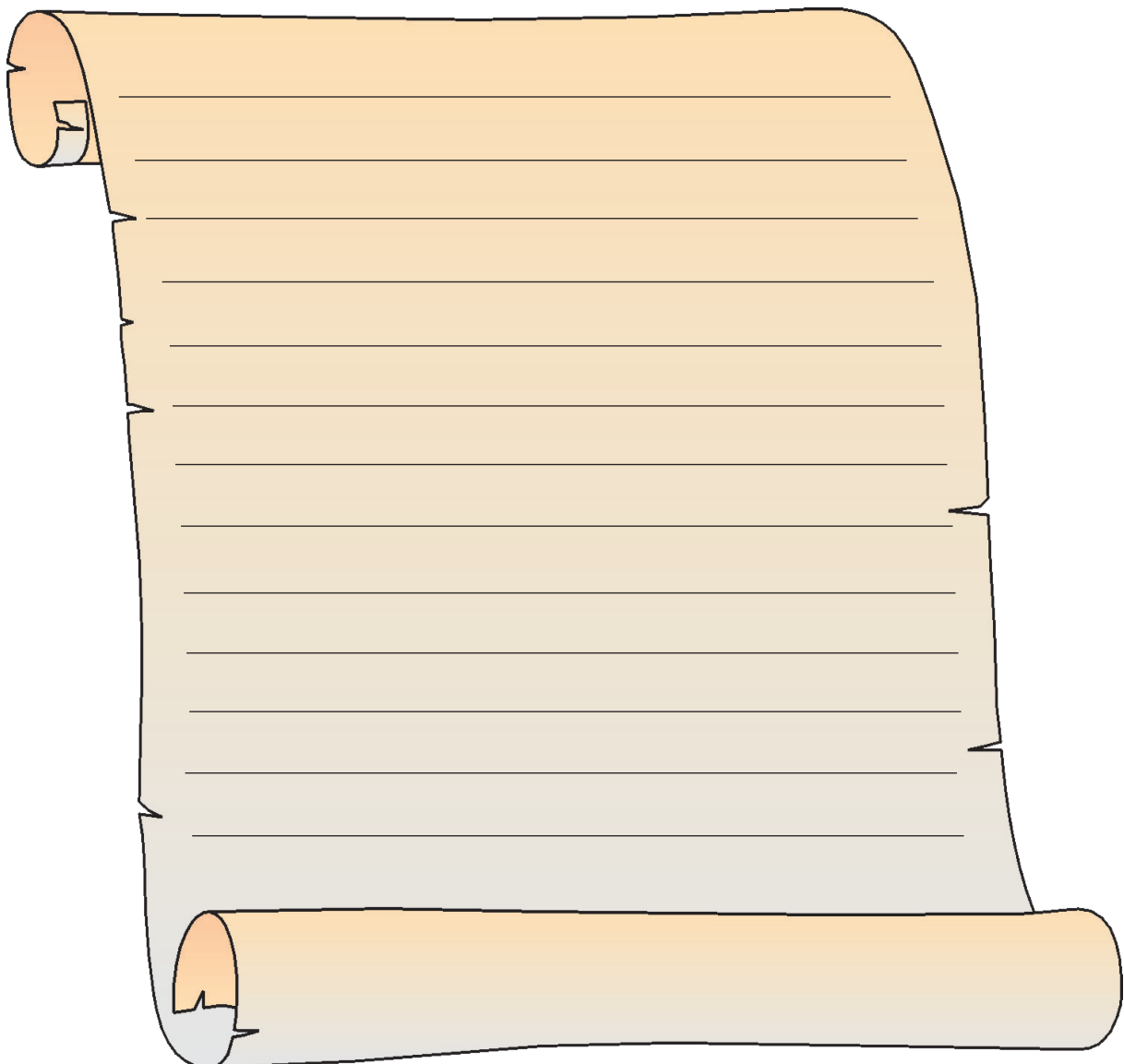
Handout 2 (cont.)

Adventurers/sunbeams

Colour Poems

Green is renewal
Green is the colour of envy
Green tastes like a crisp apple
Green smells like fresh cut grass
Green sounds like a coaking frog
Green feels like soft, velevety moss
Green looks like shiny emeralds
Green is my favourite colour.

Think of what things taste, smell, sound, feel, look like the colour. Think of what hat things make you feel green, think of an abstract idea relating to the colour .

A large, blank, lined sheet of paper with a torn edge, intended for writing a colour poem. The paper is light orange/brown and has horizontal lines. The left edge is irregular and torn, and the bottom edge is also torn. The paper is rolled up at the top and bottom.



Devotional ideas



- 1. Title:** Tell me a story
Bible: Ecclesiastes 3:17
Thought: Things happen in the right order
Supplies: Bible, Blu-tak or Velcro. A copy of a well known story. Copy each page or paragraph of the story then reassemble it in the wrong order, (or copy the attached **Leader's Resource 1**, cut into strip and assemble in the wrong order sticking it on the whiteboard, wall etc.)

