

BB International Projects

COMMUNITY

me and my world



No maximum number
depending on adequate
supervision



15 minutes

Aim: To alert the boys to the difficulties faced by many BB boys in different countries, and to give them an overview of the ways in which the BB as a whole helps. Also, ways in which they can relate the difficulties in different countries to those faced were they live.

Start by explaining to the boys about the different projects that have been run by The Boys' Brigade in previous years, such as the 'Raw Deal', 'On The Edge' and 'Un:covered'. Obviously in years to come other projects will be undertaken and these may be of relevance to the boys.

Discussion:

Through this discussion topic try and understand the boys' opinions on the meaning of the word poverty. Possibly beforehand read out a simple dictionary definition of what poverty means and let them try and derive from that their own opinions on poverty and what it entails.

Game-what do they mean?

The structure is a basic "yes" or "no" game. Divide the room into two parts and ask the boys to go to whichever part they feel is the right answer. If there is confusion, briefly discuss why people were unsure and then clarify the point. One or two of the last ones are a bit ambiguous. Use them if you think your boys will benefit from the challenge, don't bother if it will just confuse them! The comments below are just a few ideas. Anything else you can think of your boys will understand in distinguishing between things that are unfair to them, and what is really unfair, is great!

Ask the following questions:

1. Does poverty mean you cannot watch TV when you want to?
2. Does poverty mean that you don't get pocket money every week?
3. Does poverty mean you get sick because you don't have enough to eat?
4. Does poverty mean you have to go to school?
5. Does poverty mean you do badly at school because you have no books?
6. Does poverty mean you cannot afford to go to see the doctor if you are ill?
7. Is it hard to escape from poverty?
8. Is poverty your fault?

The BB in different countries works as hard as it can to eliminate poverty among children. One example of this comes from the 'On The Edge' project from its time looking into the work in Jamaica.

Jamaica is a country not immediately associated with poverty, more with golden sandy beaches and exclusive golf courses. Once the surface is scratched it is a country that is filled with unemployment for many people, especially young people who leave school with little or no qualifications. This leaves many young people no option but to use crime as a source of income. Many years ago this problem was highlighted by BB members and brought to the attention of the World Conference in the late 1970's. They realised that the best way for the BB to help the development of young boys was to offer them a place in which they could learn more useful and vocational trades. For Jamaica this meant training in such areas as car mechanics and carpentry. These were trades that had traditionally been passed down through

generations and never taught afresh. So they set up such a project in Jamaica. Workshops where boys could come and be taught. New skills were created and new and skilled teachers were recruited. Although this seems a long time ago this is still a project that runs in Jamaica and it still produces skilled young men who can provide a living for themselves.

The best route for many of our boys to understand the way boys in different countries live is for them to communicate directly. It may be an idea if the boys are willing and able to carry it out to obtain a pen friend from a different country, A quick search on the internet can bring up details for BB contacts in many different countries.

On the BBUK website (www.boys-brigade.org.uk) there is an International section which has resources and links to the website of BB companies around the world.

Also the 'Global Fellowship of Christian Youth' has a website at: www.globalfellowship.net.

Looking After Your Teeth



No maximum number depending on adequate supervision



15-20 minutes

Resources:

Most dental surgeries will contain a selection of leaflets, designed to appeal to children, which highlight the importance of teeth care. A quick visit to your local dentist before choosing this activity may turn up some useful material

Aim: To ensure that Juniors understand the importance of looking after their teeth

Equipment:

- Template

Instructions:

1. Start by asking the boys some questions like: whether they enjoy visiting the dentist, who has ever had a filling, whose grandparents have got false teeth? etc. You could also get them to count how many teeth they've got and ask them whether they'd noticed that some teeth are different shapes from others.
2. Use this to talk about why we need our teeth (front teeth are used for cutting, back teeth for crushing and grinding food). Why it's important to look after them and what happens if we don't.
3. Some foods and drinks are bad for our teeth. Bring in a selection of foods and drinks and ask the boys if they can separate those that are bad for teeth and those that are good for teeth.
4. Boys could draw a poster showing ways of keeping teeth healthy.
5. Some quizzes or word games can help reinforce the important points. You can devise your own or use the template.

Extension:

Arrange for a visit from a dentist or you may even be able to visit a dental surgery.



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10/15 minutes

International – Is it Fair?

Aim: To help boys understand what is fair and not fair in the world

Equipment:

- Pens and paper

Use this activity to highlight the benefit of education – we are taught to speak so communication would make this task easier.

Ask the group to line up in height order without talking.

It's Not Fair

Simulate your Apartheid system so that the boys can understand it. During the evening stick stickers on some people and display a set of rules. (See below.) Those with stickers must follow the rules, everyone else can act normally, and this can be carried out during your normal activities on a parade night.

This activity highlights that under old apartheid laws most South African children and young people suffered indignity of poverty and racism as they were not being treated equally.

Use the following to discuss the results of this activity afterwards.

1. People wearing stickers can only eat and drink water.
2. People with stickers can only go to the toilet if there are no non-stickered people already there.
3. People with stickers can only speak when spoken to.
4. People with stickers cannot sit on chairs but can sit on floors.

(You can add on some more to make it more restricting for the boys.)

Discussion Pointers:

- Was the system fair? – If not, why not?
- What was the worst thing about having a sticker?
- Did people without stickers feel sorry for people who had them?
- Did people with stickers feel angry towards people who did not have them?
- Did anyone with stickers disobey the rules? How? And how did the other stickers react?
- In what way has this exercise helped you to understand more about discrimination?

Right Act

Split the group into twos or threes and get them to write out eight rights which they think they should be entitled to.

Look at the Resource sheet which shows an extract from the Charter of Children's Rights.

- How does this compare with your charter or rights?
- Is there anything you would now add to your charter?
- Is there anything you would take away?

Summary of the UN Convention on the Rights of the Child

The following is taken from the UNICEF UK Youth web site: <http://www.therightssite.org.uk>
The site has some great ideas for games and other resources

Article 1: Everyone under 18 years of age has all the rights in this Convention.

Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, and whatever type of family they come from.

Article 3: All organisations concerned with children should work towards what is best for you.

Article 4: Governments should make these rights available to you.

Article 5: Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 6: You have the right to life. Governments should ensure that children survive and develop healthily.

Article 7: You have the right to a legally registered name and nationality. Also the right to know and, as far as possible, to be cared for by your parents.

Article 8: Governments should respect children's right to a name, a nationality, and family ties.

Article 9: You should not be separated from your parents unless it is for your own good – for example, if a parent is mistreating or neglecting you. If your parents have separated, you have the right to stay in contact with both parents, unless this might harm you.

Article 10: Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact or get back together as a family.

Article 11: Governments should take steps to stop children being taken out of their own country illegally.

Article 12: You have the right to say what you think should happen when adults are making decisions that affect you, and to have your opinions taken into account.

Article 13: You have the right to get, and to share, information as long as the information is not damaging to yourself or others.

Article 14: You have the right to think and believe what you want and to practise your religion, as long as you are not stopping other people from enjoying their rights. Parents should guide children on these matters.

Article 15: You have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16: You have the right to privacy. The law should protect you from attacks against your way of life, your good name, your family, and your home.

Article 17: You have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that you can understand, and should not promote materials that could harm you.

Article 18: Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Article 20: If you cannot be looked after by your own family, you must be looked after properly, by people who respect your religion, culture and language.

Article 21: If you are adopted, the first concern must be what is best for you. The same rules should apply whether the adoption takes place in the country where you were born or if you are taken to live in another country.

Article 22: If you are a child who has come into a country as a refugee, you should have the same rights as children born in that country.

Article 23: If you have a disability, you should receive special care and support so that you can live a full and independent life.

Article 24: You have the right to good quality health care and to clean water, nutritious food and a clean environment so that you can stay healthy. Rich countries should help poorer countries achieve this.

Article 25: If you are looked after by your local authority rather than your parents, you should have your situation reviewed regularly.

Article 26: The government should provide extra money for the children of families in need.

Article 27: You have a right to a standard of living that is good enough to meet your physical and mental needs. The government should help families who cannot afford to provide this.

