

Leading Active Games

A Module for Unit Guiders

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Philosophy of Games

The games we start with aren't competitive. They could be, if we wished, but not yet. To establish the play community we can't separate people into winners and losers. We can't begin with something that's going to divide us or measure us against each other. We begin the play community by embracing each other, by giving each person the opportunity to experience herself as a full and equal member.

Why Active Games?

Games should be as active as possible, for fitness and fun.

There is a growing concern around the world that children are not very physically active. It is recommended that children aged five to 17 years old get 60 minutes of physical activity every day and limit screen time (TV, computers) to less than two hours per day (Canadian Physical Activity Guidelines 2009^a). But based on the Active Healthy Kids Report Card (2014) only 7% of Canadian children get enough physical activity per week! Girl Guides is a place where girls can be active in a fun and safe environment. Even 10 minutes of an active game at a meeting can help add up towards their daily physical activity and reduce sedentary behavior! Guiding is also a place where girls can be introduced to new games and sports that they have not tried before. They can enjoy these activities with friends, which leads to a positive experience and motivation to play again! The very minimum requirements of an active game are that the girls are standing up and moving their bodies. The more action, the more fun! So let's get girls moving at every unit meeting with fun, active games and activities!

The games selected for this booklet come from years of experience working with girls of all ages. We have selected games that worked well and got the girls moving and having fun. We hope you will try these with your unit! The game cards can be cut out and placed on a ring, so the girls can select and lead their own games in the group.

^aFor more information, the Canadian Physical Activity Guidelines and related materials can be downloaded for free at: <http://www.csep.ca/english/view.asp?x=804>

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Section 1 Get Acquainted Games

Before we can learn people's names we must interact with them as people. The ultimate goal of get acquainted games is for all the girls and leaders to know each others' names, but prior to that we can just have fun, mixing games where names don't matter. Then introduce games where the names are presented, but not expected to be remembered. After that games can be played which require at least some knowledge of each others' names.

Legend: S = Sparks, B = Brownies, G = Guides, P = Pathfinders

Back to Back – S, B, G

Equipment: None

Players stand about by pairs, except one player who is IT. When IT calls, "Back to back!" the players must back up to a partner. When IT calls "Face to Face!" these partners must face each other and shake hands. On the next call "Back to back!", and each time here after, all players must change partners. IT tries to get a partner during the change. The player left out becomes the next IT.

Variation: People to People

Girls stand in partners. The leader calls out body parts to match: e.g. toe to toe, elbow to knee, hand to forehead, etc. Partners match up their body parts as told. When the leader calls "People to people" everyone gets a new partner and the game continues.

Barnyard – S, B, G

Equipment: None

Have the girls stand in a circle and the leader whispers the name of an animal to each girl, with at least three children having the same name. No one is allowed to tell another which animal she is. At the signal each child makes the noise of the animal that she has been given and tries to find her partners. As the groups come together they sit down and find out what they have in common. This can be done with eyes closed/blindfolded for older girls.

Name/Number Ball – B, G, P

Equipment: One light ball (e.g. beach ball, volleyball)

Everyone stands in a circle and numbers themselves off. One person goes to the middle with the ball. Middle person throws the ball up into the air and calls out a number. The girl with the number called must catch the ball before it falls to the ground. Girls' names can be used instead of numbers once they know some names.

Koosh Ball – S, B, G

Equipment: One to four light small balls

Everyone is standing in a circle. One person starts with the ball. She names a particular person in the group and throws or bounces the ball to her. That person must catch the ball then say the name of someone yet unnamed in the group and also throw the ball to her. After the named girl sends the ball on she stands with arms folded to show she has already been named. Once the girls have completed a full circle of ball passing they can move to a new spot and repeat the game each time sending the ball on to a new person. A second ball may be added to make it more fun (and confusing).

Birthday Song – S, B**Equipment:** None

Everyone sits in a circle. Sing, in order, the months of the year, to the tune of “One little, two little, three little Indians”. As the girls’ birth months are sung each girl stands up. Repeat song and the second time it is sung she sits back down. Try the game by singing faster or having the girls do another action after they stand up (e.g. jump up and turn around).

Rhythm Names – B, G**Equipment:** None

Girls and leaders stand in a circle. Start the rhythm with everyone jumping for one beat, then clapping for one beat, then snap left fingers, then right fingers for two more beats. Leader starts after a few practice rounds of the rhythm. On the first finger snap she says her own name. On the second finger snap she names another girl, as she looks at her. Continue until a mistake is made, then start over.

Psychic Shake – G, P**Equipment:** None

Each person decides to herself whether she will give one, two, or three handshakes upon meeting someone. The girls mingle without talking and when they meet someone, shake hands using their number of shakes (one, two, or three). The girls should be instructed to shake hands normally, but definitively. The girls with the same number of shakes form a group. Girls can either remember who has the same number of shakes or join up together as they find out. Then they can share what they have of that number e.g. one sister, two pets, three grandparents etc.

Names in Motion – S, B, G**Equipment:** None

Stand in circle. The first person says their name and an activity that they like to do that is active and mime the action. (I am Sue and I like to swim) Next person introduces the first girl again (This is Sue and she likes to swim; I am Ruth and I like to run). Each girl introduces the previous girls and adds her own name/action. After a few girls do it alone then all girls in the circle say the names and do the actions for each one.

Hello Circle – B, G**Equipment:** None

Girls standing in circle facing outward. One girl walks around, stops facing a girl she doesn’t know. She says “Hi, I’m Mary”, the other girl responds, “Hi, I’m Jane”. Mary says, “Hi Jane”. Jane says, “Hi Mary”. They then both run opposite ways around the circle until they meet. Then they shake hands while saying “Hi Mary” and “Hi, Jane” three times each. Then continue running back to Jane’s spot in the circle. The last girl to get there walks around and does it again with another girl she doesn’t know.

Walk and Talk – G, P**Equipment:** Outdoors, a designated route e.g. the boundary of the parking lot or playground

Girls pair up with someone they don’t know. They take a walk around the area talking to each other and getting acquainted. When they return, they choose another new partner and do it again. Then the whole group sits down outside or inside and introduces their new friends to the whole unit, telling about several things they learned about the other girls.

Line Ups – B, G

Equipment: None

Have a group of girls get into a line without talking, according to some criteria: height, age, month of birthday, alphabetically according to name etc. Make up your own criteria!

Something Like Me – G, P

Equipment: Field or park (outdoors)

Tell the group that they're going to go on a walk to find something. Explain that they're to look for something that reminds them of themselves in some way. It may be a flower; for example a daisy because "daisies are cheerful looking, and I think I'm cheerful". Or "they grow in bunches and I like other people". Or maybe a stick because "I'm slim like this stick, but I'm strong too, like it is". Or "it has a bump on one end and that's like my head". Whatever it is they are looking for, only they will know it. Find something and bring it back to share with other group members. Ask them to go in pairs. If there is an odd number go along yourself. Give them about 10 minutes for the walk. When everyone is back, ask each person to describe what they brought back and how is it like the person? What does it mean to that person? Encourage group response to what is shared.

Big Wind Blows – B, G

Equipment: None

The group forms a large circle standing at an arm's length apart. One person is chosen to be the "wind", and stands in the centre of the circle. The game begins when the person in the middle acts like the wind (by turning in a circle and waving their arms) and says "THE BIG WIND BLOWS". At this point they must specifically state what the wind blows, a statement which must be true about themselves, e.g. "The Big Wind Blows everyone who has brown eyes." All of the girls who have brown eyes including the wind must run through the circle to a position that is now empty on the other side. One person will be left over, and she is now the wind and the game continues. There is no winner or loser, just a lot of fun.

