

Match the Animal

MIND



think and do

Aim: To match pictures of animals with their names

Equipment:

- Card
- Four Templates
- Colouring pencils, pens

Activity:

Colour in each animal and link it to its name.

Additional Activities:

This could be included as part of a Noah's Ark theme. As a follow up, boys could draw their own pictures of an animal.



No maximum number
depending on adequate
supervision



10-15 minutes





No maximum number
depending on adequate
supervision



15 minutes

Learning about Money

Aim: To give the boys an idea about the value of money

Have sets of all the coins we use in everyday shopping. Put them on a tray and get the boys to try and remember what each of them are worth. Cover them up and take one away. See if they know which one is missing. Do this several times.

Coins Again

Try putting the coins under some greaseproof paper and using a crayon rub it gently over each coin. Try turning the coins over and doing the same again.

A Coin Paperweight

Try collecting some old or foreign coins to make a paperweight. Cut a circle of card using a coffee jar lid. Stick on a layer of coins. When they are dry stick on another layer and so on until you have built a pyramid of coins. Varnish once it is completely dry. They take quite a bit of time to dry so this could be done over a few weeks.

A Line of Pennies

Another thing to do for Charity, but which involves all the boys: collect pennies from them, their relatives, friends, church members etc and arrange to make a line of pennies in a public place, perhaps on a Saturday morning, and you might get the public to help. Choose a Charity and do some posters. Do not forget to get permission from the local authority.



This craft requires the use
of glue. Leaders should
exercise appropriate
caution

Mind Games

MIND

think and do



Aim: To encourage the boys to work in small teams and to listen to instructions



2 teams of 4



12/15 minutes

Colour Relay

Put boys into teams of 4, 5 or 6 ensuring balance of ability, ages etc

Equipment:

- Balls, beanbags or building blocks in primary colours of blue, red, yellow. As an alternative, squares of coloured card could be used
- A hoop or bucket for each team (to put the coloured balls, beanbags, blocks etc into)
- A large hoop or chalk circle drawn on the floor

Place all the coloured balls, beanbags etc in the centre of the room in a large hoop, or circle drawn on the floor. Call out a colour, the first boy in each team runs to collect the coloured item, returns to the team and places the item in the hoop or bucket at the front of the team. He then goes to the back of the team. Call out the next colour for the second boy and so on.

You could try this holding up the coloured ball, beanbag etc, so that they boys have to watch rather than listen.

A – Z Relay

Put boys into teams of 4, 5 or 6 ensuring balance of ability, ages etc

Equipment:

- Various A to Z items with sufficient for each team to collect during the game; if you have 6 teams you will need six of each item. You don't have to use all 26 letters of the alphabet! e.g. 6 apples, 6 boxes, 6 carrots, 6 daffodils etc
- A hoop or bucket for each team (to put the coloured balls, beanbags, blocks etc into)
- A large hoop or chalk circle drawn on the floor

Place all the items in the centre of the room in a large hoop, or circle drawn on the floor. Call out the name of an item, the first boy in each team runs to collect it, returns to the team and places the item in the hoop or bucket at the front of the team. He then goes to the back of the team. Call out the next item for the second boy and so on.

You could try this holding up the items, so that the boys have to watch rather than listen.



Watch for polished floors
and boys bumping into
each other

Numbers

(a group of 12 boys or more is required for this game)

Each boy is given a numbered card with 1, 2, 3, 4, 5 on. For smaller groups just use numbers 1 to 3. Areas of the room are given as bases for the various numbers. The leader calls out individual numbers 1 or 2 or 3 or 4 or 5 and the boys with those numbers run to their base. If 'all' is called, all boys run to their base.

As a variation on the game, the leader calls out a higher number i.e. 10, or 12, or 15 etc and the boys have to get into groups so that their numbered cards add up to the number called by the leader. So a call of 10 might be 2 x 5s, or a 5, a 3, and two 1's, a 12 called might be 2 x 5's, and a 2, etc.

Cats and Dogs

(a group of 12 boys or more is required for this game)

Draw a chalk line in the centre of the hall, and another line across the hall 5 or 6 metres from the centre line, and another line at the other end of the hall the same distance from the centre line. The two lines at the end of the hall are the 'kennels' for the dogs and cats.

Divide the boys into two teams of dogs and cats, the cats on one side of the centre line, and the dogs on the other. The two teams should start approx one metre away from each other. The leader calls out a short sentence, if it's true, the dogs chase the cats, if it is false, the cats chase the dogs; (the sun is yellow; the dogs chase the cats, the sun is blue, the cats chase the dogs). If boys get to their kennel, they are safe. If they are caught, they join the other team and become cats or dogs.

