



PATHFINDER LEADERSHIP AWARD



PTHACT004

Pathfinder Games

Resource Material

January 2009



Resource Material for the Pathfinder Leadership Award.

The Resource Material, Review Booklet and Assessment tools were produced by the Seventh-day Adventist Church Youth Ministries of the South Pacific Division (SPD). We acknowledge Pastor Murray Hunter and Pastor John Wells, the main authors of this Unit. An editorial team reviewed and brought the task to completion. We wish to express our deepest thanks to them all.

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Orientation

Welcome to the Resource Material for PTHACT004 Pathfinder Games.

Purpose

This unit covers the knowledge needed to organise and lead games for Pathfinders. It also contains a selection of games that can readily be used in the clubs.

The Resource Material

The Resource Material contains the essential information to meet the competencies outlined for this unit. It should help you to:

- Gain a comprehensive understanding of Pathfinder Games.
- Understand the importance and use of games in the context of a Pathfinder Club.
- Acquire new skills to conduct games effectively.
- Prepare for the PLA training/review/assessment program.
- Acquire knowledge that will enhance your Pathfinder Ministry.

A basic Review Booklet has been developed for this unit. It contains a small number of worksheets that, once completed, provide evidence that you understand the material. The Review Booklet needs to be completed before the assessment and forms part of the requirements to gain competence in this unit.

Note: If you have any questions, please consult your District Director or your local Conference/Mission Youth Department.

What Additional Resources Do I Need?

- A selection of Games books.

What Do I Need to Bring for the Training/Review/Assessment Program?

- Resource Material (if received beforehand).
- Review Booklet (completed, if required).
- Pencil/pen.
- Any other resources or equipment as specified by your Assessor.

How Will I Be Assessed?

At the Conference/Mission training/review/assessment program, your competency will be assessed by one or more of the following methods:

- Written/oral questioning.
- Completed Review Booklet.
- Simulation activities.
- Project/assignment.

Reassessment Process

- Opportunity will be given to training participants to be reassessed if they are not found competent.
- There will be no limit to the number of opportunities for re-assessment

Appeal Process

Participants who are not satisfied with their assessment can:

- Discuss the issue with their Assessor.
- Discuss the issue with their District Director.
- Request the mediation of another Assessor.
- Report their concern to the Conference/Mission Youth Director.

Unit Outline

The Unit Outline below summarises the requirements (Elements) of this unit. Each Element requires completion of various tasks (Performance Criteria).

PTHACT004	Pathfinder Games
PLA	Pathfinder Leadership Award

DESCRIPTION: This unit has been developed by the Adventist Youth Ministries of the South Pacific Division (SPD). It covers the knowledge needed to organise and lead games for Pathfinders. It also contains a selection of games that can readily be used in the clubs.

The Competency Based Training (CBT) method has been adopted for the delivery of this unit.

Element	Performance Criteria
1. Outline the purpose of recreation in Pathfinding.	1.1. Define Christian recreation. 1.2. Understand the biblical guidelines for recreation. 1.3. Understand the role of games in Pathfinding.
2. Identify styles of games appropriate for Pathfinders.	2.1. Identify types of Bible games. 2.2. Identify types of training or revision game. 2.3. Identify types of indoor games. 2.4. Identify types of outdoor games. 2.5. Identify types of non-competitive games. 2.6. Identify types of group building games.
3. Outline how to prepare and conduct a games event.	3.1. Determine methods of choosing games. 3.2. Explain guidelines in directing games. 3.3. Demonstrate skills in preparing and conducting a games event in a Pathfinder Club. 3.4. Evaluate the games event.

Introduction

It has been said that there are only ten games in the entire world. These games were supposedly invented by the Chinese people thousands of years ago, and all other games are only variations of these ten. That may or may not be true, but the fact remains - most people have at one time enjoyed playing and learning through games.

Although games have been around a long time, it is difficult to determine their origin as, for the most part, people did not concern themselves with maintaining records about something as inconsequential. Despite some ancient tomb paintings and remnants of ancient game equipment, no one has specifically recorded information about the origin and culture of most games. Such record keeping only began in the late middle ages

Games were most likely created and passed on from one generation to another for recreational purposes. Nonetheless, some people may have also intentionally used games for educational and therapeutic reasons. In the 19th and early 20th centuries there has been much study given to games, particularly in terms of their use in religious rites and practices within certain cultures. Since games can serve a variety of functions in society, they may have been modified over the years to accommodate for the needs of particular cultures and/or individuals.

In terms of categories, games can be classified in two broad types: those that require special equipment and/or settings - and those that don't. Examples of the first category include: Tennis, Basket-ball, Soccer and Football; examples of the second include: 20 questions, Charades and Paper – Scissors – Rocks. Tracing the origins of games that use little or no physical equipment is difficult. Sometimes, it is possible to establish connections between games even though they may initially appear to be different. These connections have led a number of scholars to conclude that many games have a singular origin and have disseminated to different places and cultures over time by traders, travellers, and soldiers.

Research tends to indicate that, "A learning environment that utilizes games and cooperative learning techniques in a supportive environment provides an optimal educative experience."¹

Most Pathfinders will list activities such as camping, swimming and games as the most fun aspects of their Pathfinding experience; games are important to them. Therefore, Pathfinding and fun should be synonymous. Young people expect Pathfinding to be 'fun'.

"Fun must be a major element of the game experience. People learn more effectively if they enjoy what they are doing. Fun helps to engage people, thereby providing opportunities for growth."²

Pathfinder leaders can use games as a tool to lead Pathfinders to associate Christianity with fun, happiness, joy and positive activities.

¹ Mark Collard. *No Props - Great Games With No Equipment*, Project Adventure Publishing, Australia 2005, 9.

² Ibid.

CHAPTER 1: Purpose of Recreation

What is Christian Recreation?

Recreation is being involved in an activity that provides relaxation, rejuvenation and enjoyment. The activity can range from active sports to hobbies. It is a pastime that the individual becomes involved in, outside of work.

Recreation is a broad concept. The term covers those who see recreation as a means of maintaining physical health; others see recreation as a means of developing skills; there are those who see it as a life time activity that provides pleasure and satisfaction.³

Christian recreation places all of these concepts into a spiritual context. Spirituality embraces all aspects of our life, including the physical. Recreational activities within a Pathfinder club are conducted in a way that affirms and reinforces Christian values. The recreation can be used to bring people to a knowledge of Jesus. Games are an opportunity to demonstrate how recreation can be part of our spiritual development.

