



# **PLAY: A MAGICAL TOOL**

## **A Guide For Leaders of Games and Play Activities**

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## PLAY: A MAGICAL TOOL

The purpose of this patch program is to provide an opportunity for development of leadership skills through progressive activities for all age levels of Girl Scouting.

We choose to use play because according to Robert R. White, "Play may be fun, but it is also serious business in childhood." Learning and growing is based upon risk and perseverance, both of which are energized or deenergized by how we view ourselves.

"What children learn, and what they become depends largely on how they feel about themselves." (cover: Saturday Review 1/ 18/69)

Play, well planned, can become a pleasurable means (tool) by which children can build a strong "I can" feeling, while gaining many of the foundation skills that make the process of gradually reaching towards our existing potential not only one of Survival but one of expansion to deal effectively with an increasing complex and stressful world.

Play can be a key factor and to this end, we hope you will spend your energies. Change can occur when parents, teachers, Girl Scout leaders and all those concerned are willing to commit themselves. We now have selected, modified and created games /activities that can allow children to develop their self potential to 'the fullest, help them relate to others with understanding, skill and respect; contribute to their society through ability and leadership; and develop values that will guide a girl's action through sound decision-making.

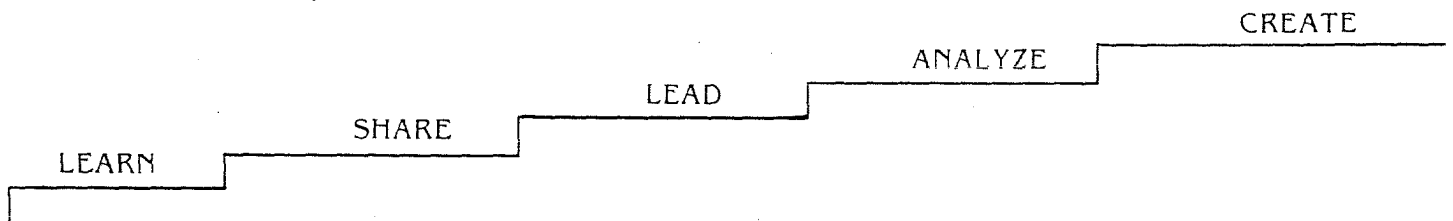
You may want to consider the wonderful opportunity to learn leadership skills through leading games.

The characteristics of a leader are the same for all areas of leadership, whether you are leading a game, troop meeting or corporation.

**SKILLS:** Communications, decision-making, group dynamics and listening.

**QUALITIES:** Include empathy, inspiring trust, respect for others, enthusiasm (Refer to appendix A).

As Girl Scouts develop these skills they can move on to become program aides, leaders in training, camp counselors, take recreational positions or use their leadership skills in other situations. Girl Scouts make excellent leaders! Leading games is frequently a fun and progressive way to learn the skills necessary to become a more effective leader for adults as well as girls. The progression follows this pattern as you develop skill in games leadership:



## **RATIONALE OF REQUIREMENTS**

The requirements that have been established are a minimum. You are encouraged to keep in mind the purpose of the patch program, that is, to develop leadership skills. Each girl is a unique individual and will learn at a different pace. Your patience and encouragement are key factors to the success of this program.

### **LEVEL 1 - LEARN**

Builds a foundation for the rest of the patch. Selecting games that reinforce the goals of the program emphasizes will help girls develop the self-confidence and self-esteem they will need to be good leaders.

### **LEVEL 2 - SHARE**

Is the next step in the process, giving girls the opportunity to serve in a leadership role in a non-threatening way. Success at this level continues the building of self-confidence and self-esteem.

### **LEVEL 3 - TEACH**

Expands on the sharing level. Girls consciously assume the role of leader. As the risk factor increases for the girl, your role is critical. A caring, supportive attitude is needed.

### **LEVEL 4 - ANALYZE**

Calls for a higher degree of skill and knowledge. Girls will now reflect on what is being taught and will make decisions on content and delivery. This will help them develop a greater understanding of the responsibilities and role of a leader.

You will need to balance your leadership between "guiding" and "taking over", between "encouraging" and "demanding".

### **LEVEL 5 - CREATE**

Allows the girls to apply the knowledge and skills they have acquired in a creative way. Your role should be to foster positive self-esteem by helping each girl learn about and express her talents and skills. Encourage them to learn independently, offering help only when necessary to avoid failure or discouragement.

