

# FUN AND GAMES

## LEARNING OUTCOMES

Having completed this badge the Adventurers/Sunbeams will:

- develop skills through practice;
- participate in fun games;
- observe that everyone develops skills in different ways;
- demonstrate good attitudes toward team work, fair play and consideration of others.



## BADGE REQUIREMENTS

1. Play several observation, listening and memory games.
2. Participate in a scavenger hunt.
3. Develop hand-eye co-ordination by learning a new skill.
4. Play several board games and active games.

ADVENTURERS  
SUNBEAMS

fun & games



CATEGORY

Life to the Max

TIME FRAME

Four - five  
weeks

AIM

To help  
members  
develop  
physical and  
intellectual  
skills through  
fun activities.



THE SALVATION ARMY



YOUTH & CHILDREN'S  
MINISTRIES



# Teaching ideas

You may choose to spread the games over a few weeks and repeat games.



## 1. Play several observation, listening and memory games.

Play at least one game or activity for each skill. You may choose from the games and activities listed below or use your own ideas.

**Television show.** Record a two minute segment of a television show or a commercial and play it for members. When members have watched the segment ask questions about it to test what members observed, e.g. what magazine was advertised on the door of the newsagent, what colour shirt was the main character wearing.

**Outside observation.** Take members to a park or other place such as a shopping complex. Spend time silently observing what's happening at the park or in the shop. They then write down or talk about the things they observed. The *Activity Approval Form* must be completed and forwarded to DHQ no less than one month prior to this activity.

**Spot the difference.** Display two similar pictures for members to observe. Ensure that one picture has eight differences for members to spot. Allow members a set period of time to find the eight differences. **Handout 1** has some pictures you can enlarge for a group activity or copy for each member to complete.

**Take the keys.** Members sit in a circle. Blindfold a member and place him/her on a chair in the centre of the circle. Beneath the chair place a set of keys. Without the first member knowing another member is assigned to take the keys as quietly as possible. If the blindfolded member hears anything he/she points in the direction of the sound. If they correctly point at the member with the keys then that member replaces the blindfolded person on the chair. The keys are returned under the chair and another member is chosen to take the keys.

**Replay that tune.** Record a short tune to play for members. Members listen to the tune and either reproduce it by singing, humming or whistling, or identify the name of the tune.

**Drawing a picture.** The leader has a simple line drawing that members cannot see, e.g. a house with a chimney, standing next to a tree. Distribute paper and pencils to members. Give clear instructions for members to draw the picture on their page, e.g. on the left side of the paper draw a line downwards. Compare the members' pictures.

**Kim's game.** In this game a number of objects (7–8s 15 objects, 9–10s 20 objects) are placed before members. They are given a minute to memorise all of the objects. The objects are then covered up and the children have about 5 minutes to list as many objects as they can remember. (Either written or orally.)

**Variation 1** cover all the objects and then remove one or two. Uncover and members identify which object has been removed.

**Variation 2** use pictures on a PowerPoint slide or a poster. The pictures can be of anything, e.g. trees, celebrities, birds. Play as normal or as per variation 1.

# Teaching ideas



TEACHING  
IDEAS

**Taste test.** Remember to check medical records for food allergies and other relevant conditions. Provide several different food items, e.g. jam, vegemite, tomato sauce, cheese, chocolate, lemon slice, salt. Label each with a number. Allow members to observe, taste and/or smell each food. They memorise the food and report back in five minutes to list the foods in order.

**Sound test.** Prepare a collection of sounds on tape or CD, e.g. dropping keys, shutting the door, flushing the toilet. (Or have the items behind a screen such as a table on it's side.) Play the sounds and allow members to identify each one. Replay the sounds to allow members to listen only. Members then write or draw what made the sound in the order they were heard. To extend this sounds may be repeated two or three times and members must remember the number of times, or sounds can be repeated within the sequence.



## 2. Participate in a scavenger hunt.

Prepare a scavenger hunt to be played in and around the hall. Give members either individually or in pairs a list of objects to be collected to bring back to the leader. Allocate points for different objects. Members tally their points. Award a prize for the highest score.

Alternatively, create an *Amazing Race* style hunt. Members may work individually, in pairs or small groups. Prepare clues to direct members from one place to another. Other leaders provide supervision and clues. Suggested tasks for members to complete include:

- count the number of items in a jar;
- repeat the Pledge or Law;
- sing a song;
- find an object in a bucket of baked beans;
- make a simple object;
- perform a physical task several times (e.g. push ups).



## 3. Develop hand-eye co-ordination by learning a new skill.

**Catching.** In pairs, members stand a metre apart. Members throw and catch the ball. When each person has caught the ball twice from that distance, they move back a step and repeat the action.

**Catch it, drop it.** Children form a circle and a child or leader stands in the centre with a ball. The person in the centre throws the ball to any child in the circle. As they do they give the instruction to either 'catch it' or 'drop it'.

