

MIND



think and do

Who has the Answer?

MIND

think and do



No maximum number
depending on adequate
supervision



15 minutes

Aim: A way of getting boys to find out information for themselves and also to assist them remembering one another's name

Equipment:

- Template
- Pens
- Paper
- Stickers

Instructions:

On a photocopier, enlarge the symbols, cut them out individually and stick them around the walls of your meeting place. Write the meanings of each symbol on individual sticky labels and put a label on each boy's back. If you have more than twenty boys you may like to create a few more symbols so that everyone can be included. On the other hand, if you only have a small group, put more than one label on each. The object of the activity is to see how many symbols the boys know.

Give each of them a pencil and paper, and ask them to write down the numbers 1 to 20. They then walk round the room, look at the symbols and write down not the answer but the name of the boy with the correct answer on his back! In this way the boy will need to mingle and find out each other's names. If you have a wide age range, allocate an older boy to help a younger one. At the end, bring the boys back together to check their answers.

ANSWERS

- | | |
|-------------------------------|----------------------------|
| 1. Wool | 10. Ichthus/Christian fish |
| 2. Dollar | 11. Cycle route |
| 3. Roadworks | 12. Put litter in the bin |
| 4. Information | 13. Danger – falling rocks |
| 5. Water | 16. Poison |
| 6. Percentage | 17. Hand wash only |
| 7. Please recycle or Recycled | 16. Price bar-code |
| 8. No entry | 17. No dogs |
| 9. No smoking | 18. Highly inflammable |

The principle of putting clues/questions on the walls and the answers on the boys' backs can be used for many different games: picture clues relate to Bible stories, famous people and tv stars.



Pairs



5-10 minutes

Gomuku

Aim: To learn a Japanese version of Noughts and Crosses

Equipment:

- Template
- Pens/pencils

Instructions:

Copy the Gomuku grid onto card. One player marks crosses and the other noughts, but instead of drawing them inside the squares, they are drawn on the points where the lines intersect. The object of the game is to get five crosses or five noughts in a straight line in any direction.

Tangram

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15 minutes

Aim: To make as many shapes as possible using a 'Tangram'

Equipment:

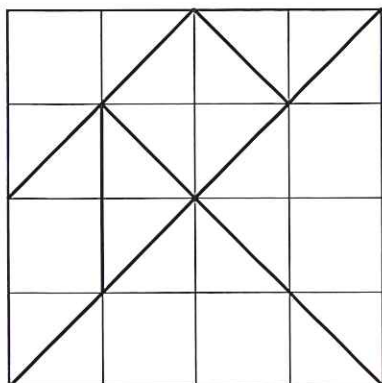
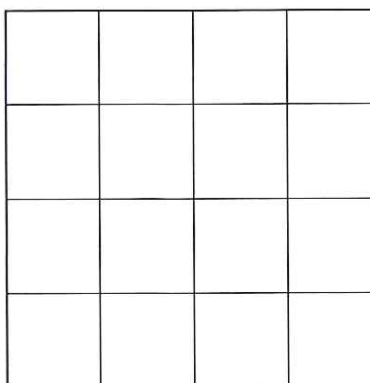
- Scissors
- Pens/pencils
- Card, thicker card works best

Instructions:

Follow the instructions below and once cut. Use the pieces to create as many different shapes as possible.

To make a set of Tangram pieces

- Cut out a square piece of card.
- About 6 or 8 cm square is a good size.
- Lightly mark a 4 by 4 grid of squares on it, as shown in the diagram on the right, to act as guide-lines.



- Draw in the lines shown on the left and cut out along those lines.
- This should make the 7 pieces of the Tangram as shown below.



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

Wordsearches



No maximum number
depending on adequate
supervision



10 minutes

Level:

2nd and 3rd year

Equipment:

- Template (wordsearches)
- Pencils/pens

Instructions:

- Copy template onto card. Words can be found forwards, backwards or diagonally.
- Boys should use the co-ordinates to find the first letter of each one.
- Write down the correct answer at each of the co-ordinates.

Chocolate and Sweet Wordsearch

Hidden in the wordsearch are 20 chocolate bars/names of sweets.

Flower, Tree, Fruit Wordsearch

Hidden in the wordsearch are 24 flowers, trees and fruits.

Instruments in the Orchestra

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5-10 minutes

Resources:

CD – Britten: Young Person
Guide to the Orchestra

CD – Prokofiev: Peter and
the Wolf

CD – Saint-Saëns: Carnival
of the Animals

CD – Dukas: The
Sorcerer's Apprentice

Aim: Name the instruments of the orchestra

Equipment:

- Template
- Pens/pencils

Instructions:

- Photocopy the template
- Match the pictures to the correct word.

1. Trumpet
2. Cello
3. Kettle Drum
4. Oboe
5. Harp
6. Clarinet
7. Violin
8. French Horn
9. Xylophone
10. Flute
11. Trombone

Extension:

A piece of music can be played and ask the boys to identify the instruments being played. A CD of 'Peter and the Wolf' by Prokofiev would be a good one to start with. The story of 'Peter and the Wolf' is narrated and the different sounds of the instruments play the parts of the animals, ie. the cat is a clarinet, the duck is an oboe, the wolf is a French horn, etc. This activity could be done over two or three weeks.



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15 minutes

Aim: To recognise The Boys' Brigade Badge and know a little of where it came from

Equipment:

- Template
- Pens/pencils

Instructions:

Start by asking the boys if they can describe The Boys' Brigade Badge. If possible, show them the Company colour or other large version of the badge. Point out some of the important features of the badge, for example:

- The words "Sure and Steadfast". This is The Boys' Brigade motto. It comes from Hebrews 6:19, which says, "Which hope we have as an anchor of the soul, both sure and steadfast" (KJV) – talking about God's promise in Jesus.
- The anchor. This is emblem of The Boys' Brigade, for the same reason as above.
- The red cross. This is there to remind us of Jesus, who died to help us.

Finish by colouring in The Boys' Brigade Badge.

Extension:

This activity is suggested for 1st year Junior Section boys. However, it can be used with older boys. To make it more challenging, try using water based paint instead of colouring pencils.

A larger copy of the badge could be coloured in and cut up into its various parts as a jigsaw, or used as a team relay with boys running in turn to collect the various parts.

My BB Company

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10-15 minutes

Aim: To make the boys aware of the basic information of the Company that they belong to and the Church that it is part of

You could start by asking the boys some simple questions about their BB Company, such as:

- What is our Company name?
- Who is the Captain?
- What church is the Company part of?
- Who is the minister/vicar/chaplain?

Take the boys on a tour of the Church, explaining what everything is for and the part it plays in the worship and life of the church. Show them where the Sunday School/Junior Church/Children's Group sit. The aim is to get the boys familiar with their Church and to encourage them to attend.

Boys could be shown Company Colours and/or trophies, rolls of honour, etc.

Boys should be made aware that as members of the Company they are part of a large organisation, and they will no doubt meet with boys from local companies and the battalion.

This activity is suitable for any new members of the Junior Section.



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10-15 minutes

The Solar System

Aim: To Label the Solar System Diagram

Equipment:

- Template
- Pens/pencils

Instructions:

- Copy the template onto card.
- Read the definitions, then label the diagram.

SUN	– The Sun is a star at the centre of our Solar System.
MERCURY	– Mercury is the planet closest to the Sun.
VENUS	– Venus is the second planet from the Sun. It is the hottest planet.
EARTH	– Earth is the third planet from the Sun and the planet we live on.
MARS	– Mars is a red planet and the fourth planet from the Sun.
JUPITER	– Jupiter is the fifth planet from the Sun. This gas giant is the largest planet.
SATURN	– Saturn is the sixth planet from the Sun. This gas giant has large, beautiful rings.
URANUS	– Uranus is a gas giant and is the seventh planet from the Sun.
NEPTUNE	– Neptune is a gas giant and is usually the eighth planet from the Sun.
PLUTO	– Pluto is a rocky planet that is usually the farthest planet from the Sun. It is the smallest planet.