A GIRL SCOUT LEADER NEEDS A SENSE OF HUMOR! SHE ENCOURAGES FUN, SPONTANEITY, AND CREATIVITY. SHE RELAXES AND ENJOYS THE GIRLS SHE SHOWS ENTHUSIASM AND REJOICES WITH THEM WHEN THEY ACHIEVE SOMETHING IMPORTANT!

## **GAMES**

Games can be a fun addition to meetings. The following activities are suggested to get you started.

### **SWEDISH MEATBALL**

A name game (A good way for everyone to know everyone's name.)

**EQUIPMENT NEEDED:** A *SOFT OBJECT*, such as a pillow, a yarn ball, a "trash ball" (note: Equipment Section) one for each group of about 15. If a group is larger than 15 you will need to determine if the group is able to play as more than one group.

**GAME DESCRIPTION:** The group forms a circle (if possible). This allows all to see each other clearly. Each player calls her first name or nickname (loud and clear) as they receive the object. The receiver then throws it to another player who in turn says her name and so on. When the group seems to be getting familiar with names or when boredom may be beginning for a few, ask the group to accept a new challenge.

**NEW CHALLENGE:** The receiver will no longer call her name as she receives the object: Instead, all members of the group that remember this player's name will "shout" it out.

This activity will help players learn each others' names. It is a good lead up to Chaotic Team Juggle, which will help reinforce the names that the members of the group have been learning.

## **CHAOTIC TEAM JUGGLE**

**EQUIPMENT NEEDED:** A *SOFT* OBJECT, for about every 3 or 4 players. These can be similar to the equipment used for "Swedish Meatball". Plus a large plastic trash bag for ending the game.

**GAME DESCRIPTION.** The group can be in a circle or in a random (scattered) formation. Check to be sure that nothing will be damaged if one of these soft objects goes wild. **BEFORE** passing out the objects indicate that each participant with an object may throw it to another if they can first get the attention of the intended receiver. Tell them that this, means being sure that they see the whites of the intended receiver's eyes before throwing to this player. (This will not happen 100% of the time, but this adds to the fun of the game.) Encourage players to include everyone (It is hoped that this will occur naturally because of the amount of objects being used.) Let this action go on for a while. It may get pretty hectic. Now hold up the large plastic bag and encourage some players to attempt to toss an object into the bag. Hopefully a few at a time will notice you and hopefully catch the whites of your eyes before they attempt to "shoot" a basket. This allows the game to end on a positive note with helping players to make a "basket".

## **WIND, RAIN AND THUNDER**

**NO EQUIPMENT NEEDED**

**GAME DESCRIPTION:** All sit on floor in a circle. The leader directs the players, to rub their hands together. They are told that this represents **WIND**. Next, they are to gently slap their thighs with their hands. This represents **RAIN**. Then they are to slap their hands against the floor. This represents **THUNDER**.

Tell your group to watch and do exactly as you do. Practice all three motions with the group. This in itself is fun. If you wish to take the challenge further with a group that you believe can handle it, try the following: You will start the **WIND** motion. Then the player to your left will begin this motion. Then the player to this person's, left will begin the motion until all the members of the group are doing the **WIND** motion of rubbing their hands together. When this motion reaches the person on your right you will begin the **RAIN** motion. The person to your left then takes up this new motion and on around the circle. You then do the **THUNDER** motion, then **RAIN**, and finally the **WIND** until it gets around to you again. You fold your hands and place them in your lap and hopefully each person to the left, one at a time folds their hands and puts them in their lap, ending the game with a very impressive silence.

## **COWS AND DUCKS**

**NO EQUIPMENT NEEDED**

**GAME DESCRIPTION:** With young Girl Scouts - into each child's ear the leader whispers either "cow" or "duck". All children begin making the sound of assigned animal. Like animals try to find each other. If you feel your group can handle this you might like to try the following:

- Do the same as above, but with players closing their eyes.
- Let each player choose whether she would like to be a cow or a duck.
- After playing the simplified version (above, you might also have the players choose other animals.

With older Girl Scouts - Use familiar songs like "Row, Row, Row Your Boat" and "Happy Birthday." The first challenge could be singing, while a much more difficult challenge would be humming, Can players find all others who are singing or humming the same song?

## **FRANTIC BALLOON KEEP UP**

**EQUIPMENT NEEDED:** A colorful balloon for every 2 or 3 players. These should be blown up to about two thirds of their capacity (This reduces the number of balloons that will break during this activity.).

