

# JOEY SCOUT PROGRAM KIT

For Joey Scout Leaders



The Scout Association of Australia



JOEY SCOUT SECTION TERM PROGRAM				
Year		Term		
WEEK	DATE	ACTIVITY	LEADER	REMARKS
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### THE WEEKLY PROGRAM

This type of program is the one which puts into action all the planning and preparation that you have done with your Long Range and Medium Range programs. Your weekly program contains the details of how you will develop the themes that you have chosen for your Mob's development goals. The success of your Mob depends on how you present your weekly program and how much imagination you are able to inject into the activities.

### PROGRAM INGREDIENTS

The secret of being a Good cook is to use the right ingredients in the correct proportion for the recipe.

So it is with running a Joey Scout Program. We have a selection of ingredients to choose from and we need to use them in the right proportion for the program we are running and for the Joey Scouts in our Mob. It is also important to use fresh ingredients i.e. do not use the same games or activities each week.

### PROGRAM LAYOUT

The program layout is the order in which your chosen ingredients are presented to the Joey Scouts.

Here is an example:

**Coming in Activity** – This gathers and organises the children while at the same time it may set the theme for the meeting.

#### Opening Ceremony

**Game** – This is usually a fairly active game which involves all the Mob.

**Craft** – This is often the highlight of the meeting. There is no need to have craft in every meeting. Often a practical activity on the theme takes the place of craft.

**Game** – This game may be a team game or a game that allows the children to join in as they finish their craft.

**Story** – The teaching part of the theme is often presented in this way.

**Singing** – Remember to choose sufficient songs to fill the time allowed.

**Game** – If time allows a quiet game here will send the children home in a relaxed mood.

**Closing Ceremonies** – Similar to the Opening Ceremonies except that this one usually includes the giving out of messages.

You will note that the games have been used to separate the other activities and to move the children around between more stationary activities. Games can also be used to set the mood of the meeting. Try to quieten the meeting towards the end as this send the Joey Scouts home in a less excited state.

The timing of the segments of the meeting will depend on the activity. Generally games should be short – around 5 minutes. Singing usually takes about 5 minutes and stories usually not more than 10 minutes. Craft or practical activi-

ties may take more time. Be prepared to be flexible with your timing and if a particular activity seems to be achieving the aim of the program and needs more time then you may have to leave out some less important item. e.g. the creativity, development of teamwork, caring, sharing and helping that children sometimes get from building a Mob castle out of Cardboard boxes will warrant giving them more time on the activity.

### USE OF LEADERS

All Leaders (including Youth Helpers) should have a part to run in the program. It is the responsibility of each person to be ready to run their part before the meeting begins. This allows flexibility within the program. It also helps to eliminate the gaps between items and thus helps in the control of the Mob. If there is only one Leader present then the adult helpers will need to be involved in the program. It is important that the jobs that the Leaders run in the meeting vary so that each Leader will gain experience in all aspects of running the meeting.

### SUMMARY OF CREATING THE WEEKLY PROGRAM

1. Choose a theme
2. Choose an activity or craft on that theme
3. Choose or create some games on the theme
4. Choose or create some songs and a story
5. Sort out the resources you need for this program
6. Place all these items in order; add some ceremonies; allocate the jobs; write the program in the your Program and Record Book. Have fun putting your program into action and then, with your team, evaluate your program.

### EVALUATING PROGRAMS

At the end of each program the Leaders should get together briefly and evaluate the program. For every program you run, try asking the following questions:

- Was it fun – for the children – for the Leaders?
- How did this program relate to the previous and to the next program (continuity)?
- Was the theme recognisable by the children?
- What outside resources or help from experts or parents did you use?
- Was the program enhanced by such help?
- Were there any surprises for the children or did the program follow a regular program.
- Was there something in the program for every Joey Scout
- Was the program well balanced?
- Who planned the program?
- Were the Leaders busy most of the time?
- Did the Joey Scouts do anything that they would be eager to talk about when they arrived home?
- Did the Mob as a whole seem to enjoy most or all of the program.
- Did you listen to what they said about the program?
- Did you have control of the situation, especially during games?
- Were they attentive while games were explained or prayers said?
- What attempt was made to influence or allow for spiritual development?
- Did you get 60 minutes out of the hour?
- Could this program have been carried on outdoors/indoors?
- Are you repeating favourite games or other favourite things over and over again?