Quizzes

MIND

think and do



No maximum number
depending on adequate
supervision



5-10 minutes

Activity:

Simple true/false answers are best, as boys don't need to read or write. Or boys could give answers verbally.

An alternative to written or verbal responses, is to give each boy/pair/small group two cards, one with a tick and one with a cross. The team/boy then holds up the answer.

David & Goliath Quiz:

Tell the story of David & Goliath before using this quiz.

Did David look after the sheep?	YES
Was David the eldest son?	NO
Was David chosen to be the next king?	YES
Was Goliath an Israelite?	NO
Was David scared of Goliath?	NO
Did Goliath wear armour?	YES
Did David kill Goliath?	YES
Did David use a stone to kill Goliath?	YES
Was Jonathan David's best friend?	YES
Did Jonathan want to kill David?	YES

Colours:

What is the colour of...?

1. Postbox	(Red)
2. A Junior Section sweatshirt	(Blue)
3. A lemon	(Yellow)
4. Middle traffic light	(Orange or Amber)
5. Daffodil	(Yellow)
6. Planet Mars	(Red)
7. £1 coin	(Gold)
8. Soil/Earth	(Brown)
9. Zebra crossing	(Black or White)
10. Grass	(Green)



No maximum number
depending on adequate
supervision



15 minutes

Dot to Dot

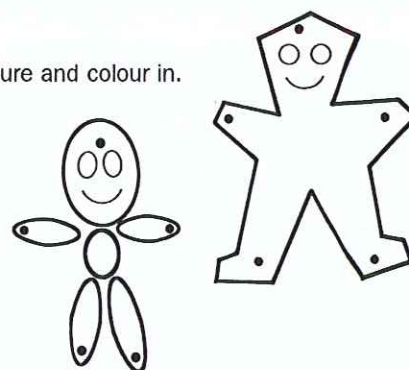
Aim: To encourage boys to use their vivid imaginations in drawing pictures

Equipment:

- Template
- Coloured pens, pencils

Instructions:

- Boys join dots on the templates to make a picture and colour in.



Additional activity:

- Each boy draws five dots anywhere on a piece of A4 paper. The paper is then swapped with someone else.
- Boys then join all five dots together with one continuous line, to make the shape of a face with eyes, nose, mouth, etc.

The leader might need to give an example to show how it is done.

Stop after three minutes and ask the boys to hold up their drawings. Run this two or three more times and see how they use their imagination to create more ideas.

Leaders might need to help some boys to get them started. Once they are used to it, this can be used again and again.

Try this activity with six dots on a page and get the boys to draw an animal, a robot, a car, a building or a space ship, etc.

Egghead

MIND

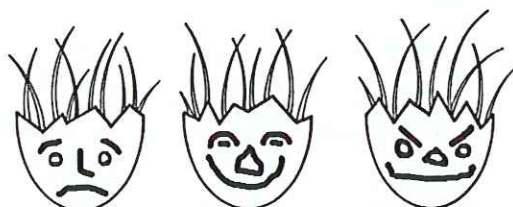
think and do



Aim: To make a head with growing hair and to understand how light affects how things grow

Equipment:

- Hard boiled eggs, one per 'egghead'
- Coloured felt tipped pens or paints
- Potting compost, or cotton wool
- Cress seeds
- A little water
- Cardboard egg boxes
- Scissors



Instructions:

1. Remove the top of the shell on the hard-boiled eggs.
2. Scoop out the contents leaving the sides clean of any egg, an adult may need to help with this.
3. Paint or draw a face on the shell using coloured felt tipped pens.
4. Put some potting compost or cotton wool into the eggshell, add a little water.
5. Sprinkle a pinch of cress seed onto the soil or cotton wool.

The upturned cardboard egg boxes can be used to make a stand for the egghead.

1. Cut the six papier-mâché 'egg cups' from the box. Carefully cut out the bottom from the 'cup'. Turn the cup upside down, and the egghead should stand on the top of the upturned 'cup'.
2. If time allows, the egghead holders could be painted or coloured in.

The boys can either take their eggheads home or bring them back next week to show how the hair has grown from the egghead, or, if there is a suitable safe place, the eggheads could be left by a light window in the meeting hall. If the eggheads are to be left, don't forget to label them with the boys' names.