Article 28: You have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29: Education should develop your personality and talents to the full. It should encourage you to respect your parents, your own and other cultures.

Article 30: You have a right to learn and use the language and customs of your family whether or not these are shared by the majority of the people in the country where you live.

Article 31: You have a right to relax and play and to join in a wide range of activities.

Article 32: The government should protect you from work that is dangerous or might harm your health or education.

Article 33: The government should provide ways of protecting you from dangerous drugs.

Article 34: The government should protect you from sexual abuse.

Article 35: The government should make sure that you are not abducted or sold.

Article 36: You should be protected from any activities that could harm your development.

Article 37: If you break the law, you should not be treated cruelly. You should not be put in a prison with adults and you should be able to keep in contact with your family.

Article 38: Governments should not allow children under 16 to join the army. In war zones, you should receive special protection.

Article 39: If you have been neglected or abused, you should receive special help to restore your self-respect.

Article 40: If you are accused of breaking the law, you should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41: If the laws of a particular country protect you better than the articles of the Convention, then those laws should stay.

Article 42: The government should make the Convention known to all parents and children.

Articles 43 to 54 are about how adults and governments should work together to make sure all children get all their rights.

International – Work and Play

COMMUNITY 

me and my world



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10/15 minutes

Aim: To help boys understand how people in other countries work and play

The Weaver

Equipment:

- Large ball of wool

Everyone sits to form a circle facing inwards. People in turn then introduce themselves, giving their name. When everyone has done this, produce a large ball of wool, hold on to the end and throw the ball to someone on the other side of the circle and call their name. They catch the ball, hold on to the wool strand and calling the name of another throw the ball to them. This continues until everyone is holding at least one strand of wool and there is a great tangle between them.

As a small additional diversion the wool could be wound back into a ball afterwards.

This game shows how children in the BB world overseas use equipment from around the house because they cannot afford such things as footballs, etc.

High and Dry

Equipment:

- Chairs

The group stands on chairs arranged in a semi-circle. They are then told to arrange themselves in height order without talking, and without touching the floor.

This emphasises the way in which communication is difficult, but how the same goal can be reached.

To work or not to work

Ask the group to stand in a line, one behind the other, facing you.

If they believe the following examples of activity constitute work they need to go to the right, if not go to the left. If they can't decide, remain in the centre.

1. Playing football or tennis with friends.
2. Writing an essay at school.
3. Doing homework.
4. Playing football or tennis for money.
5. Tidying your bedroom.
6. Washing the dishes.
7. Cooking a meal for your family.
8. Cleaning the house.
9. Cleaning someone else's house.
10. Shopping for the family

Drawn into work

Equipment:

- Paper and pens

This game will introduce various forms of work. Divide the group into small teams, the leader is to be given the first word from the list below. On returning to the team, each person has to draw a picture to convey the specified word. No talking, no written words and no gestures.

- Paper round
- Baby sitting
- Shoe shining
- Shop assistant
- Fertilising crops
- Water fetching
- Football stitching
- Mining



Aim: To give the boys a simple understanding of the stars and the constellations

Equipment:

- Template of star constellations
- OHP foils
- OHP and screen

Instructions:

Copy the templates onto OHP. Use these to project the constellations onto a screen. Another option is to make pin holes in an A4 sheet to the pattern on the constellations, and to use these to project the star pattern onto the screen.

If you live in a part of the country where stars are visible on clear nights, you could take the boys outside to see if they can spot any of the most common star patterns. Split the boys off into pairs and ask them to look up to the stars and try to work out which stars belong to which constellation on the sheet. When they have done this they should mark on the sheet to show that they have seen it.

The following website contains some great ideas www.kidsastronomy.com with downloadable resources showing the sky at night, sky maps and information about the planets.



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15-20 minutes





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Help A Charity

Aim: To inform the boys about the needs of others and provide a sense of achievement by giving opportunities to help

This could be done in conjunction with your church or another section or organisation.

The leaders decide upon the charity that it is to benefit. Often a local need can provide a more relevant opportunity than a national charity.

Ways in which the boys could help

Fundraising:

- Sponsored event e.g. silence, potted sports, walk, etc.
- Donation card – collect donations to colour in anchor (see template).
- Smarties tubes – give each boy a tube of smarties to take home, challenge them to bring them back full of coins, e.g. you can fit £13 worth of twenty pence pieces into a tube.
- A line of pennies – boys collect pennies and arrange to make a line of them in a public place, perhaps on a Saturday morning, when you might get members of the public involved. Coins collected to be donated to a chosen charity.

For maximum benefit arrange for the boys to visit the charity or have a representative from the charity to come and receive the money. This is a good opportunity for publicity.

Aim: To teach the boys various life skills

Sew on a button

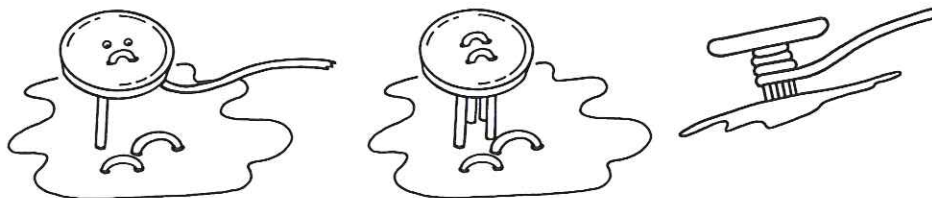
This is a valuable skill, and one that will come in useful whether it be to sew a button a shirt, jacket or coat. The initial reaction from the boys is that this is not their job, and someone at home does it when it needs to be done.

Equipment: enough for one for each boy

- Needles and sewing thread
- Buttons
- Fabric
- Scissors

Instructions:

1. Choose the cotton to match the fabric, remove any old threads, but take care not to loose the position of the button.
2. Thread the needle with the cotton; tie a small knot at the end of the thread. For heavier fabric use double cotton.
3. Sew several stitches into the reverse of the fabric to anchor the stitches, then bring the needle through the fabric.
4. Thread the button onto the thread and make several stitches using all the holes in the button, taking care to match the pattern of stitching as on the other buttons. Don't pull the threads too tight.
5. For heavier cloth you may need to add a 'stem' as pulling the button tightly to the fabric can make it difficult to fasten. To make a stem, add several turns of cotton between the button and the fabric.
6. Finish off with a couple of stitches into the fabric.
7. Carefully cut the cotton off close to the fabric.



As an additional activity, boys could make a picture out of buttons; perhaps making the BB Anchor out of coloured buttons, or all sewing onto one larger piece to make a collage. Buttons of all sizes can be taken from old shirts and clothes etc.

An activity game can be played as a 'beetle drive' with boys adding up their scores for a needle, thread, button, and then so many stitches according to the points scored etc.



No maximum number depending on adequate supervision



10-15 minutes per activity



Careful supervision is required for the use of sewing needles and a hot iron. Care will need to be taken with boys using shoe polish to make sure they do not get this on their clothes

Shoe Cleaning

With 'velcro' fastening trainers and all weather shoes, there is often less inclination to clean a pair of shoes with brushes and polish, however leather shoes do need regular polish to help them keep their appearance. Boys may better understand the need for their trainers to be cleaned regularly and for them to be well aired! You could choose to clean trainers instead of shoes.

Equipment:

- Shoes or trainers
- Appropriate coloured polish
- Cleaning brushes, one to remove any dried mud or dirt, one to put polish on and the other to polish it off
- Dusters

Instructions:

1. Use a stiff brush to remove any dried on mud. If shoes are very muddy, then a plastic knife can be used to remove dirt. If shoes are very wet, they should be filled with newspaper to draw out the moisture. Shoes should not be dried by a fire or radiator.
2. Put on the polish with a soft brush paying attention to the area around the back of the shoe and the heel, and to the 'welt' of the shoe (where the top meets the sole). And if the shoes with a leather sole, to the 'waist' of the shoe (the part of the underside of the shoe between the heel and the sole). Do not put polish onto the heel or sole as this can cause a person to slip. Carefully polish around the laces.
3. Then, using a polishing brush or soft duster, buff the shoes to a nice shine.
4. If you are cleaning trainers, use a neutral coloured polish and pull out the tongues of the shoes to help them air.