Biblical Guidelines for Recreation

Enjoyment and fun is very much part of Christian living.

“There is a time for everything, a season for every activity under heaven,... a time to cry and a time to laugh, a time to grieve and a time to dance.” Ecc 3:1,4

It is pleasing to the dear Lord whenever thou rejoicest or laughest from the bottom of thy heart⁴ – Martin Luther

Games are a natural way of experiencing and expressing enjoyment.

“Always be full of joy in the Lord. I say it again – rejoice.” Phil 4:4

The choice of games in the context of a Pathfinder club need to reflect Christian values.

“And now dear brothers and sisters, let me say one more thing as I close this letter. Fix your thoughts on what is true and honourable and right. Think about things that are pure and lovely and admirable. Think about things that are excellent and worthy of praise.” Phil 4:8

No game that could potentially hinder the Pathfinder’s relationship with God should be entertained.

Jesus said, “Let the children come to me. Don’t stop them! For the kingdom of Heaven belongs to such as these.” Matt 19:14

“In the same way, it is not my heavenly Father’s will that even one of these little ones should perish.” Matt 18:14

Games are an integral part of the Pathfinder’s world and are an important part of the club program. “Games constantly involve people in the process of acting, reacting, feeling and experiencing. They

³ Barry Gane: Building Youth Ministry. Hancock Center Publications, La Sierra University Press: Riverside, California. USA, 1977, 278.

⁴ Quoted in: A Theology of Fun. Les Christie, Youthworker, March/April 1998 p22-25

can be a beautiful way to bring people together. However, if you distort children's play by rewarding excessive competition, physical aggression against others, cheating, and unfair play, you distort children's lives."⁵

Reasons Why Game Play Should be an Important Part of Our Pathfinder Program

Reason #1: Games with a Purpose are fun

Games enhance the relationship between the learner and the leader in a cordial environment. They provide an opportunity to reinforce a value or a teaching theme in a fun, energetic and buoyant learning zone.

Reason #2: Games Provide Feedback to the Pathfinder/Learner

Pathfinders/Learners want and need feedback on their performance. Games give them immediate feedback on the quality of their participation — their successes and their mistakes. With the appropriate corrective feedback, the experience can become a valuable learning opportunity.

Reason #3: Games Provide Feedback to the Leader/Trainer

By observing the game in progress, the leader/trainer can assess the effectiveness of the learning process and can make the necessary adjustments during the game itself or for subsequent sessions.

Reason #4: Games are Experiential

Activity based learning is one of the best learning methods. Pathfinders learn best by participation. Games provide an environment that transforms the passive pathfinder into an active participant in the learning process.

Reason #5: Games Motivate Pathfinders/Learners

Games engage participants and motivate them to interact with the learning theme. This interaction leads players to demonstrate their understanding of the theme in a friendly contest. Successes are memorable moments of shared celebration and mistakes create opportunities for growth.

Reason #6: Games Improve Team Work

Games are real-time activities that bring participants into teams where they demonstrate their understanding and respect for the rules, and the different roles they assume in working together as a team. Games underscore the value of team collaboration. They give participants a chance to get to know their peers and opportunities for strong networking and bonding.

Reason #7: Games Provide a Less Threatening Learning Environment

As games are by nature playful, the inherent challenges in the learning objectives do not pose a threat to the participant. During game play seemingly difficult questions and scenarios are "just part of the game".

⁵ Orlick, Terry. The Second Cooperative Sports and Games Book. Pantheon Books NY 1978, 3.

Reason #8: Games Bring Real-Life Relevance

Games allow the exploration of real-life issues in the form of questions, scenarios, role-plays, and other methods. Participants not only receive information, but experience the theme from a real-life perspective. Players also observe their own behaviour and that of others during game play. Post game debriefings give insights into those behaviours observed during game play.

Reason #9: Games Accelerate Learning

Games provide opportunities for focused learning in shorter periods of time; they accelerate the speed of learning. The visual presentation, verbal interactions, and active participation of game play appeal to all of the learning styles (visual, auditory and kinaesthetic). Game play is both rational and experiential. It makes learning memorable.

Reason #10: Games Give Choices

- Games allow for variety and flexibility. They allow leaders to:
- Vary the level of learner involvement.
- Vary the level of skill and knowledge.
- Plan for any number of participants.
- Vary the type and level of activity.
- Vary the level of control.
- Introduce or review topics.
- Vary the mix of theoretical and practical information.

Chapter 2: Styles of Games

There are numerous types of games that can be played. The type of game chosen will depend on the purpose, circumstances and facilities. Games are ageless; for each generation old games become new. This chapter lists the main styles of games that Pathfinders can experience in their club or camping program. The appendix will list examples of some of these styles of games.

Bible Games

These are games that are based upon knowledge about the Bible or games that explore some of the Biblical perspectives on issues that Pathfinders face today. These games are most suitable for a Sabbath afternoon, but can certainly be played at any other time. Often the game is of a quiz-variety that challenges the knowledge of the Pathfinder in a creative way. There are many resources available for this type of game; the 'Way to Go' program contains a wide variety of Bible games.

Other types of Bible games involve activities that can be conducted in the outdoors where the emphasis is on discovering, identifying, learning or observing something about self and nature. These games are also suitable for Sabbath where Pathfinders can have a great time learning about the wonders of nature. Ideas for these types of games are listed in the resource for PTHACT002 Pathfinder Sabbath Camping Programs.

Training or Revision Games

Games which contain a training element can be just as much fun. Skills can be taught by using training games and in that way training becomes associated with fun.

Simulation games are based around the concept of creating a scenario whereby a group of people are placed in a 'simulated' problem situation and a solution needs to be found.

The process of creating Training games involves the following steps:

1. Create a problem scenario based on an issue you want to explore.
2. Explain the parameters for the activity.
3. Monitor the game. Be very strict in monitoring the parameters.
4. Debrief the game when it is finished.
5. Evaluate the effectiveness of the game.
6. Record the game for future use.

