

Pathfinder

RECREATION

Specialty

Resource Material

RECREATION

Specialty Activities

+ Denotes a campout activity component

- R1. Make a detailed survey of the past seven days of your life by completing a log of the time spent on each activity, eg sleep, watching television, attending school, study, worship, sport, leisure, etc. Compare survey findings with other members of the group.
- R2. Participate in an activity on the topic of "Leisure and the Christian." Use activities such as role plays, skits, debate, speech etc.
- R3. Discuss the guidelines for Christians in relation to recreation and the wise and proper use of leisure time, including the use of television, videos, radio, movies, music etc.
- R4. View a segment of a major sporting event and discuss the positive and negative aspects of sport.
- R5.+ Pass the minimum physical-capacity test.
- R6. Prepare and run a Pathfinder social event for your Pathfinder Club.
- R7.+ Discuss the organisation of and the discipline necessary in running a games segment. Prepare a file of 10 games. Your file should include games suitable for indoors, outdoors, large groups and small groups. Use at least one of your games on a campout.
- R8.+ Plan with the group and assist in conducting a games segment for your club, using games from Activity 7.
- R9.+ Discuss the principles of Sabbath Recreational activities and then create an activity suitable for use on Sabbath. Conduct your activity as part of the Sabbath program on a campout.
- R10.+ Design and conduct at least one adventure activity for a campout.

ACTIVITY R1

Make a detailed survey of the past seven days of your life by completing a log of the time spent on each activity, eg sleep, watching television, attending school, study, worship, sport, leisure, etc. Compare survey findings with other members of the group.

OUTLINE

To help the Pathfinders examine their responsibility, and the benefit of stewardship, in relation to their time and activities.

RESOURCE MATERIAL

Have the Pathfinders fill out the log in Handout 1, by remembering as much as they can about their activities during the past seven days.

After completing the log, they could divide a circle into segments representing the hours spent in each activity every day. (Handout 2)

When they see how they actually spend their time, discuss with them how they feel about the amount of time they spend doing various activities. Ask them what they'd like to change, add or delete to their daily programs. Encourage them to discuss the stress in their lives and the activities that cause this stress, relative to the time they spend in worship and prayer etc. Discuss how they can take control over problem areas.