**GAME DESCRIPTION:** Divide your group in two. Don't be fussy as to whether this division is exact. (You may want to try some ideas from "Choosing Sides Ideas". Ask one group to stand and form a circle. The other group sits down inside this circle. The challenge is for both groups to attempt to keep all balloons in the air. (If a balloon goes astray anyone can pick it up and get it started again.) The outside circle is to attempt to continue to push the balloons in to the center of their circle and the sitting group is to attempt to keep all the balloons up in the air.

This is a wonderful time to take a picture of the group playing. A Polaroid camera may allow all to see themselves immediately. Or, it may be fun to bring the picture(s) to a later gathering to be seen.

## **SUPER SOX**

**EQUIPMENT NEEDED:** One pair of tube or athletic sox for each 4 players. These do not have to be matching pairs nor new sox.

**GAME DESCRIPTION:** If you have a group that can be divided into fours do the activity according to "a" below. Perhaps troop leaders or others assisting can help by joining a group to make a team of 4. If you cannot split your group into teams of 4, then divide them into teams of 5, 6 or 7 and use version "b" below. If your group does not divide well for either a or b then consider letting your whole group work together in a circle. Starting on two opposite sides of the circle, see if your group can keep two pairs of sox moving around the circle, using the technique described below.

a. One player puts the sox on over their hands and up their arms. (It might be wise for all players to remove any jewelry that might get caught on the sox as they will be pulled on and off the arms.) Another teammate stands in front of this player -- fingertips with *THUMBS TUCKED IN* so sox won't get caught on them. The other two players each take hold of one sock and pulling it off the first player, turning it inside out, reversing it onto the hands and arms of the second player. This process continues until each player has had the sox on twice. Technique and team strategy is very important so give players time to work on this (practice). When teams are ready they can either compete directly against the other teams or all can go against the clock seeing how long it takes their group to finish. The fun of the process will tend to defuse any group losing in this competition. Being a winner is not bad; it is only when players feel badly as "losers" that competition loses its real fun feeling. As a leader you would like everyone to come away having enjoyed their participation.

b. Have your players form lines or other formations that will work for them and do as done in a. above.

## **HUFF AAND PUFF CHAMPIONSHIPS**

**EQUIPMENT NEEDED:** This game is fun with a straw for everyone. If straws are not available it can be played without them. Goals for each team can be something as simple as empty toilet paper rolls, etc. The object to be blown around can be a Ping-pong ball, cotton wad, etc. This game can be played on a clean floor or on a table. (Try out various ways and see what you think is most fun.

**GAME DESCRIPTION:** Progression A - Players attempt to blow the ball/object completely around the playing surface in one direction and then in the other without it going off the table.

B - A "goal" is set up approximately 18" from each end of the playing area. A team scores a point if a toilet paper roll (goal) is touched by the ball but not blown or knocked over. The second point must be scored by hitting the other goal. This pattern continues until time is up or your team has scored 15 points. If you want to compete against other teams simply compare how long it took you to score 15 points or set a time and see who scores the greatest number of points. A team can also compete against its previous scores. This can be a family or intergenerational activity.

## **HELP!**

**EQUIPMENT NEEDED:** A part of a paper napkin or a sheet of toilet paper.

**GAME DESCRIPTION:** Each participant is given a paper napkin or tissue. This is placed on her head. The players are then encouraged to challenge themselves by moving randomly around the room without dropping their napkin. If a player drops her paper, she is frozen and cannot move until another player comes to the rescue. This player bends down (without losing her napkin, of course) and retrieves the paper, placing it back on the friend's head.

This activity can be done with any number of players. The degree of risk is the personal decision of each individual player. All ages can play together. Giving and receiving help can be experienced and becomes a very positive part of the activity. This may be particularly effective when older players find that their younger, less skillful teammates really need their help.

If music is available, perhaps players can challenge themselves to move to their current favorites.

## **ISLANDS**

**EQUIPMENT NEEDED:** Several large rags, pieces of rug, hula-hoops, or towels to take the place of the chairs that are normally used in Musical Chairs. It might be nice if a source of music, such as a cassette player could be available.

**GAME DESCRIPTION:** It is important that we constantly evaluate the activities that we plan for participants. Musical Chairs has had devastating results for some players in the past... elimination, being pushed out by another, and even injury. Terry Orlick, author of Cooperative Sports and Games introduced "Cooperative Musical Chairs" to reduce some of the subtle trauma of Musical Chairs.