Indoor Games

These are the games that are best suited to be played inside and are useful as a break in the Pathfinder program. They can be used for different purposes such as the ones listed below:

1. 'De-Energizer' Games.
De Energizer games are action packed games for quick energy release. They are used to fill a space in the program or to change pace from a period of class work. Most of these games need

little or no equipment and preparation. They should not be run for long periods of time. These games include ball games, tag games, circle games, group games, balloon games, etc.

2. Thinking Games.

Thinking games focus on the ability of a Pathfinder to find an answer. These games include sense training activities. This kind of game is excellent as a Sabbath afternoon activity or a learning spot in the program.

3. Social Games.

Social games represent a wide range of games that have been designed for people to interact, to provide laughter and relaxation in a fun atmosphere. These games are widely used in church socials, youth groups, Conference camps and other such gatherings. There are plenty of resources available for social games.

4. Quiet Games.

Quiet games are generally played at tables. These types of games are really not quiet as far as noise is concerned but they do not require physical energy. They could involve playing board games, such as Monopoly, Chess, Draughts, Scotland Yard, or card games such as UNO, 5 Lives, UNO Hearts, etc. There is a whole range of these games that can involve different groups of people.

5. Individual Games.

In Individual Games, Pathfinders display their physical abilities. The abilities of the opponents should always be matched when the activity involves one against another (Figure 1.3).

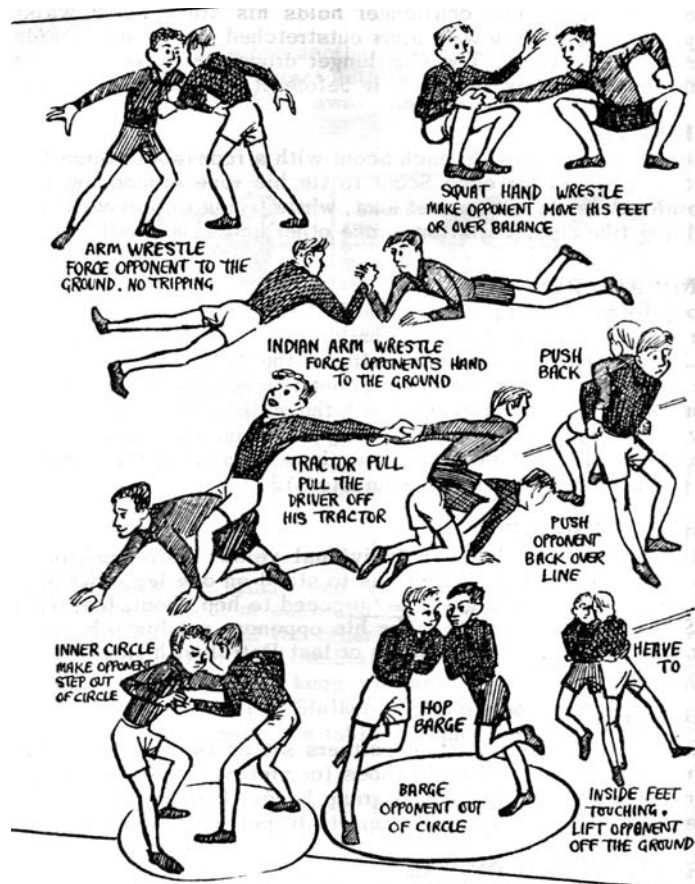


Figure 1.36: Individual Games.

Outdoor Games

A lot of space is required for outdoor games and they often need more time to be completed.

Types of games that can be played in an outdoor setting include:

1. Team games

Team games include sports games such as Volleyball, Basketball, Soccer, Touch football, Handball, Soccer, Hockey etc. Team games also include relays. Various types of relays can be played: passing, throwing (under and over, across the top and between the legs), collecting items, running backwards and a number of different way of going from one end to the other (eg, crawling, sliding, rolling, side ways, hopping, jumping, stepping etc) Relays are excellent for large groups.

Tug games are simple and fun. A number of creative tugs can be played: tug-of-war, sprint tug, backwards tug, crawl tug, sit down tug, etc.

2. Wide Games

Wide Games is the term used in the Scouts Movement to designate games that are conducted out of doors and usually during the day. They involve the whole club and usually need wide space. Ranging from simple to complex, wide games need firm and fair refereeing. They are excellent camping activities.

⁶ Scout Association of NZ. Second Book of Indoor Troop Games. 1973

There are at least 5 different types of wide games. These are:

- a. **Raid:**
Raids involve two opposing camps who attempt to enter 'enemy territory' with the view of capturing something. A classic example is 'Capture the Flag'.
- b. **Capture the Flag**
Two sides are formed with definite boundaries and a dividing line between the camps. Both sides establish a prison complete with prison guards and place their flag in a visible position under the protection of guards. At the start of the game the two sides attempt to capture the opposite side's flag while defending their own. When a person is caught (tagged /touched three times at once) they must go to jail. A prisoner can be freed if a member of his side is able to break into the prison.
- c. **Cordon Breaking**
Cordon Breaking involves breaking through a camp that is only defending a feature, line or object. Both sides have turns at being the defender or the invader.
- d. **Treasure Hunt**
A team uses a variety of easy, hidden or cryptic clues to find a hidden 'treasure'.
- e. **Chalk Trail**
Chalk Trail requires a piece of chalk or pieces of paper. A chalk or paper trail (or both), is set in a reasonably obvious way. Some hidden clues, hidden treasures or secret codes are spread out along the route to sustain interest. Use different coloured chalk for different Pathfinder units. This enables a separate trail to be laid for each unit. Clean up the paper/chalk etc after the game.
- f. **Man Hunt**
This is a game that involves chasing after something or someone until the object of the search is found.
- g. **Hares and Hounds**
Hares and Hounds require two loud whistles or two bells and a location of bush or scrub. Send off two Pathfinders who are the hares. After 5 minutes let the units loose (the hounds). The hares have to keep moving ringing their bell or blowing their whistle every 30 seconds, avoiding capture by carefully listening for movement on the part of the hounds. When caught restart the game with two new hares.
- h. **Gymkhana or Round Robin**
A series of activities or challenges are set up and teams or individuals attempt each one of them on a rotation basis (see Figure 1.7 for an example). A time limit is set for each activity in the series.