Magnets

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Depends on activity

Level:
3rd year

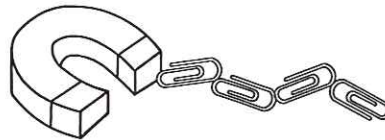
Aim: To have fun with magnets

Equipment:

- Various magnets – hardware shop
- Card
- Tape
- Scissors
- Paper clips
- Cork
- Paper
- Drawing pins
- Dress making pin

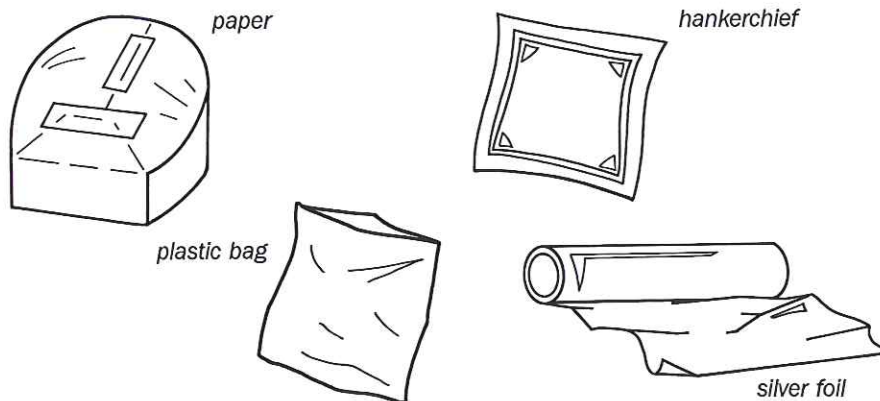
Find the Strongest Magnet

- Use a magnet to pick up a paper clip.
- Place a second clip on the bottom of the first (the magnetism flows through and helps them cling together).
- Keep adding clips to find the strongest magnet.



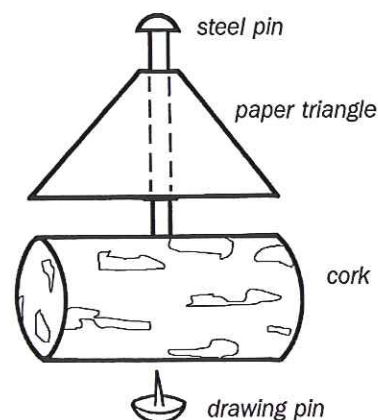
Stop the Magnetic Force

- Can you block the power of a magnet by wrapping something round it?
- Wrap the magnet in paper – will it pick up paper clips?
- Now try it with material, foil of a piece of plastic.
- How many layers of material do you need before the magnet is unable to pick up the paper clips?



A Magnetic Boating Game

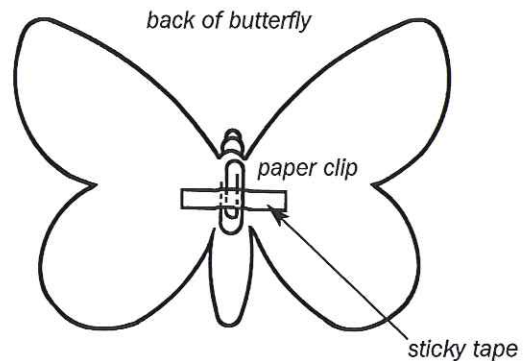
- Make two or three boats.
- Float the boats in a bowl of water.
- Make a magnetic rod by tying a magnet on a piece of cane with strong cotton or string.
- Without touching the steel pins, make the boats move, and have a race.



This craft requires the use
of scissors and pins.
Leaders should exercise
appropriate supervision

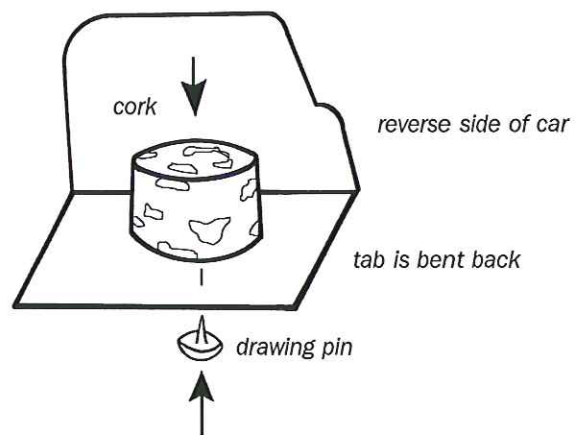
A Magic Butterfly

- Make a large butterfly out of paper, colour it, and attach it to a paper clip.
- Hold the butterfly on a sloping piece of card and hold the magnet behind it on the back of the card and watch it move.
- If you make snails or animals instead you can have a race.



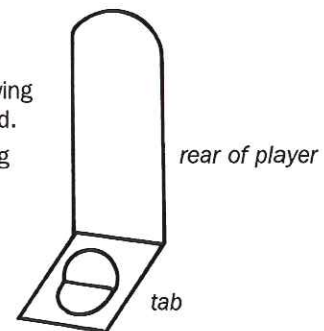
Car Driving

- Draw a road layout on a sheet of card with roundabouts, junctions, houses and trees etc.
- Make some card cars and colour these in and put a drawing pin on each of the tabs to hold the cork in place.
- Then using a magnet tied to a stick, under the road, make the cars travel along the road.
- Penalty points can be awarded if the cars leave the road.



Football Game

- Using the same principle as above, with a cork and drawing pin, make a diagram of a football field on a sheet of card.
- Make the players as shown, and then have a game using a light ball (e.g. a table tennis ball) and see who can score the most goals.



Magnetic Fish

- Cut out a number of fish shapes onto card approximately 8cm long and colour them in.
- Attach a paper clip to the end of each fish.
- To make the rods, attach a piece of thread to a length of dowl and fix a magnet onto the other end of the thread.
- Put the fish in a bowl, the boys can now go fishing...

Label the British Isles



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supervision



10-15 minutes

Aim: To label a map of the British Isles

Equipment:

- Template
- Pens/pencils

Instructions:

Label the details below onto the template of the map.

Atlantic Ocean	– water to the west of the British Isles
Belfast	– the capital of Northern Ireland
Cardiff	– the capital of Wales
Dublin	– the capital of Republic of Ireland
England	– the largest area in the United Kingdom bordering Wales and Scotland
Edinburgh	– the capital of Scotland
English Channel	– water to the south of England which separates it from France
Hebrides	– islands off the northwest coast of Scotland
Republic of Ireland	– a country west of England across the Irish Sea (not part of the United Kingdom)
Irish Sea	– the water that separates England and Republic of Ireland
Isle of Man	– an island in the Irish Sea
Isle of Wight	– an island off the southern coast of England
London	– the capital of United Kingdom (England)
North Sea	– the water between the northeast of the British Isles separating it from northwest Europe
Northern Ireland	– a part of the United Kingdom bordering the Republic of Ireland
Orkney Islands	– islands off the northeast coast of Scotland
Scotland	– a part of the United Kingdom bordering England on the north
Shetland Islands	– islands far off the northeast coast of Scotland (furthest point north in the British isles)
Wales	– a part of the United Kingdom bordering England on the west
Channel Islands	– a group of islands off the north west coast of France

The stars denote the capital cities.



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10-15 minutes

Aim: To label types of flags of countries in the world and colour them

Equipment:

- Template
- Pens/pencils

Instructions:

- Copy the template onto card.
- Using the flag descriptions, label the types of flags and colour them.