We would suggest even another version, which seems to reduce the emotional and physical injury potential even further. In this version you take several hula-hoops, towels, carpet pieces or rags and spread them randomly around the floor. When the music is played or the leader is clapping all the participants move around the carpet/hoops, etc. Try clapping, humming or singing if no music is available. When the music stops, everyone is to attempt to find a rag/towel, etc, and stand on it. As the music starts again everyone moves and one carpet, etc. is removed. Now when the music stops everyone must still get on the remaining carpets. This continues until everyone is holding each other on the last few remaining carpets. This is a very bonding game.

## **GROUP DETECTIVE**

### **NO EQUIPMENT NEEDED**

**GAME DESCRIPTION:** Have the group sit in a circle. Ask them to attempt to follow your motions. While they are doing this change your motions several times. This will allow the players to have several examples to draw from as the game goes on.

After the group has practiced the above, split the group roughly in half (You might like to check "Choosing Sides" ... in Appendix A for suggestions as to some ways to do this). One group sits in a circle while the other group moves off a short distance and turns their backs on the sitting group so that they will not see which member of the circle you choose to lead the sitting group in a series of changing motions. Once the sitting group has started their first motion the group of "detectives" can return to the circle to attempt to determine which player is actually leading the group. The circle players will try to conceal who their leader is. (It might help if each group's first turn is considered practice in order for all players to become comfortable with how the game is played.) The leader needs to inform the "detectives" that no one is to announce who she thinks the leader is. After a few minutes you might suggest that those feeling they know who is leading the group might confer to see if they agree. Still no one is to announce who they believe is leading. When you feel everyone has some idea who the leader is, tell them they can all accuse (by pointing their finger at the leader) at the count of three. You then slowly count to three. The two groups change places and the game goes on.

As time goes on the groups can select their own leader.

## **LION, HUNTER, LASER BEAM**

**EQUIPMENT NEEDED:** It helps to have three cards with one marked LION, a second marked HUNTER, and the third one marked LASER BEAM.

**GAME DESCRIPTION:** Beginning version - Ask all players to give you a sign and sound for each card you hold up. You will probably get the following:

LION = a roar and hands held up as if a lion, is showing its claws.

HUNTER = no sound with the hunter carrying a laser beam over her shoulder.

LASER BEAM = zip, zip, zip (sound) with hunter holding hands up as if to point laser beam.

When the Players seem to have the signals down indicate that you will now give them a challenge to attempt to figure out ... which signal conquers which. Put up any two cards and ask them to indicate who conquers by giving the appropriate signal for the conqueror. (Realize that this is not easy.)

The LION scares the hunter = LION conquers HUNTER

The HUNTER, controls the laser beam = HUNTER conquers LASER BEAM

The LASER BEAM freezes the LION = LASER BEAM conquers LION

Ask each player to select a partner. If those familiar with the participants feel that this could create a problem of someone feeling left out you may have to be creative and come up with ways to avoid this situation. With Girl Scouts you might ask for their help in this situation by "Would you please help me by finding a partner that hasn't had a chance to work or play with you recently," As games are played it might be of value to discuss what it feels like to not be chosen.

Each player will face their partner. Each will decide which (Lion, Hunter or Laser Beam) they wish to be. You will ask players to wait until you have completed "Lion, Hunter, Laser Beam - 1 - 2 - 3," and then all give their choices. (Waiting for -3- is not easy and requires a lot of self-control. Be patient and encourage each to "try". Your supportive encouragement to "try" is most helpful in learning self-control in a different situation. The players are also learning that "trying your best" is what is really important. Mistakes occur both in games and in life and embarrassment or put-down may not be effective ways to deal with, either. Do you remember what helped you in similar situations?

Players seem to enjoy the fun of trying to outfox their partner. If partners select like choices you might indicate to them that they may work on the same "wave length" and may think alike.

If you would like to make this into a tagging activity, you can have partners stand arms distance apart and when they decide who conquers whom, then the conquer-ed can attempt to reach out and tag the conquered. You might want to restrict the tagger to one step to prevent a pushing injury from occurring.

If you wish to go on to a running tag game you might want to consider keeping the running distance limited and creating "safety zones" (after running into or through the safety zone you are safe from being tagged).

This tends to:

- a. prevent injuries that tend to increase as the distance and force of the runners increase and ...
- b. greatly reduce the numbers of choices and challenges made by the players as the time to return to the starting line is increased.