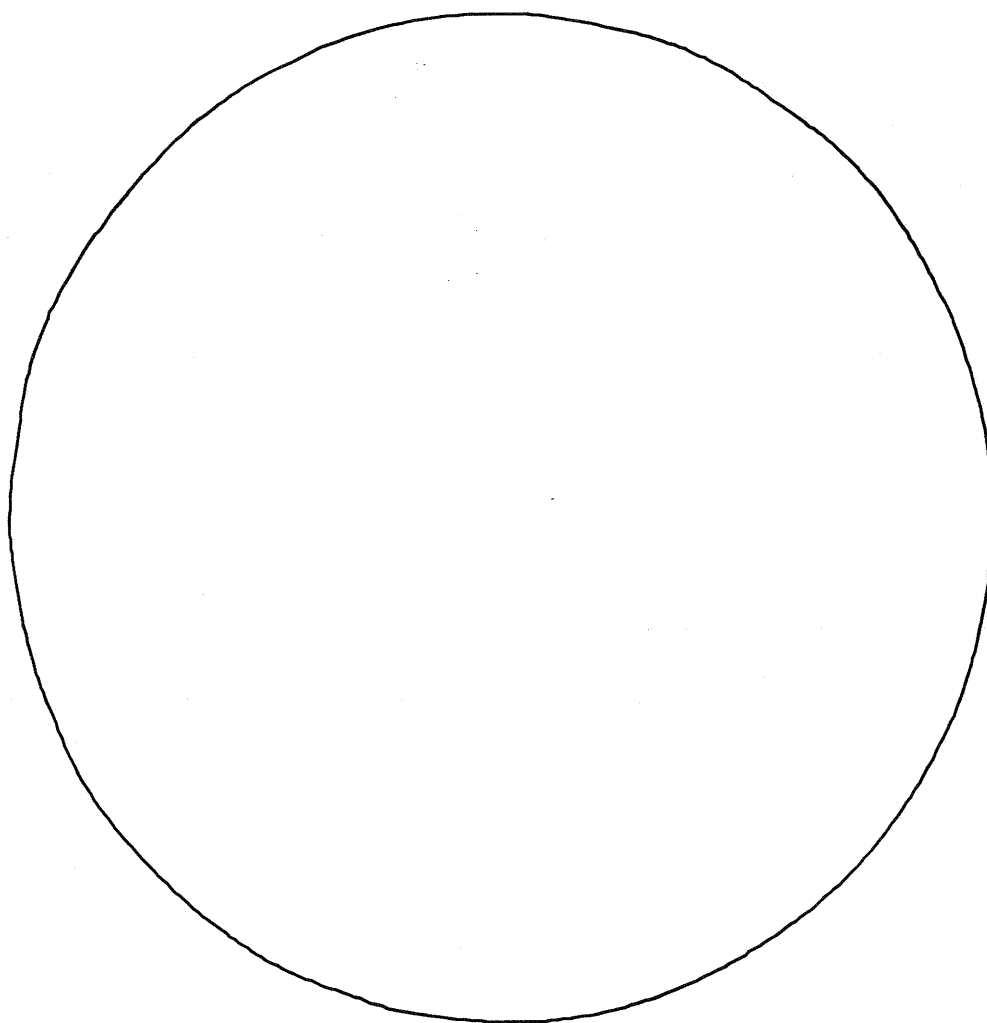
RECREATION

Recreation Handout 1.

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
SLEEP							
TELEVISION							
SCHOOL							
TRAVEL							
STUDY							
WORSHIP							
SPORT							
LEISURE							
CHORES							
HELPING OTHERS							
WORK							

RECREATION

Recreation Handout 2.



ACTIVITY R2

Participate in a discussion on the topic of "Christian Leisure and Recreation." Use activities such as role plays, skits, debate, speech etc.

OUTLINE

To help the Pathfinders understand the meaning of recreation, and the impact it can have on their entire life. Include such areas as: stewardship of time and money, witnessing potential, types of activities. The Pathfinders could use the following material to conduct a debate, question and answer panel, or discuss some activities that they could do to enhance their leisure time.

RESOURCE MATERIAL

Recreation can be "wreck-creation" or "re-creation."

Most of us have experienced times when recreation was refreshing, life giving and helps us to become a more integrated part of the group. We felt that all of the other participants valued our contributions to the shared activity even when what we did was not perfect. We were recognised and appreciated for being who we were. We belonged.

Unfortunately, most of us have also experienced recreation when we felt uncomfortable, either for ourselves or for other persons. Perhaps we did not know how to catch or run or serve well enough. Perhaps we were too intimidated to try. We were embarrassed. We felt we didn't belong.

Some of the same feelings flood over young people when recreation is offered. Will I be able to shoot the ball, ride the horse, swim, or draw well enough so that the group will approve of my efforts? Will I be embarrassed in the relays or tricked by the leader? If I make a mistake or get hurt will I be able to maintain my composure?

Most leaders long for recreation periods in which relaxing but challenging play can help the participants to shake off whatever fatigue or boredom they might have and invest themselves in a complimentary, fun-filled time of laughter and enjoyment. Such enrichment can uplift the entire event as well as the lives of the individuals and the group for a long period of time.

Such events don't just happen. The choice of the activity that is best for the occasion and the group will need to be made carefully in light of known interests and limitations of the group, as well as the overall purpose of the event. What activities can best rejuvenate the life of every person?

It is important to realise that we teach much to others about who we are by the way we play. A group will display its faith by the way it engages in recreation. Therefore, when newcomers attend an activity of the group, they can be taught about how the group and the God it worships regard their worth as an individual by the way the group reaches out to them and welcomes them. If the group is engaged in some game that may require explanation and group members volunteer to assist the newcomer, that act communicates volumes about love and acceptance - an extremely powerful sermon lived out.

The way the leader introduces the activities and delivers the instructions also communicates how the leader regards the value of the group and each individual.

(The Basic Encyclopedia for Youth Ministry, Dennis C Benson and Bill Wolfe, Group Books, Loveland CO 80539, 1981.)

Some Objectives of Physical Activities

- * To develop the personality to include self-discipline, self-reliance, emotional control, respect for the rights of others and moral and ethical conduct based on christian ideals.
- * To provide proper physical experiences and proper recognition of achievement that will contribute to self-discovery, emotional stability and cooperative social relationships.
- * To develop the spiritual qualities and social traits that make up a good citizen, with Christian morals and ethics to guide in human relationships.
- * To develop recreational skills that have a beneficial function as activities for leisure time throughout life.
- * To promote a love for nature and the out-of-doors, and a realisation of the contributions they can make towards living a happier, more abundant life.

Recreation versus Amusement

Amusement is the antithesis of true recreation. This does not include what are commonly called "innocent pleasures" but differs from recreation in the area of motivation for participation. It glorifies self, is sought basically for pleasure, tends toward excess, denies the Biblical principles of stewardship, confuses the senses of the youth and its excitement sets in motion desires that fill the mind with worldly pursuits which become so engrossing they deaden spirituality.

Ministry of Church Recreation

1. Spiritual needs are inseparable form the physical and social needs. Christian recreation will support the spiritual dynamic as you see to win and hold the youth to a committed life.