A number of companies have used shoe cleaning to help raise money. Shoe cleaning features as one of the activities in the BB 'Streetwise' project which focused on the plight of street children in South Africa, see BB web site for details: <http://www.boys-brigade.org.uk/international/streetwise.htm>

Shoe cleaning can be made into a relay game with members of the team running in turn to place a shoe in a circle or hoop and hopping back, the second 'leg!' is for the boys to run and fetch their own shoes, return to the group, sitting on the floor, with shoes correctly tied.

Set a Table

When setting a table it is important to make it look neat and tidy. Knowledge of which cutlery to use at certain points within a meal can also be taught at the same time. There are some regional variations but the diagrams below give the most common arrangements.

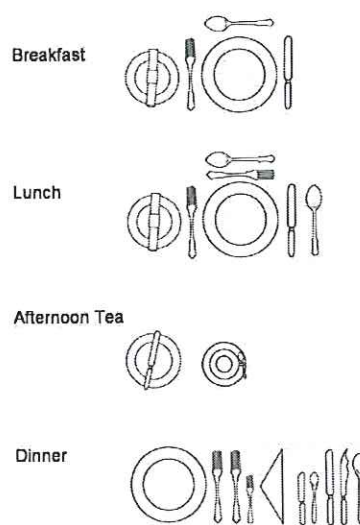
Equipment:

- Various items of cutlery and crockery, a tablecloth and paper napkins. See template with table layouts.

Knives and forks should be placed the width of a dinner plate apart, with the blade of the knife facing inwards. Dessert spoons and forks may be placed either across the top of the plate, or parallel with the knife and fork. If the meal is to have several courses, the cutlery is arranged so that the items on the outside are used first. For a formal dinner, the soup spoon, the fish knife and fork, the meat course knife and fork, the dessert spoon and fork, or pastry fork and knife would be used in that order as on the diagram.

Boys can be encouraged to fold a napkin to enhance the appearance of the table. You could also link this to an origami activity. You might have someone in the church who is an expert at folding napkins who might be willing to teach the boys the various ways this can be done.

Setting a table could be easily made into a relay game with boys running to collect the various items and then laying these out on a small table next to the team, or a game of 'beetle' could be devised in order to collect the correct items.



Ironing a Shirt or T shirt

This is best done in small groups of two or four boys. Care must be taken in using the hot iron.

Equipment:

- Ironing boards and electric irons, a board and iron between two boys
- Shirts or t shirts (get boys to bring in one of their own)

Instructions:

1. Set up the ironing board and iron, making sure that any trailing wires are safe.
2. Check the label on the shirt or t-shirt for the heat setting for ironing, and set the iron to that temperature.

There are several methods of ironing a shirt, one of which is as follows:

First iron the collar. Iron the back of the collar, then the front. This gives the collar a smoother, crisper look. Next, iron the front of the shirt. Iron both sides of the front of the shirt, especially the placket (where the buttonholes are on the front of the shirt). This makes the placket smooth and pucker free (make sure all seams are ironed smooth). After you have fully ironed the front of the shirt, iron the sleeves and the cuffs. Iron the inside of the cuffs first and then the outside. Next, iron the yoke of the shirt (the area across the shoulders) and the back. Finally, lightly iron the front of the shirt again if needed. The benefit of ironing the collar and front of the shirt first is to insure that they ironed while still moist, getting the smoothest results possible.

Keep in mind:

- During ironing, if the shirt begins to dry out, re-moisten it with a shot of water spray then continue ironing.
- Never allow the hot iron to rest in one spot on the shirt otherwise it will scorch the fabric; keep the iron moving.
- The cotton setting is usually the highest heat setting on the iron and is meant only for pure cotton shirts. Shirts with polyester content require lower heat settings – follow manufacturer's care recommendations carefully; these are usually shown on the label.



No maximum number
depending on adequate
supervision



10 minutes
This could be covered over
several weeks

Lord's Prayer in Swahili

Aim: To learn the Lord's Prayer in Swahili

SALA YA BWANA – Prayer of Lord

Babu yetu
Father our

uliye mbinguni
who are in heaven

jina lako litukuzwe
name your may it be praised

uflame wako uje
kingdom your may it come

mapeni yako yatimizwe
wishes your may they be completed

hapa duniani
here on earth

kama huko mbinguni
as there in heaven

utupe leo
may they give us today

riziki yetu
needs our

utusamehe makosa yetu
May you us forgive sins our

kama sisi
as we

tunavyowasamehe
do forgive them

waliotukosa
who sin against us

usitutie majaribuni
may you not put us to testings

lakina utuoke na
but may you us save from

yule mwovo
that evil one

kwa kuwa uflame
for to be kingdom

ni wako na nguva
is yours and power

na utukufu
and holiness

hata milele. Amin
until forever. Amen

What other languages could you learn the Lord's Prayer in?

Nature and Conservation

COMMUNITY 

me and my world



Suggested maximum, six at any one time



15 minutes

Pine cone bird feeder

(as some 'cooking' is involved, six boys at a time with careful supervision)

Equipment:

- A selection of large fir cones which are dried and fully open – one per person (These could be collected during the summer on a day out)
- String or thin garden wire
- Lard or suet (approx 100 gs per cone), raisins, unsalted peanuts, sunflower seeds (without the husks), bird seed or wild bird food. (Various types of bird food can be bought quite cheaply from garden centres or pet shops)
- A large saucepan, plastic cooking spoons and access to a cooking hob
- Large paper plates, plastic knives and spoons

Instructions:

1. Tie a loop of string, or garden wire approx 30cm long around the top of the fir cone so that it can be hung in the garden. Tie it tightly about three sections down the cone.
2. Put the lard or suet into a large saucepan and slowly melt, don't get it too hot.
3. Remove the pan from the heat and stir in the other ingredients.
4. When the mixture has cooled slightly, place the cones on paper plates and spoon some of the mixture onto each fir cone using plastic spoons making sure that the mixture is cool enough first. It is important to get the mixture down in between all the spines.
5. Place the finished feeders onto paper plates until the mixture has set.

This activity can be completed in one session. If it's done early on in the evening, the feeders should be dried enough for the boys to take home.

A bird feeder from a re-cycled plastic milk bottle

(as some 'cooking' is involved, in part two, six boys at a time with careful supervision)

Equipment:

- Plastic milk bottles, one per boy which have been carefully washed; you will need to keep the plastic screw caps too. The one-litre square bottles work best
- Scissors and a craft knife
- String
- Lard or suet (approx 200 gs per bottle), raisins, unsalted peanuts, sunflower seeds (without the husks), bird seed or wild bird food. (Various types of bird food can be bought quite cheaply from garden centres or pet shops)
- A large saucepan, plastic cooking spoons and access to a cooking hob
- Plastic spoons



Take care to find out if any of your boys have a nut allergy, the first two activities can still be done without using peanuts.

But ALL the boys should then make the first two birdfeeders without using nuts to ensure there is no danger of contact with peanuts.

Instructions:

1. Cut a small hole (approx 30mm square for small birds) in the front of the plastic bottle two thirds of the way down on the opposite side to the handle on the bottle. Leaders may want to make the first cut into the plastic using a craft knife leaving the boys to finish this off with scissors. Some extra supervision may be needed here. Don't make the hole too large otherwise the larger birds will get all the food!
2. Put the lard or suet into a large saucepan and slowly melt, don't get it too hot.
3. Remove the pan from the heat and stir in the other ingredients.
4. When the mixture has cooled slightly, spoon some of the mixture into the base of the bottle (to a depth of 4 or 5 cms).
5. Tie a loop of string approx 30 cms long around the handle of the bottle so that the feeder can be hung in the garden.
6. Put the screw caps onto the bottles, these stop the rain from spoiling the bird food.
7. Leave the mixture to set.

This activity can be completed in one session. If it's done early on in the evening, the feeders should be dried enough for the boys to take home.