Australia	– A blue field with white stars and a small Union flag in the upper left corner.
Brazil	– A green field with a yellow diamond. In the diamond is a blue circle with tiny white stars and a band.
Canada	– A red maple leaf in the centre (on a white background) surrounded by two vertical red stripes.
China	– A red field with five yellow stars in the upper left corner (one star is large, four are smaller).
Congo (Zaire)	– A blue field with yellow stars (one large star in the centre and six smaller ones).
France	– Red, white and blue vertical bars (the blue bar is by the flagpole, the red bar is farthest from the pole).
Japan	– A white field with a red circle in the centre.
Jordan	– Black, white, and green horizontal bars (the black bar is on the top, the green bar is on the bottom). A red triangle with a white star is by the flagpole.
Morocco	– A red field with a green five pointed star in the centre.
Pakistan	– A white vertical bar (by the flagpole), the remaining field is green with a white star and crescent moon.
Republic of Ireland	– Green, white and orange vertical bars (the green bar is by the flagpole).
Russia	– White, blue, and red horizontal bars (the white bar is on the top, the red bar is on the bottom).
South Africa	– A sideways green “Y” surrounded. The bar above the “Y” is red, the bar below is blue (each is bordered by a thin white line). Inside the “Y” is black (bordered by thin lines of yellow).
South Korea	– A white field with a circle in the centre. The top portion of the circle is red and the bottom portion is blue.
Sweden	– A blue field with a yellow, off-centre cross.
Turkey	– A red field with a white crescent moon and a white star.
United Kingdom	– A red white and blue flag with a thick red cross in the centre (surrounded by thin white lines) on a blue field.

Additional activity:

Place flags on a map of the world. Could be placed around the edge of the map and linked by string or wool indicating the location of each country.

African Animals

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Aim: To label the African animals using the word list below

Equipment:

- Templates
- Pens/pencils

Instructions:

- Copy the template onto card.
- Boys should complete the template by naming the animals. The animals could then be coloured in.

Animals:

Leopard
Baboon
Cheetah
Rhinoceros
Zebra
Lion
Ostrich
Gorilla
Elephant
Giraffe



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10-15 minutes





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10-15 minutes

What is a shape?

Aim: To encourage boys to use their imagination

Equipment:

- Template
- Pencils/pens/crayons

Instructions:

- Copy the template onto card.
- What can boys draw from a circle or a square? Using the shapes as a basis for the drawing see how many different objects can be drawn.

Examples:

Using their imaginations, boys might draw on the circle to make a wheel, a pizza, a spider, a cat, a football, etc. The square could be a television, a parcel, a window, a horse, etc.

How many different things can your boys draw?

Household Items

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10-15 minutes

Equipment:

- Template
- Pens/pencils

Instructions:

- Photocopy template.
- Fill in the blanks from the clues as they are read out. Boys could work in pairs or teams.

HOUSEHOLD ITEMS

Clues

1. The shortened version of this is very cool
2. Could this be an apple?
3. A place to go when you are tired
4. Could this be a small salute?
5. Could be upright or cylindrical
6. Makes things cleaner
7. Can I see that again?
8. Work station or games consul
9. Makes you wet from time to time
10. Water hotter?

Answers

- Refrigerator (12)
- Cooker (6)
- Bed (3)
- Microwave (9)
- Vacuum cleaner (6,7)
- Washing machine (7,7)
- Video recorder (5,8)
- Computer (8)
- Shower (6)
- Electric kettle (8,6)

Trackword



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10 minutes

Equipment:

- Template
- Pens/pencils

Instructions:

- Put the trackword grid on the board for all to see or distribute copies to each boy. You could use the example below or make your own. Boys could work in pairs or teams.
- See how many words of three letters or more the boys can find.

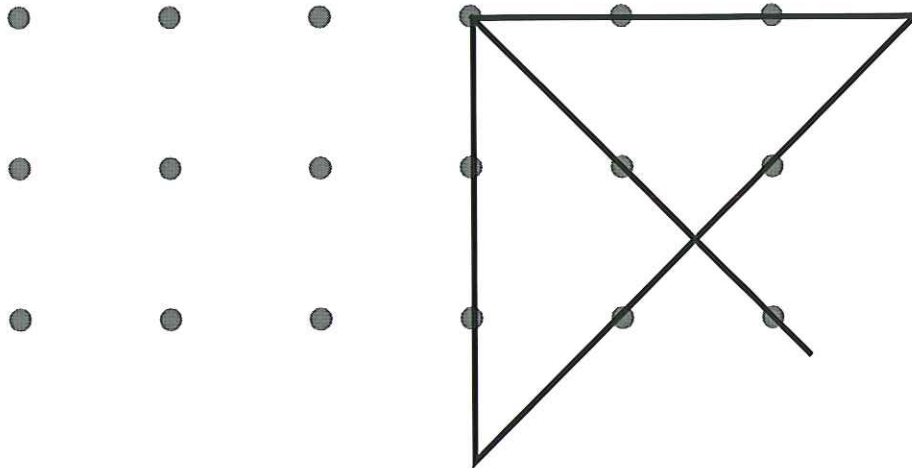
Additional activity:

Once the boys get the hang of this activity you could devise your own trackword grids.

Solve the Puzzles

Aim: To solve the puzzles in the quickest time

Without lifting pen from paper join these nine dots with four straight lines



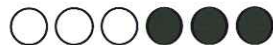
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Set a time limit

Level:
3rd year

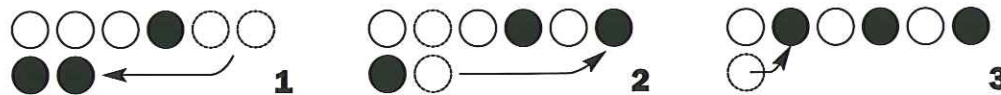
Place three silver coins and three copper coins in a row like this:



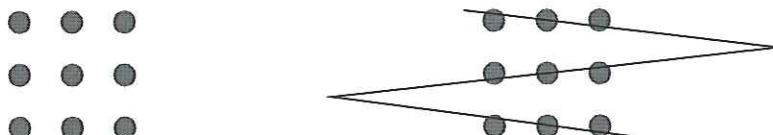
Moving only two adjoining coins at a time can you in three moves, change it to this:



Emphasis on 'adjoining' and not to think too laterally!!



Using only three straight lines connect these nine dots, without lifting pen from paper or crossing over another line.





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10 minutes +

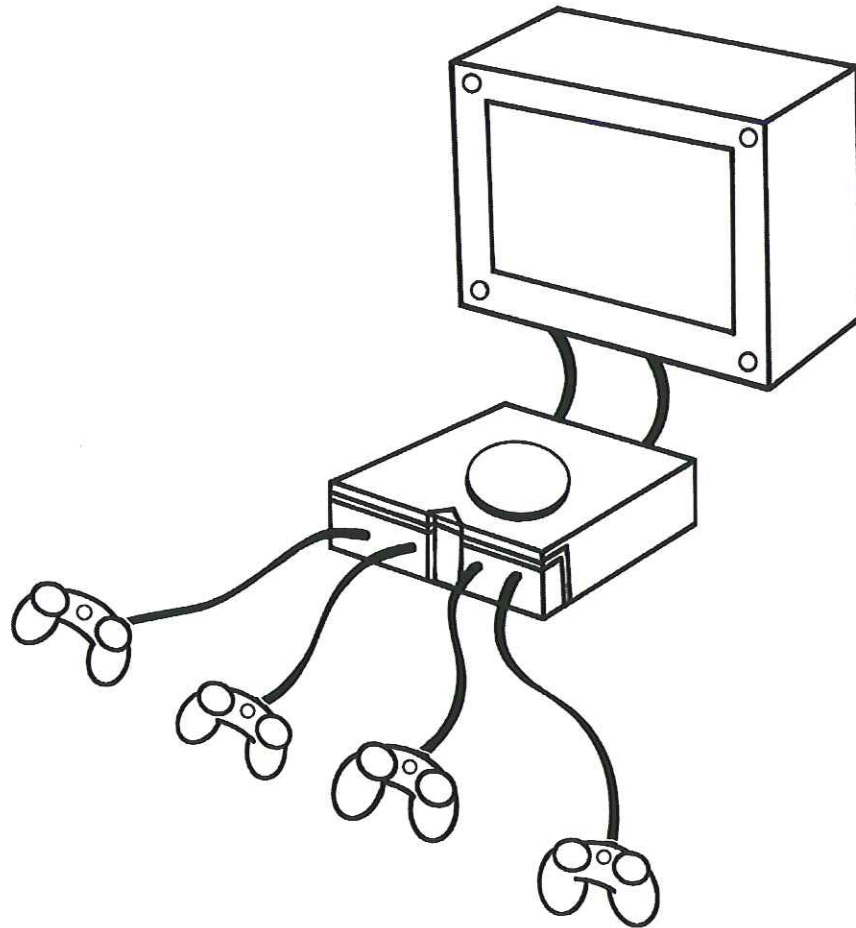
Computer Games

Many of the boys will have games consoles such as PlayStations, X Box and Game Cubes. These all have the capacity for multiplayer activities.