2. People involved in similar recreation interests have common ground, upon which a witness may be based.
3. Skills among the church members that can be channelled into a service that would provide for (uncommitted) persons who were unable to care for their own needs.
4. There are many avenues for special recreational clubs in arts and crafts that open the way for teaching and for christian development.
5. Many opportunities are possible for "worship" to occur as an integral part of the recreational activities themselves. Worship is a personal encounter with God, a conscious entrance into His presence. Camping and outdoor experiences, while including both fun and games, also provide opportunities to worship.
6. Our church fellowship should be more than the Sabbath-day associations. It should involve a program that encourages recreational activities as a means of developing fellowship within its membership.
7. To a church that has a vital health message for the world, this last point is obvious. A healthy body will help towards a healthy mind. The Christian experience will be enriched as the church involves itself in a holistic ministry which includes a strong recreational ministry.

Recreation and Outreach

Recreation provides a wonderful opportunity for us to reach out to our non-Adventist friends, neighbours, school friends and workmates and to influence them for Christ.

While many of our youth would hesitate to invite friends to a religious meeting, they may feel quite at ease to encourage their friends to attend a car rally, social evening, tennis match, photographic club etc.

The non-Adventist friends are also more likely to attend a recreational activity of the church as they would not feel threatened or embarrassed.

Even a small church could start a table-tennis club (only need two young people) and they could invite a friend each and play doubles.

That may not sound significant but when you think of the impact if each young person in this Division was to influence one person to Christ a year.

Summary

Church recreation is more than team sports.

1. Social recreational activities include: parties, banquets, fellowships, breakfasts, picnics and receptions.

2. Sports and Games can be categorised as:
 - a. Team sports: Soccer, softball, cricket, basketball, volleyball, etc.
 - b. Lifetime sports: cycling, sailing, golf etc.
 - c. Individual sports: fishing, gymnastics, skiing, surfing, etc.
 - d. Dual sports: tennis, badminton etc.
 - e. Games would include the many different types of table games, indoor and outdoor games, and novelty sports.
3. Drama - storytelling, creative dramatics, tableau, monologues, etc.
4. Camping - day, wilderness, travel and family camping etc.
5. Retreats - leadership type, age groups, special emphasis.
6. Physical Fitness - to help church members maintain good health and fitness.
7. Therapeutic Recreation - the provision of leisure ministries to persons of special need: blind, deaf, handicapped, etc.

Christian recreation helps the church minister to the whole young person - spiritual, social, emotional, physical.

Christian recreation helps to build fellowship through various types of recreation.

RECREATION

Recreation Handout 3.

My favourite leisure time activities are:

Individual Activities:

1. _____
2. _____
3. _____

Group Activities:

4. _____
5. _____
6. _____

Some activities I would like learn or find time to do regularly are:

1. _____
2. _____
3. _____

ACTIVITY R3

Discuss the guidelines for Christians in relation to recreation and the wise and proper use of leisure time, including the use of television, videos, radio, movies, music etc.

OUTLINE

Discuss with the Pathfinders the many and varied recreational activities that we can participate in or are invited to participate in. Discover guidelines that will enable them to make intelligent choices when faced with a decision.

RESOURCE MATERIAL

Use this one discussion period to explore the many avenues of recreational activities available to the teens to-day. Some of the areas chosen could be movies, television, dancing, music reading or videos. Allow the teens the opportunity to develop personal reasons for participating in certain forms of recreation.

There are many Bible and Spirit of Prophecy quotes to give guidance and leading in your discussion:

"Love not the world neither the things that are in the world." 1 John 2:15

"Whether therefore ye eat, or drink, or whatsoever ye do, do all to the glory of God." 1 Cor.10:31

"Finally, brethren whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things." Phil 4:8

"Test everything. Hold onto the good. Avoid every kind of evil." 1 Thessalonians 5:22

We must consider that we are accountable to God for each impression we make and the influences these impressions cast in all our associations in our daily lives. "Since they (young people) cannot always have the guidance and protection of parents and guardians, they need to be trained to self-reliance and self control. They must be taught to think and act from conscientious principle." MYP pg 379.

"There are modes of recreation which are highly beneficial to both mind and body. An enlightened, discriminating mind will find abundant means for entertainment and diversion, from sources not only innocent, but instructive. Recreation in the open air, the contemplation of the works of God in nature, will be of the highest benefit." 4T pg 653

"Young men should remember that they are accountable for all the privileges they have enjoyed, for the improvement of their time, and for the right use of their abilities. They may inquire, Shall we have no amusement or recreation? Shall we work, work, work, without variation? Any amusement in which you can engage asking the blessing of God upon it in faith, will not be dangerous. But any amusement which disqualifies you for secret prayer, for devotion at the altar of prayer, or for taking part in the prayer meeting, is not safe, but dangerous." Counsels to Teachers, Parents, and Students pg 337.

Recreation as a Lifestyle

Some areas of recreation can be developed so that they become part of our lifestyle or way of living.