A bird feeder made from threaded peanuts

Equipment:

- Darning needles and wool, enough for one darning needle for each boy
- Peanuts in their shells

Instructions:

1. Thread a length of wool approx 40 cms long onto the darning needle, tie a knot at one end.
2. Thread this through the centres of the peanut shells until you have 20 to 25 nuts threaded.
3. Remove the darning needle from the length of wool.
4. Tie a loop at the top of the string of peanuts so that it can be hung in the garden.

You could use this activity to look at the world trade in peanuts. A 'Google' Internet search on 'fairtrade peanuts' will give you some resources. The USA is the main producer of peanuts and gives valuable crop subsidies to their own farmers. Many third world producers struggle to sell their peanuts at a fair price.

The boys can take the bird feeders home and hang them in the garden; it may take a few days for the birds to feel safe with the feeders. You could do another activity in a few weeks to see what birds have been using the feeders. The RSPB web site has some downloadable material www.rspb.org.uk and an A to Z of garden birds. Alternatively, there are books in the library.

The RSBP:

The RSPB run schemes for youth and children's groups including the 'Great Garden Bird Watch' and provide free packs of information for leaders. Boys can then take part in the annual RSPB survey of garden birds.

Non-verbal Communication

COMMUNITY



me and my world



Any number under sufficient supervision and with adequate space



5-10 minutes per activity

Resources:

Royal Association for deaf people
www.royaldeaf.org.uk

Aim: To help the boys to learn some different forms of communication

Explain to the boys that there are a lot of different forms of unspoken communication, some of them very simple and are used in their every day life such as a thumbs up sign.

Equipment:

- British two-handed finger spelling alphabet template

Game using the Deaf Alphabet

Boys sit in straight lines, at one end of the hall.

At the other end on the hall put up a sheet per team on which should be all of the British two handed finger spelling alphabet.

Each boy is told which letter of the alphabet he is. e.g. the No 1s are 'A', No 2s are 'B' etc. A small group can play this as easily as a larger group. In a small group only the vowels could be used.

When the person running the game signs the boys' letter, they then have to run to the end of the hall. When they get there they must, using the poster on the wall as reference, spell out their name in sign language and then run back to their team.

As well as using random letters, the person in charge may decide to try and spell words. Boys will try to anticipate what words are being spelled out and therefore words like 'crows' and 'cranes' or 'crusts' and 'crumbs' could be used. This way the boys will learn not to anticipate what is being signed to them. A word can also be misspelled just to keep them on their toes.

As well as a game this can be a very good way to teach the boys the Deaf Alphabet.

It is possible to teach the boys about some of the other varieties of sign language. A good source of information on this is the National Deaf Association website: www.royaldeaf.org.uk.



Watch for polished floors, trip hazards and boys bumping into each other



Individual



Depending on activity

Aim: To get the boys to help out more at home. The skills that they learn at a young age could help them as they grow older. It may also help mum, or dad or carer!

Equipment:

- Template (Record sheet)

This activity is a continuation from Anchor Boys where boys' parents were asked to fill out a table that showed how long boys had helped and what they had done to help.

The activity can now encompass more variety as the older the boys the more able they are to handle harder chores. These can include things such as, washing up, drying up, setting the table before a meal, cleaning shoes, dusting, tidying and using a washing machine. Obviously the parents will ultimately decide the help that the boys give so these can only be guidelines. As the boys progress through the years of the Junior Section, they must complete more hours of help to complete the task.

Suggested hours could be:

1st year = 8 hours

2nd year = 10 hours

3rd year = 12 hours

This can be completed over any suitable length of time providing it is not more than a session.



Never ask the boys to do activities beyond their capability

Factory Children Sketch

COMMUNITY



me and my world



No maximum number
depending on adequate
supervision



5-10 minutes

Aim: To give the boys a medium by which they can express the things they have learnt about Child labour exploitation to older generations in a format which they will find funny and thus memorable

Equipment:

- Script
- Possible costume

Sketch:

There Is a boy here.....

A sketch in the style of a "Two Ronnies" script...

Three Characters:

The International Business Man says:
The local Business Man
The Child Labourer

International Business Man

I import and sell hand made carpets from India. I've driven a hard bargain to make sure they are competitively priced and I make a good profit from them. Oh yeah – and by buying these carpets I must be helping India's economy and keeping lots of those poor people in work.

All: There is a boy here.

Local Business Man

I am a carpet factory owner in Northern India. My business is an important part of India's economy. Using children in the business means I can sell my carpets at more competitive prices and I don't have to worry much about factory conditions that adult workers would demand. I look up to the international businessman.

All: There is a boy here.

Child Labourer

I am a child labourer. I am told that I must live and work in the carpet factory to repay my parent's debts. It's very hard work and we are imprisoned here. We are not allowed to talk to each other, to play or to even see our parents who are many miles away. Often I get injured but must continue to work or I get beaten. I wish that I could go to school.

All: There is a boy here.

International Business Man

I look down on factory owners because they use young children to make their carpets. OK, I know that the children are often abused and mistreated. But hey, I need to make money and it's a problem for them and their government, not for me.

All: There is a boy here.

Local Business Man

I look down on my child labourers because I always have to watch that they are working hard and I have to feed them and provide a corner for them to sleep. It also takes time to convince their parents that they must pay off their debts to me. Time is money. Anyway, who cares if they get paid – the work has to be done and the children can do it cheaply? All this talk about conditions, education and play will ruin our economy. I have carpets to produce and deadlines to meet.

All: There is a boy here.

Child Labourer

I look up to the carpet factory owner because he said my parents are getting my wages and this helps them to survive. I really don't believe him. I know they love me too much to let me live like this but how can they know where I am? Some men took me from my village when I was playing – no one even saw me go. I have not seen my parents for three years now.

All: There is a boy here.

International Business Man

I look down on child labourers because they shouldn't do this work if they don't want to. Anyway, I'm sure that working in a factory is better than being on the streets, so I must be helping them out, and people in the UK demand lower prices for quality goods, so I'm giving a service to everyone.

All: There is a boy here.

Local Business Man

I look up to the international businessman because he keeps my company going. Both of us are helping India's economy and, let's face it, few people care about the children. What they don't know can't hurt them.

All: There is a boy here.

Child Labourer

I wish I could look up to the international businessmen because if they wanted to they could do something about child labourers and how we are treated. We are always told that international business helps my country. I wish it could start to help me. Perhaps people in other parts of the world will think about it and then DO something about it.

All: All of us are part of child labour. We can tell our children that we played our part.

There is a boy here.

After the sketch has finished ask another boy to stand up and explain that this is sometimes a misconception and there are groups who aim to abolish slavery and child exploitation in the carpet trade. One such organisation that the BB has looked to cooperate with is 'Rugmark' a body who place marks on carpets sold in the UK that have been made by a process that they have deemed as not exploiting children for labour purposes.

Community Visitors



No maximum number
depending on adequate
supervision



15-20 minutes

Aim: To help the boys learn about the local community workers

There are often members of the community who are able and willing to come and talk to the boys. Ensure they have a brief of what you want them to talk about.

Possibilities:

- Police officer
- Fire fighter
- Lollipop man/women
- Guide dogs for the blind
- Paramedic/Doctor

A visitor might be part of a more specific topic. Such as hygiene, dental care, etc.

There may be appropriate people from within your congregation.





No maximum number
depending on adequate
supervision



One evening, easily split
up to fill smaller segments
of time on different
evenings

Resources:

Green Cross Code booklet
and Highway Code
booklet. Possibly one each
for the boys; these are
available from all good
book shops

Aim: To try and raise the boys' awareness of the dangers of roads and also to help them to deal with those dangers

The subject of road safety is one that can come under many different categories and in this section the boys should look at all of them and try to not only understand in theory what is being asked of them but be able to put this knowledge into practice.

Equipment:

- Templates
- Highway Code book
- Green Cross Code book
- Pens

Road Safety Journey Story

Boys insert the correct words to complete the story. For more able boys, the list of possible words could be omitted so that the boys have to think of these for themselves.

Safe Traveller Puzzle

Boys insert the answers onto the puzzle. The answers are included on the template and should be covered up before it is copied. You might want to put the first letter of each answer to help the boys.