## Appendix A

The characteristics of the leadership role fall into several different categories. On the “Values of Specific Activities for Participants” grid that follows, we have put the leadership role into program emphases skills and qualities. Listed below are the areas that were included in each category.

### PROGRAM EMPHASES

#### 1. Developing Self-Potential

Developing self to achieve one's full individual self-worth through self-acceptance, competency, responsibility, personal growth and being open to new experiences and challenges.

#### 2. Relating to Others

Relating to others with increasing understanding, skill, respect for others needs, sensitivity, culture, religious and racial differences, while building friendships and working relationships.

#### 3. Developing Values

Developing a meaningful set of values and ethics to guide your actions, while providing a foundation for sound decision making, and encouraging You to examine your ideals as you grow and change.

#### 4. Contributing to Society

Contributing to the improvement, understanding and well being of your community and its people, by understanding how the quality of community life affects your life and the whole of society.

### LEADERSHIP SKILLS

- 1. Group Dynamics:** Teamwork ● Cooperation ● Cohesiveness ● Conflict Management ● Manage Behavior ● Recognizing Accomplishments
- 2. Communication** Knowledge and insight of subject ● Flexibility ● Organizing thoughts Planning and preparation ● Non-critical
- 3. Listening** Hear what's being said ● Ability to follow instructions ● Demonstrate the skill ● Interrupt what was said ● Know things Affect how I say it and how you listen
- 4. Decision Making** Anticipate trends ● Direction ● Involve others ● Gathering data Alternative solutions ● Problem solving

### LEADERSHIP QUALITIES

- 1. Empathy** Understanding another's feelings ● Understanding another's idea Imaginative ● Understanding ● Sympatric ● Visionary
- 2. Inspire Trust** Honest ● Is fair ● Dependable ● Confident ● Gives hope ● Reliable Motivates positive attitude
- 3. Respect For Others** Listens ● Understands ● Cares ● is Kind ● Encourages ● Fair Minded ● Affectionate
- 4. Enthusiasm** Energy ● Passion ● Willing to take risks ● Creativity ● Optimism Sense of humor ● Confident ● Relaxed ● Assertive

## VALUES OF SPECIFIC ACTIVITIES FOR PARTICIPANTS

All of the games, depending on their emphasis or use, can contribute to all program emphases, leadership skills and leadership qualities. We have attempted to identify the major contribution made by each game. This grid was developed solely as a guide for your use.

	PROGRAM EMPHASES				LEADERSHIP SKILLS				LEADERSHIP QUALITIES			
	DEVELOPING SELF-POTENTIAL	RELATING TO OTHERS	DEVELOPING VALUES	CONTRIBUTING TO SOCIETY	GROUP DYNAMICS	COMMUNICATIONS	LISTENING	DECISION MAKING	EMPATHY	INSPIRE TRUST	RESPECT FOR OTHERS	ENTHUSIASM
★ activity can make a major contribution in this area												
● activity has the potential to contribute in this area												
SWEDISH MEATBALLS	●	★	●	★	●	●	★	●	●	●	●	★
CHAOTIC TEAM JUGGLE	●	★	●	●	★	★	●	●	●	●	●	★
WIND, RAIN AND THUNDER	★	●	●	●	●	★	●	●	★	●	●	●
COWS AND DUCKS	●	●	★	●	●	●	★	●	★	●	●	●
FRANTIC BALLOON KEEP UP	●	★	●	★	★	●	●	●	●	●	★	●
SUPER SOX	●	●	★	●	★	●	●	★	●	●	●	●
HUFF & PUFF CHAMPIONSHIPS	★	★	●	●	★	●	●	●	●	●	●	★
HELP	●	★	★	●	●	★	★	●	★	●	●	●
ILSNADS	★	★	★	★	★	●	●	●	★	●	★	●
GROUP DETECTIVE	●	★	●	●	●	★	●	★	●	★	●	★
LION, HUNTER, LEASER BEAM	★	●	★	●	●	★	●	★	★	●	★	●