Figure 1.47: Cycle Gymkhana.

i. Night Games.

Night games can either be played only at night or are wide games adapted for night time. They have similar concepts as wide games. The major difference is that they need to have a well defined boundary. They often become a feature of the Pathfinder Camping program. Games such as Spotlight, Sardines, Foxes and Hounds, Lighthouse are considered Night Games.

Non-Competitive Games

Non-competitive games come out of the New Games Movement that began in the 1970's by a group of USA teachers who wanted to find an alternative to games where winning is everything. The emphasis in these games is fun; every participant can be a winner. Some examples are included in the Appendix.

⁷ Scout Association of New Zealand. Activities For Patrols. 1979

Group Development Games

These are games that have been created to help a group of people develop the skills and cohesion needed to work together as a team. They are ideal for a Pathfinder Club because they help Pathfinders to learn about other members of their unit and club. They are great games for developing the 'family' spirit.

Types of Group Development Games include:

1. Ice Breakers

These are games that are useful at the beginning of a meeting and are designed to help pathfinders connect and to get to know one another in a fun way. They help in the first step of creating the 'family' spirit.

2. Team Building Games

These games are designed to help a group become a team. It allows the individuals to grow in confidence within the group and to have confidence in other group members.

Chapter 3: Preparing and Conducting Games

Guidelines in selecting games

There are many excellent resources available for games. The Bibliography in this unit includes many of them. Other great resources are the people in the local Conference/Mission who have been involved in many creative and constructive games.

These are some considerations when selecting games:

- Age of the group (Juniors or Teens).
- Size of the club.
- Personality of the club.
- Ability of the Pathfinders.
- Clothing needed for the game.
- Space available.
- Time available.
- Safety requirements for the game.
- Equipment needed for the game.
- Weather (indoors vs. outdoors).
- Theme for the program or camp.

In order to obtain maximum benefit from Game Play there are a number of rules to be considered.

Rules for the Game Director

1. Know what the game is about and how to play it.
2. Have everything ready before beginning.
3. Introduce the game clearly and concisely.
4. Stay in control of the game.
5. Be prepared to adapt - consider unforeseen possibilities.
6. Carefully plan debriefing and evaluation sessions, where necessary.
7. Don't overkill a good game. Stop while everyone is still enjoying the game.
8. Keep as many players engaged in the game for and as long as possible.
9. Pick teams that are even and fair in size, ability and strength.
10. Where possible, emphasize the idea of challenging the pathfinder's own performance when competition seems natural in the game chosen.
11. Pick the right activity, for the right time, for the right people.
12. Always consider Duty of Care and the safety of participants.

In order to obtain maximum benefit from Game Play, there are a number of guidelines to be considered.

Guidelines for the Game Director

GRABBSS is an acronym that proposes a series of questions covering seven key elements. They can be used to evaluate the impact your Game Play can and will have on your Pathfinder group over time.

- GOALS - How does this activity relate to the goals of the group and its overall program?
- READINESS - Is the group ready emotionally and physically to do the activity?
- AFFECT - What emotional impact does the game have on the group?
- BEHAVIOUR - How are the participants conducting themselves?
- BODY - What are the physical abilities of the group?
- STAGE - How appropriate is the game for the developmental stage of the group?
- SETTING - What is the physical setting of your program?⁸

⁸ Jim Schoel and Richard Maizell Exploring Islands of Healing.

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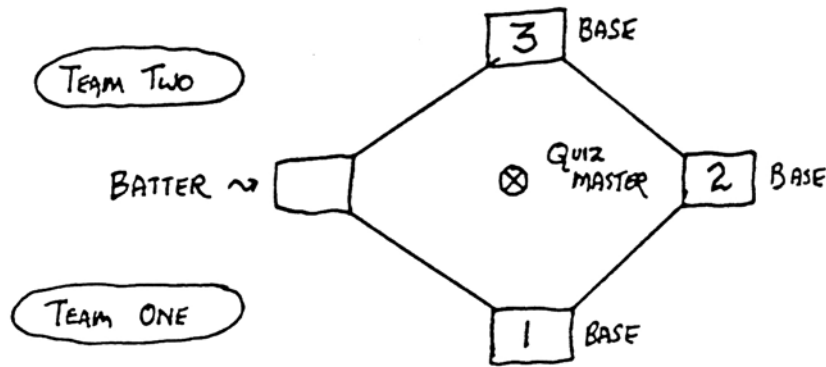
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Appendix 1: Spiritual Game Ideas

Bible Baseball

Divide the Club into two teams. One team becomes the batting team while the other waits for their turn. Arrange four chairs in the shape of a Baseball Diamond. The Pitcher becomes the 'Quiz Master'. The Batter scores a successful hit if they can answer the question. They can only move one base at a time. Those occupying a base can also only move one base when the question is answered correctly. Like baseball, three wrong answers means 'all out'. Each base has a score – base 1 = 1, Base 2 = 2, base 3 = 3, Home run = 4



Who's Who Relay

This super active quiz is a fun way to find out how much the Pathfinders know about the local Church etc.

All units line up at the opposite end of the hall or playing area. The Quiz Master blows the whistle. The first Pathfinders race to the Quiz Master, who whispers the question out of earshot of the rest of the unit (eg. "Who is the Stewardship Secretary in our Church?"). If they know the answer they have to run around the Church and back to the Quiz Master with the answer. If the Pathfinder does not know the answer or says the wrong answer after going around the Church, they have to run back to their Unit and tag the next Pathfinder who goes through the same procedure. The first person with the correct answer scores for their unit. The process is repeated until the completion of the quiz.

Appendix 2: Training or Revision Games

Ropes Games



Pioneering Problem Solving

An empty bucket is placed before each unit in the centre of a 'no access area' (due to crocodiles, piranhas, etc). Each unit is challenged to be the first to fill the bucket up with water, until the water overflows. Use whatever equipment is around (with maybe some exceptions such as hoses etc, if at a Church or hall).

Kim's Game

An array of 12-15 objects are placed on a tray that can be observed for 2 minutes by the Pathfinders. They can then list the objects or draw where the objects are. This can be done as a unit or as individuals. The objects may be collected from nature, and the Pathfinders must bring their own trays back so that they look like the original. Another variation is to use objects that represent a story from the Bible. The objects on display may be anything and could include photographs or drawings. This activity is a great brain teaser.