1. Canoeing and boating, snow skiing, water skiing, bicycle riding, hiking and camping, horseback riding, archery, scuba diving, snorkelling, orienteering, swimming, tumbling, table tennis, badminton, basketball, volleyball, softball, plus many outdoor group games of recreational value and teamwork spirit.
2. Some hobby possibilities are: photography, woodwork, metalcraft, model building, leatherwork, painting, ceramics, drawing, flower arrangement, music, sculpturing, stamp collecting, coin collecting, rock collecting, weaving, cooking, sewing, radio repair, electronics, physical culture, etc.

Tests and Guidelines for choosing activities:

1. Does it help develop the Image of God in me?
2. Does it make me a good steward of my time?
3. Is it good for my self development
4. Does participation build my self esteem?
5. Will it bring an awareness of others and their needs?
6. Will it improve or impair my health?
7. Will it be a stumbling block to anyone else?
8. Is it fitting fo the time in which I live?
9. Does it clearly belong to the world?
10. Does it glorify God?
11. Can you invite the presence of Christ?
12. Does it excite the lower passions?
13. Does it refresh and uplift you?
14. Does it trouble your conscience?
15. What of its influence on others?
16. Can I ask the blessing of God on it?
17. Is money spent as a good steward?

RECREATION

Recreation Handout 4.

Here are some questions to ask yourself about your media viewing, that go a little bit deeper than "Did I like it?"

1. Does the film reflect a world view in harmony with Christian ethics and does it enhance or detract from my system of values?
2. How will I feel as a result of watching this film? Will I feel hopeful or hopeless about the issues it raises?
3. Will the film provide satisfying answers to the questions it raises or will it settle for simplistic solutions?
4. Is the story fresh and original or is it a tired reworking of the same old themes and cliches?
5. Do the film reviews accurately reflect the value of this film?
6. What seems to motivate the characters? Is the key to happiness as reported in the film money, sexual love, power, status?
7. Are the characters open or manipulative in their relationships?
8. Does the film maker seem to approve of the characters' lifestyle or values?
9. Are there any moral absolutes portrayed or is acceptable behaviour simply what seems a good thing at the time?
10. Is there grace in the film, instances of one character responding to another in unexpected ways of self sacrifice or forgiveness?
11. How will this movie affect my relationship with Christ, my family and my every day associates?

ACTIVITY R4

View a segment of a major sporting event and discuss the positive and negative aspects of sport.

OUTLINE

Look at some of the following: psychological factors, social factors, violence in sport, inequalities in sport, commercial interests etc.

RESOURCE MATERIAL

You might like to make a video compilation of several sports and let the Pathfinders watch these, making notes on all the negative or positive aspects of what they see, depending on what the sport is. Some suggestions would be football, basketball, golf, tennis etc.

RECREATION

Recreation Handout 5.

Name of Sport _____

Negative Aspects:

Positive Aspects:

Name of Sport _____

Negative Aspects:

Positive Aspects:

Name of Sport _____

Negative Aspects:

Positive Aspects:

ACTIVITY R5

Pass the minimum physical-capacity test.

OUTLINE

The Pathfinders will learn the actions of the three physical-capacity tests and assess their fitness by them. This activity can be done at a campout.

RESOURCE MATERIAL

This activity consists of three simple tests that measure strength, flexibility and agility. These are:-

1. Pull-ups (arm and shoulder strength)
2. Sit-ups (Flexibility and abdominal strength)
3. Squat-thrusts (agility)

The diagrams for these tests are given in Handout 6.

Pull-ups (boys)

Equipment: A bar of sufficient height, comfortable to grip.

Starting Position: Grasp the bar with palms facing forward; hang with arms and legs fully extended. Feet must be free of the floor. The partner stands slightly to one side of the person being tested and counts each successful pull-up.

Action:

1. Pull body with the arms until the chin is placed over the bar.
2. Lower the body until the elbows are fully extended.
3. Repeat the exercise the required number of times.

Rules:

1. The pull must not be a snap movement.
2. The knees must not be raised.
3. Kicking the legs is not permitted.
4. The body must not swing.
5. One complete pull-up is counted each time the student places his chin over the bar.

To pass:

Boys, ages 10-13 1 pull up
ages 14-15 2 pull-ups
ages 16-17 3 pull-ups

Modified Pull-ups (Girls)

Equipment: Any bar adjustable in height and comfortable to grip. A piece of pipe placed between two stepladders and held securely may be used.

Starting Position: Adjust height of bar to chest level. Grasp bar with palms facing out. Extend legs under the bar, keeping the body and knees straight. The heels are on the floor. Fully extend the arms so they form an angle of 90 degrees with the body line. The partner braces the student's heels to prevent slipping.