### FINAL POINTS

Keep it simple; Keep it flexible.

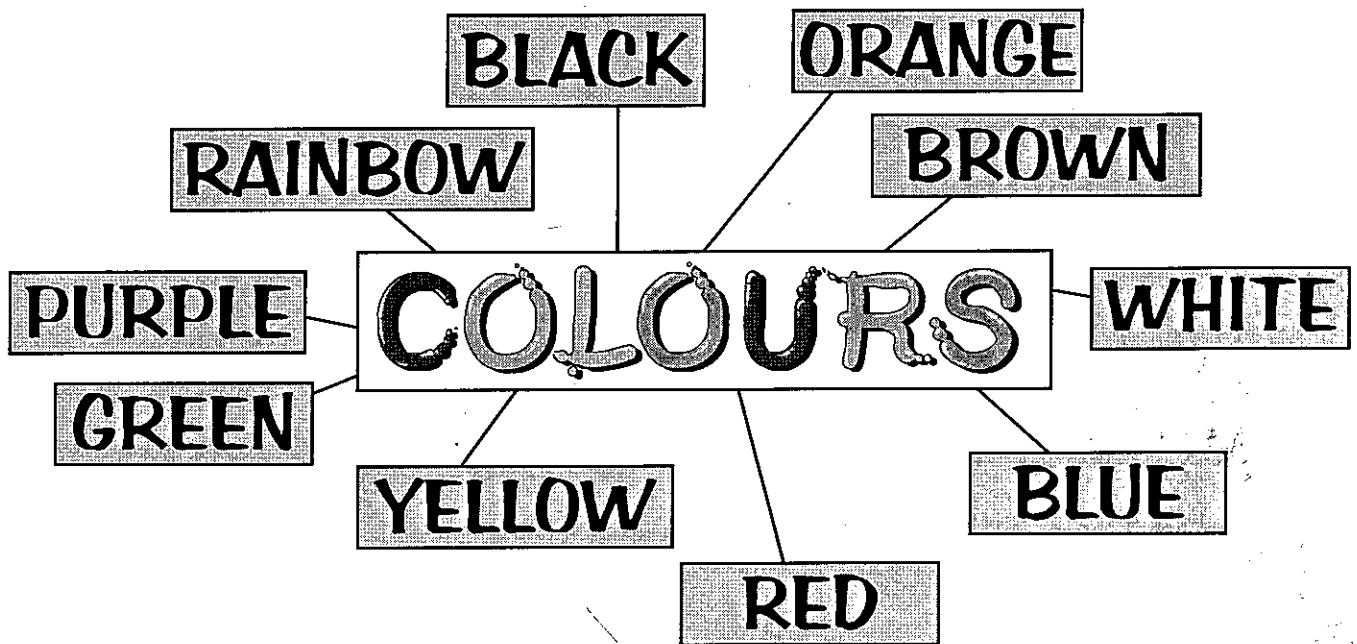
Remember . . . Plan Your Work . . . Work Your Plan

AND

Have Fun!

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### **AN AUSTRALIAN SCOUT PUBLICATION**

The Scout Association of Australia expresses its thanks to Helen Strutt, Rona Smith, the Joey Scout Council (NSW) and Kenn Gardner for their work in the compiling and preparing of material for this book and its production.

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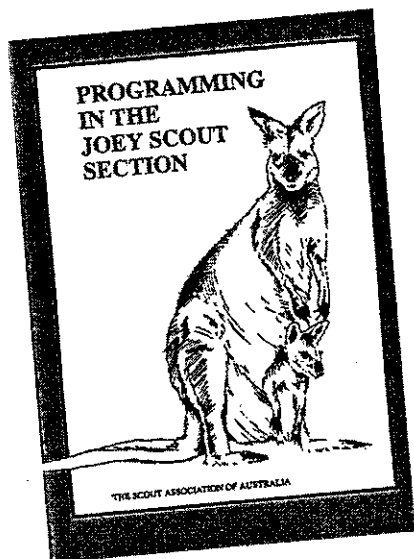
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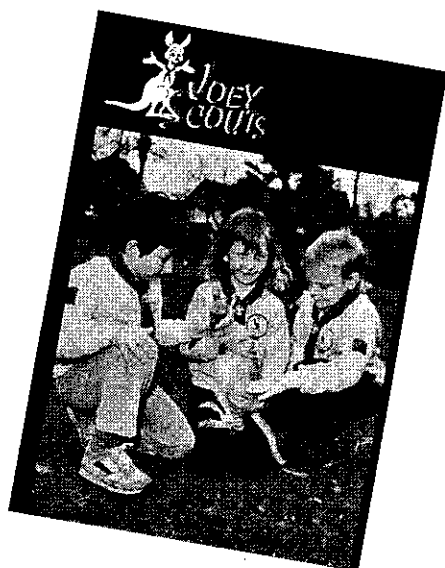
# JOEY SCOUT PROGRAM PACK