## APPENDIX B

### CHOOSING SIDES IDEAS

1. **PICK A PARTNER** - (sometimes you will need to indicate ...about your size ...ability and sometimes it won't matter.) ONE PARTNER GO HERE THE OTHER THERE.
2. **BIRTHDAY MONTHS** - Perhaps you can make a game of various months, changing lines until you have fairly even teams. Then you could say: "Everyone who was born on the eighteenth of any month move over and join the smaller group."
3. **THOSE WHO PREFER** - Plain M&M's                      THOSE WHO PREFER - Peanut M&M's.\*
4. **LOOK AT YOUR FINGERNAILS** - "if your palm is facing up, go here - if your palm is facing down, go there."
5. **CLASP YOUR HANDS** - "if your right thumb is on top, go right - if your left thumb is on top, go left.
6. **MOVING MATH** - Play until group is divided in half. "Give me the answer in groups.  $2 + 2$ ,  $100 \div 10$ . After changing groups from big to small and vice versa, ask them a problem that will divide the group size in half.
7. **CLOSE YOUR EYES** - "Take two steps backward, one step forward, etc.-"

\*These methods may leave you with uneven teams, but this may not really matter in many games. If it does, use something like #2 above to even you up. Challenge yourself to come up with some fun ideas. It can keep your day creative.

AN EXCELLENT SOURCE FOR MORE IDEAS: "*MORE NEW GAMES*", p. 90

## VALUES OF SPECIFIC ACTIVITIES FOR PARTICIPANTS

What's Your Opinion?

To prove our point that there is no one right answer, discuss with your girls what you think are the major contributions of each game and in each category. Use this blank grid to record your opinion.

★ activity can make a major contribution in this area

● activity has the potential to contribute in this area

	PROGRAM EMPHASES				LEADERSHIP SKILLS				LEADERSHIP QUALITIES			
	DEVELOPING SELF-POTENTIAL	RELATING TO OTHERS	DEVELOPING VALUES	CONTRIBUTING TO SOCIETY	GROUP DYNAMICS	COMMUNICATIONS	LISTENING	DECISION MAKING	EMPATHY	INSPIRE TRUST	RESPECT FOR OTHERS	ENTHUSIASM
SWEDISH MEATBALLS												
CHAOTIC TEAM JUGGLE												
WIND, RAIN AND THUNDER												
COWS AND DUCKS												
FRANTIC BALLOON KEEP UP												
SUPER SOX												
HUFF & PUFF CHAMPIONSHIPS												
HELP												
ILSNADS												
GROUP DETECTIVE												
LION, HUNTER, LASER BEAM												

## APPENDIX D

### GAMES FOR GIRL SCOUT MEETING – For Daisy, Brownie, Junior, Cadette, and Senior Girl Scouts.

The activities listed below are all found in *"FOLLOW ME: A Handbook of Movement Activities."* This book is available in single copies through The Leonard Gordon Institute For Human Development Through Play, 3306 Midvale Avenue, Philadelphia, PA 19129. For copies at a much-reduced rate check with your Girl Scout council and have them check for special Girl Scout quantity rates. There are also many other suggestion sheets available through L.G. Advisors for other populations – athletic practices, senior citizens, etc.

#### APPROPRIATE LEVELS FOR DIFFERENT GAMES:

DAISY GIRL SCOUTS - 1, 4, 6, 10, 16, 17, 21, 24, 29

BIROIWIWINIE GIRL SCOUTS - 1, 5, 7, 9, 10, 15, 24 (Feel free to go to Daisy or Junior Scouts list if you feel this is appropriate for your group.)

JUNIOR GIRL SCOUTS - 2, 3, 8, 11, 12, 13, 14, 18, 19, 20, 22, 25, 26, 28, 30, 32

CADETTE GIRL SCOUTS - 2, 3, 8, 11, 12, 22, 23, 25, 31 \* note below about leadership training possibilities.

SENIOR GIRL SCOUTS - 2, 3, 8, 12, 23, 25, 27, 31 \*note below about leadership training possibilities.

\*Cadette and Senior troops might like to consider working on leadership through teaching/leading games. If so, they might like to try games listed for Daisy, Brownie, and Junior Scouts. This might be good preparation for becoming a camp counselor, or recreation leader.

#### LIST OF GAMES:

\*\*games found in this guide.