**Juggling.** Make juggling balls using balloons, freezer bags and rice.

- Add a small amount of rice (*approximately ¼ cup*) to a freezer bag.
- Make it into a ball shape and tie a knot in the bag to seal it. Cut off the unused part of the bag.
- Cut off the rim of the balloon leaving enough of the round part to wrap around the bag of rice. Twist the balloon back upon itself to secure the ball.
- Cut small holes in other coloured balloons and wrap each around the first layer to create colourful patterns.

Invite someone who can juggle to teach the members. Alternatively there is a tutorial at <http://www.jugglingdb.com/compendium/startjuggling/learntojuggle.html>

Set goals for members to achieve, e.g. juggle for thirty seconds.



# Teaching ideas

**Hackey sacks.** Use juggling balls as hackey sacks. Kick them from one foot to the other 10 times without dropping it. Bounce hackey sacks from knee to knee or head. Bounce hackey sack off your hand repeatedly.

## Balancing activities.

- Members walk a straight line holding a book on both hands that are fully outstretched.
- Members carry an egg on a teaspoon whilst racing to a finish line.
- Members walk along a low balance beam with a leader beside them.

**Skipping games.** Encourage members to begin with a few skips in a row and progress to skipping 20 – 30 times, fast or backwards.

The following rhymes can be used to practise skipping and make it fun.

- **Teddy bear.** Use a long rope. Have one person in the middle of the rope doing the appropriate actions as the rhyme is said without stopping.

Teddy bear, teddy bear, turn around.  
 Teddy bear, teddy bear, touch the ground.  
 Teddy bear, teddy bear, tie your shoe.  
 Teddy bear, teddy bear, switch a roo.  
 Teddy bear, teddy bear, reach up high.  
 Teddy bear, teddy bear, touch the sky.  
 Teddy bear, teddy bear, turn off the light.  
 Teddy bear, teddy bear, say good night.

For more fun or difficulty add a new person each time the rhyme starts again. Try doing it without stopping the skipping rope and rhythm!

- **All in Together**

Boys and girls all in together, (everyone runs into the rope and starts skipping).  
 Boys and girls never mind the weather,  
 When I count twenty, the rope must be empty  
 Five, ten, fifteen, twenty (everyone runs out of the rope)  
 When I count ten, the rope must be full again  
 Five, ten (everyone runs back in)  
 When I count two, you must touch your shoe  
 One, two  
 When I count four, you must touch the floor  
 Two, four  
 When I count six, you must do the splits  
 Two, four, six (jump in the air with legs apart)



## 4. Play several board games and active games.

Leaders please note members must experience several different activities in both styles of games.

**Board Games.** Invite members to bring their favourite board games. You could use a round-robin approach and limit the time members play each game before moving onto another game. However, remember that it takes time to explain and understand the rules. Alternatively choose some games to play each week.

**Active Games.** Introduce members to games they haven't played before. There are many websites and books available.

# Teaching ideas



TEACHING  
IDEAS

**Bottle Game.** Divide members into two equal teams each with their backs to opposite walls. At each end of the playing field are two empty plastic bottles, one designated for each team. In the middle of the playing field is a medium-sized ball. The players in each team receive a number which is mirrored on the opposite team. The leader calls a number and the players with that number race to the ball. The player with the ball attempts to move to the end of the playing field and touch the bottle with the ball while the other player attempts to tag them before they reach the end. If the player with the ball touches their bottle that team scores a point.

If a player holding the ball is tagged by the opposing player the ball is returned to the middle and the players return to their team. Another number is called and these players race.

When a player successfully touches the ball to his/her bottle, the ball and bottle are returned to their places and another number is called.

**Prui** (*pronounced proo-ee*). Explain to members that the Prui is a gentle, friendly creature that can see but cannot talk. Members close their eyes and move about the room. The leader whispers to one member that they are the Prui. The Prui then opens their eyes but cannot speak. When members bump into each other they ask 'Prui?' If the other member answers 'Prui?' they have not found the Prui. If there is no answer then the Prui is found. That person opens his/her eyes and becomes part of the Prui by linking arms. The Prui continues to grow until all players are part of it.