Quick Groups – S, B, G

Equipment: None

Girls wander about the room freely. The leader calls out a number and the girls have to get into a group of that number e.g. two's, three's, four's, five's. You can also make it more challenging by using objects such as "legs on a table" (which would be four), wings on a butterfly (two), or wheels on a tricycle (three). Choose your last number based on the number of girls you want in a group.

Ball Toss – B, G, P

Equipment: Soft beach ball or similar ball

Before the game, tape at least eight questions on the ball e.g. What do you like to do in your spare time? How old are you? What is your favourite food? Girls stand in a circle and the ball is tossed from one girl to another. She answers the question that is closest to her left thumb.

Crazy Chairs/Pile-Up – B, G

Equipment: Enough chairs for everyone, set in a circle.

The leader asks the girls questions, such as do you have a dog? Have you flown in an airplane, or do you like ice cream? If the answer is yes, the girl moves to the right. If no, they stay where they are. If someone is sitting in the chair a girl is moving to, she sits on her lap.

Good Things Come in Threes – B, G

Equipment: Prepare sets of cards with names of items that come in three. Each card has name of one item and there should be enough cards for one card for each girl. (e.g. one card each of “cutlery” fork, knife, spoon; one card each for “meals” breakfast, lunch, dinner; one card each for “game” rock, paper, scissors; one card each for “slogan” reduce, reuse, recycle etc.)

Distribute one card to each girl randomly. The girls wander around and find two other people with cards that all belong together. When they find the others in their group they get acquainted and find things that they have in common.

Whomp ‘Em – B, G

Equipment: A Whomp ‘Em sword made from rolled up newspaper or styrofoam pool noodle.

The Whomp ‘Em Master stands in the middle. The others all sit around her in a circle with their legs stretched out in front of them, leaving a big circle in the middle for the Master to move around in safely. One person starts by naming another girl in the circle. That girl must name someone else, without repeating a name, before the Master hits her feet with the sword. If she doesn’t, she becomes the new Master, and another name is called.

Do You Like Your Neighbours? – B, G

Equipment: None

Girls stand in a circle. Girl in the middle goes to another girl and asks her “Sarah, do you like your neighbours Carol and Beth?” Sarah responds in one of two ways. One way: “Yes, I like my neighbours Carol and Beth, but I REALLY like girls who are (wearing green, have blue eyes, etc.). Then all the girls with this characteristic must find a new place in the circle at least three places away from where they were. The girl in the middle tries to get into one of the empty spaces. The last girl with no spot goes into the centre. The second answer could be “No, I don’t like my neighbours Carol and Beth. Then Carol and Beth trade places quickly, while the girl asking the question tries to get in one of the places. Whoever doesn’t get a place in the circle goes to the centre.

Section 2 Team Building and Cooperative Games

These games are meant to bring people together with a common purpose. They allow different solutions to a challenging situation, encourage independent thinking and require group members to cooperate in order to succeed. By playing this type of game girls develop confidence in themselves through the success of the team, and learn to appreciate and accept others. There are no strict "rules" for these games; they can be adapted to your own needs, facilities and time frame. When giving directions just explain what the object of the game is; don't give the solution. There can also be an imaginative story behind the game.

After the game is complete spend about 10 minutes reflecting on what they just did. Ask questions, such as:

- How did you feel when.....?
- Did you get a chance to
- How did you all arrive at your solution?
- What got you all pulling the same direction?
- How did you feel when you found a solution to the challenge?
- What other ways might there be to accomplish the same goal?
- How could you change the game to make it more fun?
- What did you learn about yourself?

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Catching the Dragon's Tail – B, G, P

Equipment: None

A dragon is formed by grouping the players into a long line, each with their hands on the shoulders of the girl in front of her. The first in the row is the dragon's head. The last in the row is the dragon's tail, eager to lash to the right and left in order to escape the head. Until the signal GO is given, the dragon must be a straight line. Someone in the group counts "One, two, three, go!" On the signal GO the head runs around toward the tail and tries to catch it. The whole body must move with the head and remain unbroken. If the head succeeds in touching the tail, they may continue to be the head. If the body breaks before she catches the tail the head becomes the tail and the next in line is the head, and so on until each person has a chance to be the head and the tail. If the game isn't working well, stop it and discuss what they could do to make it a better game and more fun.

Dragon Tag – B, G, P

Equipment: A soft ball

Three people make a chain one behind the other with their hands on waists. The other players stand in a circle around them. The aim is for the people in the circle to throw the ball tagging the last person in the dragon chain. That person, when tagged, drops off the chain and back into the circle. The person who threw the ball that tagged them joins the front of the chain and so on. The players quickly learn to throw the ball fast in order to catch the dragon off guard - the ball can move faster than the chain! You can make the chain up of five people if you have a large group.

Frozen Beanbag Friends – S, B, G**Equipment:** Bean bags (or soft toys)

Girls stand and balance beanbags on their heads. On a signal, girls move around the area at their own pace. To change the pace or action, the leader can ask the girls to hop or skip. If the bean bag falls off a girl's head, that girl is frozen. Another girl (the friend) must pick up the beanbag and replace it on the first girl's head without losing her own bean bag. When the game is over, talk to the girls about how many times they helped their friends, or how many times their friends helped them.

Lighthouse – B, G, P**Equipment:** Blindfold

One person is a ship, another is a lighthouse, and all of the others are rocks in the water. The ship is blindfolded and stands at one end of the playing area. The lighthouse stands at the far end of the playing area from the ship and emits a beeping noise to guide the ship safely into harbour. The other players who are rocks, stand around the playing area and make swishing noises if the ship gets too close and is going to crash into them. The ship has to reach the lighthouse without crashing against the rocks by listening to the beeping and the swishing carefully. Discuss what difficulties they had, if they want the ship to succeed, and how they could help her get to the lighthouse.

Pass the Hula Hoop – S, B, G**Equipment:** One hula hoop, or more if large group

Put the hula hoop over the shoulder of one girl. All girls hold hands. On a signal, without letting go or using their hands the girls must pass the hula hoop all around the circle. Let them figure out how. After one time around the circle, discuss briefly what the easiest way was. Do it again and time it. See if they can beat their own time. Use a second hoop for more action for other girls.

Ping Pong Ball Hockey – G, P**Equipment:** Ping pong ball, straw for each girl, table, markers on each end of the table for the goal

Divide the group into teams (teams of three work well) and have a goal keeper at each end of the table. The girls use their straw to blow a ping pong ball around a table, aiming to score a goal. After playing for a while, teams can take time out to discuss strategies and working together. "Winning" the game is not as important as working with your team to do your best.

Reverse Musical Chairs – S, B, G**Equipment:** Chairs, music

Girls sit on chairs in a circle. The music starts and they move around the circle. Don't give too many instructions. One chair is removed. The music stops and they all must sit down, somewhere, with or on someone else. No one is eliminated. Let them decide how to accommodate everyone when chairs become scarce. Enjoy the fun of seeing how the girls meet this challenge.

Group Charades – B, G, P**Equipment:** None

Girls work in small groups of four or five. The leader names something and the girls have to cooperatively use their bodies to make the object or animal: e.g. toaster, kangaroo, creature from another planet, the number eight, lawn mower, snake, the letter M. Be creative. Ask the girls for ideas. Observe how the girls work things out, who takes a leadership role, etc. Praise all their efforts and creativity. Groups can observe each others' figures and see different ways of accomplishing the same thing.

Diminishing Island – S, B, G, P**Equipment:** One tarp or blanket for each team

Girls spread out the tarp and all stand on it. Then tell them that their island is disappearing but they still must keep all their team safe. Ask them to fold the tarp in two without stepping off it. When that is done ask them to fold it in two again without stepping off. See how small they can get their island and still be safe.