Read the story to the members as recreated i.e. in the wrong order.

Ask members if it sounds right and what is wrong with it.

With their help re-order the story commenting on the sequence and order, so it does make sense and then reread it. It is easier to work with a well known story because members will know the sequence of events and therefore this should be achievable by all members. Make the conclusion with members that things need to be in the right order. When we look at the story we know that there has to be a sequence of events. The right sequence means the story makes sense and the conclusion is at the end.

Read the Bible passage. So the Bible tells us that there is a sequence of events in everything; a season for things to happen that is right.

Pray with members asking God's guidance and help to accept the 'sequence of events' in our lives.

Devotional ideas







2. Title: Throw away

Bible: 1 Peter 5:7

Thought: Throw away your cares

Supplies: A Bible, pieces of paper (can be scrap paper), pencils for all members, and a rubbish bin

When authors write stories they go through many drafts. You can imagine an author and his overflowing waste paper baskets with all his errors and drafts. Its not always so easy in life to throw away your 'first draft'.

Have each member take a few sheets of paper. Ask members to right on each piece of paper one thing that they are concerned about. Tell them just to right a few words or a symbol or picture such as , , , , Maths test, family, sore leg; to describe anything that discourages or upsets them. Tell members not to put their names on the paper because this is between God and themselves. God already knows their name.

When all members have three to five, have them scrunch their paper into a ball. Form two teams facing each other and draw/indicate a line to make two sides like a volley ball court. On the word go the teams are to throw all their concerns onto the other side. The object is to clear their side of all concerns within a minute or given time frame. Blow the whistle and count the concerns on each side but leave them where they have fallen.

Next put the rubbish bin in the middle with all the 'concern' scattered across the floor where they fell from the last part of the game and time the teams to clear there side of all the concerns either throwing or placing them in the bin.

Read 1 Peter 5:7 and then ask if it is this easy in real life to put our concerns in the bin. Ask members how we can get rid of our concerns. Ask members who can help with our care and worries. Remind members that this exercise can help in times of stress and to write concerns down often allows us to rethink their importance.



DEVOTIONAL
IDEAS



Devotional ideas



3. Title: God's language

Bible: Psalm 139:4

Thought: God understands

Supplies: Bibles, a foreign language pamphlet / book / dictionary poster or phrasebook

Display the poster to members. Read, if possible, and then ask members if they understood. If this writing was a story we would have no idea what was happening, if the writing is instructions it could be very dangerous we could be doing the wrong things because we don't understand the language. Have you ever thought how many languages there are in the world? Ask members to name some languages (*English, Irish Gaelic, Welsh, Greek, Macedonian, Italian, Serbian, Hungarian, Polish, Russian, Croatian, Japanese, Mandarin, Cantonese, Vietnamese, Tagalog*).

Do you know any one who can speak another language? Do you know anyone who can speak more than three languages? Interestingly I know someone who can. I know someone who can understand every language,. God can understand all languages.

Read the Bible passage.

If we sometimes feel that we don't have the right words to say to God we don't have to worry because God understands our words. God understands when we speak to Him, whatever words we use because He knows what we really mean to say, and that can help us to talk to Him.

Prayer: Thank you God that You understand everything that I say and everything that I want to say. Help me to remember I only have to think it and You hear me and understand. Amen

Devotional ideas



4. Title:

Clean slate

Bible:

Jeremiah 2:22 Psalm 51:1-2 & 7

Thought:

Jesus wipes away our mistakes

Supplies:

Bibles, whiteboard, markers, eraser, whiteboard cleaner fluid

Display the whiteboard. One of the nice things about a whiteboard is that you can use different coloured markers to make your message stand out and make it more interesting. If you are writing with a black marker and want to make a word stand out from the others, you can write in red. Of course, if you make a mistake, you can just wipe it off and start over again.

One thing about the whiteboards is that as it is used day after day, stains begin to be left on the board. You can wash it with soap and water, but the stains don't come off. Someone invented this special whiteboard cleaner. Just spray it on and wipe it with a cloth and the stains disappear – board is as white as new.

When we are writing we often makes mistakes, cross them out and start again. We can do this in our life as well. It is time to erase the mistakes of our past and begin again with a clean slate. Some of the mistakes we have made are more than simply making a wrong decision. There are some things that we have done that God has told us in the Bible not to do. We call that sin. Some of those sins we have done time and time again and they have left a stain upon our lives which we cannot erase.

Read Bible passages. (*You may like to put the verse on a memory card in the shape of a blackboard or have members write it on the whiteboard and erase it.*) We can't clean our lives; we need to ask God to remove the stain of our sin. He does that by forgiving us and taking away the stain in our life. He does this because Jesus was punished for the wrong things we have done. When we ask God to forgive us, He washes away our sin just like the whiteboard cleaner. Then we can start again.

Dear Lord, we are thankful that we can truly start again as we ask you for forgiveness in Jesus' name. Amen.



DEVOTIONAL
IDEAS

Please wipe away
my sins.
Wash me clean
from all my sin
and guilt.