- 1.\*\* **SWEDISH MEATBALL** p. 28. Challenge is to be sure to include everyone. Use SOFT object, pillow or sock ball, note p. 206.
- 2.\*\* **SWEDISH MEATBALL** p. 28. Use as a quickie to open year to have everyone learn each other's names.
3. **ARROWS** p. 143. Use last version (2nd dot). CHALLENGE: Can they do something that requires looking at it in a totally different way - flexible thinking.
4. **BACK TO BACK** p. 72. Might be easier without linking elbows. Perhaps call "front to front" and "back to back" several times and then call "busy bee" (changing partners). If someone doesn't have a partner, perhaps you could play.
5. **BACK TO BACK** p. 74. Note modification.
6. **BIRDS FLY** p. 38. You should be the leader first. DON'T have anyone sit down – everyone continues – don't make a big deal out of a "miss".
7. **CLAP YOUR NAME** p. 134. Note modifications. Start simple.
- 8.\*\* **SUPER SOX**
- 9.\*\* **ISLANDS OR COOPERATIVE MUSICAL CHAIRS** p. 153. Consider using towels instead of chairs and standing, Hula-Hoops (if you have enough) are also good.

- 10.\*\* **COWS AND DUCKS** p. 7.
- 11.\*\* **DETECTIVE** p. 54. Instead of having one detective, have half the group be detectives. They simply turn their backs on the other half of the group. No peeking, please. A leader is selected by you, pointing to one scout. Have this girl raise tier hand to be sure her team knows who she is. Start movement. Have detectives turn around. They may or may not confer (up to you) with each other, but none can say out loud who they think the leader is. After 3 or 4 motion changes You count to 10 and all the detectives Must point to who they think the leader is. Groups change roles and continue.
- 12.\*\* **EGG BLOW** p. 177. (Now also known as "HUFF AND PUFF CHAMPIONSHIPS".) Can be played on a table by alternating team members around the table. Try using toilet paper rolls as goals. Touch of your goal - 1 point. Or, have whole group be a team and see how many goals they can score in 2 minutes.
13. **GESTURE NAME GAME** p. 58. Good for learning names.
14. **GOING ON A TRIP** p. 126. Good for learning names at beginning of year.
15. **JELLO JIGGLE** p. 65. Get the wiggle out.
16. **I AM A BALLOON** p. 60, 63.
17. **OH, WITCHY TOE TAG** p. 90.
18. **LION (BEAR) HUNT** p. 70. Encourage Junior Girl Scouts to help you lead. Start simple and keep it somewhat short at the beginning. Can be repeated many times over the year.
- 19.\*\* **LION, HUNTER, GUN** p. 123. Now called LION, HUNTER, LASER BEAM. Play as partners instead of teams. Let each person decide what they want to be each time. All say "lion, hunter, laser beam, 1, 2, 3". Each pair decides who conquers whom. When playing inside simply eliminate chase and tag part.
20. **LUMPEY STICKS** p. 25. Will take Practice. Have Girl Scouts help!
21. **OH, MACDONALD** p. 69.
22. **PARTNER TAG** p. 113. Note "Six games . (note game B comments above). Use lead-up of Quick Change found there. Note "Comments and Suggestions" section. Use SOFT object to tag.
23. **PASS THE SHOE** p. 94.
24. **RHYTHMS** p. 104. Play without stopping. Note "Comments and Suggestions" section p. 105.
25. **ROBOT** p. 151.
26. **SKY RIDER** p. 14.
27. **SNATCH THE BACON** p. 32. Play inside.
28. **SQUIRREL IN THE. TREE** p. 189.
29. **STREAMERS**
30. **THIS TEAM JUGGLE** p. 76 Is different from the one given in this booklet. The book version might now be referred to as "PATTERENED TEAM JUGGLE".
31. **VAMPIRE** p. 98.

## APPENDIX E

### SOME IDEAS FOR SIMPLIFIED GAMES

Many ideas can be simplified to fit the specific group of players.

Take an activity apart and do only a part or parts of it. Many activities are actually *ADDITIVE* in nature. This means they can be broken into parts, which can then be added together as the players are ready for new challenges.

It is possible to maintain fun and excitement while slowing down the pace at which each participant must complete a task. Encourage through verbal support the completion of the task, rather than who finishes first. You may even find other players enter in to support those who are still finishing. (It happened in the men's marathon in the 1984 Olympics. The entire stadium applauded for each runner no matter when they finished the race.)

Eliminate elimination. Fear of being eliminated can increase anxiety, making the same task more difficult.

Focus on the joy of the project rather than the product (result). *REPETITION that is challenging for the young child can be FUN.*

Play activities that prepare players to go on to more complex tasks.