Organise with a few parents or leaders, for a few consoles and a good range of multiplayer games to be brought in on an evening. The games should range from 2 to 4 players, dependant on the size of screen, number of controllers etc. If possible set the consoles up in a separate room and then throughout the night the boys can take it in turns to play.

Why not borrow or hire a few copies of the same game to be played on the different machines and run a competition to find a winner. Another idea is to have a 'console triathlon' where the boys move round three different genres of game (i.e. shoot'em'up, racing game and football game) and get scored on their performance in each game.

Note: Games should be suitable for the ages of the boys playing them.



Spot the Difference

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Aim: To spot the differences between various things using sight, sound and taste

Equipment:

The following equipment is required (depending on activities carried out below):

- Template
- Various food types
- Tape recorder
- Pens/pencils



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10 minutes +

The Taste Challenge

The idea is to see if the boys can tell the difference between the different types of food/drink.

Cola – There is a wide variety of cola products available now, see if the boys can tell the difference between them. Pour the different samples into labeled plastic cups and see which products the boys think are which.

Can they tell the difference between:

brands – Pepsi, Coca Cola, Tesco Value, Virgin Cola etc.

Low calorie versions – Pepsi Max, Diet Coke, Low Caffeine etc.

various flavours – Cherry cola, vanilla cola, cola with lemon etc.

Crisps – Empty the crisps into bowls and see if the boys can tell the difference in the flavours. Also, can the boys identify the low fat crisps?

Similar things can be done whilst the boys are blindfolded with chocolate, sweet flavours etc.

Sound Test

Send one boy out of the room, while on a tape recorder another boy records a phrase in a silly voice. Call the boy back in, and see if he can identify the voice on the tape.

What's wrong with the anchor?

Copy the template onto card. See if the boys can spot the difference between the two anchors.

Answers:

1. reverse steadfast
2. half cross on left handside missing
3. rope from bottom right cross to anchor missing
4. top ring of anchor missing
5. B on left handside reversed
6. right hand half cross is shaded
7. @ used instead of &
8. top part of anchor shaded

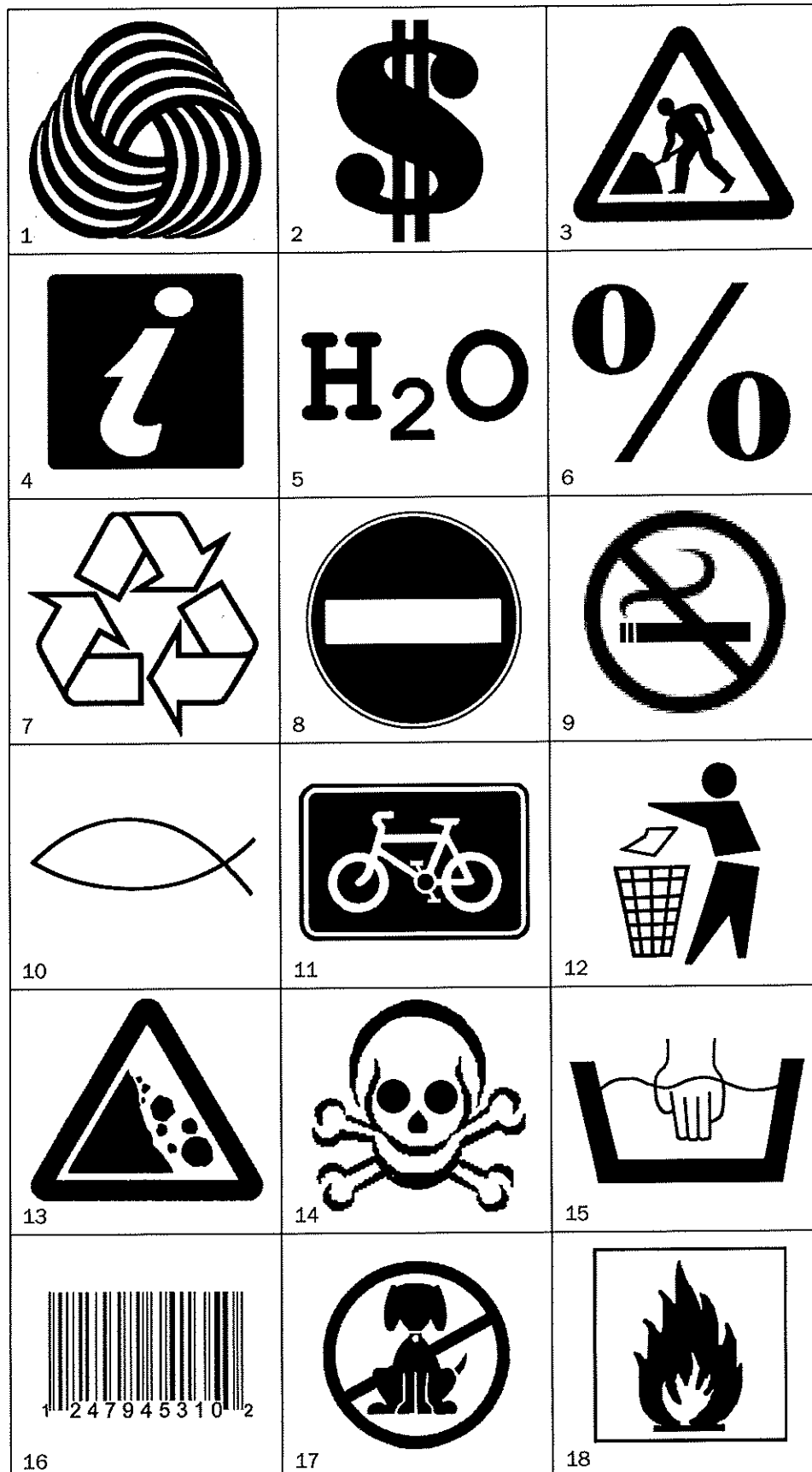
Boys could colour in the anchor.