The following week, get the boys to look at how the 'hair' has grown on their egghead. Why is some 'hair' longer than others, or has some failed to grow? Why has some grown all in one direction? Why is some pale yellow instead of green? Where did they keep their eggheads at home? Who put theirs in the airing cupboard? Who put their egghead on the windowsill? Who got someone at home to look after his egghead?

The seeds need warmth to grow but not too much, otherwise the seed will dry out and not have enough water. If the seeds are too cold or too wet they will not germinate and grow into plants. If the seeds are warm but do not have enough light, they will not grow properly and be very weak and thin (pale yellow). If the cress has grown all to one side, the plants have grown towards to the light.

Plants need water, warmth and light so that they can grow properly. Cress seeds are only small plants that live for a few weeks. What plants grow very big? Which plants need very little water? Which plants need lots of water?

Suggested short devotion: Genesis – verses 3 to 9.

God made the light, and called the light 'day', and the darkness, 'night'. God then separated the water into sea and the land, and the land produced plants of all kinds with seeds and fruits.



No maximum number depending on adequate supervision



15 minutes in week one, and 10 minutes in week two



This craft requires the use of scissors. Leaders should exercise appropriate caution.



No maximum number
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supervision



20 minutes

Learning to Tie Shoelaces

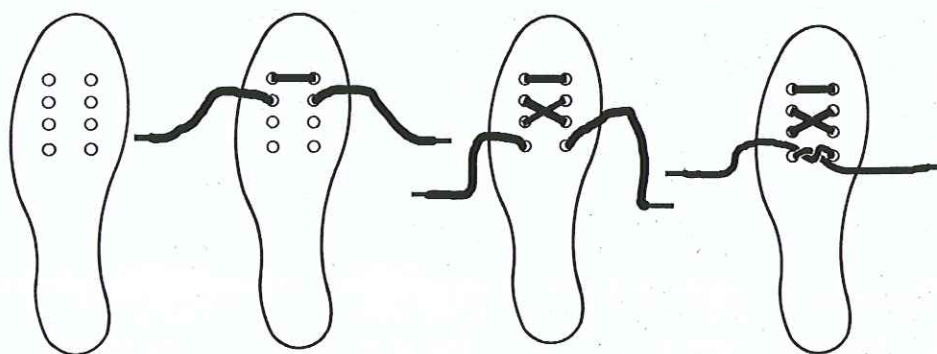
Aim: Teach boys how to tie shoelaces

Equipment:

- Stiff card
- Shoelaces
- Pens for decorating
- Scissors
- Hole punch

Instructions:

- Each boy must place his foot with his shoe on, onto the card.
- Leader should then draw around the foot.
- The footshape should then be cut out by boys, or leaders if necessary.
- In the shoe shape punch four pairs of lace holes.
- The shoe can now be decorated.
- Show the boys stage by stage how to lace up the shoe and then how to tie a knot in the end.
- This may take some time but is a worthwhile skill; some boys may need more help than others.



This craft requires the use
of scissors. Leaders
should exercise
appropriate caution.

Scattergories

MIND



think and do



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10 minutes

Aim: To fill in all the boxes on the grid with the appropriate word

Equipment:

- Piece of paper per boy/or per group
- Pen

Instructions:

- On a piece of paper get the boys to make up a grid with seven columns and as many rows as you want rounds of the game.
- In the first column missing out the top left box get the boys to write either a word that relates to a theme you are currently following e.g. FATHER CHRISTMAS for Christmas time, or random letters avoiding letters such as z and q for obvious reasons.
- Then in the top box of each column (but missing out the top left box) the boys need to write these headings: Boy's Name, Town, Animal, Colour, Sport, TV Programme.
- The game can now start with the boys filling in each box with an example of the word on the top of the column that starts with the letter on the left of that row.



No maximum number
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supervision



10 minutes per activity

Senses Games

Aim: To make the boys aware of the body's different senses

Equipment:

- Blindfold
- Smelly objects
- 2 different kinds of cola
- Flavours of ice cream
- Different flavour crisps
- Paper bag
- Feely bag items

Smell

Equipment:

- Blindfold
- Smelly objects

Instructions:

- Each boy takes it in turn to be blindfolded.
- In front of them on a table there will be objects that have distinctive smells e.g. onion, coffee, mint, vinegar, orange, tea, tomato ketchup, etc. (It is best to keep objects covered until time to smell.)
- Give the boy three guesses as to what the object is.
- The game can also be played in teams with a whole team allowed to smell the item and confer.

Taste

Equipment:

- Blindfold
- Various tastes

Instructions:

For this exercise the boys should work in pairs. One will be blindfolded, the other will guide.