Action:

1. Pull body up with the arms until the chest touches the bar.
2. Lower body until elbows are fully extended.
3. Repeat the exercise the required number of times.

Rules:

1. The body must be kept straight.
2. The chest must touch the bar and the arms must then be fully extended.
3. No resting is permitted.
4. One pull-up is counted each time the chest touches the bar.

To pass:

Ages 10-17 8 modified pull-ups

Sit-ups (Boys and Girls)

Starting Position: Student lies on his back with legs extended, feet about 30 cms apart. The hands, with fingers interlaced, are grasped behind the neck. Another student holds his partner's ankles and keeps in contact with the floor while counting each successful sit-up.

Action:

1. Sit up and turn the trunk to the left. Touch the right elbow to the left knee.
2. Return to the starting position.
3. Sit up and turn the trunk to the right. Touch the left elbow to the right knee.
4. Return to the starting position.
5. Repeat the required number of times.
6. One complete sit-up is counted each time the student returns to the starting position.

To pass:

Boys, Ages 10-17 14 sit-ups

Girls, Ages 10-17 10 sit-ups

Squat-Thrust (Boys and Girls)

Equipment: A stop watch, or a watch with a sweep-second hand.

Starting Position: Student stands at attention.

Action:

1. Bend knees and place hands on the floor in front of the feet. Arms may be between, outside or in front of bent knees.
2. Thrust the legs back far enough so that the body is perfectly straight from the shoulders to feet (the push-up position).
3. Return to the squat position.
4. Return to the erect position.

Scoring:

The teacher carefully instructs the students how to do correct squat-thrusts. The teacher tells the student to do as many correct squat-thrusts as possible within a 10 second time limit.

Rule:

The student must return to the erect position of attention at the completion of each squat-thrust.

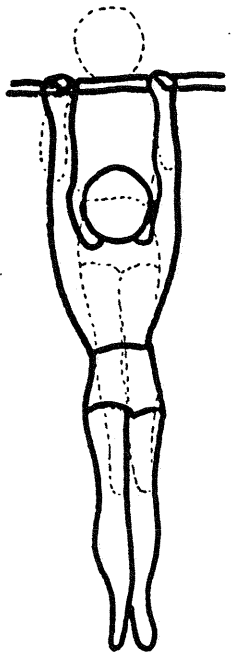
To Pass:

Girls, Ages 10-17 3 Squat-thrusts in 10 secs
Boys, Ages 10-17 4 Squat-thrusts in 10 secs

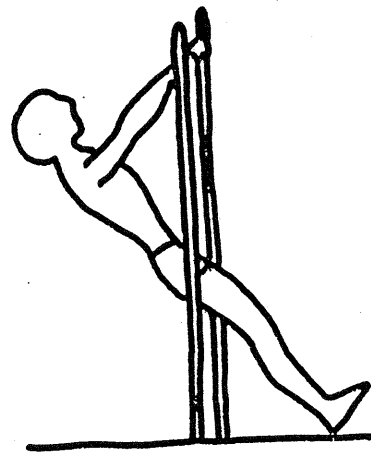
RECREATION

Recreation Handout 6.

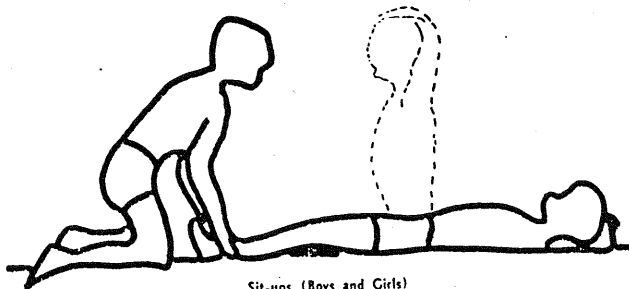
Physical Capacity Tests



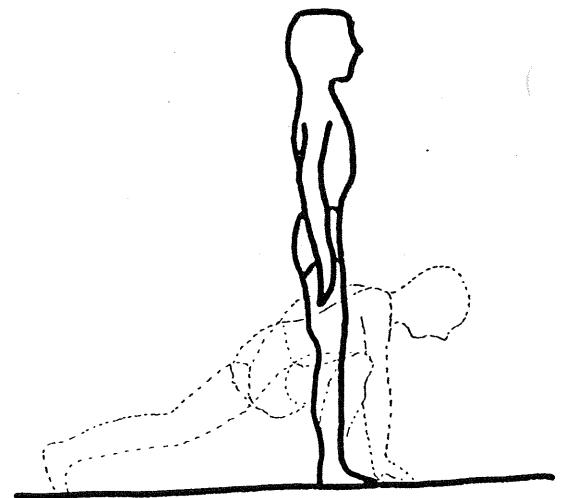
Pull-ups (Boys)



Modified Pull-ups (Girls)



Sit-ups (Boys and Girls)



Squat-Thrust (Boys and Girls)

ACTIVITY R6

Prepare and run a Pathfinder social event for your Pathfinder Club.