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

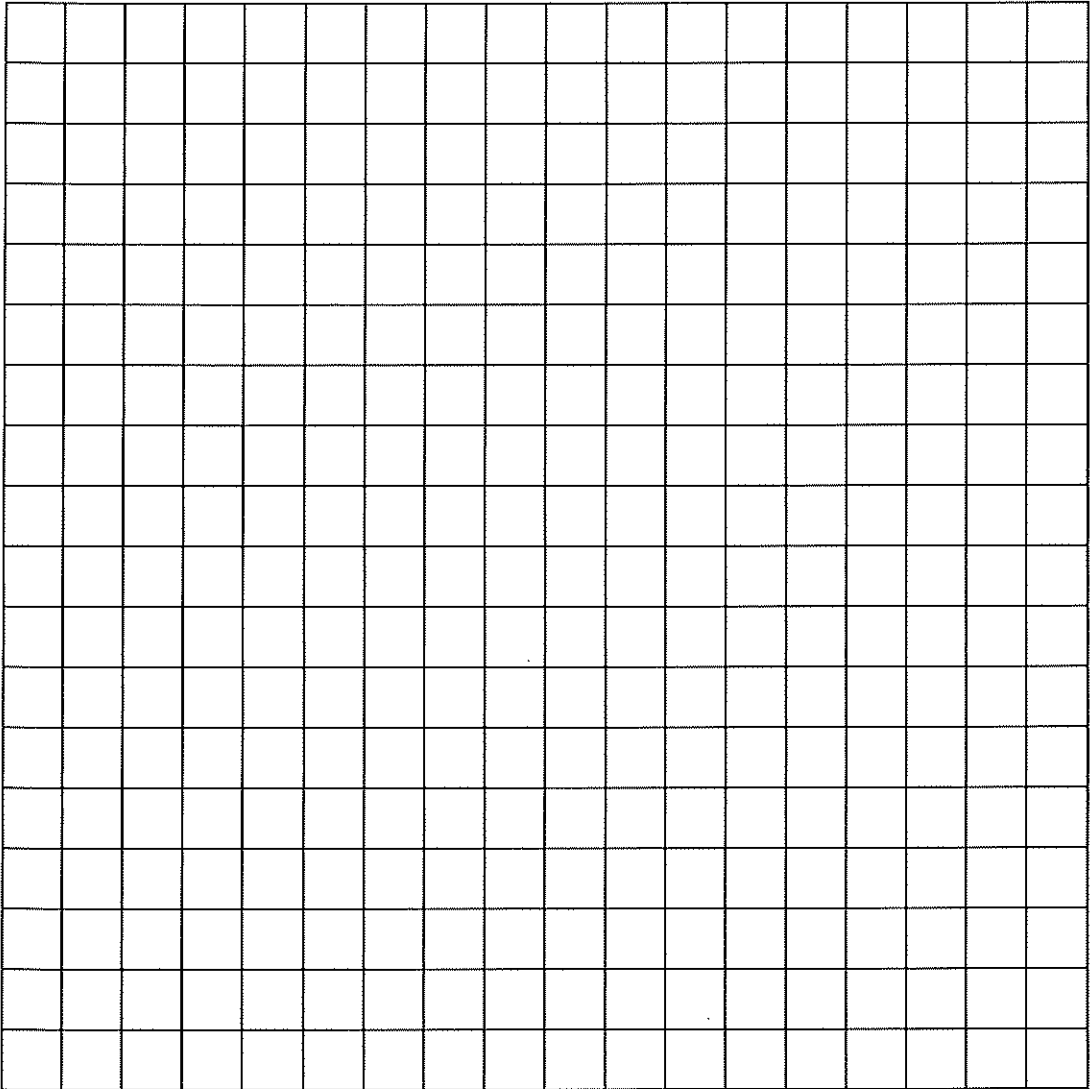
Template M-1

Who has the Answer?



Template M-2

Gomuku



Template M-4

Chocolate and Sweet Wordsearch

	1	2	3	4	5	6	7	8	9	10	11	12
A	J	U	K	I	T	K	A	T	L	I	R	E
B	T	T	E	B	I	S	T	A	Z	B	A	R
C	N	O	Y	A	W	Y	K	L	I	M	B	C
D	S	T	S	O	O	B	H	E	A	A	N	Y
E	M	I	J	T	W	I	R	L	O	E	O	S
F	A	M	B	O	U	N	T	Y	G	R	I	P
G	R	E	C	H	X	E	W	D	K	O	L	I
H	T	O	B	I	S	C	U	I	T	N	C	R
I	I	U	W	E	N	F	E	N	S	H	Y	A
J	E	T	R	M	D	C	E	P	O	P	P	J
K	S	S	O	I	A	N	I	M	N	E	A	H
L	A	R	R	D	E	L	P	P	I	R	I	S

1. A3 _____
2. C10 _____
3. E4 _____
4. G7 _____
5. D12 _____
6. L4 _____
7. F3 _____
8. E12 _____
9. C10 _____
10. I6 _____

11. D10 _____
12. H11 _____
13. L8 _____
14. D6 _____
15. D1 _____
16. L10 _____
17. G11 _____
18. B7 _____
19. D2 _____
20. J2 _____

Template M-4

Flower, Tree, Fruit Wordsearch

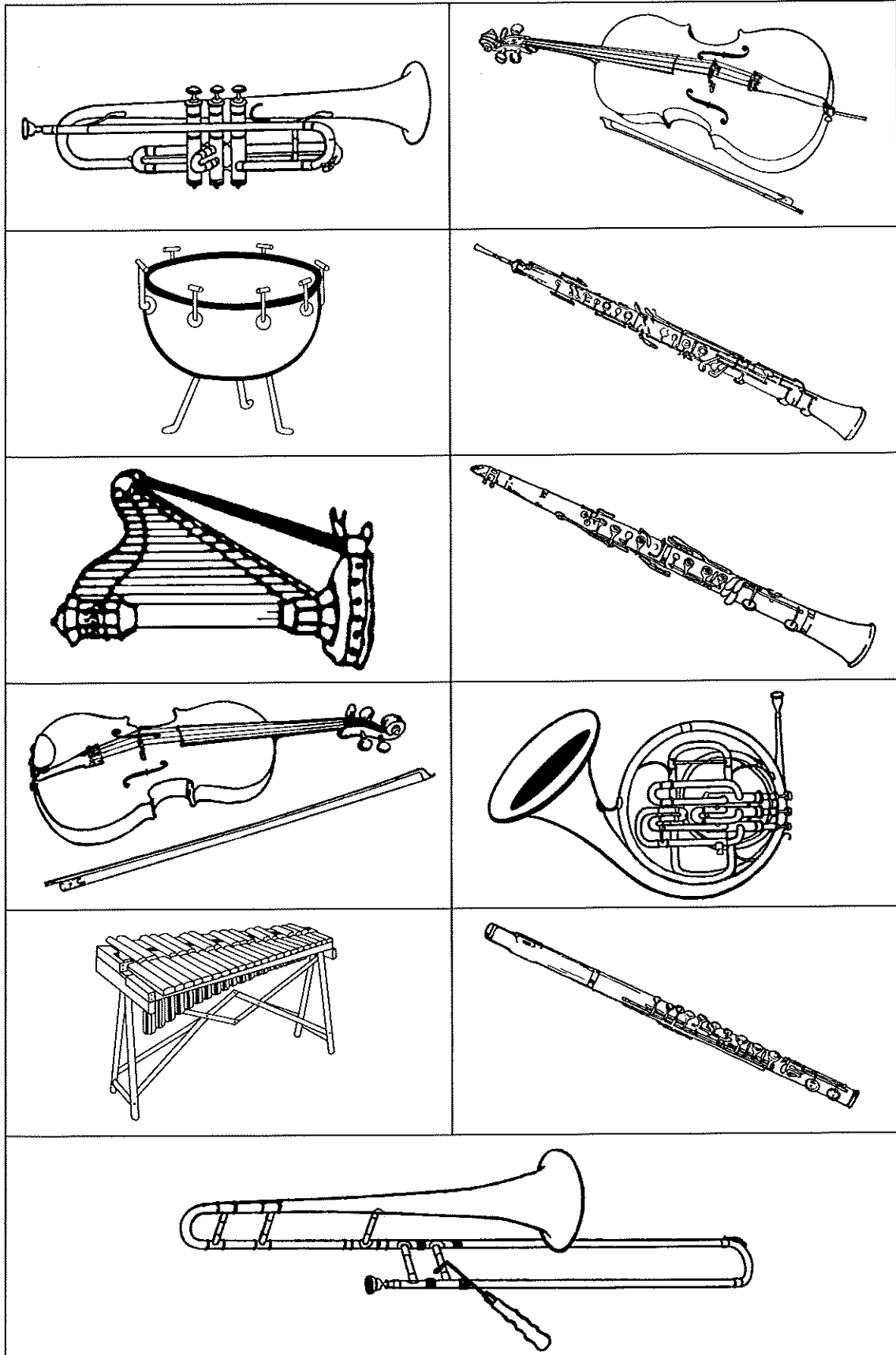
	1	2	3	4	5	6	7	8	9	10	11	12
A	P	A	D	A	I	S	Y	B	M	O	A	K
B	I	R	I	F	C	Y	D	E	A	G	F	T
C	N	L	I	L	A	C	H	E	R	R	Y	U
D	E	G	H	M	I	A	S	H	I	A	E	L
E	A	E	J	K	R	M	L	M	G	P	W	I
F	P	L	T	E	L	O	I	V	O	E	A	P
G	P	P	N	G	O	R	S	P	L	S	N	Q
H	L	P	R	N	S	E	T	E	D	U	A	R
I	E	A	D	A	F	F	O	D	I	L	N	O
J	V	B	I	R	C	H	O	L	L	Y	A	S
K	W	S	N	O	W	D	R	O	P	X	B	E
L	M	E	L	O	N	Y	Z	N	O	M	E	L