- Place on a table objects for the boys to taste, eg. flavoured crisps, drinks, ice cream, fruit, one of each of these different things.
- Then on each table also place a piece of paper on which the non blindfolded boys will write down what the blindfold boy thinks the different tastes are.
- Switch over the pairs so everyone tries at the taste test.



Leaders should be aware
of any food allergies the
boys might have



Touch

Equipment:

- Feely bag of items

Instructions:

The activity can be played in a group.

- In a non transparent bag place an item and ask one boy to try and work out what the item is, only through feeling.
- When the object is identified, exchange it for a new item and ask a different boy to try to identify it.
- Some good examples are coins, string, rubber, peg, nut, button, spoon, key etc.

Hearing

- One boy acts as a detective and leave the room.
- When he is out of hearing range the rest of the group between them decide whose voice they can record on to a tape recorder.
- The 'detective' returns, listens to the tape recording and tries to decide whose voices recorded.
- If the 'detective' doesn't guess after three attempts he has failed.
- The game can then be repeated for all of those who wish to be the 'detective'.

Alternatively, put a number of boxes on a table, with a clock under one. Boys attempt to locate the clock by listening for its tick.

Or record a few common sounds on the tape such as, toilet flush, car driving, tearing paper, jangling keys, clapping hands, whistling, kettle boiling.

Sight

- Wink murder is a very easy game to play in a group.
- As before one person is the 'detective' and leaves the room while the rest of the group decide on a 'murderer'.
- The 'murderer' kills their victims by winking at them.
- All participants sit in a circle with the 'detective' standing in the middle. The 'murderer' is also in the circle. When the murderer winks at any of the people in the circle they must lie down and 'die'.
- It is the 'detective's job to try and work out who the murderer is in the quickest time possible.



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5 minutes

Match the Card Games

Aim: Short time filler game

Equipment:

- Christmas cards or, if not available, birthday cards, postcards or any pictures
- Scissors

Instructions:

- Leader cuts up all the cards in two.
- Scatter one half of each card face down around the room.
- Give the boys the other half of card.
- Boys have to find the other half of the card that they are holding.
- Repeat until all the cards have been found.

Progression:

Vary how the cards are cut in half – some straight, some wavy, some zigzag etc. It helps the boys to find the other half of the card more easily.



When using scissors it is
essential that boys be
given supervision
depending on their ability

Hobbies and Collections

MIND

think and do



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Aim: To broaden the boys' horizons

One area where boys can gain credit in the 'Mind' section of the programme is to start or indeed carry on with a hobby or collection. The examples mentioned below are a few examples of things boys may be interested in collecting or starting as a hobby.

- Postcards
- Stamps
- Scrap books of holidays or days out
- Stickers
- Key rings
- Foreign coins
- Swimming
- Football
- Dominos
- Chess
- Bird watching
- Gardening

This is an activity, which would be completed at home, and a record could be kept of progress.



No maximum number
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supervision



10 minutes per activity

Observation games

Aim: To get the boys to use their memories and to improve their observation skills

Cartoon Memory Game

Equipment:

- Cartoon video
- TV/video player
- Paper
- Pencils

Instructions:

- Watch a cartoon and from it collect 10 simple questions: Who did...? What did...? What happened after...? What colour was....? How many....? etc.
- Then show the cartoon to the boys and give them a sheet with the questions on. This will work particularly well with a cartoon that all the boys are familiar with. Alternatively, ask the questions at the end of the video.
- Then either mark the question sheets or give points for verbal answers and possibly give a prize for the winner.

Some of your boys may always be first to give an answer. Use the opportunity to ask individual boys other simple supplementary questions so they can also score points.

Kim's Game

Equipment:

- Tray
- Household objects
- Tea towel

Instructions:

- Place ten small common household objects a tray.
- Show the tray to the boys for about a minute and ask them to memorise as many of the things as they can.
- Then take the tray away from the boys and cover it with a tea towel.
- Without the boys seeing, remove one of the items from the tray.
- Now place the tray in front of the boys again, remove the tea towel and ask if they can tell you what has been removed.
- This can then be repeated until all objects are removed.

The can be played individually or as a team.



Coins

- Have sets of coins used every day.
- Put on a tray and let the boys have a short time to study them, trying to remember which coin is worth.
- Cover them up and take one away.
- See if the boys can tell which one is missing.
- Repeat several times.