Blind Polygon – B, G, P**Equipment:** A piece of rope, six - seven metres long

Girls work in groups of five. All of the girls must close their eyes or wear a blindfold. Girls stand in a circle, with all girls holding onto the rope and one girl holding the ends of the rope together. Tell the girls to grab hold of the rope and make the rope into a triangle. When finished they can open their eyes and see how well they did. Then make a square, then a star. Observe how the girls work things out, who takes a leadership role etc. Praise all their efforts. Give them time to experiment and make a more effective polygon.

Skin the Snake – G, P**Equipment:** None

Divide into teams of five or more girls. The girls stand in line facing the same direction. Each girl reaches her right hand back through her legs and takes the left hand of the girl behind. The last girl in line lies down on her back and the others carefully back over her, with each new girl on the end lying down. Continue until the first girl in line is able to lie down. Try doing it in reverse. Observe how they accomplish the task and how safe and comfortable they are.

Human Knot – S, B, G, P**Equipment:** None

Seven to 10 girls stand in a circle. Each one puts her right hand into the centre of the circle and randomly takes another girl's right hand with her left hand until all are joined. The object is to untangle the members of the team without letting go of hands. Care must be taken to not twist wrists. Girls may pivot hand position to avoid twisting another hand, but must keep contact when switching position of hands. Sometimes you end up with more than one circle!

Crossing the River – B, G, P**Equipment:** One "stepping stone" per person, plus one extra. Can be rug squares, folded newspapers.

Tell girls a story about needing to get to the other side of the river safely before the wild animals attack them, or some such story. The object is to use the stepping stones and get their whole group across the river without anyone falling into the water. Observe how they solve this challenge, what leaders emerge; if there are different ideas of how to do this.

Helium Stick – G, P

Equipment: A thin, lightweight straight rod or stick for each group of eight to 10 girls.

Divide the group in half, with each half facing the other half (four to five girls on each side). All hold out their index fingers, palms facing down, with all fingers in a line. The rod is placed on their fingers horizontally. The challenge is to slowly lower the stick to the ground. All fingers must touch the stick, without holding it. Observe how the girls work together. Have them share their strategies and then try again.

Pipeline – G, P

Equipment: One round object per team e.g. ping pong ball, marble. Half pipes for each girl. These may be made by splitting a two inch plastic pipe and cutting into 12 to 15 inch lengths. Then round off the ends for safety. Older girls could help make these pipes.

The object of the game is to get the ball from one location to the other without it falling to the ground. Locations should be considerable distance apart. Pipes may be overlapped in transferring from one girl to the next. When the ball passes on from one girl she runs to the other end to continue the process. If the ball drops to the ground, they can either start over or continue from where they are. It is fun to do in competing teams. Let the girls experiment and discover the best way to do this.

Toxic Waste – B, G, P

Equipment: Per team – two plastic containers with lids (yogurt containers work well); a strong elastic band that is large enough to be stretched around the container, four to six strings (about one metre long) must be tied to the elastic, so that it may be stretched by pulling on the strings (therefore, ensure strings are equally spaced around the elastic). A playing area marked with the start and end zone with masking tape.

The girls are divided into teams and told that there is toxic waste in the containers and it must not be touched with their hands. The object of the game is for the teams to race to the end zone. Team members need to work together to stretch the elastic around the container; then lift the container and carry it to its destination. If a container gets knocked over the team may raise a hand to have the leader come and pick it up, but no one except the leader is to ever touch the container.

To make it more challenging, the containers could be full of water, with or without the lids on. If lids are on, the containers could also be stacked on top of each other for an extra challenge.

Circle of Friends – B, G, P

Equipment: None

About eight girls stand or kneel in a tight circle. Another girl stands in the centre and let's herself fall one way or another. The girls in the circle always catch her and push her back upright.

Human Spring – S, B, G

Equipment: None

Two girls face each other with their arms outstretched and palms touching. Then move one step backwards, so their palms are aligned but not touching. The girls lean slightly forward simultaneously and break each other's falls as their hands meet in the middle and elbows bend. They push palms together carefully to push each other back into standing position. Continue taking small steps backwards and springing upright.

Everybody Up – S, B, G, P**Equipment:** None

Two girls sit down facing each other with feet together. Hold hands and pull together into standing position. Try it with legs extended, and with knees bent. Then try again with three girls, or four. Variation: a group of girls sit in a circle facing outwards, with their knees bent in front of them. Everyone links arms, and then the group tries to stand up.

Caterpillar – S, B, G**Equipment:** None; played outdoors

A team of six or more girls lie on their stomachs side by side. The end girl rolls onto her neighbour and continues rolling to the end of the line and joins the girls lying down. Variation: Similar to Caterpillar but one girl lies on top, perpendicular to the logs under her. The logs roll out from under the top log. When she is no longer lying on the row of logs she joins them and becomes another rolling log.

Lap Sit – B, G**Equipment:** None

Any size group stand in a tight circle arranged according to height so any girl is about the same height as the girls on either side of her. All girls turn a quarter turn so they are all facing around the circle in the same direction. At the same time each girl slowly and carefully sits down on the lap/knees of the girl behind her. The object of the game is for everyone to be sitting comfortably with full weight on the girl behind her, with no one falling over.

Section 3 Knowledge and Skill Based Games

Games can be used to develop skills in the Girl Guide program like knot tying, rolling bedrolls or learning new information in a fun and active way. Many skills that can be taught or practiced with the girls in your unit can be changed into a game to engage the girls actively. In addition to the knowledge based games provided below, Active Game Templates (Section 8) can be used to develop your own games to teach and practice knowledge and skills for the Girl Guide program.

Legend: S = Sparks, B = Brownies, G = Guides, P = Pathfinders

Active Scrabble – G, P

Equipment: Dice; Scrabble tiles; fact sheets; question cards

Each group sits together with one die and fact sheet page(s) on a specific topic. The Scrabble tiles and question cards are placed face down on a table in front of the leader at one end of the room. A number is picked as the target number. Girls take turns rolling the die in their group. When the target number is rolled, the girl runs to the leader's table for a question card, while the others continue rolling. The girl returns to the group with the question, reads it and tells them the answer if she knows it. Otherwise they all look for the answer on the fact sheet. The girl returns to the leader with the answer and picks a Scrabble tile if she has the correct answer (if she does not have the correct answer, she can go back to look again). The groups continue until one group has answered all the questions. At the end, the groups use their Scrabble tiles to make up words as per a regular scrabble (crossword) game.

Stop, Drop and Roll – B, G, P

Equipment - None

Review, according to the age of the girls, what you do if someone's clothing is on fire. Then explain game to group: girls will shut their eyes and wander around the room. The leader will tap some girls on the back, one time or two times. Girls will open their eyes when told, and continue walking around the room. Shortly after that the girls who received one tap will scream and stop, drop and roll. Girls who received two taps will not stop, drop or roll; they will panic and scream and run around the room. The other girls will react appropriately and help the burning girls. Hopefully they will call for help, stop the running girls, help the girls roll; cover them with a jacket, etc. Debriefing is necessary after one round. Then the game can be played a few more times.

Knot Tying Playoffs – G, P

Equipment: Pieces of rope two to three feet long for each girl, and a thicker (or coloured) demo rope for the leader(s); sticks for tying the knots if needed

The leader(s) demonstrate a knot with the whole group standing in a circle by reviewing what it is for, and demonstrating several times. Then the girls get into groups of mixed ages and abilities. They practice the knot and help teach each other. Leaders move from group to group to give added instruction. When most girls are able to do the knot, the groups have a "play off". On a signal they tie the knot. The first girl to complete the knot correctly drops out of the next round, but she can help another girl. Continue the rounds until there is only one girl left. Have a final "play off" with the last girl from each group. This game is non-competitive since even the last girl is cheered by all of the others, and she knows how to tie the knot by the end. A new knot can be learned each week, with a short review of the previous knots. After all knots are taught, a final challenge can be for each group to demonstrate their knowledge by cooperatively tying and using each knot appropriately, using as few ropes as necessary.