1 I2 _____
2 D6 _____
3 K11 _____
4 J2 _____
5 C6 _____
6 I3 _____
7 A3 _____
8 B4 _____
9 B10 _____
10 J6 _____
11 L12 _____
12 C2 _____

13 A9 _____
14 L1 _____
15 A10 _____
16 K4 _____
17 A1 _____
18 A1 _____
19 H12 _____
20 K2 _____
21 A6 _____
22 B12 _____
23 F8 _____
24 C11 _____

Template M-5

Instruments in the Orchestra



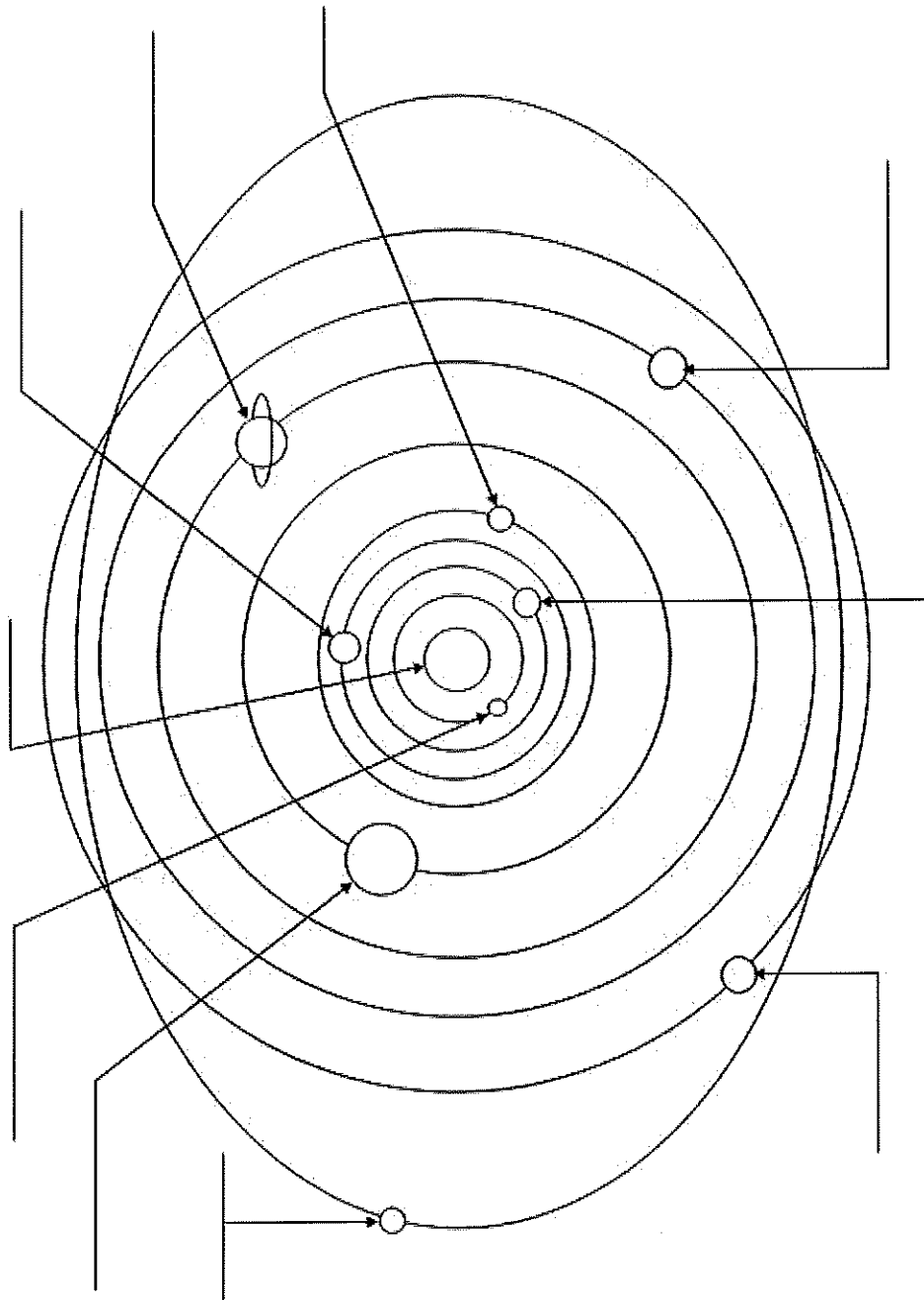
Template M-6

BB Badge



Template M-8

The Solar System

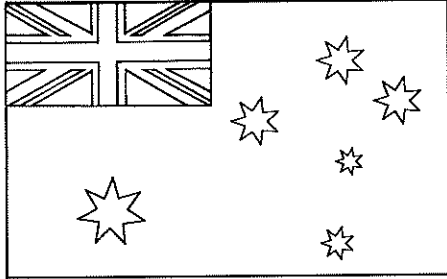


Label the British Isles

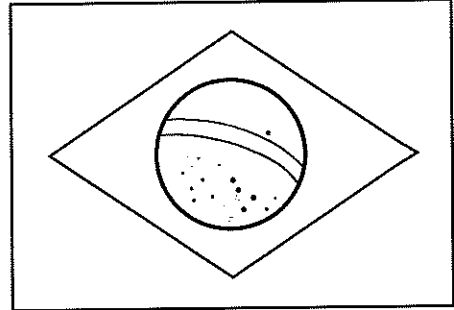
A blank map of the British Isles, including Great Britain and Ireland. A compass rose is located in the top left corner, with 'N' for North, 'S' for South, 'E' for East, and 'W' for West. The map includes several labels with lines pointing to specific locations: 'Ocean' points to the Atlantic Ocean west of Ireland; 'Sea' appears twice, once pointing to the North Sea and once to the Irish Sea; 'Channel' points to the English Channel. There are also several unlabeled lines with arrows pointing to various coastal and inland locations across the islands. A small inset box in the bottom right corner shows a simplified outline of the British Isles.