No maximum number depending on adequate supervision

This activity can be played individually or as a team



10 minutes per game

Treasure Hunts

In a treasure hunt players have to solve a series of clues leading them to some 'treasure'. Treasure hunts are very adaptable. You can have them indoors or out, and they can last anything from 10 minutes to a whole afternoon.

Setting a Course:

Decide where to hide the clues. Below are some ideas

- In the park – on main gate, on slide, on bench, on tree stump, by litter bin, on steps.
- Indoors – under seats, on tables, under door handles, in boxes.

Positioning your Clues:

Give the players the first clue at the start of the hunt and put the second clue at the first location, and so on through the rest of the course. At the last location you hide the treasure instead of a clue. Your clues must be positioned where each person can find them and then without too much difficulty, put them back for the next person to find. To make sure clues don't get lost or blow away use masking tape to fix them in position, or write them on cards and thread string through them from the appropriate places. You could write several copies of each clue for the players to save them having to memorise them.

Writing Clues:

Remember that each clue has to indicate the place where they will find the next clue. For younger children who are not yet confident readers, it is enough simply to write the name of the next place.

- Invisible clue – write the clue in lemon juice. The paper then has to be heated, say on a radiator, for the clue to appear.
- Balloon clue – blow up a balloon and write the clue on it in felt-tip pen. When the writing is dry let the balloon down.
- Lipstick clue – write a clue in lipstick on a window or a mirror.
- Jigsaw clue – write the clue in bold letters on a piece of card. Cut it up into several pieces and put in an envelope.



A specified area should be agreed and boys should not have to move any objects to find clues. Additional supervision will be required for outdoor activities.

Identification Games

MIND

think and do



No maximum number
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supervision



10 minutes per activity

Miming

Divide boys into groups; taking turns each boy mimes an occupation, eg. baker, postperson, teacher, etc. and the rest of the group guesses what it is.

Whose Voice?

Send one boy out of the room and select another boy to record his voice into a tape recorder. Boys are encouraged to disguise their voices and on returning to the room the boy has to identify the voice.

Whose Face?

On paper or card have a selection of well-known faces or cartoon characters but cut in half either vertically or horizontally. Can the boys identify the person?

Book Character

Aim: To encourage reading as a pleasurable activity

Week 1:

Leaders to talk about their favourite book. Quickly recap the story and tell the boys about the characters. Explain about competition for next week.

Week 2:

Boys to come dressed as a favourite book character and are able to tell the group about their character.

Prices of books/tokens for best costume and best telling about their character.

Relays:

Putting words together to make book titles.
The – Very – Hungry – Caterpillar.

Table Games

MIND



think and do

Aim: To introduce a variety of board games to the boys

This can form the basis of a fun evening and remember that some boys may not play such games at home. There are numerous examples and the leaders' old favourites will be just as good as new games.

Suggestions:

- Snakes and ladders
- Connect four
- Ludo
- Draughts
- Kerplunk
- Jenga
- Pick up sticks

Jigsaws can also be a popular activity and their complexity will be dependant upon the boys' age.



Minimum of 2 players per game



15 minutes





No maximum number
depending on adequate
supervision



10 minutes

Famous Person

Aim: To learn about a famous person and the qualities that have made them famous

Leaders select a famous person and be able to talk about them, e.g. character could be real or fictional, Biblical, sports personality, cartoon or historical.

Tip: Leaders could give clues of the identity of the character for the boys to guess.

Information Required:

- Where the character lived.
- Dates of birth and death (if real person).
- What he/she was famous for.
- Two outstanding facts about the person.

Additional Activity:

Boys could be asked to find out some facts about a famous person of their choice to share with the group on another evening.

Show and Tell

MIND

think and do



Aim: To share a possession the boys value with others

Equipment:

A letter with information about this activity should be sent home the week before.

Boys are asked to bring an item that is special to them. It might be a gift they have received or something they have made and be prepared to tell the other boys about it.

Depending on the size of your section this might be done over several weeks with 2/3 boys each week.



No maximum number
depending on adequate
supervision



Depends on number of
boys taking part





No maximum number
depending on adequate
supervision



10 minutes

Anchors

Aim: For boys to understand what an Anchor is and why it is used. Relate to Anchor on sweatshirt emblem.

Activity:

- Explain how the BB badge is made up, and the meaning of the Anchor.
The crest of The Boys' Brigade is an anchor on a red cross, the latter being introduced at the time of the union of the BB with The Boys' Life Brigade in 1926.
Written on the anchor are the words "Sure and Steadfast" taken from Hebrews 6:19 (AV) – "which hope we have as an anchor of the soul, both sure and steadfast".
Upto 1993 the Brigade spelt the word "stedfast" without the first "a", this being the early spelling of the authorised version.
- Use template of BB badge to help explain this.