Sherlock Holmes

The Pathfinder announces that a man has been found who has lost his memory. The contents of his pocket (12 objects), has been put on a tray which each unit is allowed to see (but not handle) for several minutes. Each unit is then sent to deduce something about the man from each of the objects (e.g. a bus ticket, wallet, family photograph).

Split Kim

Set out 24 objects as for Kim's game (see above). Half of the Pathfinders from each unit have two minutes to study these objects. Send the Pathfinders back to their unit corners and out of visual range substitute four new objects. Now call the remainder of the unit to study the revised tray for two minutes. Pathfinders are instructed to return to their unit and to list the four changes made. The first to correctly identify the changes wins.

Self Service Kim

Each Pathfinder has to contribute one article that he/she places at one end of the room. After the Club has observed the objects all players turn their back to these objects. A Pathfinder from each unit, in turn, is sent to bring back an article denoted by a Pathfinder's name. If the article is correct, this is returned to the owner and the successful unit scores a point. If it is the wrong article it has to be returned to the pile at the end of the room. There is to be no talking in the Units when articles are being returned.

Rucsac Kim

The Director tells a tale of a weekend hike, starting with a full pack (of 20 –30 objects) and unpacking it slowly explains why each object was taken. The objects are then returned to the pack and the Unit sent back to their corners with pencil and paper to make a list of what was in the pack (alternatively each individual could make a list).

Games that Involve the Senses

These games help the Pathfinder to realise that each of the senses can be used to help them recall decisions about experiences they have had in life.

1. **Smell** – Prepare about nine bottles containing substances with strong and safe smells (e.g. vinegar, disinfectant, onions, garlic). Pathfinders sit in a circle blindfolded or in the dark and bottles are passed around allowing each Pathfinder a chance to smell the contents. When all the bottles have been passed around the circle, these, and the blindfolds are removed and the Pathfinders return to their unit corners to list the smells in the order they were passed around. Please note that bottles must be 'sniffed' only and handled carefully.
2. **Taste** – Blindfold the Pathfinder. Let them taste each object by either putting their finger in or taking a piece. The Pathfinder must say out loud what the object is and the leader scores. Such items as sugar, lemon juice, jam and biscuits are excellent.
3. **Touch** – Prepare about 10 paper or cotton bags, each one containing such items as rice, flour, dried peas and sugar. Number each bag and attach these to a rope. Stretch the rope across the

hall. Pathfinders have to feel the bags and decide what each contains either as a unit activity or an individual activity.

4. **What is it?** – This game is similar to the Taste game except the table has different shaped objects which need to be identified by touch only.
5. **Sound** - Sleeping Indians is a game where an 'Indian' sits blindfolded in the centre of the circle. In front of them is his 'tomahawk' (which can be any object) and the idea of the game is for the Pathfinder to stalk up and steal the tomahawk without being noticed by the Indian. If the Indian hears the oncoming stalker he quickly points at them. If the Indian points correctly, the unlucky stalker must return to the starting position for another try. The Pathfinder who gets the tomahawk wins and becomes the next Indian. (Variation: play it outside where there are plenty of leaves).
6. **Sound Effects** – if you have access to a tape recorder, pre-record about 12 distinct noises such as water pouring from a bottle, a ticking clock, tearing paper and a bursting balloon. Play these to the Pathfinders and challenge the Units to correctly identify each noise.

Appendix 3: Indoor Games

Invisible Skipping

Have two “rope holders” get in position and pretend to turn the rope – all others are to stand in the centre and are to jump the pretend rope – begin slow and then speed up.

Thud and Blunder

Two mats or large sacks are placed at either end of the hall. The Club divides into two teams. The teams stand at either end of the hall with every member of each team touching the wall behind their mat. Place a ball in the centre of the hall and at a signal all dash forth with the objective of placing the ball on the opposing team’s mat.

Twin Tag

Any two Pathfinders join hands and set off to tag other players. When they succeed and the first victim is tagged they split into pairs. This continues until there is only one Pathfinder left who is not tagged and he/she is the winner.

Shoe Hockey

Each team lines up at opposite ends of the hall. Place a tennis ball in the centre and chalk two goals at either end of the hall. Each Pathfinder takes off his left shoe which is his hockey stick and at a signal each team hops out on their shoed foot and using their left shoe attempts (hopping throughout) to get the ball back to their goal. Any Pathfinder who places both feet on the floor is out and must wait until the game is restarted.

Fruit Salad

Everyone sits on a seat. Everyone is given the name of one of four fruits. There is one person in the centre who will call any one of the designated fruits. This means that everyone who is that fruit must get up and find another seat. They cannot return to their seat. If ‘Fruit Salad’ is called then everyone must shift. Whoever can’t find a seat must choose the next fruit to move trying to find a vacated seat themselves in the process.

Figure Eight Relay

The group is divided into two teams. They are seated facing each other. There needs to be space between the rows of chairs for people to complete their figure of eight. Each team takes on a team name – usually Fords or Holden. You will need to position bigger people at the end of each team who offer their bent arm for participants from both sides to swing around on. The relay begins with the first people on each side running a figure eight around both teams. The next person begins once the runner has sat down and tagged them. First team to finish, wins the game.

Appendix 4: Outdoor Games

Beachball Cricket (Day Game)

Use a beach ball for a ball and arms as bats. The fielding team positions themselves as a traditional cricket fielding team, and the batting team all stand at the wicket. The hitter needs to run around his team after the ball is hit. The batting ceases when the ball is retrieved by the fielding team and all the members of the fielding team are touching the ball simultaneously.

Spotlight (Night Game)

Find a wooded area with plenty of hiding places (trees, logs, long grass, etc). Identify a central cleared and safe area to the Pathfinders. A Pathfinder with a powerful torch stands in the middle of this safe area. They count to 100 with their eyes closed while the Club scatters outside of the safe area to hide. When the count is completed the Pathfinders set out to return to the safe area without being identified. The defender can only turn on the torch to identify suspicious sounds (but not as a continuous search light). A Pathfinder is caught when the defender correctly identifies them. When the correct name is called they must come out and sit quietly with the prisoners. The first person caught is usually the searcher for the next round.