This pack has been designed to give the Joey Scout Leader an insight into developing programs on a theme. The inside of the folder outlines the method used in developing and planning programs for the Mob. for more detailed information on program planning refer to the publication 'Programming in the Joey Scout Section'.



The pack consists of a folder, introductory notes to the pack concept, monthly summary planning sheets (three months completed based on a four week month), weekly planning sheets (covers three months of weekly meetings completed), information sheets on all the activities, songs, games etc. shown on the weekly program sheets, and blank program planning sheets to assist with leaders developing further programs.

Once the programs have been accepted or modified to suit your Mob the program is then entered into your 'Joey Scout Program and Record Book'.



## HOW TO USE THE PACK

First read through the Program Planning on the inside of the folder. Next layout the Starburst (Colour) Sheet, Monthly Summary Sheets and see how from the Starburst Sheet, the monthly program (Theme *COLOUR* – Sub-theme *RED/BLUE/GREEN*) has evolved.

Next look at the Weekly Program Sheets and not the Sub-theme *RED* has become the Theme for the month and each weekly program has a special sub-theme (Road Safety, Fire Caring, Cooking). Suitable games, activities, songs etc. are added in to complete the Sub-theme.

When you are developing your own programs with themes, sub-themes involve all your Leader team and process from your starburst to a monthly summary sheet to suit your requirements.

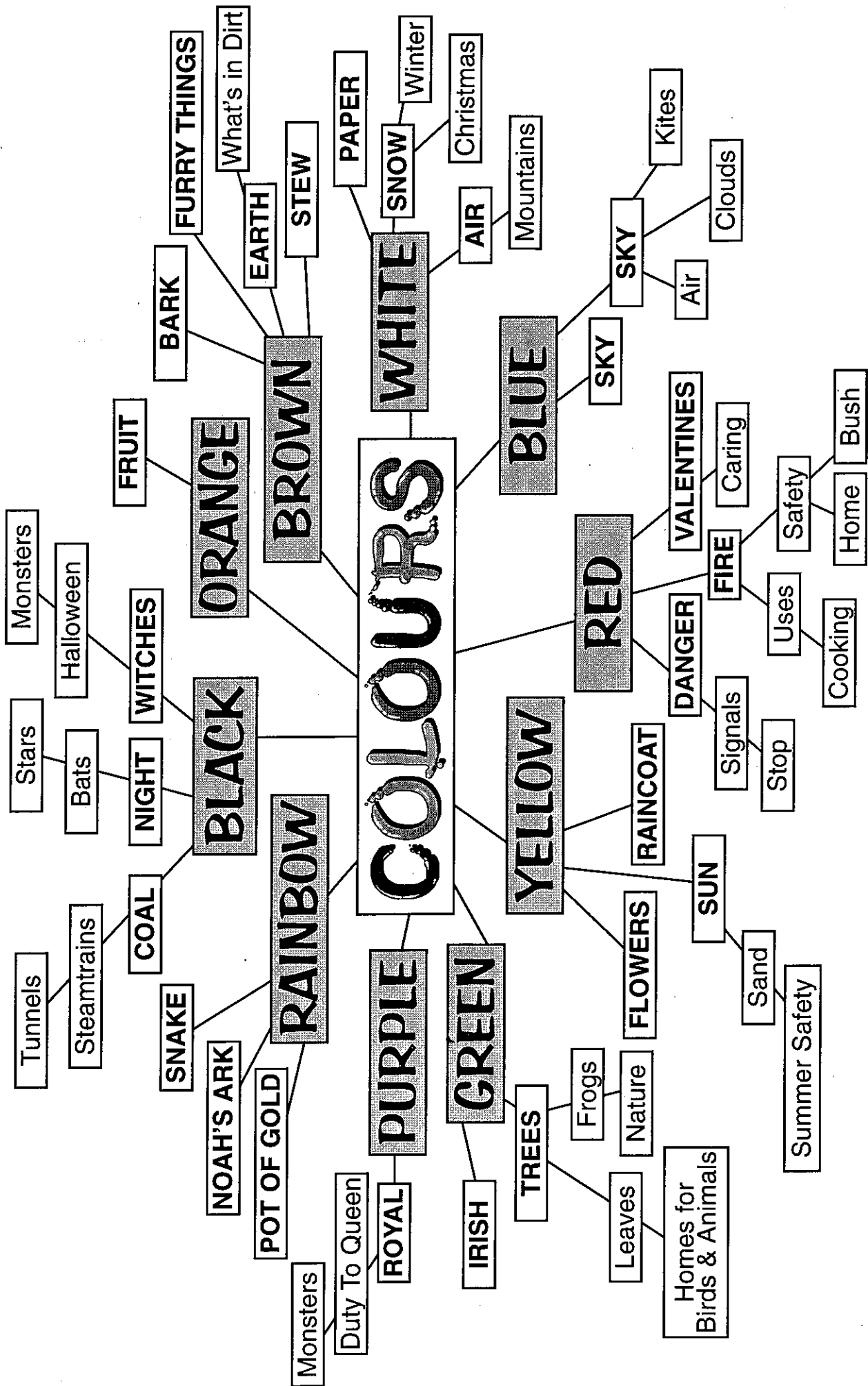
Next list out the weekly theme/sub-themes, then using your resource books, ideas from your Leader team and your District Training Meetings (DTMs) and your imagination, plan out the activities, games etc. who is to run the activity and what gear you will require. Do not forget to incorporate at least one outdoor program each month.