Equipment:

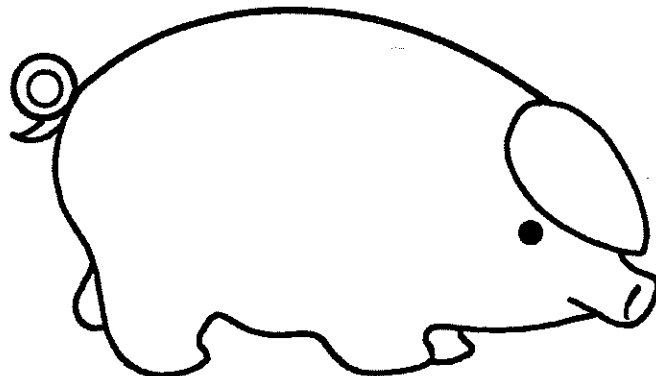
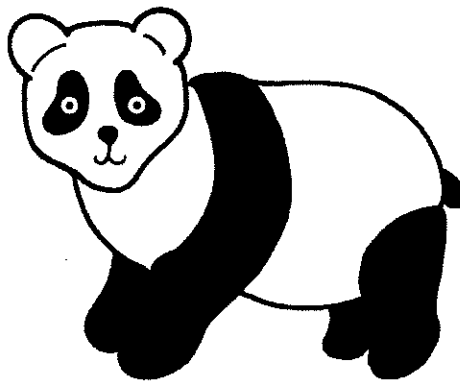
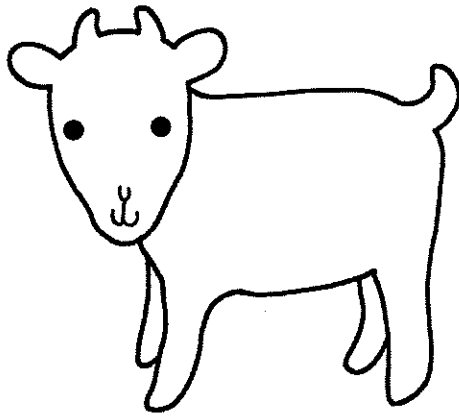
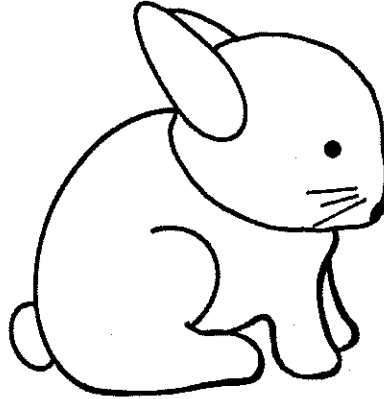
- Template of maze
- coloured pens, pencils

Instructions:

- Boys find their way through the maze, and colour the Anchor (using correct colours).

Template M-1

Match the Animal



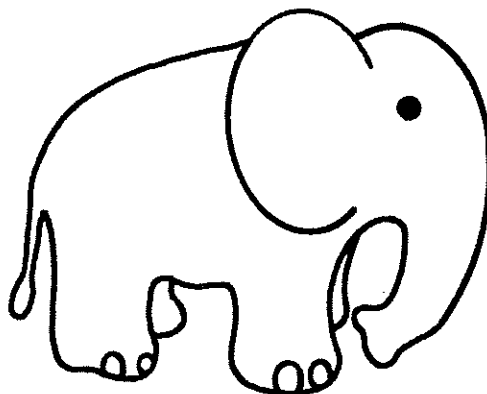
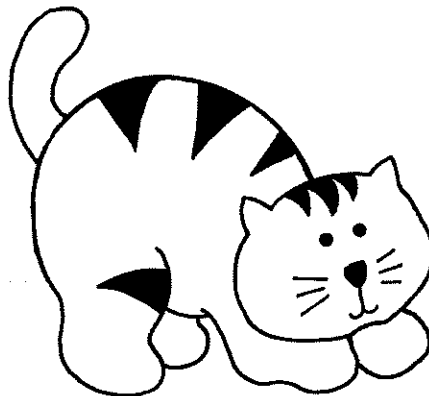
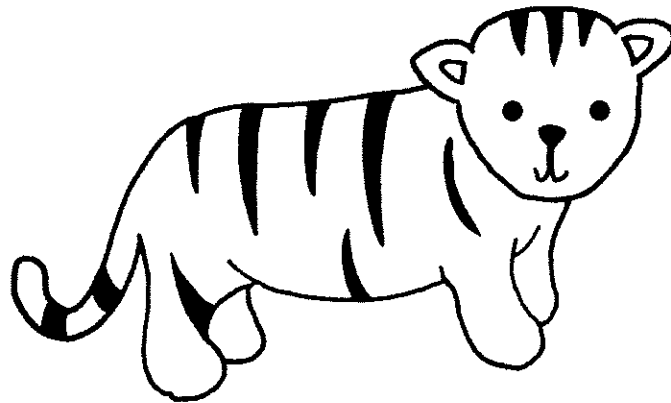
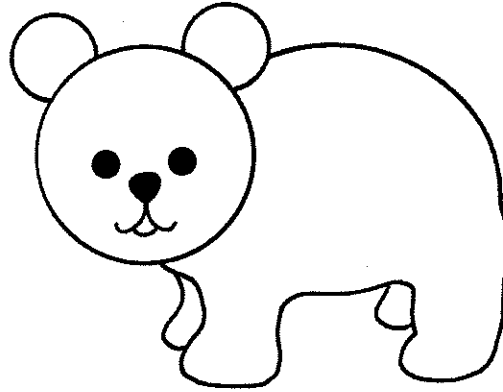
Template M-1