Sardines (Night Game)

One Pathfinder goes first and hides within a given area. The others then search for the hidden Pathfinder. They keep quiet when they find them. They then squeeze in beside them and all keep hidden until the last Pathfinder finds the hidden group. The game can then be repeated.

Foxes and Hounds (Night Game)

Divide the club into two teams. One side hides within a given area that has lots of cover but is not very large. The second group then searches for the first group. Count the number found then reverse the activity. Give each side 15 minutes each and take the score from the number of Pathfinders found. Each Pathfinder is caught when they have been touched.

Out Brief Candle (Night Game)

Set up two bases with each team having a large billy. A staff member is required at the half way point with rolls of newspaper. Give each team a candle and matches. The aim of each team is to deposit a candle in the billy at the other end of the game area. Light the candle. No capturing is allowed within 7 metres of either billy. The Pathfinder leader decides how many should defend the base and how many should attack the opposing base. 'Lives' are represented by a roll of newspaper stuck through the Pathfinders' belts. This is removed by the captor, once captured. If a Pathfinder is captured he reports to a staff member for a new 'life' (roll of newspaper). When captured, the victim who has the candle and matches cannot have these confiscated.

Appendix 5: Non-Competitive Games

The Lap Game

Participants form one big circle behind each other (as in a train). Everybody should be very close, in a round circle, with knees and feet together (the game may be easier if participants grasp the elbows or wrist of the participant in front of them). The group then counts one, two, three, and slowly sits on the participant's knee behind them. If the circle has skilful participants they may be able to stay seated long enough to attempt to walk while all are seated. The general result of this game is that a participant slips off a seat of knees and everybody ends up laughing.

Gentle People Tossing

Two lines of participants stand shoulder to shoulder and face each other. Each participant joins hands firmly with the participant opposite. The first participant from the head of the line lies flat down on the hands of the first eight to ten participants. Participants move their hands and arms in a slow circular rhythm and very gently toss the participant gradually from the head of the line to the end of the line where a referee acts as catcher to help the participants off the line.

Skin the Snake

This one is a real test of coordination. Line up and reach between your legs with your left hand to grab the right hand of the person behind you (i.e. left hand back, right hand forward). Now the last person in the line lies down on their back and the next person waddles backwards over them and lies down on their back right behind the first person. All this time Pathfinders are still holding hands. When the last person to lie down touches their head on the ground, they get up and go forward again. Everybody gets pulled up behind that person and you should all finish exactly where the team started. Practice this a few times until everyone gets the hang of it, and then split into two teams and have a race. Make the 'snakes' run about 20 metres to a finish line at the end.

Spiral

Participants join hands in a circle. One hand grip is let go and one participant leads the rest of the circle off in a spiral (circle) so that the end participant stands very still and becomes the centre. If at any time anybody is being stretched, they should move inwards just a little. The game is most successful if participants play it slowly and they wind very loosely. If there are a large number of participants, they may care to sing while the spiral is forming. Upon completion of the spiral, this activity may be used to share thanks or ideas within the large group of participants. If you wish to unwind the spiral, the centre participant may sink down and crawl out through the legs of everybody else and lead the entire spiral with them.

Mingle Mingle

This game is also called Champs. People wander round, keeping fairly close together and murmuring "Mingle Mingle" to each other. Eventually the organiser shouts a number such as "five", and everyone rushes into groups of five. If you make it into a group of the right number you get to play another round.

Siamese Soccer

This game is similar to normal soccer but the players form couples and tie their feet together, as if for a three-legged race. Since you spend most of this game chasing the ball and arguing with your partner, keep the field small and play with two or three balls at once.

Snake in the Grass

Rope off an area and get everybody to stand inside it. Two people now lie on their stomachs and start hissing furiously as if they were snakes. They can only move along the ground on their stomachs. When they tag someone, that person must go down on their stomach and become a snake as well. The last two people caught are snakes for the next round. Pathfinders will find it is easy to escape the snakes at first, but then have to be very quick to survive at the end. If the snakes are having trouble catching people, make the area smaller or add another snake.

Cell Wars

This event teaches Pathfinders a little about Biology. Divide into groups of about 10 people and choose a small person to be the Nucleus. Prop them up on the shoulders of three or four people, who make up the Protoplasm. Everyone else is the Cell Wall, facing outwards around the Protoplasm. The aim of the game is to break through another group's Cell Wall and kidnap their Nucleus. But to do this a Cell Wall has to unlink hands, leaving its own Protoplasm defenceless. With four or five teams this becomes a very exciting, noisy game.

Catch the Dragon's Tail

Make two dragons by forming two lines of people holding on to one another's waists. The last person in line is the dragon's tail, and has a handkerchief hanging out of their pocket, which the head of the other dragon tries to catch. You can play this game with any number. If you have a lot of people, make three or four dragons. If you don't have enough, get one dragon to chase its own tail. This becomes very confusing for the people in the middle who can't work out what side they should be on. If the dragon breaks at any point (i.e. lets go of the waist of the person in front), the tail then becomes the last person who didn't break off.

The following three activities must have sufficient staff to monitor and ensure safety. There must be two staff members to catch the person doing the trust factor. Before the activity commences, it must also be stressed that all participants must remain alert and do as directed so that no injury occurs.

Trust

Approximately ten to twenty participants form a very close circle with their sides touching, hands raised at chest height and body braced by placing one foot behind the other. One participant volunteers to stand stiff in the centre like a skittle (women may care to fold their arms across their chest). When the group is ready the participant closes their eyes and staying very stiff allows their body to lean so that their shoulders rest on the hands of someone on the outside circle. This participant (the skittle) is gently passed around the circle. The game stops when the group again stands the skittle upright in the centre. Make sure the participant's feet remains in the centre of the circle at all times.

People Passing

Two lines of participants stand in single file. Both teams are really close with inside shoulders touching and directly behind one another. Everyone puts their hands up and one participant is passed along from the front of the line until everyone has had a turn. If the participant being passed lies fairly flat

with their feet together, this makes it easier for the participants, as their weight is more evenly distributed. When being raised UP – the participants may be lifted on to the top of the hands by standing straight and leaning back between the two lines. The first four participants lift them up. When being let DOWN – the participant may be lowered down feet first by the last participants.