Template M-11

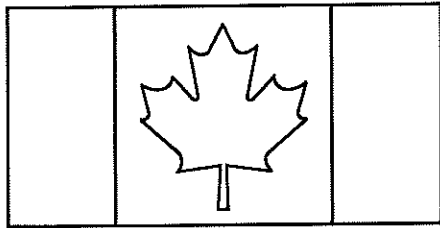
Flags (1)



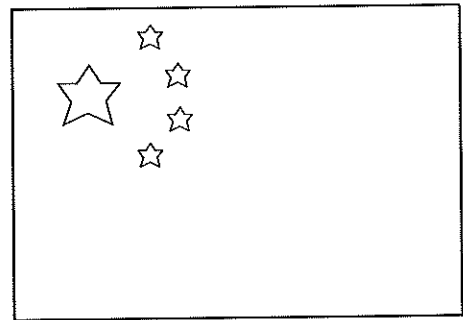
Australia



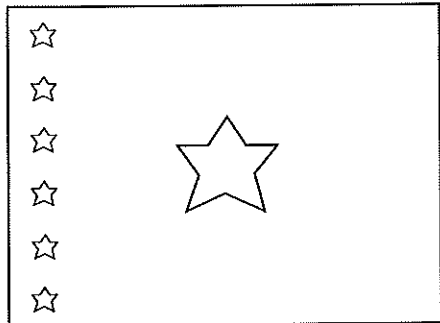
Brazil



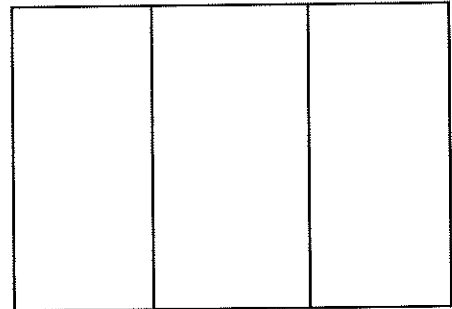
Canada



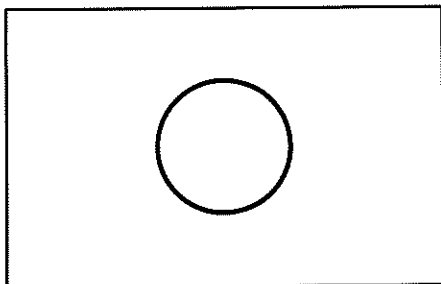
China



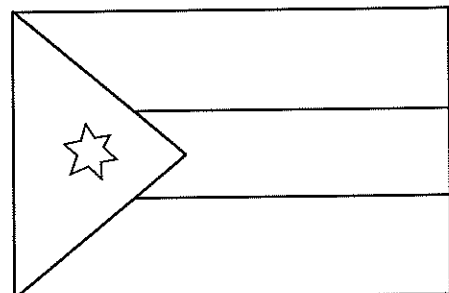
Congo (Zaire)



France



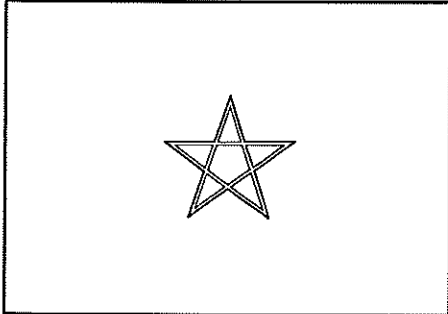
Japan



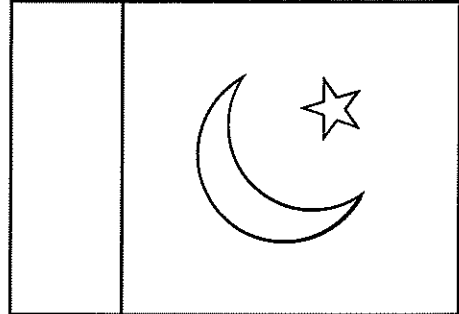
Jordan

Template M-11

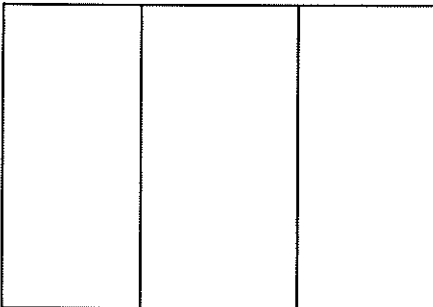
Flags (2)