Match the Animal

Hamster	Bear
Tiger	Rabbit
Horse	Panda
Pig	Hedgehog
Cat	Goat
Elephant	Sheep

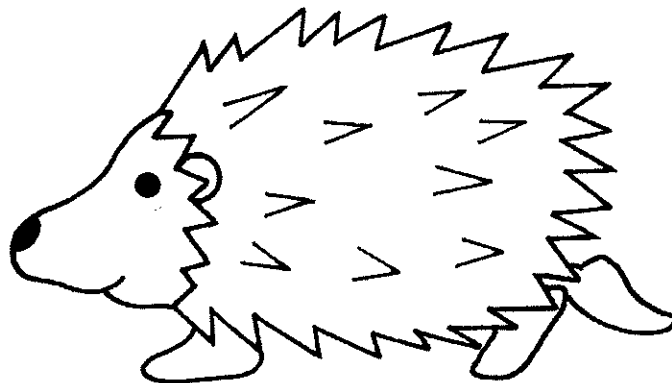
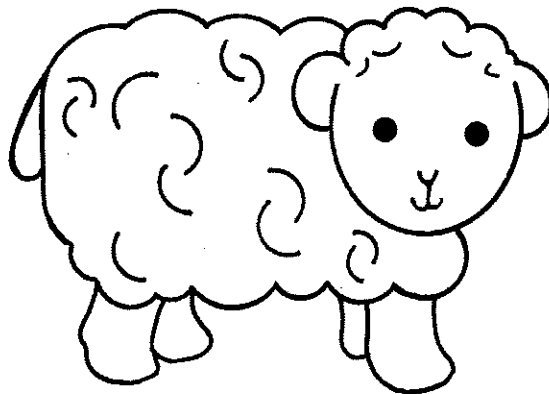
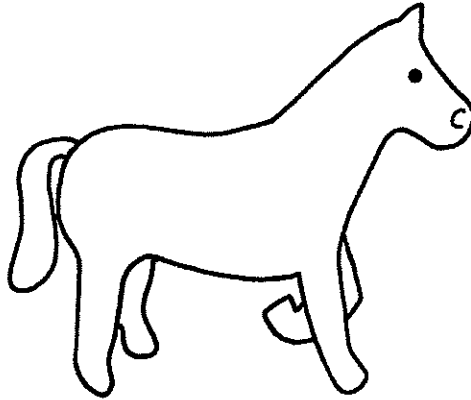
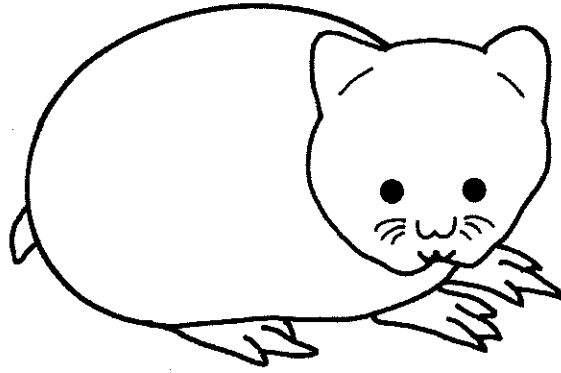
Template M-1