OUTLINE

This is a planning time for a future Social event to which the Teens invite the rest of the Club. All decisions as to the theme and planning should be made by all doing the Specialty.

RESOURCE MATERIAL

The teens will be responsible for organising and running a social event to which the entire Club should be invited.

Firstly, they will need to choose a theme. Some suggestions are;

1. A tea with a health theme including healthful foods and a learning time at the end to Explain why certain foods are more healthy than others.
2. Temperance evening - the effects of smoking, alcohol and drugs on the body. Perhaps a video or film and a poster competition on the subject chosen.
3. Musical evening - prepare items to present to children in a disadvantaged situation, perhaps an orphanage or disabled children's home.

RECREATION

Recreation Handout 7.

Social Event Planner

Social Theme: _____

Planning Points:

Responsible to:

Date:	_____	_____
Time:	_____	_____
Venue:	_____	_____
Food:	_____	_____
	_____	_____
	_____	_____
Games:	_____	_____
	_____	_____
	_____	_____
Equipment:	_____	_____
	_____	_____
Set-up:	_____	_____
	_____	_____
Decoration:	_____	_____
	_____	_____
Invitations:	_____	_____
	_____	_____
RSVP:	_____	_____

<p>My Responsibility: _____</p> <p>_____</p> <p>I am working with: _____</p> <p>_____</p>

ACTIVITY R7

Discuss the organisation of and the discipline necessary in running a games segment. Prepare a file of 10 games. Your file should include games suitable for indoors, outdoors, large groups and small groups. Use at least one of your games on a campout.

OUTLINE

In this Activity Period the teens will consider the steps in organising a games segment and plan a game which they can run on a campout. Be sure your campout program includes the time for them to do so.

RESOURCE MATERIAL

Games help the Pathfinders to learn new things and to improve existing skills and therefore are an important part of the program.

In selecting a game consider:

1. Place
2. Number playing
3. Time available
4. Climatic conditions
5. Type of game desired

Game preparation:

1. Thought and planning
2. Equipment
3. Floor or ground markings etc.
4. Judges
5. Formation etc.

Introducing the game properly:

1. Name the game. It will be remembered by name next time.
2. Formation. Line the Pathfinders up ready to play whether it be in lines, relay, circle, pairs etc.
3. Explain the rules. Make them short and clear. Stand where you can be seen and heard by the entire group. Gain the undivided attention of the players before beginning an explanation.
4. Demonstrate the game if necessary.
5. Any questions? Give the Pathfinders an opportunity to ask questions before you begin.
6. Run the game.

Hints on games:

1. Know your game thoroughly - don't read instructions from a book.
2. Be prepared to adapt or modify rules to suit your situation.
3. Adapt the name of the game to suit your theme.
4. Use games that assist Pathfinders to practice skills and learn new skills.
5. For special occasions, weave a story around the game.
6. Leading games boosts self confidence - encourage Pathfinders to lead some games.
7. Be enthusiastic yourself in both your manner and your voice.
8. Insist on rules being followed. Deal kindly but firmly with "cheating" but remember it may be due to eagerness and enthusiasm.
9. Never forget the safety and well-being of each Pathfinder.
10. Stop the game if it is going poorly, re-explain and re-start.
11. Don't wear a game out - quit while everyone is having fun and the interest level is high. It is not necessary for everyone to have a turn.
12. Avoid games that require expensive equipment, be prepared to improvise.
13. Define boundary lines clearly.
14. Start with simple games and work toward the more complex ones.
15. Be fair and absolutely impartial in all your decisions.
16. Use a variety of games in each segment.
17. Stress FUN, ENJOYMENT & FAIRNESS.

CHECKPOINTS:

1. Are the Pathfinders having fun?
2. Does each Pathfinder have a chance to play?
3. Do many Pathfinders have a chance to learn?
4. Do some Pathfinders have a chance to lead?

RECREATION

Recreation Hand-out 8.

Hints On Games

1. Know your game thoroughly - don't read instructions from a book.
2. Be prepared to adapt or modify rules to suit your situation.
3. Adapt the name of the game to suit your theme.
4. Use games that assist Pathfinders to practice skills and learn new skills.
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16. Use a variety of games in each segment.
17. Stress FUN, ENJOYMENT & FAIRNESS.

CHECKPOINTS:

1. Are the Pathfinders having fun?
2. Does each Pathfinder have a chance to play?
3. Do many Pathfinders have a chance to learn?
4. Do some Pathfinders have a chance to lead?

ACTIVITY R8

Plan with the group and assist in conducting a games segment for your club, using games from Activity 7.

