

**Fun Tested
Games...From A to Z**

Includes Over 290 Games!!

www.scouts.ca

Scouting's Mission Statement

Preamble

Scouts Canada as a member of the World Scouting Movement adopts as its Mission, Principles, Practices and Methods the Fundamental Principles of the World body, as summarized below:

Mission

The mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.

Principles

Scouting is based on three broad principles, which represent its fundamental beliefs.

Duty to God: This is defined as: "Adherence to spiritual principles, loyalty to the religion that expresses them and acceptance of the duties resulting therefrom."

Duty to Others: This is defined as: "Loyalty to one's country in harmony with the promotion of local, national and international peace, understanding and cooperation", and "Participation in the development of society, with recognition and respect for the dignity of one's fellow-being and for the integrity of the natural world."

Duty to Self: This is defined as: "Responsibility for the development of oneself." This is in harmony with the educational purpose of the Scout Movement whose aim is to assist young people in the full development of their potentials.

Practices or Methods

Scouting Practices are defined as a system of progressive self-education including:

- Commitment to a promise and law,
- Learning by doing,
- Membership in small groups,
- Progressive and stimulating programs,
- Commitment to the values of doing one's best, contributing to the community, respecting and caring for others, contributing as a family member,
- Use of outdoor activities as a key learning resource.



Games...From A to Z

Acknowledgment

The games in this book have come from many sources.

We express our sincere thanks to the many individuals who gave us permission to use their games. We thank Scouter Bob Walkington who did the initial assembly of these games.

The origin of many of these games is lost in antiquity. To those who first conceived these games. We say "Thanks!". We are sure that they would be pleased to know that games continue to appeal to today's youth.

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ANCIENT FOREST™
FRIENDLY

Games...From A to Z

Tries to give you a resource book that contains many popular games.

These games are not restricted to any one age group. Your judgment must dictate which games are within the capabilities of your group.

You may know some games by different names and have played them with different rules. All the better – games can be made more interesting when the names are changed or the rules are adapted to fit a theme or program. We hope that leaders will continue to make adaptations to suit local needs and conditions.

Use your imagination. Most games can be adapted by:

- Changing the form of locomotion – players can hop, skip, duck walk or leap frog;
- Changing or adding equipment—substitute a bean bag for a ball;
- Using two balls to increase the excitement;
- Changing the formation—players can squat, kneel or sit.

Each game has been given a number of classifications. Many games can be played outdoors as well as indoors. Some games are definitely winter or water games. Others may be played in water or on snow – it makes quite a difference with basketball or baseball.

Future editions of this book are probable. You can help by sending new, different or action-tested games to Program and Volunteer Services Scouts Canada, 1345 Baseline Road, Ottawa, Ontario, K2C 0A7 or to pgmhelp@scouts.ca.

Please Note: To simplify the writing and production of this book, we have alternated the use of he/she pronouns.

Games Are Not Just Games

No one knows when or where games were first played. Were they played in families? Were they played in groups of children? How long ago?

We do know that ancient cultures used games as a means of teaching young men how to use a bow and arrow, wield a sword, throw a spear or to become nimble on their feet so that they could dodge a charging beast or an enemy. They were developing skills on which their very existence depended and their elders realized the importance of games as a teaching method.

Modern society uses games for various reasons, and recognizes the physical, mental, emotional and educational values of games.

Games are an important teaching method – as well as a means of developing many desirable characteristics in youth. Games can be related to citizenship development.

Consider the physical aspect – the release of surplus energy within the members of the group. Games should stimulate the growth and development of prac-

tically every muscle. The circulatory, respiratory, digestive and nervous systems are stimulated by almost all active, outdoor games.

The second value is the mental one. The activities that youth participate in must contain elements of excitement, competition and/or accomplishment. They learn to socialize and play with others – and to play fair. They begin to follow rules. Games can help develop quick thinking, alertness and, to some degree, strategy.

Thirdly, games can act as a beneficial ‘safety valve’ that allows the release of pent-up stress and tension in a controlled atmosphere, one where such release is not considered unusual behavior.

Last, but not least, games can be educational. Games using ropes can reinforce knot skills. Games using bicycles can reinforce highway safety. Sense training games can help develop sight, hearing, smell, taste and feel. Games using imitations of birds and animals can be an introduction to acting or pantomime. Water games can help teach the basics of swimming and diving. The list is endless!

Youth, at play, are truly alive – intense, receptive to instruction and teachable. Their interest and concentration is probably never higher.

Probably the most important ‘learning’ derived from games is the character development – where the necessity for the cooperation of all, the abiding by the rules of the game and the development of a sense of fair play are part of playing games.

Giving youth the opportunity to lead games makes possible the development of an excellent source of assistants for any leader, as well as helping them develop

their potential as leaders and in accepting responsibility and accountability before their peers.

Youth play games instinctively, much like the young in nature – kittens, puppies and otters. Little do they realize how they are developing their potential. The leader's responsibility is to utilize this natural instinct to its fullest and involve them in a program where games are challenging, healthful – and, above all, FUN!

Games Leadership

Games leadership is a skill that can be learned and, by following these basic steps, you will soon become quite adept.

Start off with your best games – one that is appealing, easy to explain and enjoyable to play. An initial success will give you confidence to tackle more complicated games.

Know your game thoroughly – name, rules, boundaries of the playing area, number of players, what is allowed and what isn't.

Have all equipment readily available – balls, ropes, chairs, bean bags, etc.

Use games that all can play and vary them – change from active games to quiet games to give the players a breather. Use the widest selection possible of various

types of games and give all players a chance to play games they really enjoy.

Make sure that the space is large enough for all.

Check the game area for potential hazards. Remove those that can be moved. Use those that can't be moved as bases or 'home'.

Don't wear a game out – quit while everyone is still having fun. This builds anticipation for the next time the game is played.

“Challenge by Choice”, should be the motto when playing a game.

Never insist on persons playing a game if they don't want to, if they have been ill or have an injury that could be aggravated. Use them as scorekeepers, judges or umpires.

Be alert to signs of overexertion – breathlessness, quick and shallow breathing, any form of pain, spots before the eyes or throbbing of the eyeballs. Stop the game the moment you observe such symptoms or if a player complains.

Games in or around water must first apply appropriate water safety rules and then the rules of the game.

Explaining the Game

Stand where you can be seen and heard by all.

Insist on silence and attention while you explain the game.

Show enthusiasm in your voice and your manner.

Make your instructions clear and as brief as possible.

Speak slowly and distinctly so that all can understand.

Be sure that you know the game and explain it in step by step demonstration instead of a lot of words. If any part is not understood, have a person or a group demonstrate that part. This applies especially to new games.

Allow questions for clarification – not for a discussion of the game.

Make use of other leaders as judges or referees. Brief them before the game.

Allow noise and shouting during the game, but be sure that you can get the group's attention and maintain control.

Set high ideals of sportsmanship and fair play. Insist that the rules of the game are observed.

If the game is not going well or is not understood, call a halt and clear up the hazy areas. Then get on with the game.

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 T – Team; W – Wide; Wa – Water; Wi – Winter

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Ca – Campfire; Ci – Circle; F – Fun/Steam-Off; I – Indoor; N – Night;
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