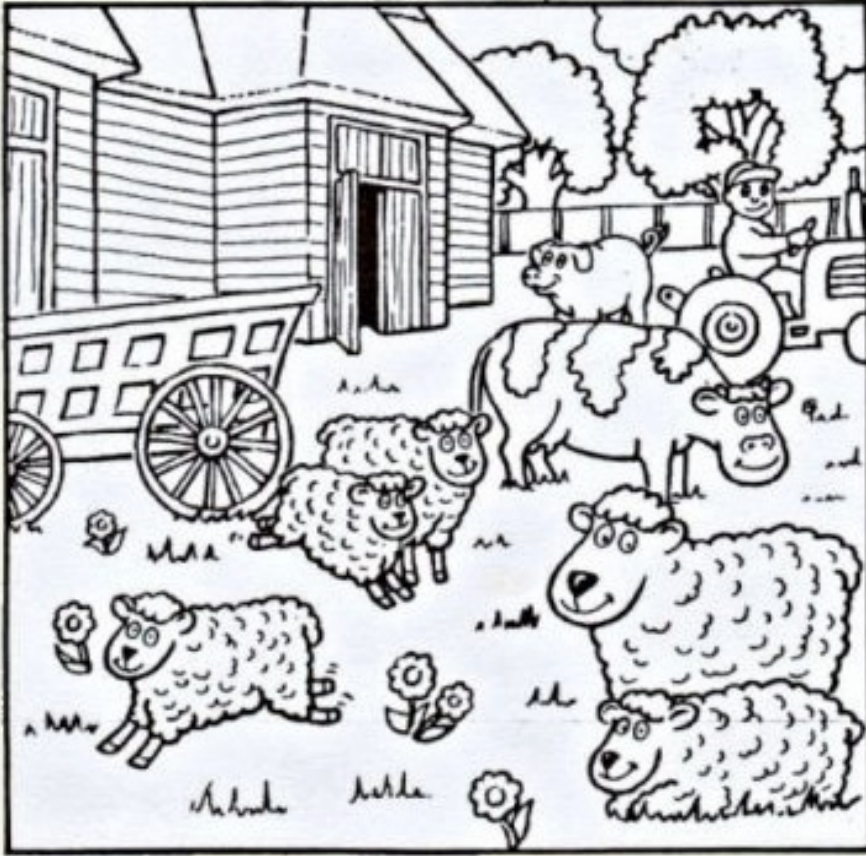
**Space Stations.** Place five objects on the ground to become Space Stations. One member is selected to be Ground Control and everyone else is an astronaut floating through space. When Ground Control shouts 'Red Alert!' the astronauts run to hook up with the nearest Space Station. The last player to touch a Space Station is lost in space forever and is out of the game.

Two players cannot touch while hooking up to a Space Station or they are both out of the game. As the Astronauts become better at locating Space Stations and the group gets smaller, a Space Station may be removed until only one is left. The last person to survive a 'Red Alert' is the next Ground Controller.

# Handout 1 -

## Adventurers/sunbeams

Spot the difference game - there are eight different things to find.



Answers:  
barn door open; tree missing; boxes on trailer;  
no detail on one of the sheep; tractor engine area;  
tractor wheel different; flower missing; spot on cow.

# Devotional ideas



1. **Title:** Don't make me like that!  
**Bible:** Romans 9:20 - 21  
**Thought:** God made us to be who we are  
**Supplies:** A Bible and a lump of modelling clay

Ask the group have they ever made something out of modelling clay. You may like to involve two members to make something as you speak.

Ask members to suggest items that could be made from the clay. Does the clay decide what it wants to be or do I? Can I make a pretty object? Can I make a useful object? We'd get a fright if the clay yelled out, 'Hey, that's not what I want to be!'

Have the two members show what they have made and quickly explain what it can be used for.

God is the Creator of everything and we know that He made us.

Read Romans 9:20 - 21.

Have you ever thought that God made you just as you are? Just as He wants you to be.

Maybe you wish that you could skip as well as someone else, or catch a ball, or make great models. You might wonder why God didn't give you curls or blue eyes. God made us to be exactly what He wants us to be and He loves us for who we are. We don't need to pretend to be something, or someone, that we aren't. We are special to God.

## Prayer

God, we know that You made us and You love us. Show us what You want us to do and use us to show Your love to others. Amen



DEVOTIONAL  
IDEAS



# Devotional ideas



## 2. Title:

I'm special, you're special

## Bible:

Psalm 139:1 - 5

## Thought:

God made us all different and we are each special to Him

## Supplies:

An apple (same variety) for each member of your group

Give each member an apple. Ask members to look very carefully at their apple so they can recognise it later. After some time collect the apples and place them in a bowl, ask members to find their apple. Some might be able to do this but don't allow conflict over ownership. Ask some members to explain how they recognised their apple.

Ask if that was a difficult task. We thought we would know our apple for sure but then they all looked a lot like each other. Have you ever tried to find another student at school when everyone is wearing the same uniform? That's hard to do, too. We usually have to see their face or hair to be sure we have found the right person. That's because we are all unique. Nobody else is exactly like us, not even an identical twin.

We've found that everyone is different as we have been working on this badge. Some members are very good at skipping, others are good listeners and others are good at remembering. They aren't better than us, just different. God knows everyone of us and we are special to Him.

Read Psalm 139:1 - 5.

**Pray** thanking God that He did make us and that He knows all about us and will help us in everything we do.