ACTIVITY R9

Discuss the principles of Sabbath Recreational Activities and then create an activity suitable for use on Sabbath. Conduct your activity as part of a Sabbath Program on a campout.

OUTLINE

In this Activity Period, discuss the principles of Sabbath Recreation and then as a group create an activity that will be used as part of a camp-out Sabbath Program.

RESOURCE MATERIAL

Principles of Sabbath Recreation

"In order to keep the Sabbath holy, it is not necessary that we enclose in walls, shut away from the beautiful scenes of nature and from the free, invigorating air of heaven..... During a portion of the day, all should have an opportunity to be out of doors." 2T pg 583.

Review the fourth commandment - "'Remember' is placed at the very first of the Fourth Commandment....It is a day when the hands are to rest from worldly employment, when the soul's needs are to receive especial attention." Child Guidance pg 527.

Parents, above everything take care of your children on Sabbath. Do not suffer them to violate God's holy day by playing in the house or out-of-doors.....They (the children) can be pointed to the blooming flowers and the opening buds, the lofty trees and beautiful spires of grass, and taught that God made all these in six days and rested on the seventh day and hallowed it. Thus the parents may bind up their lessons of instruction to their children, so that when these children look upon the things of nature, they will call to mind the great Creator of them all. Their thoughts will be carried up to nature's God - back to the creation of the world, when the foundation of the Sabbath was laid, and all the sons of God shouted for joy. Such are the lessons to be impressed on our children." Child Guidance pg 533.

Most Sabbath Activities would be in the Nature and Bible areas.

Nature Activities

When outdoors take time to SEE the colours, the variety of shapes and sizes. Examine a spider's web, the scales of a butterfly's wing, the pistils and stamen of a wildflower. Stop to LISTEN to the wind, the rustle of leaves, the songs of the birds. Take time to SMELL the fragrance of the flowers, the clean smell of new-cut grass and the earth after a shower of rain. Stop to FEEL the softness of the leaves and the texture of the bark. You may have the opportunity to TASTE some wild blackberries or passionfruit.

The ideas for activities are many and varied - hikes and games with a purpose eg. searching for abandoned birds nests and discovering how they are made, collecting seeds or fungi and identifying them, looking for the various shapes in nature etc.

Indoor Nature Games that Lead to God - the purpose here is to open both our spiritual and physical eyes. An example is "Name And Tell" played by sitting in a circle. The first player names (1) a nature object beginning with the letter "A", (2) tells one thing about it, (3) connects it with God in some way. Continue around the circle through the alphabet.

A is for AIR. (2) We breathe it. (3) Just as we can't live without air, neither can we live spiritually without prayer, which is called "the breath of the soul".

B is for BIRDS. (2) They fly. (3) Jesus tells us to consider the birds and how He cares for them. He'll care also for us.

Outdoor Nature Games That Lead To God - an example is Messages In Twigs. Search your Bible for messages that contain just two or three words. Each player smooths out a place on the ground for his message and using just twigs, writes his message. Some messages are JUDGE NOT; GOD IS LOVE; LOVE YOUR ENEMIES; BE AT PEACE; ASK, SEEK, KNOCK; PRAY FOR US; REJOICE ALWAYS. Find your own messages. It's more fun.

Bible Activities

This may take many different forms depending on the end result required. Missing words to help memorise a memory gem, sword drill to find the books of the Bible, role plays to enforce the meaning of a parable or an aspect of the life of a Bible character or Biblical event. The greater the participation the greater the chance of the Pathfinder being able to remember what is presented.

Skits, drama etc can be used to cover the lesson topic or Bible theme for the campout. A mobile program, combining a walk and various activities on a theme may be planned.

ACTIVITY R10

Design and conduct at least one adventure activity for a campout.

OUTLINE

To teach the Pathfinders how to create an adventure game, or to adapt a game to suit their unique situation, and turn it into an adventure activity.

RESOURCE MATERIAL

Some principles for making an adventure activity:

1. Create a story - everyone likes a story, and a game allows you to be a part of the story.
2. Find the right story for your group, borrow from history, geography, science, literature, television, etc.
3. Using the story - stories are the foundation on which adventure games are built.
4. Make use of a hero or heroes, or allow the participants to become the heroes.
5. Make use of costumes, they add to the sense of adventure and ensure that everyone is a true participant.
6. Rules - weave the rules into the story, and give them in a setting that fits the mood of the game. The fewer rules you have, the less chance there is for confusion.
7. As leaders, don't be afraid to get completely involved, your excitement will catch on!

Types of Games

Adventure games are called wide games because they demand more space and usually more time than typical group games. In general there are only three types of wide games - chase games, capture games and hunt games. All games are variations of these three.

Chase games are glorified tag games. Members of one team chase members of another team (or teams), trying to capture prisoners or eliminate them from the game. Although there is usually more than just a simple chase going on, most adventure games use the chase in some part of the game.