## APPENDIX F

### HINTS FOR BEGINING GAME LEADFR5

#### WHY GAMES ARE USED IN GIRL SCOUTING:

1. To help girls and leaders get acquainted easily and enjoy being together.
2. To meet some of the needs of the whole troop and of individuals. For example, games can give girls a chance to:
  - a. Be active and noisy after long hours in school.
  - b. Learn teamwork and fair play.
  - c. Provide healthy, positive play experience for all girls.
  - d. Be both leader and follower.
3. To present new information or skills in an attractive way.
4. To review or practice some skill, enjoyably.
5. To help girls understand and appreciate both similar and different games of Girl Scouts and Girl Guides in other countries.
6. To gather girls together before meeting actually begins.
7. To open or close a meeting.
8. To have FUN.

#### HOW TO GET READY TO TEACH GAMES:

1. Choose games to teach according to:
  - a. The age interests and abilities of the girls.
  - b. The special purpose you want each game to serve.
  - c. The size and kind of play space available.
2. Know the games so well that you don't have to refer to a book or notes while you are teaching.
3. Start with simple or familiar games and work up to new ones that are harder.
4. Collect any necessary equipment.
5. Avoid or modify games that eliminate participants.

#### HOW TO TEACH GAMES:

1. Get the girls' attention and have them get into formation for playing the game.
2. Explain or show the game briefly and let them play right away.
3. If the game is at all complicated, show them one part at a time, letting them try each part immediately.

4. Let them have fun with the game before you check on mistakes, but stop when necessary to make the rules or action clear.
5. As soon as the girls are able, let them carry on the game themselves. Help them only if questions or arguments arise which they can't settle satisfactorily.
6. Stop the game after a reasonable time, even if some girls beg to continue. If they play it to death the first day, they lose the fun of coming back to it again.
7. In competitive games, encourage the girls to play for the fun of the game and for their team.
8. Senior Girl Scout Challenge – Section 4. Contributing to Society.
9. Girl Scout Gold Award -- Earn Leadership Interest Project or Senior Leadership Award.

#### TRAINING OPPORTUNITIES:

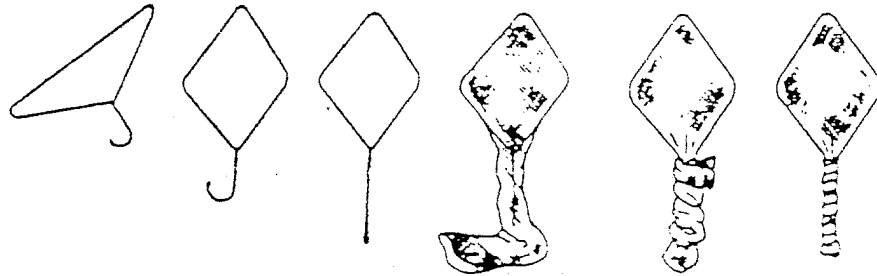
1. Program Aide.
2. LIT & CIT. Include "PLAY" as part of training.
3. Apprentice trainer -- For games leadership.

## APPENDIX C

MAKING EQUIPMENT AT TROOP MEETINGS TO USE OR GIVE AWAY CAN BE FUN

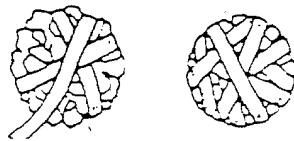
### NYLON STOCKING AND COATHANGER RACKET

**MATERIALS NEEDED:** Wire coat hanger, one leg of lady's hose, masking tape or adhesive tape, scissors, a balloon, and some old party ribbon.



Bend the coat hanger into a rectangular or square shape. Straighten the hood of the coat hanger to form a handle. Pull the foot of the hose over the top of the hanger (opposite the handle) and work down toward the handle. Pull so that a bouncy surface is formed. Wrap the hose leg around the handle to give some protection to the hand. Tape the hose to the handle. Cut off any bulky excess. You now have a lightweight racket that can be used somewhat like a badminton racket.

**SUGGESTED ACTIVITIES:** 1) attaching a piece of yarn with a balloon on it to the racket makes it possible for a player to hit to herself without having to chase a bad hit. 2) without the yarn one can hit to oneself or hit to a partner. 3) hit an object tethered to an overhead attachment. 4) create own activities. This play can lead to improved eye/hand coordination and the opportunity to be more successful when entering into hitting/ stroking/ batting type activities.



### NEWSPAPER BALL

**MATERIALS NEEDED:** Newspaper, plastic bag, rubberband or masking tape.

Wad newspaper loosely and cover with plastic bag and secure with rubber band or masking tape.

Do not feel limited to only a round ball. Children have formed footballs in this manner. Soccer balls are also possible.