Untie the Knots – G, P

Equipment: A long enough rope (six metres) to accommodate six or so girls. A thicker rope works better.

The leader prepares the rope by tying five loose knots in the rope. Each girl takes hold of the rope, between two knots and must never let go of the rope. The other hand unties the knot with no help from the first hand. Girls may use their free hand to help untie another's knot. Object is to untie all the knots without letting go of the rope. Hands may be slid along the rope, but never let go. Let older girls figure it out themselves. You may need to remind girls to all listen to all ideas.

Tie the Giant Knot – B, G, P

Equipment: Two long, thick ropes

Girls are divided into two teams, each spread out along the rope they are holding (group size is not important). The object is to tie the two ropes together in a reef knot, by walking around, over, under, through, but not letting go of the rope. They must be proficient in tying the reef knot with their hands. The girls may need some starting direction if they are not familiar with knot tying. When accomplished the reef knot, suggest choosing a different knot. When proficient, the whole process may be done to marching music.

Knot Relay – G, P

Equipment: Rope to tie, obstacle course

The girls line up teams at one end of the obstacle course. A leader calls out the name of a knot. As soon as the first girl has the knot tied she runs to the leader, through the obstacle course. The girl may receive verbal help from her teammates. If a knot needs to be tied around something, it can be tied around another girl's arm, and both girls must go through the obstacle course to the leader.

Compass Activities – B, G

Equipment: Eight main points of the compass posted around the room

Compass Switch

Call out a direction and have the girls run to that spot. Repeat. After a few runs start removing the compass point cards, leaving North as an orientation point).

Select the Point

Have the girls move to specific points based on their answer to a question. Examples:
If you have a sister move to W; girls with brown hair move to NE

Compass Drawing

Have a blank circle drawn for each group with small blank circles drawn at the eight main compass points. The leader calls out an object and the girls run up in turn to draw the object in the right place i.e. draw a happy face in the E circle; draw a sad face in the S circle; draw a star in the NW

Where is it?

Based on the answer to the question, girls run to the correct compass point. Examples: Where Santa lives? What side of Canada that has the Pacific Ocean? What direction is Florida from here? etc.

WAGGGS – B, G

Equipment: Label each wall of the room with the name of a World Centre

The caller/leader calls out the name of a World Centre and the girls run to that wall. Then give clues about each World Centre and the girls run to the correct wall.

Examples: The World Centre located in Switzerland (Our Chalet), the World Centre that has a swimming pool (Sangam & Our Cabana), the World Centre that used to be called Olave House (Pax Lodge)

Variation: Stick the name of a World Centre on the back of each girl so she cannot see it. The object of the game is to figure out who you are. Everyone goes around and asks the other players questions that can be answered only with yes or no. They cannot directly ask if they are a certain World Centre but must ask questions like – Am I located in Europe? Are there mountains nearby?

Pitching Tents – G, P

Equipment: Tents that the girls are familiar with setting up. You can practice by putting them up indoors any time of year.

Once the girls have some experience with pitching the tents you can give them some challenges i.e. pitching the tent in the dark; have all the girls blindfolded except one who can give directions but not touch the tent; have two girls in the team with oven mitts on.

Bedroll Relay – B, G

Equipment: One set of bedroll items for each relay team: sleeping bag, ground sheet, foam pad, blanket and rope.

You can make miniature bed rolls but practicing with the real thing helps girls understand that it's easier if you work in pairs. Once they know the steps, use a relay race to tie up a bedroll. The size of the groundsheet and rope are important to making the bedroll waterproof.

Pack a Bag Relay – B, G

Equipment: One set of items for each relay team: backpack or duffle bag, one set of camping clothes, camp toiletries and other camp items (flashlight, dishes, etc.).

The articles of clothing are placed at one end of the room. Each person runs up, chooses an article of clothing, folds it and puts it in a duffle. Let them plan the order they think things should be packed before starting.

Active Kit List – G, P

Equipment: Flipchart paper, markers or sticky notes

Have each of the girls brainstorm their ideas for items that need to be on their camp kit list (can be done individually or in pairs). Set up four pieces of chart paper titled: Bedding, Clothing, Personal and Equipment. Put the papers and markers/sticky notes on four tables, as far apart as possible, or on four walls. Start the girls at different tables/walls and have them put one item only on each list, then move onto the next list. The girls continue running to the different charts, reading what others have put down, and adding another new item until no one can think of anything else to add. Then the "Active" part is over and the girls will need to use their paper/pencil to make their own list, as the Guider reads out the girls' contributions, having further discussion about what is and isn't really needed. The same can be done for Group Equipment: Cooking, Sanitation, General, and Things to Buy.

Fire Building – B, G, P

Equipment: Outdoor wooded area, campfire pit

Prepare the campfire pit by clearing away debris. Have the girls go around the camping area and find the pieces to build a campfire: stones or large logs can form a frame for the firewood; tinder can be made from natural materials like birch bark, dry grasses/twigs, wood shavings, dry pine cones; kindling is small, dry wood or dead branches of evergreen trees, that burns easily and quickly. Kindling is placed over the tinder in a teepee. Finally the firewood is placed on the campfire either in a teepee or log cabin formation. Firewood is the slow burning, long lasting wood that gives the steady heat and long lasting coals.

Section 4 International Games

International themed games help the girls to learn about Guiding in other countries and also traditional games that originate in other countries. The international aspect of Guiding is a great way for girls to learn about different parts of the world and appreciate different cultures. Games are a fun way to do this.

Legend: S = Sparks, B = Brownies, G = Guides, P = Pathfinders, R = Rangers

World Regions or World Centres – B, G, P

Equipment: None

This is a variation of the old game 'Upset the Fruit Basket'. The girls stand or sit in a circle. Each is given the name of a WAGGGS Region (Western Hemisphere, Asia-Pacific, Africa, Arab or Europe). One person in the centre calls out two regions and everyone with those names tries to change places while the caller also tries to get a spot. The person left without a spot is the new caller. Sometimes the caller might call "WAGGGS" at which point everyone must trade spots.

Variations: Use the names of the World Centres – Our Chalet, Pax Lodge, Our Cabana, Sangam; and call out World Centres for all to change spots. This game can be made more challenging by calling out things like the country of the World Centre or a landmark found in a particular region.

World Centre Stretch – B, G, P

Equipment: World map mat and Twister game wheel adapted for World Centres

This game is played like Twister. Make the game board by copying a world map on a sheet of plastic and mark on the World Centres and Regions. Use the Twister wheel to get right/left hand/foot and use either the names or facts about the centres or regions. For example, put right hand on Sangam and left foot on Our Cabana.

WAGGGS Countries – B, G

Equipment: None – just imagination!

Each small group (or patrol) is given a country. These can all be from the same region if you like. In their groups, have the girls make up an active chant for their country using the each of the letters for one action, then teach to the other girls in the group. Example: Mexico - M; clap hands in front E; tap floor X; clap hands over head I; hands on knees C; raise hands palms up O; sweep hands left and right – Mexico!

World Centre Relay – G, P

Equipment: Make a set of cards that include pictures of the World Centres, a map of the countries in which they are found, foods, typical plants and animals etc. from that country (these are all easily found on the internet).

You can do this relay in more than one way; here are two examples:

Spread the pictures at one end of the playing area. Have the first person from each line run up and choose a World Centre picture. On each of the following turns the players must bring back something that would apply to their World Centre OR you can have a set of cards for each group and they must bring back what you tell them and put it with the correct World Centre.

How Many Can You Name? – G, P

Equipment: Sticky notes with names of WAGGGS countries

Stick a note on the back of each player with the name of a WAGGGS country on it. Give a time limit for the girls to walk around the room reading the names, and trying to remember as many as possible. After a time limit, let them write down as many as they can remember.