In capture games, one team attempts to steal an object (or objects) from the opposing team. These objects are not hidden; instead, they are protected by people, space, or both. Capture the Flag is a good example of a capture game that also incorporates elements of the chase.

Hunt (or treasure hunt) games are similar to capture games in that two teams are attempting to capture an object, but in hunt games the treasure is hidden. Only the game's organisers know where the treasure is.

Hunt games involve the greatest amount of set-up time because the organiser must lay out the entire hunt, including developing the maps or clues that guide players to a certain goal or prize. If you have a strong story line, you have the perfect opportunity for a treasure hunt. And you'll find that the adventure the players get out of it is well worth the effort you put into it.

Hunt games can have three ways to get to the treasure; firstly by both teams racing toward the same treasure, secondly by laying out two paths to two treasures, and thirdly by making several paths to the same treasure.

Other questions to answer are, how many can play, how much space is there, how long does the game last, etc.

Some other hints:

- * Be original
- * Keep things simple
- * Plan ahead
- * Keep the game fun
- * Borrow games from other sources
- * Distribute leaders evenly
- * Allow plenty of time for players to talk about their experiences

Create Your Own Adventure

Generating Ideas\Brainstorming

1. Game type - One way to get started is to think about the type of game you'd like to create. Is your goal a chase game, a hunt game, a capture game, or a combination?
2. Playing area - another way to get started is to explore a field, part, camp ground, or other area that might make a good playing field for an adventure game. Walk slowly through it. Look high, low, under and over. Listen for sounds, smell the air, let your mind wander and imagine what story could take place there.
3. Story line - use a story, time period in history, or theme to build a game. A library is a great place to start. Look through books, magazines, and newspaper articles. A local paper or historian can recount local legends and stories that can be used to make an adventure more exciting.
4. Existing games - you may want to take a game that your group already enjoys and add a story, props, and costumes to it. Build an adventure around the game.

Planning the Game

Planning the game is the process of reviewing the ideas accumulated while brainstorming and then organising them into a game plan. The game plan will consist of game elements (rules, teams, boundaries), and adventure elements (story, setting, props).

Game elements:

- * **Goal:** what is the goal of the game? how do the players reach the goal? is the game over when the goal is achieved? how many goals are there for each team? does the team need to meet before it obtains the final goal? is the goal too easy or too hard?
- * **Offences and defenses:** are there any weapons? what are they (flags, hand tags, flashlights, flour-filled socks)? who has them? how do they get them? what are the capabilities and guidelines for use? what obstacles stand in the way of the goal (a stream, a question to answer, clues, a number to guess)? how do players get back into the game (prison escapes, returning to the beginning)?
- * **People:** who are the individual characters in the story? what are their characteristics, capabilities, ranks? are there teams? how is the group divided? how do the teams compete (against each other, against the leaders, or just for points)? what do the leaders wear? what do the players wear? do they need to bring anything special to play?
- * **Boundaries:** what are the outside boundaries? what are the boundaries of other areas within the playing area? could people wander off (knowingly or unknowingly)? are other activities including other people going on within or near the playing area?
- * **Scoring:** do you need a list of everyone playing and what teams they are on? what are the point values for all the goals? how are the point values going to be awarded? do the actual point values need to be known by the players before the game? can players cheat to get points unfairly? are points going to be awarded for survival, clues figured out, escapes? do you need a scoring chart? is there a place to gather after the game for the players to tell their adventures and for you to announce the final scores?
- * **Timing:** when is the game to be played? if the game is to be played at night in the darkness, how bright is the moon going to be? is there a meal break? how does the game fit into the group's schedule? how does what the group does before and after the game affect the game? is there time to change clothes? when are things going to be set up? have you allowed time to give the rules and the final scores?
- * **Communication:** how will you announce or promote the game? when will you start promoting it? how will you give the rules, strategies, and assignments to leaders?

Adventure Elements:

There are still more questions you might consider if you are truly going to turn your game into an adventure. Let's see what these questions are:

- * **characters:** how many characters are there? what are their names? what is the narrator/s character? what are the characters of any assistants, key leaders, and teams? what are their roles in the adventure?
- * **Props & equipment:** what do you need to enhance the story line? how can you make the props more authentic? what hats, makeup, and costumes can you get? what can you do to add sound to the adventure (eg music, sirens, noises)? what kind of food would add to the adventure?
- * **Setting:** how can you make the playing area match the theme of the game? how can you use lighting? what parts of the area, through imagination, can be used (eg a tree that can be a mast to a ship, a field that could be used as a graveyard)? can there be a drama or an opening ceremony at the beginning?
- * **Coherency:** are the players going after the appropriate goals for the story line? does the story match the elements of the game? you don't have to be completely accurate, you just have to correct glaring errors that could take away from the adventure.