## THEME – COLOUR

The theme chosen for this three-month's program is Colour. In the life of a Joey Scout, colour is particularly important and valued. We should make an effort to ensure that our meeting places are colourful and that the materials we use for our Mobs have lots of colour. These programs are aimed at developing the sense of colour and its place in our surroundings. Colour is used for many purposes, for warning us of danger, for communicating feelings, for decoration.

In this pack we have developed three colour themes – red, blue, green. As you can see from the starburst there are many more themes that you could develop from the base theme *COLOUR*.

# STARBURST ON THE BASE THEME - COLOUR



## MONTHLY SUMMARY

THEME: COLOUR    SUB THEME: RED

PROGRAM ITEM	WEEK 1	WEEK 2	WEEK 3	WEEK 4
	ROAD SAFETY	FIRE	CARING	COOKING
GAME	STOP AND GO	FIRE ENGINE RELAY	RED TAG	HAND WASHING RELAY
GAME	SAFE DRIVING	LIGHT THE CANDLE RELAY	RED BALLOON RELAY	
GAME	RED RED GREEN	GET DOWN LOW AND GO GO GO RELAY	RED RACE	
GAME				
STORY/TALK	ACTION STORY ON ROAD SAFETY	SAFETY WITH MATCHES	RED APPLE WITH THE STAR INSIDE	HOW FIRE IS USED IN COOKING
ACTIVITY	MAKE FRUIT BOX CARS	MAKE A MURAL OF A BUSH FIRE	CARING TREE	POPCORN, PIKELETS, FRIED RICE CHOCOLATE CRACKLES
SONGS	TOM THE TOAD	FIRES BURNING, HOT TIME IN THE OLD TOWN	MY MOTHER HAD AN APPLE	WORMS PIZZA HUT RAVIOLI