Variation: have the girls try to locate the countries on a world map.

African Zoo Race – S, B, G

Equipment: None

Players line up in teams at a start line. Each player on the team represents a different animal from a WAGGGS country in Africa. On a signal the first person runs to a marker and returns tapping the next runner. The animals are:

- Elephants from Central Africa or Liberia – player holds arm in front like a trunk and swings it from side to side while running
- Ostriches from Namibia – players grasp the back of their knees with their hands while running
- Hares from Senegal – hop putting hands on the floor between each jump
- Zebras from Zambia or Zimbabwe – race pawing the air with their front ‘hooves’
- Bees from Uganda – run turning in small circles as they go
- Baboons from Tanzania or South Africa – hunch forward and swing their arms as they run

Water Carriers – G, P

Equipment: Two large plastic containers, one filled with water (the well) and the other empty (family’s water barrel); a plastic cup for each girl; 10 cm square piece of paper and directions for making a paper folder cup; water or juice. This game is best played outdoors.

This game reflects a real life situation and is an effective way for the girls to learn a little about life in another culture. In many parts of the world women and girls have to walk several kilometres a day to get water for their family’s drinking, cooking and washing needs. Women are skilled at carrying water on their heads without spilling even a drop of the precious water. Place the empty container and other supplies at one end of the area and the full container at the other. Girls take turns going to the well to fill her container. She puts it on her head and walks back to the water barrel and pours it in. She can then make a paper cup and have a drink. You might want to teach the girls to make a first aid doughnut to carry the plastic cup on their head.

World Shopping Charades – B, G, P

Equipment: List of shopping items

This game can be played in small or larger groups. The girls pretend they are shopping in a country where no one understands their language which means they will have to act out what they want to buy. A girl goes to the leader who tells them what item they need to buy (i.e. dog with long ears; two piece swim suit; soccer ball; donkey; hamster; milk shake; hot dog with mustard etc). The girl returns and acts it out until someone guesses; then the next girl takes a turn.

Fishes – Papua New Guinea – S, B, G

Equipment: Tape or chalk to mark circles, or hula hoops

Circles large enough to stand in are drawn or taped on the ground (or hula hoops can be used), one fewer than the number of players. One player is the leader and all the girls are given the name of a local fish, (e.g. rainbow fish, gudgeon, bull shark, catfish, hardyhead, cardinal fish, goy, pony fish). The leader walks around and calls out the name of a fish. Anyone with that fish name falls into line behind the leader. The leader continues calling out fish names and they join the line. At any time the leader may call out “the sea is rough”. Then everyone in the line including the leader tries to get into a circle. The one left out becomes the new leader.

Chupa Chuppi - India – B, G

Equipment: None

This game is also known as hide-n-seek. The variation is that all the participants have to be caught. The seeker waits for everyone to hide and then starts to hunt for them. Each person who is discovered joins the seeker by holding on to her hand and making a chain. Together they try to catch the other hidden participants. The first person who was found becomes the next seeker.

Kabaddi - India – G, P

Equipment: None, played in a field or gym

The game of ‘Kabbadi’ is 4,000 years old and is a type of tag. The group is divided into two teams, preferably each with at least three players. Use tape or a rope on the floor to divide the playing area in half. The teams line up about 10 metres back from the centre line on their corresponding sides. To start the game a player from one team stands near the centre line and then she runs into the opposing territory and tries to tag her opponents. While doing this, she must keep yelling “kabaddi-kabaddi” the entire time she is on the opponent’s territory without taking a breath until she makes it back to her side. Everyone she touches is out and joins her team. The opponents can try to capture that player and prevent her from getting back to her side. If she does not make it back to her original side before she runs out of breath (i.e. she stops saying “kadaddi-kabaddi”) then she will be out and join the opposing team. The teams take turns being the offense and defense. The team with the most players on their side wins.

Insuknawr or Rod Pushing - India – G, P

Equipment: Round wooden pole, eight feet long, three inches diameter; marked circle area, 15 feet diameter; leather gloves are helpful if pole is not smooth.

Two girls stand facing each other, in the centre of the circle, holding the rod. It should extend beyond their bodies at least four inches behind them. On a signal both girls start pushing the rod, trying to push the other girl out of the circle. A round is 60 seconds or when one girl gets pushed out. Girls must maintain constant pushing; releasing or pulling the rod to get the other girl off balance is not allowed. Many rounds can be held before a winner is declared.

Uffangali - India – S, B, G

Equipment: A pile of large dried beans

The beans are piled in the centre of a flat area. Girls take turns blowing one puff of air onto the pile, trying to scatter the beans. After one blow she can pick up the beans that are not touching another bean and puts them in her own pile. Other girls take turns until all the beans are picked up. Winner is the girl with the biggest pile.

Scarf Toss - Africa – S, B, G**Equipment:** A lightweight scarf

The leader stands in the centre of the circle and tosses the scarf into air. Everyone laughs until it lands on the ground, when there should be complete silence. Do it several times. Then whoever does not remain silent, or is the last to get silent, becomes the leader.

Giant Turtle – Togo and Benin, Africa – S, B**Equipment:** Blankets

In groups of three, four, or five, girls are covered with a blanket to form a shell, like a newborn turtle looking for water. They race or move about the room keeping together and trying to hold their blanket shell in place.

Lebolabola (or snakes) – Botswana, Africa – B, G**Equipment:** Obstacle course

The girls form lines of six to eight and make a snake by holding on to the shoulders, waists or hands of the girl in front. All of the girls close their eyes except the one at the head of the snake. She leads the snake around, negotiating real and imaginary obstacles, climbing over things, going up stairs, traveling around, under or through things, turn tight bends, crouch, go on tiptoe, etc.

Section 5 Nature Games

Nature and the environment are important parts of the Guiding program. Nature games can be used to teach the girls about the natural world and ecological systems, and protecting the environment. They can also get the girls outside and exploring nature in an active way.

Legend: S = Sparks, B = Brownies, G = Guides, P = Pathfinders, R = Rangers

Birds & Worms – B, G, P

This game teaches about predators and prey.

Equipment: Coloured straws or pipe cleaners cut in half (preferably green, yellow or colours that are hard to see in the grass)

Mark off a wide area in a grassy field to set boundaries, and mark off a “safe zone” on one end of the field. Spread the straws in the field – these are the worms. Girls line up on the other side of the field in rows (as in a relay game) and they are the “birds”. Choose two or three girls (depending on the size of the group) to be the hawks. The hawks go into the field with the straws and will act as “IT” as in a tag game. The object of the game is for the birds to cross the field, pick up the worms, and make it into the safe zone without getting tagged by the hawks. To begin the game, one girl from each line tries to cross the field and pick up the worms, and make it into the safe zone without getting tagged by the hawks (to make it more fun, the girls need to make chirping noises and their best bird impression!) If tagged by a hawk, the girl must drop her worms and return to the end of her team line. Once a girl makes it to the safe zone the next girl in line tries to cross the field. The game continues until all the girls on one team make it to the safe zone. The girls then count up their worms at the end of the game. The girls can also discuss how the game replicates the food chain.

Bat and Moth – B, G, P

This game teaches about echolocation.

Equipment: Blindfold.

Have the group stand in a large circle. One girl will be the bat and stand inside the centre of the circle with a blindfold. After she is blindfolded, a second girl will enter the circle and will be the moth. All the girls who are forming the circle are “insects” or “trees”. The insects can change positions in the circle formation, but the “trees” must stay still (only pick two or three trees in the group). The object of the game is for the bat to find and tag (“eat”) the moth by using echolocation to track it down. The bat walks briskly inside the circle and claps her hands once; the moth must return the sound by clapping twice within two seconds. If the bat approaches a girl forming the circle, she must “buzz” if she’s an insect or say “tree” if she’s a tree. Once the moth is caught, she becomes the bat. One of the insects becomes the new moth. The bat becomes a tree, and the trees become insects.

