

# CENTRE STAGE

## LEARNING OUTCOMES

At the conclusion of this badge members will have:

- participated in a solo performance of their choice;
- participated in a small group performance;
- investigated the life of an entertainer OR the origin of a performing art;
- experienced a performing art from another culture.



## BADGE REQUIREMENTS

1. Show your talent for performing.
2. Participate in a small group performance.
3. Present the life of your favourite performer OR the history of a performing art.
4. Participate in a performing art from another culture.
5. As a section perform one item together.

ADVENTURERS  
SUNBEAMS

centre stage



CATEGORY

Have a go

TIME FRAME

Four - Five  
weeks

AIM

To provide  
members  
with an  
opportunity  
to display  
their interest  
in and  
talent for  
performing.





# Teaching ideas



## 1. show your talent for performing.

This badge requirement aims to highlight the talents of individual members. Each member is required to present an item of up to three minutes using their own talent in a performing art. This could include singing, playing a musical instrument, reciting poetry, puppetry, dance, magic, storytelling, comedy, drama or any other performing art.

Members are to decide what and how they will perform. They may involve leaders or other members to assist (e.g. as an accompanist or additional actors) however every member must perform their own item where they are the centre of attention.



## 2. Participate in a small group performance.

This badge requirement encourages members to perform in a small group and learn how to work together without upstaging one another.

Members may choose to perform in pairs or other combinations not exceeding five people. The group is to decide what they will perform and each performance should not exceed three minutes.

The performance for this **Badge Requirement** may **not** be the same as any small group used in **Badge Requirement 1**, i.e. every member must participate in at least two performances.



## 3. Present the life of your favourite performer OR the history of a performing art.

Members choose an entertainer or performing art to research and present to the group. The presentation may take any form members choose, e.g. a poster, three minute talk, computerised presentation. The presentation should include illustrations or photographs and should not exceed five minutes.

Members may include any of the following suggested content, which is also found on **Handout 1**.

- The name of the entertainer or performing art.
- When the entertainer was born or performing art was first used.
- Where the entertainer or performing art comes from.
- What talent the entertainer is known for or what the performing art is.
- A demonstration of the entertainer's talent or performing art (this could be in the form of a recording, either CD or DVD).
- How the entertainer or performing art became known.
- Any other interesting fact, e.g. the entertainer is from a family of entertainers.

# Teaching ideas



## 4. Participate in a performing art from another culture.

Leaders will need to choose a performing art from another culture and may need to invite a guest to instruct members. In addition to performance, members should know some background of the performing art, e.g. where, when and how it originated, how it is used today.

Some suggested performances include:

- national dance, including traditional folk dancing;
- a national song or anthem in the native language;
- shadow puppetry and other forms of puppetry;
- musical instruments.



## 5. As a section perform one item together.

The badge requirements have progressed from solo performances, to small group performances and culminate in this whole group performance. The overarching aim of the badge requirements is to help members learn how to work together.

This performance is in addition to all other performances required for this badge. Leaders may choose any performing art, however, the item must be new to the majority of members and not something they rehearsed for another occasion.

Some ideas for performances include:

- song – though please choose carefully, remembering members' age and the SAGALA Purpose Statement, which may exclude a song favoured by leaders or members;
- dance;
- timbrel;
- instrumental ensemble;
- puppetry;
- drama.

### Additional idea

The performances for this badge do not have to be public performances, though they could be used for a Church Parade, camp or 'in-house' concert to which parents and corps families could be invited. You might like to consider discussing the idea of a concert with all SAGALA leaders as Guards/Rangers have a similar badge and could contribute to a concert. The concert could be used to raise both awareness about SAGALA and funds, and include any or all performances required for the badge.



TEACHING  
IDEAS

# Handout 1

## Adventurers/sunbeams

What is the name of the entertainer or the performing art?

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What talent is the entertainer known for or what is the performing art?

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Picture

Where does the entertainer or performing art come from?

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What is one interesting fact about the entertainer or performing art?

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When was the entertainer born or when was the performing art first used.

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How did the entertainer or performing art become known?