Learn the signs

The game will help the boys to understand what they as pedestrians or cyclists are being asked to do. It is often the case that children think that these signs do not apply to them, only to car drivers and motorcyclists.

Additional Resources:

The Department of Transport provide a selection of free publications which are available from their 'free literature' telephone line Tel: 0870 122 6236.

Also from www.thinkroadsafety.gov.uk. Their catalogue contains information about leaflets and posters and useful links to other websites.

Aim: To try and raise the boys' awareness of the dangers of roads and also to help them to deal with those dangers

The subject of road safety is one that can come under many different categories and in this section the boys should look at all of them and try to not only understand in theory what is being asked of them but be able to put this knowledge into practice.

Equipment:

- Bike chain oil
- Highway Code book
- Green Cross Code book
- Tyre pump with pressure gauge
- Spanner

Basic bike mechanics

Below is an activity that could be run in small groups throughout the evening. Ask all boys who have bikes to bring them in. Discuss with the boys the advantages of having a well maintained bike especially referring to safety. This may be linked with a cycling proficiency course. Visit www.rosipa.com for more information.

Frame

Begin by walking around the bike and closely examining the frame for dents and cracks. Stand over the front wheel, and nestle it between your knees. Then grab hold of the handlebars and wiggle them back and forth. They should feel solid and shouldn't "give," relative to the wheel. Check the "headset," or the steering tube – that's what steers the bike, and you don't want it coming loose during a ride or the results could be disastrous. Next, check all the bolts on your bike and tighten them. Two areas to focus on are the handlebar binder bolt, which holds the handlebars in place, and the seat binder bolt, which does the same for your seat. Exerting proper torque is important, particularly on more delicate road bike frame material, such as carbon and alloys, which can crack if you over-tighten bolts.

Tyres

Next, check the state of your tyres for any cuts and debris lodged in them. Make sure your tyres are pumped up to the proper pressure (which is indicated on the side of the tyre itself). Well-inflated tyres help you ride faster by reducing rolling resistance, and they reduce the incidence of flat tyres because harder tyres deflect debris better. Generally, road bikes require 90-120 pounds per square inch (psi); mountain bikes require 30-50 psi.

Brakes

Spin each wheel, then grab the brake levers and pull hard. Do they stop the wheel decisively? Spin the wheel again, and this time make sure that it's straight, or "true."



No maximum number depending on adequate supervision



One evening, easily split up to fill smaller segments of time on different evenings

Resources:

Green Cross Code booklet and Highway Code booklet. Possibly one each for the boys, these are available from all good book shops

Gears and chain

Now it's time to look over your "drivetrain", which comprises the chain, chain rings, freewheel and all those little moving parts near the derailleur (the gear shifter). Does everything look to be in good working order? Are there layers of dirt and grime? If so, clean your drivetrain, using a basic engine degreaser. Your bike will roll along more easily because when your bike's drivetrain becomes dry and gritty, friction is substantially increased. Now that your drivetrain is clean, it's time to oil your chain. Use a more viscous bike-specific lubrication, such as 'TriFlow', rather than 'WD-40', which can dry out the chain over time.

Visit

You could ask a local police officer to come and do a short talk or presentation on road safety. There is a possibility that when the police officer comes he can tag bicycles with an invisible ink pen that can only show up under certain light. This can help in the returning of a stolen bike.

Child Poverty Quiz



No maximum number depending on adequate supervision



20 minutes

Resources:

BB 'International Team'
'Raw deal video' available from BBHQ (Felden Lodge)

Aim: To help further the boys' knowledge surrounding the difficulties that are faced by children who have to work for a living at a very young age

These quizzes are more appropriate for older boys in the Juniors, but in many ways the quiz is not designed to get answers from boys but to offer them some fairly shocking facts about child exploitation.

A good idea is to show the boys the 'Raw Deal' video at some point during the session.

Equipment:

- Paper
- Pens

QUIZZES

Use these quizzes in a group. Divide the group into small teams. Each team should have a pencil and paper to record answers. At the end of each Quiz identify who has the correct answers. Discuss or elaborate on points which were not understood or could not be answered.

CHILDREN'S RIGHTS

1. There is an international agreement called "The Convention on the Rights of the Child" (CRC) which protects your rights. In what year was it introduced for countries to "sign up" to?
Was it (a) 1929; (b) 1949; (c) 1969; (d) 1989?
2. By the end of 1998 there were only two countries in the world which had not "signed up" to the CRC. For one point each, name the two countries from this list:
Vietnam, China, Greece, India, Somalia, Peru, USA, Algeria. South Africa
3. According to the CRC, what age is someone generally considered to be a child?
4. Which one of these rights is NOT guaranteed to children by the CRC?
(a) Adults consulting children
(b) Secondary school education
(c) Privacy
(d) Maintaining contact with parents.

ANSWERS:

1. (d) 1989
2. Somalia and the USA
3. Under 18 unless the law of a country differs.
4. (b) Secondary school Education. (Primary Education IS a right)

CHILD LABOUR WORLDWIDE

- About how many child workers are there worldwide?
(a) 250 million; (b) 400 million; (c) 500 million?
- Which continent has the highest number of working children?
(a) Asia; (b) Africa; (c) Europe; (d) S America?
- Eric Cantona's photograph appeared on a football made by Sonia, a child working in the Punjab region of India. Cantona was earning some £30,000 per week as a team player. How much was Sonia earning each week?
(a) 15 pence; (b) One Pound; (c) Three Pounds?
- How many children in the world are NOT attending school?
(a) Is it one in every hundred; (b) one in fifty; (c) one in twenty; (d) one in five

ANSWERS:

- All three answers are correct!
An ILO report states 250million; A UNICEF report estimates 400 million and the New Internationalist supports 500 million as the figure. BUT – each estimate is based on a different definitions of child labour and also on the reluctance of governments to provide honest data.
- (a) Asia
- (a) 15 pence per week
- (d) One in five

WHAT DO YOU KNOW ABOUT CHILD LABOUR?

- In the UK, you cannot work by law under the age of:
(a) 10 years; (b) 13 years; (c) 15 years
- Where are most child workers found?
(a) Asia; (b) Africa; (c) Latin America
- The ILO is a part of the United Nations that has responsibility for reducing the worst types of child labour. What does ILO stand for?
(a) International Law Office
(b) Institute for Loving Others
(c) International Labour Organisation
- How many children aged 5 to14 years are believed by the ILO to be working full-time?
(a) 25,000; (b) 25 million; (c) 250 million
- What is the minimum age for working in a mine according to Pakistan law?
(a) 12 years; (b) 17 years; (c) there is no minimum age
- What is the minimum age by law in India for weaving carpets?
(a) 10 years; (b) 14 years; (c) 16 years

8. What percentage of the world's children aged between 6 and 11 are not attending school?
(a) 10%; (b) 20%; (c) 40%
9. Why are so many of the world's children not attending school?
(a) they prefer to be working
(b) poor countries cannot afford to provide free schooling for all, and parents cannot afford school fees
(c) their parents are too poor to give them pocket money
10. Where does most of the world's child labour take place?
(a) in the home; (b) in factories making goods like carpets and footballs; (c) in shops

ANSWERS

1. (a)
2. (a) 61% of the world's child workers are estimated to be in Asia. However, the proportion of African children who work is twice as high as in Asia – in other words, an African child is the more likely to work.
3. (c)
4. (c) Of these 250 million children, 120 million work full-time and 130 million work part-time. However, this figure of 250 million child workers excludes children in the world's richest countries (e.g. European and North American countries, Japan, Australia, New Zealand) and it also does not count those children hidden from view (e.g. girls doing domestic work). Some experts believe that 500 million is a more accurate estimate the number of child workers.
5. (b) The ILO lays down 15 years as the minimum age for employment while allowing light work at 13 and prohibiting hazardous work until 18. However, only 49 countries have promised to keep to this rule and none of these have the biggest problems of child labour.
6. (b) Most countries do have laws against child labour – but the will to enforce these laws is not always there.
7. (b) For many reasons, however, this is not successfully enforced.
8. (b) According to UNICEF, one in five of the world's children aged 6 to 11 is not attending school, but this figure varies throughout the developing world. In Latin America and the Caribbean, 12 per cent of children aged 6 to 11 are not in school whilst the figure for Sub-Saharan Africa is 47%.
9. (b) One of the biggest reasons for so many children not being in school is the high cost of school fees – governments cannot afford to provide free education partly because they are paying back crippling debts to rich countries.
10. (a) The poor treatment of children in factories that make carpets and footballs for European customers needs highlighting but we must not forget that less than five per cent of all child workers work in these types of factories. Most child labourers work in family agriculture, service industries (street trading, catering, domestic service) and small-scale manufacturing.