Food Chain Game – B, G, P

Equipment: Small paper bag and coloured sash for each girl (three different colours needed to identify grasshoppers, frogs and hawks), large bag of popped popcorn.

Explain to the group that grasshoppers eat plants, frogs eat grasshoppers and hawks eat frogs. Hawks don't eat grasshoppers or plants. The popcorn represents the plants for the grasshoppers to eat. About one third of the group will be the grasshoppers – these girls wear a coloured sash of the same colour and get a paper bag. Another third are the frogs – they wear a different coloured sash and also get a paper bag. The last third are the hawks and wear a different coloured sash. The game is played in an outdoor field or gym. The popcorn is spread over a wide area and one area of the field is designated as the safe zone.

When the game begins, grasshoppers try to gather plants (the popcorn) into their paper bags ("stomachs"). The frogs try to tag the grasshoppers. If the frog tags a grasshopper, the content of her stomach (the popcorn in her bag) goes into the frog's bag or "stomach". The hawks go after the frogs. If a hawk tags a frog, she takes the frog's stomach. Hawks cannot eat the plants or the grasshoppers directly. To survive, the grasshopper must collect 20 pieces of popcorn in her bag, a frog must have two grasshoppers' worth of popcorn (or 40 pieces) and hawks must have one frog's worth (40 pieces).

Let the girls play for three minutes and stop. Then check who has "survived".

Try with some variations:

- Define a safe zone where the frogs and grasshoppers can hide in safety for a set amount of time
- Change the number of grasshoppers, frogs or hawks
- Let the grasshoppers go "eat first", then release the frogs, then release the hawks

Scented Hike – B, G, P

This game can be used to teach how animals use scent to find their prey or to find a certain location.

Equipment: Make four or five different sets of "scented" containers. These can be made using a cotton ball dipped in essential oil or extract (e.g. vanilla extract, citrus oil, lavender etc.) and place in a small plastic container, like a film canister. Each set should have six to eight containers so a separate trail can be laid using each scent (i.e. six vanilla scents, six citrus scents and so on).

Preparation: For each scent, make a separate trail, using a circular pattern by hanging the film canister from a tree branch. Along with the canister, hang a note card which contains a clue. The first scent will have a clue or hint for finding the second scent in the set (of the same scent) and so on. The clue can be simple as in walk four paces from this large tree, or you can make it as complicated as you wish! The aim is for the girls to find all of the canisters with their scent in it.

The girls will work in pairs or small groups (three or four at most) to "sniff out" their trail. Allow the group to smell their scent from the extract container or from another cotton ball, which is not hidden on the trail before they start. Then give them a clue for finding the first scent on the trail. They will continue to follow the clues until they find all six (or eight) scent canisters on the trail and return to the beginning.

Hungry Animals – B, G

Equipment: Treasures like wrapped candies, scattered around a designated area

Divide the group into small teams. Each team chooses to be an animal and they have to decide on the sound that the animal makes. Each team chooses a runner. On a signal, everyone except the runners look for hidden treasures which will be scattered in a designated area. When someone finds a treasure they make the sound of the team animal, but only the runner is allowed to pick up the treasure. Other animals can come and find the treasure also and call their runner. The team that collects the most treasure wins but all treats are shared evenly.

Camouflage – B, G, P

Equipment: Outdoor area with good coverage (trees etc.)

One girl is "IT" and she stands in an open, conspicuous, spot with her eyes closed for five minutes. During this time the rest of the players all hide, but they must be able to see "IT" from their hiding place. A signal is given (like a blast on a whistle) and "IT" opens her eyes. Within a pre-arranged time limit and without moving from her place, except to turn around, she must see how many hiders she can spot. This is good practice in keeping still, which is what usually gives the hiders away, other than brightly coloured clothing.

Hug A Tree – B, G, P

Equipment: Blindfolds

Girls are in pairs and one girl is blindfolded. The sighted player leads the one who can't see to a tree, by wandering around somewhat so the route is a little confusing. The blindfolded girl then examines the tree noticing everything she can about it by feeling the bark, leaves etc. Then she is led back to the starting point by a different route. The blindfold is then removed and the girl tries to locate her tree. It shouldn't be too far away. When successful the girls change places and repeat the process.

Section 6 Night Games

The whole purpose of night games is to get the girls comfortable in the dark. As a rule, no flashlights are allowed, or only the leader carries one. The first few times any of these night games are played, it is recommended to try them out in a familiar area. Make sure the girls have been through the area in daylight, this helps them orient themselves at night as well. Putting the girls into buddies also helps relieve any anxiety about the dark. You can also have each set of buddies carry a whistle if your play area is very large. At camp we often give each girl a glow bracelet - this seems to magically solve the fear of darkness!

The chosen play area should be very dark, and if at all possible, have no or few artificial lights. This helps everyone get used to their night vision, which is ruined by flashlights, floodlights, and candles. Of course, none of these games should be played until the sun has completely set and the stars are out. In the case of lots of night sky light, from the moon or nearby lights, some games may use a blindfold for some of the participants. Night games are a perfect way to finish off an evening, or burning out some of that extra energy the girls always seem to have just before going to bed!

Legend: S = Sparks, B = Brownies, G = Guides, P = Pathfinders, R = Rangers

Starlight Safari – B, G, P

Equipment: None; hiking trail or path around a campsite

This is an observation game that is used to get the girls accustomed to the dark and sharpen their senses. Walk the girls through the camp or field. After 30 minutes in the dark, your eyes can see almost as well as a cougar. What does the night sound like? What smells were not there during the day but are noticeable now? What does the ground feel like when you are walking (compare uphill and downhill)? With your new sight, notice that the sky is always lighter so follow the sky trail above you on a path or road. You can do a longer hike and include other activities. After 45 minutes in the dark, girls' eyes will adjust and the girls will be able to do many things.

Blind Eagle – B, G, P

Equipment: Blindfold, flashlight

Play this game in a large field. Blindfold one player (the eagle) and stand in the middle of the field, holding a flashlight. One other player stands next to her and acts as her assistant. The other players form a large circle around the edge of the field, and, on a signal, begin to stalk toward the eagle as silently as possible. If the eagle hears anything, she aims her flashlight in the direction of the sound, snaps it on, and yells "Freeze!" All players stop. The eagle's assistant then looks to see if there are any players standing in the ray of light. Those caught are out of the game. Remaining players continue stalking forward. The first one to touch the eagle can be the next eagle.

Morse Code (also called “Cities”) – G, P

Equipment: Flashlights, pen and passport – the passport is a list of cities with their corresponding Morse code (usually six to 10 cities are used); a defined playing area - this can be marked with landmarks and glow sticks.

Several leaders go to hide, scattered around the area. They each have a different Morse code signal to flash to represent their city. Choose code patterns based on long flashes (dash) or short flashes (dot):

- City 1 – dot dot dash
- City 2 – dot dash dot
- City 3 – dash (*pause*) dash

and so on...

The girls are then split into pairs. Each pair of girls needs a flashlight, passport and pen. The girls are “trackers” trying to find all of the different cities. Select two or three “roamers”, also equipped with flashlights and a blank passport. The roamers will be trying to tag the girls and steal their city codes.

The girls explore the playing area in pairs. They are on the lookout for each of the leaders who are representing the cities. These leaders can be hidden anywhere within the playing area. Each of the cities will periodically flash their code pattern using their flashlight.

When a pair of girls thinks they've found a city by the pattern of flashes, they approach the city and whisper the name to the leader. If they are correct, the leader signs off on their passport. If they are incorrect, they must go off and try to find another city before returning.