Match the Animal



Template M-1

Match the Animal



Template M-5

Dot to Dot

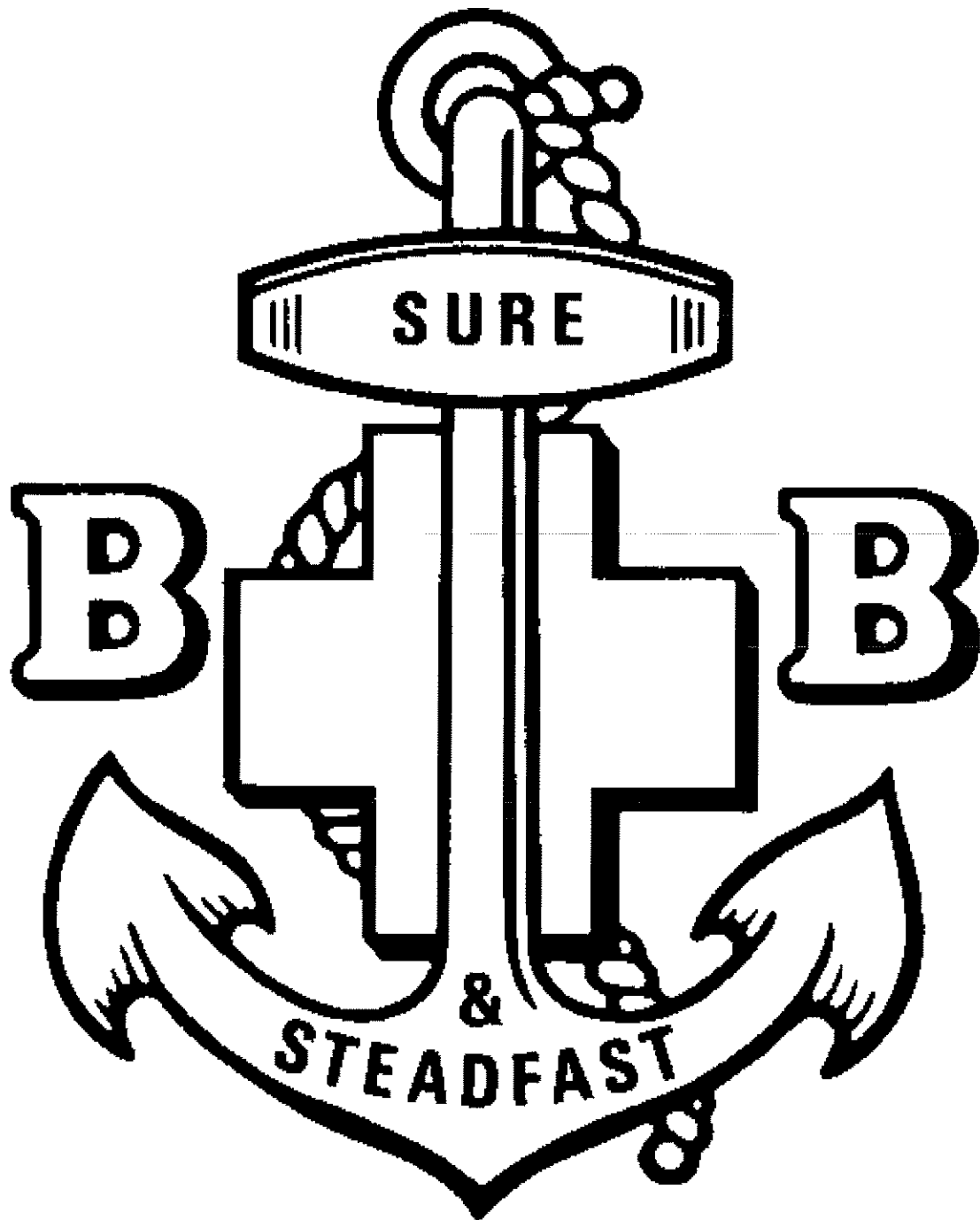
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③

Template M-19

Anchors



Template M-19

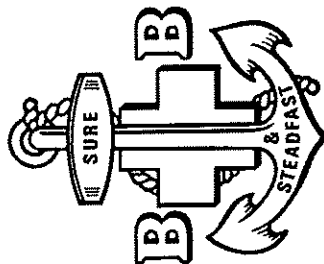
Anchors

A



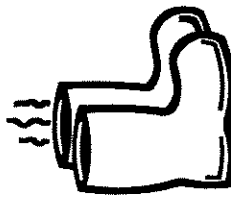
old socks

B



anchor

C



smelly boots