People Rolling or Footpaths

Participants lie on their tummies, side by side in one line. Everybody should be very close with their heads and shoulders down. The first participant in the line rolls gently over the other participants to the other end of the line. Participants should roll with their hands over their heads or arms straight by their sides to stop their elbows from digging in as they roll. Once the participant reaches the end, they should move as close as they can to the participant on the end of the line. For more than forty participants, make a second line facing the first.

(Ed: The games below are in quite a different format and should be assessed as to whether they should be consistent with previous headings)

Appendix 6: Group Development Games – Ice Breakers

BOOSTER– Building Acceptance

Rationale:

This activity is designed to give opportunity for group members to affirm each other and foster positive thinking between individuals.

Procedure:

- Have everyone sit in a big circle facing each other.
- Group leader begins by taking a lolly from a lolly bag. Group leader then outlines some positive point(s) about another member sitting in the circle.
- After this has been done the lolly is presented/given/thrown to the person who has just received verbal affirmation. Make sure each person has a turn at being affirmed.
- The process moves around the circle until everyone has had a chance to participate.
- This is a good activity to use at the end of a camp.

IT'S ALL IN THE NAME– Building Familiarity

Rationale:

This game is designed to familiarize members of a new group with each other.

Procedure:

- Have the group sit in a large circle facing each other.
- The group leader takes a ball and relates their name, their favourite drink, their place of birth, their favourite food, current place of residence (or any other pieces of information).
- At the conclusion of the sharing of information, the leader will throw the ball to someone else in the circle addressing them by name.
- The person receiving the ball thanks the thrower by name, introduces themselves by name and shares the information requested with the group.
- This continues until each person in the circle has had a chance to participate.

JUST NAME IT! – Building Familiarity

Rationale:

This game is designed to familiarise members of a new group with each other

Procedure:

- Have everyone sit in a circle facing each other.
- Have everyone meet and learn the name of the person to their left.
- The leader begins by introducing themselves and their 'friend' sitting to their left.
- This next person thanks the leader and introduces themselves and the person on his/her left.
- Person three thanks their friend the leader, the second person, introduces themselves and the person to their left.

- This continues around the circle until everyone has been introduced.

BLASTER! – Building Familiarity

Rationale:

This game is designed to familiarize members of a new group with each other.

Procedure:

- Have everyone stand in a circle facing each other.
- Place an object on the floor in the centre of the circle.
- Everyone must focus on the object in the centre of the circle, when the leader counts to three, everyone must look up and stare into someone else's eyes.
- Those group members whose eyes have met must say "bang" and sit down – they are out of the game.
- The last two standing are the winners.

JUST A MINUTE! – Building Familiarity

Rationale:

This game is designed to familiarise members of a new group with each other.

Procedure:

- Divide the group into pairs, and have each pair sit facing each other.
- One person from each pair will be the interviewer. Allow one minute and during this period the interviewer is to ask the other person as many questions about themselves as they can, and commit to memory as much of that information as possible.
- At the end of the minute the leader will call "Time!". The leader then chooses Pathfinders to share what they have learned about their partner. Keeping count of how many accurate pieces of information are shared, the person with the most wins the game..
- Swap over and allow the other person to become the interviewer and repeat the process.

CIRCLE SIZZLER! – Building Familiarity

Rationale:

This game is designed to familiarise members of a new group with each other.

Procedure:

- Take 5-6 different length ropes and use these ropes to form circles on the ground.
- Invite each of the group members to place their feet in any one of the rope circles they wish.
- After everyone has selected a rope circle to stand in, invite everyone to mix and mingle again. Remove one rope and again invite people to put their feet inside a rope circle of their choice.
- Continue this process until there is only one rope left and everyone is forced to place their feet in the one rope circle.

Debrief:

1. As Adventists, why don't we cease working in isolation and band together as a tight knit group and present a united front to the world?
2. How does this game illustrate what is ahead of the Adventist church as we approach the second coming of Jesus?

SLAP HAPPY! – Building Familiarity

Rationale:

This game is designed to familiarise members of a new group with each other by eventually splitting them into pairs.

Procedure:

- Have the group sit in a circle and each member to introduce themselves to the person to their left.
- Each person is to place their left hand, palm up, on the right knee of the person sitting to their left.
- Each person's right hand is to be placed around his/her neck.
- When the leader says "go" each person must attempt to slap the person's palm that is resting on their right knee.
- After about 4-5 plays split the group into pairs.
- Allow each pair to discuss for two minutes questions noted in the Debrief section.

Debrief:

1. Tell about your favourite teacher and why you liked them so much.
2. Outline one future ambition you have that you'd like to satisfy.
3. Relate when and where and how you got to know Jesus.

POTATO AND PAPER – Building Familiarity

Rationale:

This game is designed to familiarise members of a new group with each other.

Procedure:

- Split the group into two teams.
- Divide the playing area into half and mark a line down the middle.
- Have each team confer in separate groups to decide whether they are to choose 'Potato', 'Scissors' or 'Paper'.
- Once an agreement has been made between group members have both groups face off one metre back from the dividing line.
- At the sound of "Go" from the game director, both teams will show each other what they have decided to play (i.e. Potato, Scissors or Paper).

- The losing team must run and the winning team must chase and try and catch the losers before they reach a predetermined 'safe' ground.

Debrief:

1. Who was responsible for the group's decision? Was it collaborative or did one person decide?
2. Was there any dishonesty in the game?
3. How were arguments solved?

TIME BOMB

Place a timer with the alarm set for around 1-2 minutes in the middle of the room. The game Director hands a player a ball (or similar) and asks that player to respond to a question (e.g. "The most memorable holiday with my family"). Once the question has been answered the ball is thrown to another player whose turn it is to answer the same question. The game continues until the timer goes off. The person who is holding the ball when this happens is 'blown up', but is given a chocolate to revive them (or similar). The game then begins again with a new question.

Appendix 7: Group Development Games – Team Building

ALL ABOARD OR TITANIC – Building Solidarity

Rationale:

This game is a good team builder. It is designed to promote individual participation in a group situation.

Procedure:

- Mark out an area on the ground approximately 1.5m x 1m or alternately supply a piece of board or tabletop with similar dimensions.
- Invite as many people as possible to stand on or in the designated area.
- No player may have any part of their body touching the area out of the marked region, as this is considered to be icy cold water.
- If it is a particularly large Pathfinder group, divide into 2 smaller groups. Have these smaller groups compete against each other using a number of people or a time limit as reference points for success.