While all this is going on, the girls also need to be on the lookout for the roamers. If a roamer manages to tag a pair of girls in their flashlight beam, the pair must give them one city code that they have already identified from their passport. The roamers may NOT approach a city directly; they can only steal the coordinates from a pair of girls. The game is over when either all the girls have found all the cities, or a roamer has got a completed passport from stealing codes from the girls.

Glow in the Dark Pac-Man Tag – S, B, G

Equipment: Glow in the dark paper cut into circles, whistle for leader

This is an indoor game played in the dark. The circles are placed all over the floor in lines to create a “maze” like they would be in a “Pac-Man” game. Depending on the size of the group, two to four people (girls or Guiders) are the ghosts that can come after the Pac-Man. All of the other girls start at different parts of the maze. They walk along the lines, picking up the dots as they walk. The ghosts “chase” the girls (walking only since it is dark!) and if they catch them, the girl must give up her dots and start again. The ghost can re-scatter the dots on the floor. The game ends when all of the dots are picked up (or time is up – indicated by the whistle being blown) and the girl with the most dots wins.

Sardines – B, G, P

Equipment: Whistle for the leader and for each pair of girls

Split the group into pairs and send one pair of girls out to hide while the rest count to 20 (or more depending on the size of the area). Then the pairs must hunt around to find the ones who are hiding. When a pair comes across the hidden girls, they hide right along with them, squishing together like sardines in a can! When you are down to one pair of girls who are still looking for everyone else, blow the whistle to call everyone back in. The first pair who found the hidden pair is the next ones to hide. The girls can have whistles too, for safety reasons - if they do manage to wander quite far from the main play area, they can blow the whistle and the leaders can locate them.

Hide and Go Beep! – B, G

Equipment: Noisemaker such as a bell, horn etc. (optional) – can use voices instead!

This is a version of hide and seek that is played in the dark. The aim of the game is to locate one another by sound. You can have one or two people be “IT”. The players have 20 seconds to hide. Hidden players must “beep” every 30 seconds or so (ask the girls to count to 30 in their head, then make their beep sound). The beep can be a sound that the girl makes, or the girls can use a noisemaker. The “IT” goes around and tries to find the hidden girls. Once tagged, they join with “IT” and try to find the other “beeping” girls.

Night Hunters – G, P

Equipment: None

Find a long, straight, dark path. Send two girls down the path with the instructions to hide somewhere along its side. Then send the rest of the girls down the path, either alone or in pairs, to look for the pair that is already hidden. If they manage to pass the hidden girls without spotting them, then the girls who are hiding can whistle at them or do something to get their attention. This usually makes the hunters scream! The hunting girls then hide along with the others... until those walking down the path at the end of the game are looking for perhaps 10 or 20 people all hiding in the same spot!

Fog Walk – B, G, P

Equipment – Blindfold

One girl is blindfolded, the others are not. The girls stand around the blindfolded girl in a tight (small) circle, facing outwards. At a signal from the leader they all walk straight ahead. Everyone must walk straight, and must count how many paces she walks, counting silently of course. Each one may walk as many paces as she chooses, but must keep count. The blindfolded girls stay still. When all are again standing still, or when the unit leader says "Stop" the leader points at any player. Then that person calls out her name and the number of paces, such as "Jane Smith, six." The leader can ask her to repeat herself only once. The blindfolded girl then has to go in the direction toward Jane's voice and take six paces. If she can then touch Jane, they change places and start the game again. If, however, she has not reached the girl, the unit leader leads her back to her original place in the middle, and points to another person, who likewise signals the number of paces she has stepped, and the blindfolded person has another try. After three failures, all return to the middle and start again with another girl in the “fog”.

Night Stalk – B, G, P

Equipment: Large open area, four metal buckets, four stones for each girl.

The four buckets are placed around the playing area and each player takes her four stones and disperses around the area. One player is in the centre with a flashlight. The girls must put one of their stones into each bucket without being heard. If the player with a flashlight hears any sound she shines her light at the sound. If she catches a player in her beam that player loses a point. When all stones are put into the buckets the players return and sit near the centre. The girl with the flashlight may only shine the light at a sound, and she may not sweep her light around looking for people.

Section 7 Modified Sports

Girls have a wide variety of sports to choose from as part of their physical education at school or other after school activities. At Guides, they have a chance to play sports in a non-competitive and friendly environment. Modified sports are a fun way to introduce the girls to new sports and to play old favorites in a new way. Since the modified sports are different than the “real” activity, all of the girls are likely to be unfamiliar with them, which put the girls at a level playing field. These games also build co-ordination required for sports and help the girls build confidence the next time they try a new sport.

Legend: S = Sparks, B = Brownies, G = Guides, P = Pathfinders, R = Rangers

Indoor skating – S, B, G

Equipment: Cut pieces of fabric or felt in rectangles, that are slightly larger than the girls feet (about the size of eight and half by 11 inch paper works well); hard floor where the fabric will slide easily.

The girls take off their shoes (sock feet or barefoot) and stand with a piece of fabric under each foot. They can now mimic “skating” across the floor! You can use this to play a game of “skating tag”, or play music and have the girls “ice dance” around the floor then turn off the music to “freeze” in position, or play any relay game with “skates”. Many possibilities!

Indoor Broom Hockey – B, G, P

Equipment: Brooms for hockey sticks (girls can bring a broom from home), a tennis ball or plastic ball as your hockey puck, four plastic bottles or cones for the goal posts (set at either end of the room), masking tape to set boundaries for the “rink” and centre line.

Divide the group into two teams. The game works best if you can have at least three people on each team. You can start with a face-off at the centre line, then play like hockey or soccer. You can set a length of time (10 – 15 minutes) or play until each girl has had a chance to play.

Water Balloon Volleyball – B, G, P

Equipment: Small water balloons, beach towels (one per pair of girls), volleyball net or a rope to tie across as a net. Mark off the “volleyball court” with tape or bean bags. Best played outdoors where girls can get wet!

Girls stand in pairs holding the beach towel out between them. Have three to four pairs on each side of the net depending on the size of the space. The water balloon is placed on one towel and the girls use the towel to launch the ball over the net; the girls on the other side try to catch it on their beach towel. You can count points or not...it’s fun either way!

Frisbee Golf – B, G, P

Equipment: Baskets (at least three), cones or markers to set the “tee-off” spots, Frisbee (one per girl, or they can share). This game is best played outside or in a large gym.

Set up at least three holes (baskets) and tee-off spots before the game begins. Mark each tee-off spot with a cone or marker on the ground. Each basket should be at least several feet from the tee-off spot. Vary the distance between tee-off and basket for each one so the group can practice different throwing strengths.

Practice throwing the Frisbee at a few simple targets for the girls to learn how much force to use to reach their goal.

Divide your group into teams of two or three girls. Have each team start at a different hole and have one member of each team play at a time. Designate one girl from each team to keep track of the number of throws needed to get the disc into the basket. Have each starting team member throw the disc toward the basket from the tee-off area. Take turns throwing the Frisbee until everyone has gotten their Frisbee in the basket. Have the teams' scorekeepers record the number of throws. Rotate the teams between the holes until every team has played each one. Tally up the scores for each girl or each team at the end of the game; the player or team with the lowest score wins.

Adapted Badminton – S, B, G, P

Equipment: Easy modifications for a badminton racket and shuttle are a flyswatter and small balloon or even a feather. A net is optional.

Girls can play in pairs trying to keep the balloon or feather off the ground by hitting up in the air with their flyswatters. Or they can play a “real” game of badminton over a net, and count points.

Skippping – S, B, G, P

Equipment: Long or short skipping ropes

Girls of all ages love skipping and it's a great aerobic activity too! Double Dutch is also fun for those talented skippers in the group!

For long rope skipping, try these songs:

Apples, peaches, pears and plums,
Jump out when your birthday comes,
Is it January, February...
(Girls jump out from the long rope when their birthday month is called)

High, low, medium, slow,
Jolly ol' pepper and away we go!