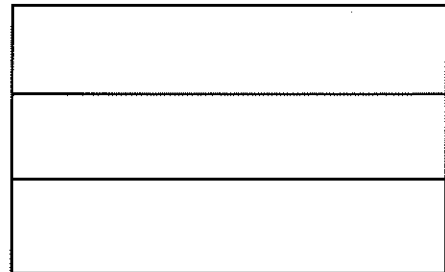
Morocco



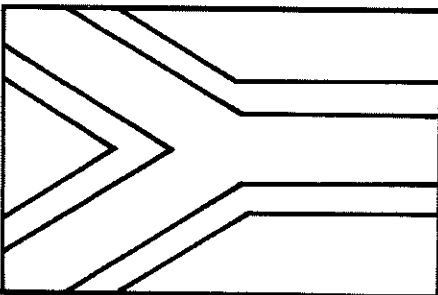
Pakistan



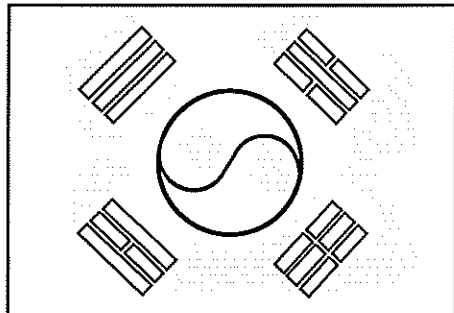
Republic of Ireland



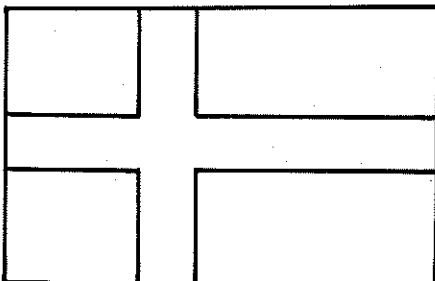
Russia



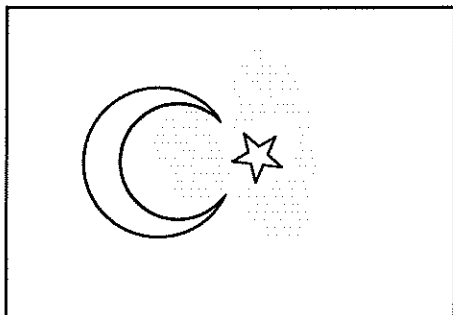
South Africa



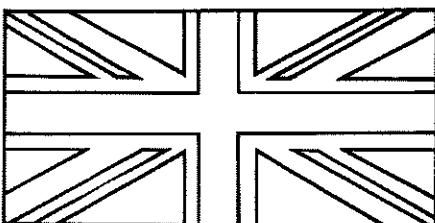
South Korea



Sweden



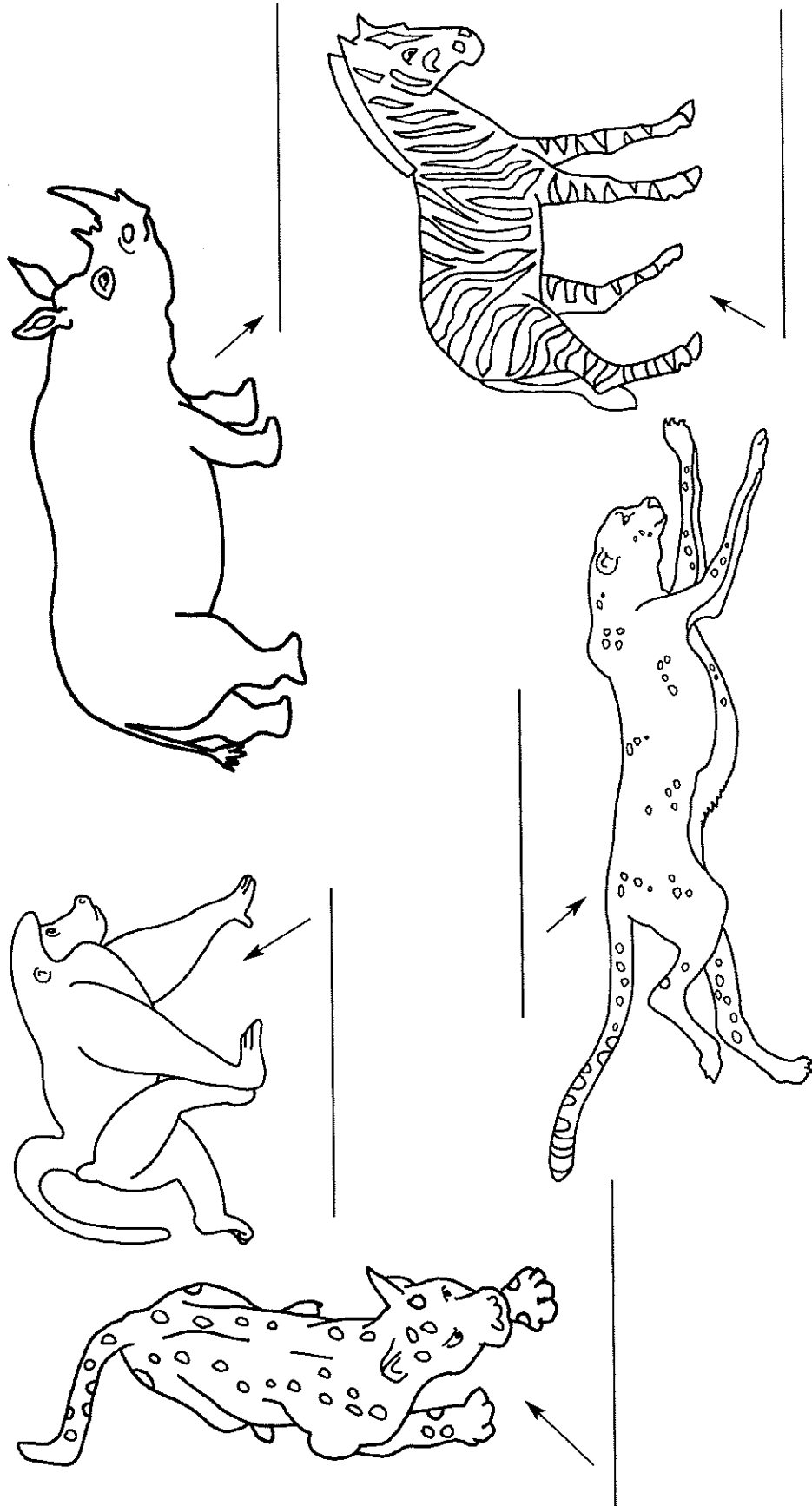
Turkey



United Kingdom

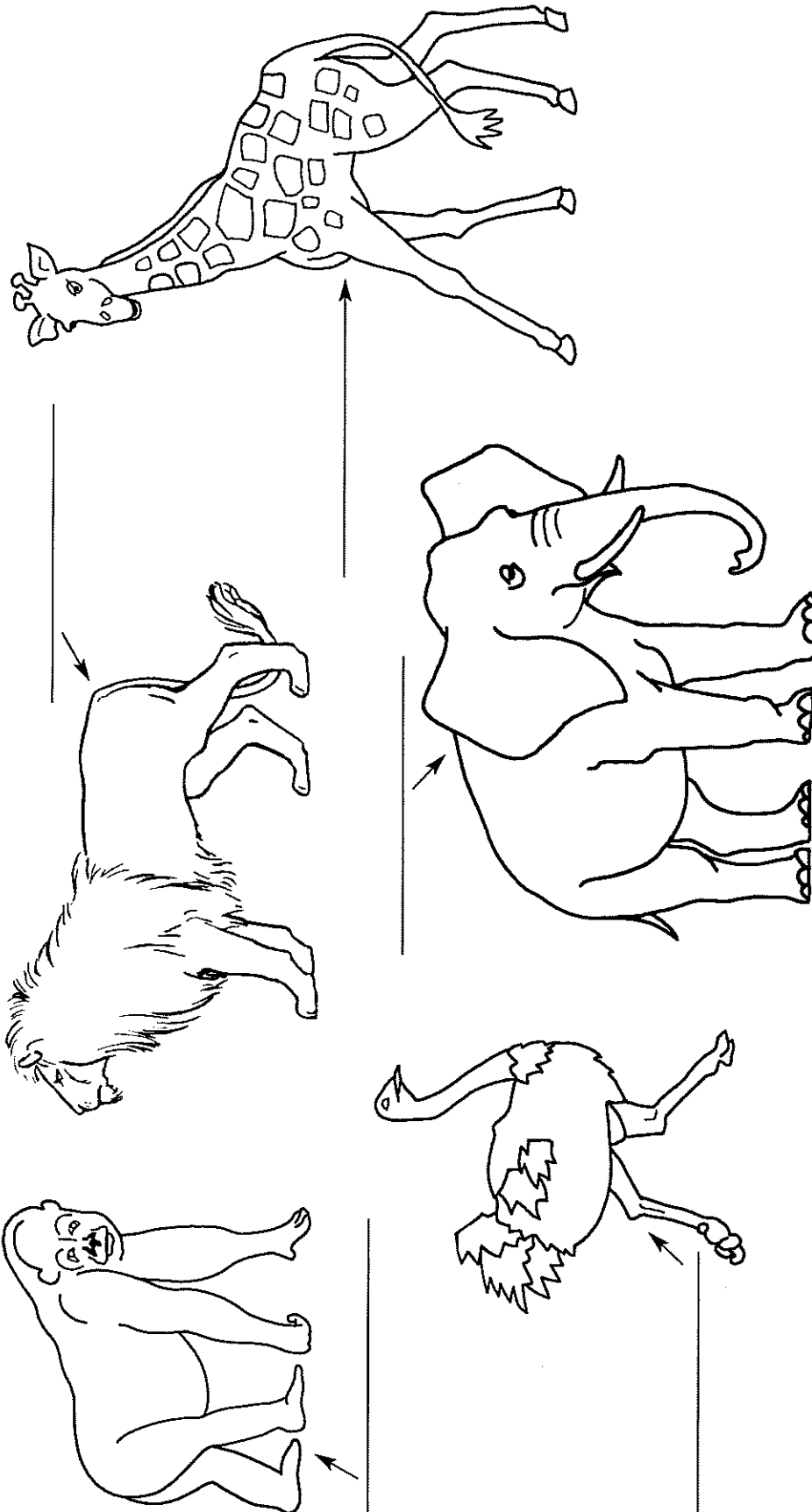
Template M-12

African Animals (1)



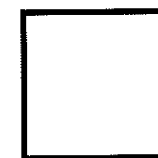
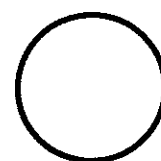
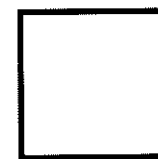
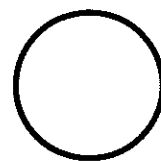
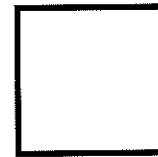
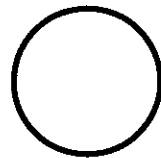
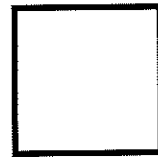
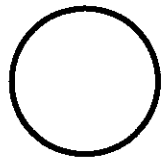
Template M-12

African Animals (2)



Template M-13

What is a shape?



Template M-14

Household Items

1. The shortened version of this is very cool R_____ (12)
2. Could this be an apple? C_____ (6)
3. A place to go when you are tired B_____ (3)
4. Could this be a small salute? M_____ (9)
5. Could be upright or cylindrical V_____ (6,7)
6. Makes things cleaner W_____ (7,7)
7. Can I see that again? V_____ (5,8)
8. Work station or games consul C_____ (8)
9. Makes you wet from time to time S_____ (6)
10. Water hotter? E_____ (8,6)

Template M-15

Trackword

How many words of three letters or more can you find?

R	B	E
E	A	L
T	E	C

Template M-18

Spot the Difference