No maximum number
depending on adequate
supervision



One session, could easily
be divided up and spread
over several weeks

Aim: To teach boys the danger of water in different areas such as at the swimming pool or at the seaside, and to try and help them to keep themselves safe when having fun in the water

Equipment:

- Template
- Pens, colouring
- Large sheets of paper

A very good source of information for this is the Royal Life Saving Society, who will be more than happy to send your group posters, leaflets, etc. that can be used to try and help make children more aware of the dangers associated with water. Their website is www.lifesaversdirect.co.uk/gallery/. Alternatively, catalogues can be obtained from Lifesavers on 01789 773994 or by email to: lifesavers@rlss.org.uk.

There is a now a 'Water Safety Code' which is directed at younger children which consists of 4 strategies.

1. Spot the dangers
2. Take safety advice
3. Don't go alone
4. Learn how to help

Spot the dangers

First of all work through the "Spot the Dangers" template on spotting the hazards. Explain to the boys that in real life the hazards may not be as clear cut but it is important for them to be able to spot them when they arise.

Take safety advice

- Explain to the boys about the flag system that operates on most beaches whereby different flags tell swimmers and surfers alike what they can and can't do, and also about what is happening with the water. Red = danger don't enter the water, red over yellow = lifeguard patrolled area, black and white quartered = surfing only. (If you live near to a beach it may be possible to invite a lifeguard to come and give a talk to the boys as they will have more expertise in the area.)
- The boys may like to create a poster, which could highlight one or more dangers.
- Ask the boys to make a list of and discuss the different places where they may be able to get safety information from when they are in and around water e.g. notice boards, lifeguards and so on.

Don't go alone

This area of the code leaves little for discussion, as it is fairly clear-cut, but talk to the boys about why they think that is so important, covering issues such as having someone to call for help or someone to administer first aid.

Aim: To raise the boys' awareness of the dangers that surround them in the home and to help them deal with accidents that may occur

Firstly, explain to the boys about how sometimes hazards around the home can be less obvious than other hazards, to best explain this use the attached 'spot the hazard' picture game.

Different Dangers in the home

Have a discussion with the boys about the household dangers that feature in the template. Talk about if the boys have seen such danger in their own homes, ensuring to include areas such as hot pans, irons, knives, hot drinks and cigarettes.

999 calls

This is another section where material is being repeated from the Anchors Programme but it is such an important piece of knowledge for the boys to have. Explain to the boys that using a mobile phone to make an emergency call is possible regardless of there being credit on the phone. It is also possible to make an emergency call from a street pay phone without putting any money in the machine.

Talk the boys through what to do when they have to make an emergency call. Emphasise need to know what service is required, Police, Fire, Ambulance, Emphasise what details the boys will need to know about the emergency.

Practise using unconnected telephones.

When you dial 999 you need to ask for the service required (Police, Fire, Ambulance, Coastguard). You will then be connected to the requested service's operator.

They will ask:

- Your name and address
- The telephone number you are calling from
- The number you can be contacted on
- What you are calling about
- Where is the incident you are reporting?
- Is anybody involved?
- Did you see it happen, or did somebody else ask you to call?

Explain to the boys that it is very important for them to stay calm during the phone call and that they must give the clearest and best answers possible.



No maximum number
depending on adequate
supervision



30 minutes





No maximum number
depending on adequate
supervision



15-20 minutes

Resources:

You could find more
information in the Red
Cross or St John's First Aid
books

Dealing with Simple Accidents

Aim: To learn how to deal with some simple accidents

The information given below is based upon the current recommended procedures of the voluntary aid societies. Leaders should ensure that what they teach follows the current recommended best practice.

Care should be taken to ensure that the emphasis is about simple accidents that might happen to the boys that they can treat themselves.

A suggested method of delivery is to ask the boys how they think they should treat certain conditions and then the leader demonstrates the correct way (explaining why it is correct). Then give the boys the opportunity to practise for themselves. It is most important to explain that before doing any kind of first aid you must wash your hands.

A selection of some simple injuries/conditions that the boys could treat are as below:-

Equipment:

- Basic first aid kit

CUTS and GRAZES

Clean the wound under running water to stop it getting infected. Apply a plaster that covers the entire wound. (At this point it is important to note that some people may be allergic to plasters.) Show the correct way to put a plaster on (don't touch the sterile pad, minimal exposure to air etc).

BURNS and SCALDS

If a small area, finger or arm is affected, cool the burn or scald with cold water for at least 10 minutes (stops the burning and gives pain relief). Remove anything constricting the injured area e.g. jewellery. Put a dressing on the area. Demonstrate how to apply a sterile dressing. Any burn or scold larger than 20cm sq or to the face must be referred to a doctor or hospital.

STINGS

Get an adult to help remove the sting if necessary. Apply a cold compress to relieve the pain and minimise any swelling.

NOSE BLEED

Sit down with the head well forward. Breathe through the mouth and pinch the nose below the bony bridge. Try not to speak, swallow, cough, spit or sniff (these may disturb the forming blood clot) Hold for at least 10 minutes.

Additional activity:

Boys could try using a bandage, etc in pairs.

Scavenger Hunt

COMMUNITY



me and my world

Aim: To explore the local area and find objects, etc

Equipment:

- Paper
- Pens/pencils

Instructions:

1. Have the boys collecting various items which you know are on a particular route or trail. These could include flowers, leaves, common weeds, or objects known to be along the route. Make up clues to make the activity more of a challenge eg. An old weight.....stone, A comic with a wild animaldandelion.
2. Make out a set of questions relating to a particular area. Boys have to go and find the answers to the clues. A time limit could be placed on this. Eg. What colour are the gates leading into the car park? How many legs has the dog on the pillar?
3. Make out a rough map of a designated area. Take some photographs of various things in the area and number them. Boys must find where the photographs were taken and mark the number on their map. Remember to take photographs of items that are easily recognised by the boys.

Item Collection

Aim: To collect as many items from a list as possible

Equipment:

- Pencil
- Plastic bag or other suitable bag

This is an outdoor activity.

The leader prepares a list of items for boys to find and gives a copy to each group along with a pencil and a plastic or other suitable bag. The list should contain 15-20 suitable items that can be found in the local area.

The 'rules' will need to be explained e.g no wandering off, no searching through rubbish bins, no damaging of property or trees/plants etc. There should be a time limit set which could be ended by the blowing of a whistle for example.

Set the boys off on their task.

At the end of the allotted time gather the groups together and see who has managed to collect the most items on the list.

An alternative could be that you ask the boys to collect an item that begins with each letter of the alphabet.

It is important that the environment is 'protected' with this activity and that there is no damage caused and also that what has been collected is disposed of correctly by the leaders.



No maximum number depending on adequate supervision



15-20 minutes each



The area for the hunt must be clearly defined so that the boys can be supervised in line with Brigade regulations. Boys should remain in groups for this activity.

Indoor Treasure Hunt

Aim: Taken over 3 weeks, this activity introduces Juniors to the idea of using a compass as a navigation aid

Equipment:

- Compass
- Map
- Paper
- Pens/pencils

- Week One** Use a compass and a map of the local area. Which direction does the road outside the hall run? What direction do boys take home? Can they tell how far it is? (roughly).
- Week Two** For fun. Give each boy a sheet of A4 paper onto which you have drawn a 8 x 8 grid (that is, 64 rectangles). The boys then draw a typical Treasure Island map on the paper, and include an "X" marks the spot". Have them name various features such as 'Pirates Cove', 'Black-Eye Creek' etc. Introduce the idea of using the grid to help find things, name the squares A-D across the top and 1-4 down the way.
- Week Three** Have a treasure hunt around the Church. 'How many paces from this door to the wall?' 'Which direction must we walk to get from here to there?' Finish in a room for which you have a plan, and on the plan an "X" marks the spot" where you have hidden some 'Treasure' (sweets?). Get the boys to use the plan to find the Treasure.