"High" - the skipping rope is a foot off the ground; "Low" - the skipper needs to bend down to skip;
"Medium" - normal skipping; "Slow" - slow skipping; "Pepper" - really fast skipping.

Australian Baseball – B, G, P

Equipment: Rubber chicken or other “novelty” to use as a baseball

Divide the group into two teams. The first team stands in a single file line and the first person throws a rubber chicken as far away as possible. That person then runs around the team line as many times as possible with the team counting out loud with each completed circle. The other team runs after the rubber chicken. The first person to get the chicken stops and the line forms behind her. She passes the chicken over her head to the next team member and it gets passed all the way down the line to the last person. The last person runs up to the front of the line and yells “STOP”. The first team stops running and counts up their points (number of completed circles). The second team now throws the rubber chicken and it begins again. Play for nine innings!

Group activities to try – S, B, G, P

Invite a dance, yoga or aerobics instructor to a unit meeting to give the girls a chance to try out a new group exercise.

Section 8 Just for Fun

These games can be played at any meeting or camp, just to have fun!

Legend: S = Sparks, B = Brownies, G = Guides, P = Pathfinders, R = Rangers

A. Pool Noodle Games

Equipment: Pool noodles, some full length, some cut in half or sliced thinner. For some of these games, arms, sticks or ropes can be used just as effectively.

Scavenger Hunt – B, G, P

Equipment: Pool noodles, or ropes

Teams of girls travel where necessary to get objects or answers required. They are “attached” by the pool noodles, which can only touch their abdomen or back, no hands. Variation: Girls can also be “attached” by a rope, circled around the whole group to keep them together.

Hunt ideas: How many light switches in the room? How many brooms in the closet? How many steps on the stairs?

Trust Run – B, G, P

Equipment: half pieces of pool noodles, or just your own arms!

Girls form two long lines facing each other, with noodles extended so that they are in line with the noodles of the girls in the other line. Or just extend the arms so that the hands are in line. One girl stands at the end and runs down the centre between the two lines of girls, trusting the other girls to raise their noodles or arms at just the right time so they don't hit the runner. When the runner has passed by the noodles or arms are lowered to original place.

Circle Drop – S, B, G

Equipment: Full length pool noodles or some sort of pole and broom stick/doweling/bamboo

Girls stand in circle balancing their noodle/pole with one finger on the floor in front of them.

Various directions are given to the group: On a signal -

- Let go of pole, clap hands, grab pole again
- Let go of pole, clap twice, grab pole again
- Let go, turn around, grab
- Let go, move to right, grab new pole
- Lift noodle, bounce it on floor, move to right, catch new noodle

Make up other movements!

B. Parachute Games – S, B

Equipment: A parachute (no cords attached)

Popcorn: Place a number of beanbags or small balls onto the parachute. Shake to make them pop up like "popcorn".

Ball Roll: Have the girls try to roll the balls into the hole in the middle of the parachute or try to keep the balls from going into the hole in the centre.

Making Waves: Girls can make small, medium, or large movements to make various types of "waves". You can incorporate a story about a ship on the sea, weather, etc. and/or use your voice as a tool to emphasize directives.

Merry-Go-Round: Children turn their bodies sideways and hold the chute with one hand. They then walk around in a circle, making a "Merry-Go-Round." For variety, children can hop, skip, jump, etc. You can stop music as a cue to reverse and go the other direction.

Parachute Tag: Lift the parachute high into the air. Call out two girl's names. They must trade empty spots by running under the chute, before it comes down on them.

C. Balloon Games – S, B, G

Equipment: Many balloons blown up

Use your imagination, and have girls come up with some activities e.g. keep all balloons in the air, use hands, feet, head; teams back and forth across a line; two girls back and forth between each other. After playing a short time gather the girls and discuss what difficulties there were, some ideas for being more successful. Were they able to help each other? Which method is the most fun? Play another round and re-evaluate.

D. Bandana Games

Equipment: Bandanas, clothespins

Clothespin tag

Each girl ties the bandana on the back of her belt loop or to the back of her shirt. Each girl is also given six clothespins. The object of the game is to put the clothespins on other girls' bandanas by chasing them. The game ends when one girl has pinned all of her clothespins and is left empty handed.

Bandana Relay

Additional equipment: A clothesline or rope tied up between two trees or poles, and a few pairs of gardening gloves.

Divide the girls into teams. The first girl in each team puts on gloves, runs up to a clothesline and pins on a bandana with a clothespin (hard to do with big gloves on!) She runs back and the next girl goes. The first team to hang all of their bandanas wins the game!

Dragon Tail: The group forms a line with hands on the waist of the girl in front of them. The girl at the end of the line has a bandana tucked into her back pocket or tied loosely to the back of her shirt. The girl at the front of the line is the dragon's head and she tries to catch the dragon's tail. Once caught, the girls can change positions in line.

Section 9 Active Games Templates

These templates can be used to invent your own games. Get creative and change any program activity into an active game! The older girls can also use their imaginations and create their own games for each other.

Legend: S = Sparks, B = Brownies, G = Guides, P = Pathfinders, R = Rangers

Relays – S, B, G, P

Any knowledge or skills activity can be made into a relay style game

For knowledge relays divide trivia questions, facts, puzzle pieces or true and false questions onto index cards. The girls line up in relay teams; the first girl from each team runs up and picks up a card with her question. She can either sort the card into the proper order (e.g. such as parts of the promise that need to be put in order) or provide an answer to a question to the leader before running back to her group.

For skills relays the girls line up in relay teams, the first girl from each team runs up and needs to do a certain skill, such as tie a knot, pack an article of clothing into a backpack, lay a part of the campfire, or do an action (e.g. jumping jacks, crab walk etc).

Four Corners – S, B, G, P

Any decision making and choices activity can be turned into an active game by making a four corners game. In any room, label the walls of the room with the different decisions options to be made. The girls start by standing the middle of the room around the leader (or caller). The leader calls out the question and the girls have to run to the wall that shows their choice.

Variation: For “yes” and “no” choices where the girls run to opposite walls for their choice, (this game can also be called “Like It or Not” and be used to gather the girls opinions on things that they like).

Invent a Sport - P

Equipment – Various sport balls, net, pylons to use as goal posts, other sports related equipment etc.

The girls work in groups of four to six. Each group is given a list of three sports that they are familiar with (e.g. soccer, hockey, tennis etc.). The girls then use the equipment and rules from each sport to create a new sport that combines aspects of all three. They can also come up with a creative name for their sport. After about 20 minutes of thinking and working out the general rules, the girls come back together to a large group and play the new sport.

Games Generator – B, G, P

This is a fun way for the girls to generate their own unique game based on six criteria.

Equipment: Six, six-sided dice

Each die represents a different aspect of the game and each side of the die represents a different option. The table below provides one example; the details can be adapted to meet your needs.

Die	Side 1	Side 2	Side 3	Side 4	Side 5	Side 6
1 - Game objective or goal	Tag	Race	Throw	Guess	Pretend	Remain Still
2 – Type of activity	Sitting	Running	Crawling	Pantomime	Jumping	Passing (an object)
3 – Group Organization	Circles	Safe Zones	Start + Finish line	Rows or lines of players	Scattered	Huddled
4 – Props or equipment	None	Flags	Balls	Long rope	Frisbee	Balloons
5 - Roles	two teams	three or more teams	Partners	Whole Group	An “IT”	Individuals
6 - Themes	Fantasy	Animals	Outer Space	TV or Movies	Monsters	Pop Singers

After rolling the dice, each team will have to invent a game using the six elements they rolled. Make sure you have the equipment described for the teams to use.

Source: Eldrbarry's Group Games Guide (www.eldrbarry.net/vbs/gamedex6.htm)

Resources for More Active Games

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