Debrief:

1. Don't be surprised if a huge number of people fit into the area marked out. It is common to have around 25 people fit onto the "Titanic".
2. This is a good game for after initial introductions within the group.
3. Ask the group at the conclusion why the exercise was a success/failure. What were the contributing factors?

HUMAN LADDER OR JACOB'S LADDER – Building Trust

Rationale:

This game is a good team builder. It's designed to build trust between members of a group.

Procedure:

- Supply 5-8 pieces of thick broomstick or thick tree branches each about one metre in length.
- Get participants to form groups of about 10-16.
- Have the people in each group pair off and face each other. Each facing pair is given a stick to hold between them (one on either end).
- Ensure that the stick levels along the 'Ladder' vary in height. Have some pairs kneeling and others standing.
- Group members will take turns climbing 'Jacob's Ladder'. You'll be surprised to find that even the more robust members of the group are quite easily supported as they climb the ladder.

Debrief:

1. Why were some reluctant to climb 'Jacob's Ladder'? How does this relate to a relationship with others or God.
2. Why did it become possible to climb the ladder? What would happen if someone chose not to support their end of the stick properly?

STEPPING STONES & CROCODILES – Building Teamwork

Rationale:

This game is a good team builder. It is designed to encourage a group of participants to work together to achieve a common goal.

Procedure:

- Place two pieces of rope on the ground parallel to each other about ten metres apart – these pieces of rope represent the opposing banks of a crocodile infested river.
- Supply each team of about eight people with small/short blocks of wood. These will become the stepping stones that each team will use to cross the river.
- Begin on one bank and use the blocks to proceed across the river. The leader will need to lay the blocks out before them. The rest of the team will then follow behind using these blocks to eventually reach the other side of the river.
- Ensure that no player puts their foot into the water or they will be eaten. Also, ensure that there is at least one foot on each block at all times or the block will float downstream and be lost!

Debrief:

1. What do the blocks represent in life?
2. What do the crocodiles represent?
3. What does the river represent?

COMPASS TUG-O-WAR – Building Teamwork

Rationale:

This game is designed to foster and encourage cooperation between groups.

Procedure:

- Divide your large group into four even-numbered teams. Ensure that each team has the same number of players and that each team shares similar weight.
- Place each of the 4 teams on the four points of the compass (N, S, E, W). Furnish each team with a rope and have all these ropes tied in the centre of your compass configuration. Explain to the teams the object of the game (i.e. to win at tug-o-war). Allow them three

minutes to confer about how they will go about winning the contest. At the sound of the whistle each team is to pull as in a normal tug-o-war competition.

- If you have split your teams accurately, no team should be able to dominate. Allow three minutes for teams to devise a winning strategy.
- The secret of winning comes when one team moves over towards another team and they begin pulling together.

Debrief:

1. What things in your life do you feel you are pulling against but seem to be getting nowhere?
2. When two teams decided to pull together did you consider it cheating? Why/why not?
3. What situations in life do you feel you need a hand with?

WILLOW IN THE WIND OR LEANING TOWER OF PERSON – Building Trust

Rationale:

This game is designed to build trust between members of a group.

Procedure:

- Divide group into teams of about 6-8 members.
- Each team member will take a turn at standing in the midst of the other team members.
- The person in the middle needs to cross their arms across their chest holding onto their shoulders. They must also close their eyes and make their body rigid.
- The rest of the team stands around the person in the centre using a braced stance.
- The person in the middle is to gently fall, trusting that their fellow team members will catch them and gently push them away. The person in the middle becomes a kind of “pinball” while the remaining members simulate “bumpers”.

Debrief:

1. Was it difficult to allow yourself to fall and trust that others would support you?
2. How did you know that your team members would not allow you to fall?
3. How does this activity demonstrate the need to support others who we meet, work and socialise with?

T P SHUFFLE OR CROWS! – Building Cooperation

Rationale:

This game is designed to build a sense of community among individual members of a group.

Procedure:

- Find a log or similar that has a diameter of about 20cm. This log will need to be about 5 metres in length.
- Form teams of about ten people each and have one team stand/perch along the log like a murder of crows.
- The object of the activity is to have the group reverse its order on the log without having any member at any time fall off the log.
- If a person's foot touches the ground during the reshuffle five points are scored against the team.
- Invite the other teams to perform the same feat. The team with the least number of points at the end is the winner, and may receive a prize.

Debrief:

1. What made the task difficult?
2. Do you find it difficult sometimes to "get where you're going" in life because of obstacles?
3. How can people present themselves as obstacles in life?

WILD WOOSEY OR LONDON BRIDGE! – Building Trust and Cooperation

Rationale:

This game is designed to build a sense of trust between pairs.

Procedure:

- Find two logs that have diameters of about 20cm. These logs will need to be about 5 metres in length.
- Place the logs about half a metre apart at one end and about two metres apart at the other.
- Divide into pairs. Have the first pair stand on the end of the logs facing each other where they are closest together. The pair put their hands on their partner's shoulders and proceeds to move sideways along the logs.
- As the pairs move along the logs they will slowly move further apart. They will be required therefore to support each other as they proceed.
- If they fall from the log they are to begin again.
- Time how long it takes each pair to move along the log – the quickest may be given a prize.

Debrief:

1. What things do you find easier to cope with in life if you have the support of others?

CHAIN TAG – Building Familiarity and Teamwork.

Rationale:

This game is designed to familiarize members of a new group with each other and have them work together as a team.

Procedure:

- Mark out a large square as the playing field. Nobody is to move outside of this area.
- Two people are chosen to be 'it'. They are given a rolled up newspaper each in which to hit or 'tag' other people.
- Once a person is tagged they are to hold the hand of the person on the end of the chain. Only the end persons of the chain can use the newspaper.
- A person is not deemed tagged if the chain was broken when they were hit.
- The game is finished when the last person is tagged.

Debrief:

1. Did you become frustrated whilst playing the game? Why?
2. Was it easier to satisfy your goals whilst working as a team? Why? Why not?
3. How does this activity relate to the Great Commission found in Matthew 28?