Scavenger Hunts

1. Have the boys collect items beginning with each letter of a particular word or phrase.

Eg. THE BOYS' BRIGADE
JUNIORS ARE FUN

2. Use a Bible Scavenger Hunt. Make out verses from the Bible with words missing. The boys have to look up the verse to find the missing word and then find the object.

Examples But the very _____ of your head are numbered
Matthew 10 v 30 Answer: HAIRS

The kingdom of Heaven is like a grain of mustard _____.
Matthew 13 v 31 Answer: SEED

Local Area Map

COMMUNITY



me and my world

Aim: To make a map of the local area illustrated using photographs of local landmarks

Equipment:

- Camera
- Card, paper
- Glue
- Marker pens
- Possibly scissors

This is an outdoor activity.

This will need to be completed over two weeks. The time required for the first week will depend on how large an area you want to cover, but would typically be 15-30 minutes. The second week will require about 30 minutes.

In the first week boys devise a list of important landmarks and their location (e.g churches, police and fire stations, post offices, libraries, school etc). The group then takes photographs of the landmarks with a camera (or digital camera).

A map of the area covered will need to be drawn or purchased before the second week. The photographs will need to be produced before the second week.

In the second week the boys make a map of the area covered in the previous week using the outline provided as above and then glue the photographs onto the appropriate places on the map (if a digital camera has been used this will enable the pictures to be re-sized to a suitable size for the maps that the boys will draw or copy).

Other features can be added to the map such as pedestrian crossings, telephone boxes etc.

To finish the second week why not try a quiz to see if the boys have remembered where the important landmarks are. This topic could lead on to C-22 – 'Simple Directions'.

Depending upon your boys, you could use "remote supervision" with leaders being around the area, or alternatively, one leader could go with each group.



No maximum number
depending on adequate
supervision



2 weeks
15-30 minutes

Resources:
Map of local area



As boys will be taken off
the premises leaders
should make sure the
leader/boy ratio is
adequate and that extra
supervision is provided.
Boys should remain in
groups for this activity

Simple Directions



No maximum number depending on adequate supervision



20-30 minutes

Aim: To follow a simple set of directions and clues in the local area

Equipment:

- Pencil
- Clipboard

This is an outdoor activity.

The leader should select a suitable route to avoid dangers e.g. roads which should be alright for boys to walk along without a leader being in their 'group.

Depending on your boys, you could use "remote supervision" with leaders being around the area, or alternatively, one leader could go with each group.

The 'rules' will need to be firmly explained e.g. no wandering off and stay together in their group.

The leader should prepare a set of questions in advance for the boys to follow and should clearly detail the route which could be in the form of:-

"Go out of the churchyard gate and turn right. After about ten paces look at the houses."

What is the colour of the front door at number 10?

"Go on in the same direction until you get to the post box."

How many gnomes are there in the garden?"

Etc, etc.

Arrange for some treasure to be placed either at the end or at different points on the route so that each group has the chance of 'winning' something. It could be that they could be tokens for some sweets from your tuck shop.

This could be done with all Junior section boys and the clues could be progressively harder for the boys in the older age group.



The area used must be checked beforehand by the leaders and extra supervision provided. Boys should remain in groups for this activity

Template C-6

Help a Charity Collecting Card

The Boys' Brigade _____

Company _____



This card is issued to: _____

In case of any query please contact: _____

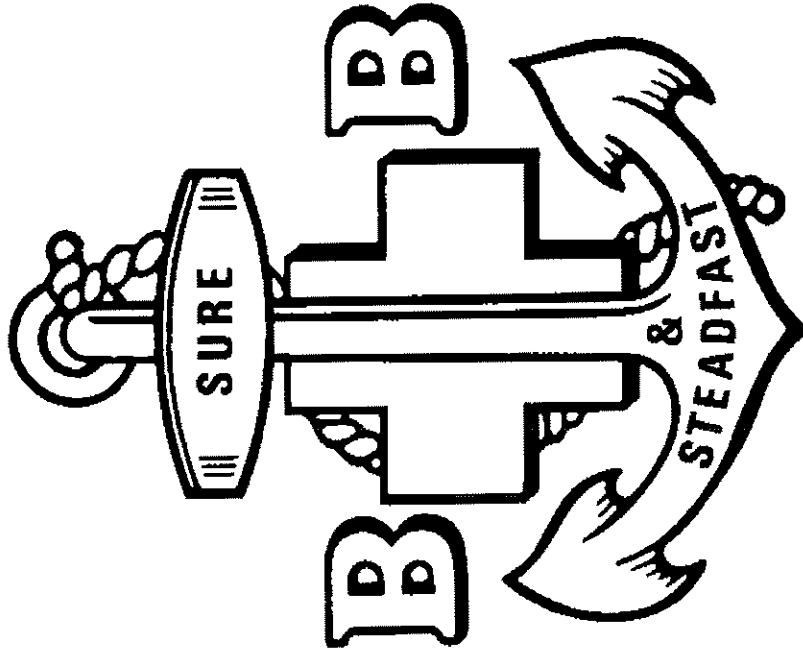
Many thanks for helping to raise money for our project by buying part of our BB Anchor badge which will be coloured in for each donation.

Money donated will go towards: _____

Please put your name and address in the table so that we have a record of money donated. Many thanks for your help and support.

Name	Address	Bought @ £2	Signature
		1. Right 'B'	
		2. Left 'B'	
		3. Ring	
		4. Rope	
		5. Cross Right	
		6. Cross Left	
		7. Bar	
		8. Shaft	
		9. Right Fluke	
		10. Left Fluke	