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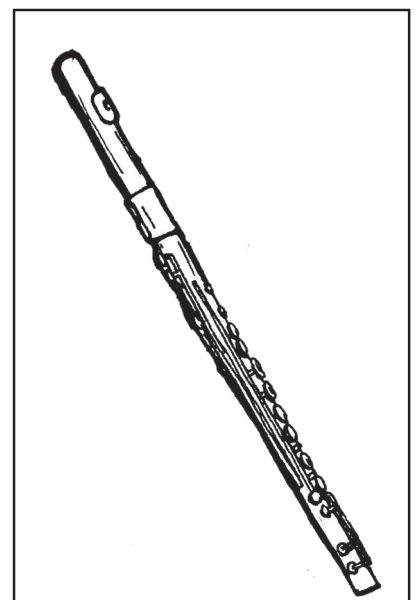
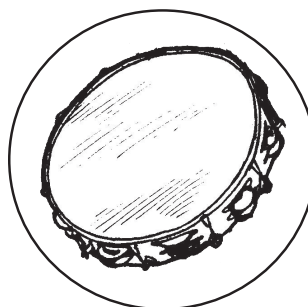
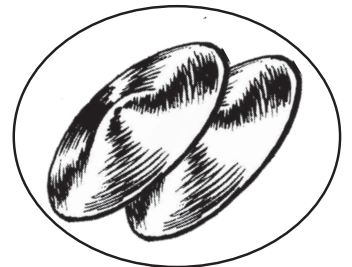
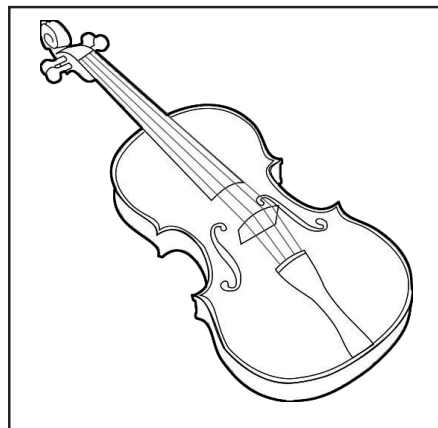
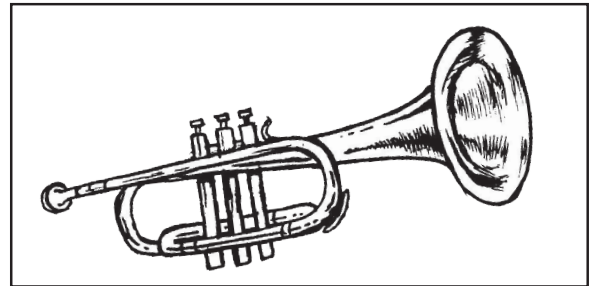
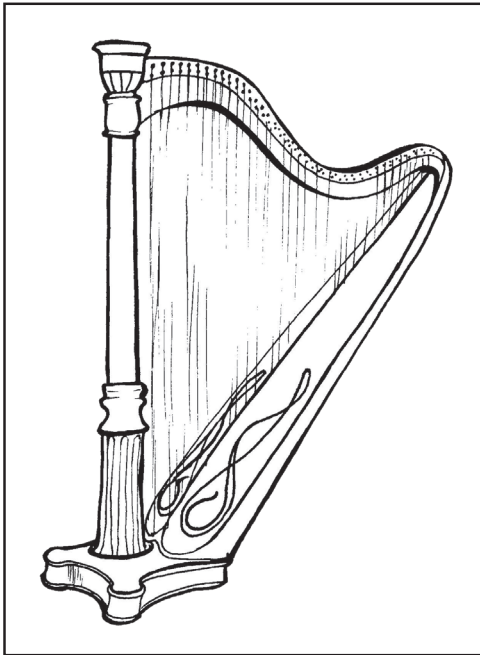
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Provide a demonstration of the entertainer's talent or performing art – this could be in the form of a CD or DVD recording.

# Handout 2

## Adventurers/Sunbeams

### Psalm 150 PRAISE THE LORD





# Devotional ideas



1. **Title:** Praise performance

**Bible:** Psalm 150

**Thought:** We can use talents to praise God

**Supplies:** Bibles, copies of **Handout 2** for all members, percussion instruments, song

Have members find Psalm 150 in the Bible. Read together.

Copy and distribute **Handout 2** for all members to colour and make a mobile.

Distribute percussion instruments for members to play along with a praise song.

Explain that we can use our talents, whatever they are, to praise God.

# Devotional ideas



**2. Title:** Make a joyful noise

**Bible:** Psalm 100

**Thought:** God requires that we worship with our best

**Supplies:** A worship song appropriate for the age group

Find a worship song appropriate to the age of members for them to learn. Display the words of the song and play it (either a CD or musicians) several times and help members to learn it. Encourage them to sing it through a few times.

Read, or ask a member to read, Psalm 100 and focus on verse 2.

Note that the verse doesn't suggest that our singing to God has to be tuneful, but that it is joyful. It doesn't matter to God whether we can sing well or not, whether or not we are the best musician, dancer, actor or any other type of performer.

When we use our talents to worship God we need only do our best for God to be pleased with us.



DEVOTIONAL  
IDEAS



# Devotional ideas



**3. Title:** You know the psalm

**Bible:** Psalm 23

**Thought:** It is more important that we know the Shepherd than we know the psalm

**Supplies:** Bible, story – You now the psalm...

Read Psalm 23. Explain that it is a very well known, and well loved psalm, because it speaks of God's love and care for us.

Read the following story, *You know the psalm*. Ask members what they think it means.

## You know the psalm

There was once a Shakespearean actor who was known everywhere for his one-man show of readings and recitations. He would always end his performance with a dramatic reading of Psalm 23. Each night, without exception, as the actor began his recitation – 'The Lord is my Shepherd, I shall not want' – the crowd would listen attentively. Then, at the conclusion of the Psalm, they would rise in thunderous applause in appreciation of the actor's incredible ability to bring the verse to life.

One night, just before the actor was to offer his customary recital a young man from the audience spoke up. 'Sir, do you mind, if tonight, I recite Psalm 23?'

The actor was quite taken aback by this unusual request, but he allowed the young man to come forward and to stand front and centre on the stage to recite the psalm. With a soft voice, the young man began to recite the words of the psalm. When he was finished, there was no applause. There was no standing ovation as on other nights. All that could be heard was the sound of weeping. The audience had been so moved by the young man's recitation that every eye was full of tears.

Amazed by what he had heard, the actor said to the youth, 'I don't understand. I have been performing this psalm for years. I have a lifetime of experience and training, but I have never been able to move an audience as you have tonight. Tell me, what is your secret?'

The young man humbly replied, 'Well, sir, you know the Psalm ... but I know the Shepherd.'

Explain that it's fine to know about God, to know things about the Bible – know its stories and sayings; but it is more important that we know the Person behind the Book, behind Psalm 23, that is, that we know God.

It makes a difference.