Please Return by _____

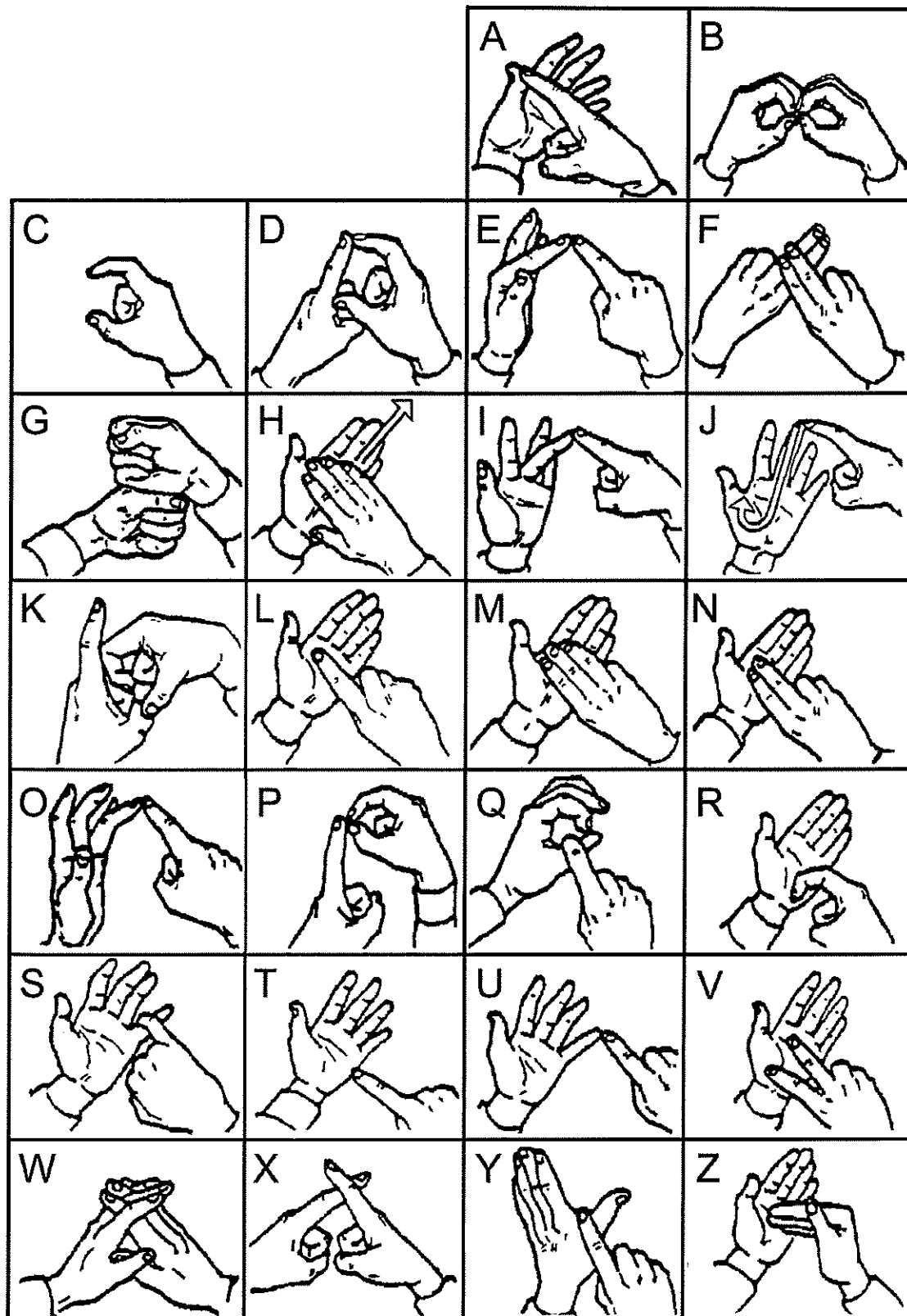


This collecting card should only be used for friends and family

The Boys' Brigade is a registered charity

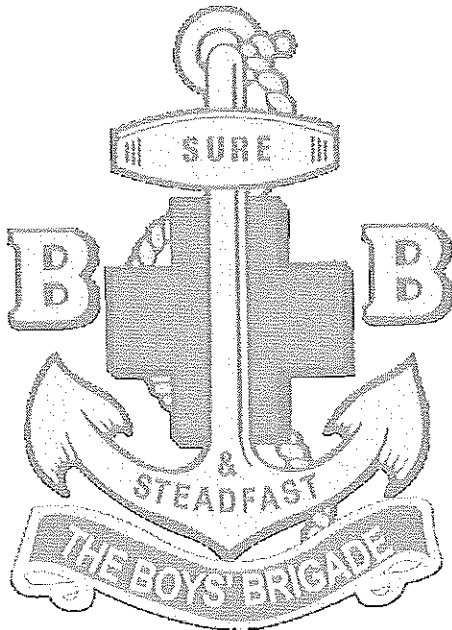
Template C-10

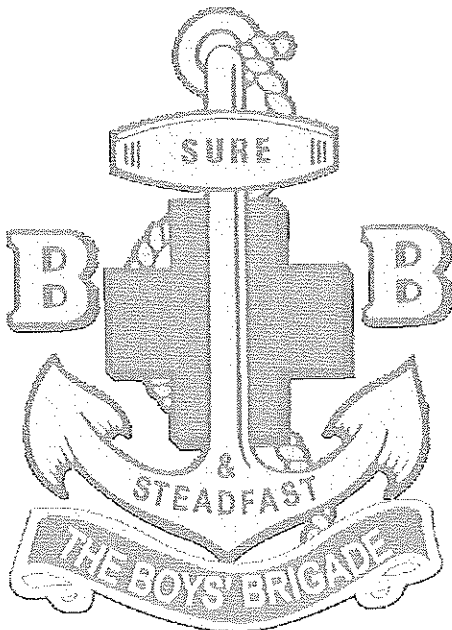
British Two Handed Finger Spelling Alphabet



Template C-11

Helping at Home

The Boys' Brigade – Junior Section Help at Home Record		
Date	Job	Signature
		

The Boys' Brigade – Junior Section Help at Home Record		
Date	Job	Signature
		

Template C-14

Road Safety Journey

I know that the quickest journey might not always be the _____ so I make sure that I have enough _____ to complete my journey.

If I can, I always use a safe place to cross such as a _____ Crossing or a _____ Crossing. When I get to the _____ of the road I stop at the _____ and look and _____ very carefully all around for traffic. If there is any traffic coming then I let it _____. After it has passed I _____ again to make sure it is safe. If the road is clear, I walk _____ across, looking and listening all the time.

I never cross the road in dangerous places such as between _____ cars or on a _____ in the road.

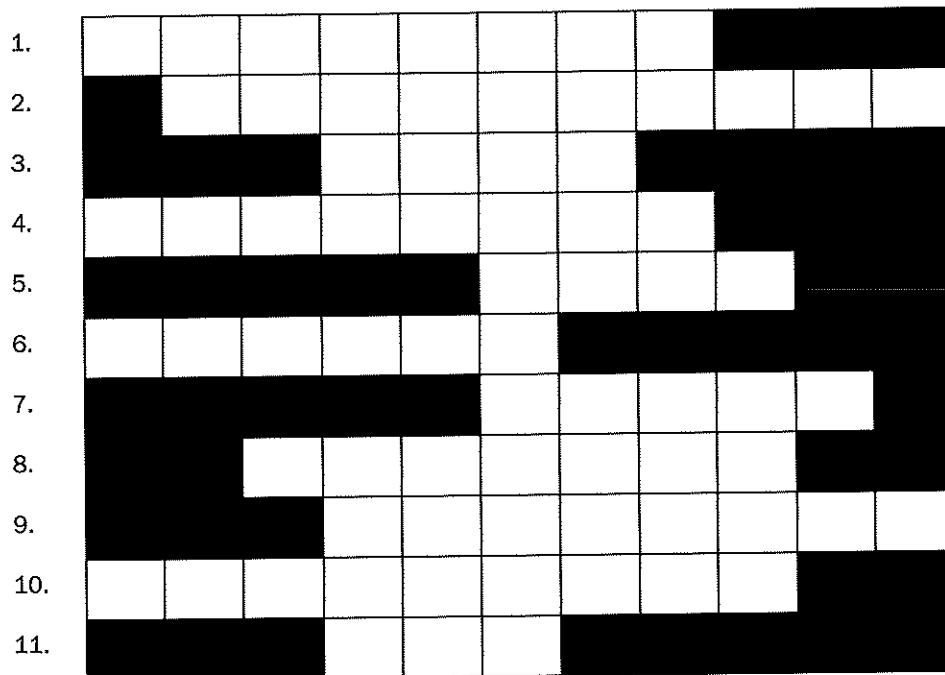
Words

bend	time	listen	kerb
edge	straight	pelican	safest
zebra	check	parked	pass

Template C-14

The Safe Traveller Puzzle

Aim: If you can solve the puzzle below, you'll find a hidden word, reading down along the shaded boxes. The word means "people who travel on foot"



Clues:

1. Another name for the school crossing patrol.
2. Helps you to be seen at night.
3. Comes after green cross.
4. It's for people to walk on – not traffic.
5. You must do this at the kerb before crossing the road.
6. Every cyclist must wear one.
7. A map can help you plan a 'safe' one.
8. Pedestrian crossing that shares its name with a bird.
9. Can save lives in a car.
10. You must keep looking and. . . While Crossing
11. A 'green' way to travel

Answers:

- Lollipop
- Reflectors
- Code
- Pavement
- Stop
- Helmet
- Route
- Pelican
- Seatbelt
- Listening
- Bus

Template C-14

The Signs & Signal Quiz

Aim: Put a circle around the correct answer

1. Which one of these signs is on the stick of school crossing patrols?



2. Which of these signs does NOT allow cyclists through?



3. Which of these signs means "No right turn" ?



4. Which of these arm signals can cyclists give to show they intend to slow down or stop?



5. Which of these signs warns drivers that there is a pedestrian crossing ahead?



Template C-17

Spot the Dangers