## MONTHLY SUMMARY

THEME: COLOUR    SUB THEME: BLUE

	WEEK 1 SKY	WEEK 2 WATER SAFETY	WEEK 3 EXPERIMENTS/GAMES	WEEK 4 BOATS
PROGRAM ITEM				
GAME	SUNSHINE AND SHOWERS	SLIP SLOP SLAP	CIRCLE SQUIRT	ROWBOAT
GAME	THE CLOUDS IN SKY	SLIP SLOP SLAP	CATCH THE BALLOONS	SHIP SHORE DECK
GAME	WINDS BLOW CLOUDS	SAFETY LINE RELAY	TARGET PRACTICE	ROW BOAT RACE
GAME	ACTING KITE FLYING SAFETY			
STORY/TALK		BINDI AT THE BEACH	THE SCIENTIST IN THE BATH	ACTION STORY ON
ACTIVITY	MAKE A KITE, SEE COLOURS OF THE SKY	MAKE A MOB BEACH SCENE MURAL	PLUMBING	MAKE A BOAT
SONGS	THERE AIN'T NO FLIES ON US			ROW ROW ROW, A SAILOR WENT TO SEA

## MONTHLY SUMMARY

THEME: COLOUR    SUB THEME: GREEN

PROGRAM ITEM	WEEK 1 FROGS	WEEK 2 BUSH SAFETY	WEEK 3 LEAVES	WEEK 4 NATURE
GAME	LEAP FROG TAG	NORTH SOUTH EAST WEST	A TREES FEELINGS	PASSING ON THE RHYTHM
GAME	RIBBIT	HIDDEN DANGERS	MATCH A LEAF	
GAME	FROG HOP OBSTACLE COURSE	LOST IN THE BUSH	AUTUMN LEAVES	
GAME		PACKING SUPPLIES		
STORY/TALK	POND LIFE	LOST IN THE BUSH		
ACTIVITY	ORIGAMI FROGS	MAKING A SHELTER	WAXED LEAVES, LEAF PRINTS, LEAF MOBILE, LEAF ANIMALS	COLOURS OF THE RAINBOW, KNOW A TREE, SCAVENGER HUNT, BIRDS NESTS, MAGNIFY THE WAY, JOEY SCOUTS OWN, SNACKS
SONGS	WHOOPS DA DE DA TOM THE TOAD			KOOKABURRA, WORMS, KANGAROO

**MONTHLY SUMMARY**  
**THEME: \_\_\_\_\_ SUB THEME: \_\_\_\_\_**

PROGRAM ITEM	WEEK 1	WEEK 2	WEEK 3	WEEK 4



**JOEY SCOUT MEETING PROGRAM SHEET**

**DATE:** \_\_\_\_\_ **THEME:** GREEN **SUB THEME:** FROGS **MEETING TYPE:** HALL **LEADER:** \_\_\_\_\_

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
		CEREMONIES		
	STORY	POND LIFE	LABELS	
	GAME	LEAP FROG TAG		
	GAME	RIBBIT		
	ACTIVITY	ORIGAMI FROGS	PAPER	
	GAME	FROG HOP OBSTACLE COURSE	OBSTACLES FOR COURSE	
	SONGS	WHOOOPS DA DE DA, TOM THE TOAD	DA GLUMPF WENT THE LITTLE GREEN FROG	

# JOEY SCOUT MEETING PROGRAM SHEET

**DATE:** \_\_\_\_\_ **THEME:** GREEN **SUB THEME:** BUSH SAFETY **MEETING TYPE:** HALL **LEADER:** \_\_\_\_\_

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
		CEREMONIES		
	GAME	NORTH SOUTH EAST WEST	NIL	
	GAME	HIDDEN DANGERS	PICTURES OF DANGERS	
	STORY	LOST IN THE BUSH		
	GAME	LOST IN THE BUSH	OBSTACLES	
	GAME	PACKING SUPPLIES	PACKS, ITEMS	
	ACTIVITY	MAKING A SHELTER	TABLES, CHAIRS, OLD SHEETS, BLANKETS	
		CEREMONIES		

## JOEY SCOUT MEETING PROGRAM SHEET

**DATE:**            **THEME:** GREEN            **SUB THEME:** LEAVES            **MEETING TYPE:** HALL            **LEADER:** EXTRA HELPERS NEEDED FOR THIS PROGRAM

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
		CEREMONIES		
	ACTING GAME	A TREE'S FEELINGS		
	GAME	MATCH A LEAF	PHOTOCOPIES OF LEAVES, ACTUAL LEAVES	
	ACTIVITY	WAXED LEAVES	WAXED PAPER, LEAVES	
	ACTIVITY	LEAF PRINTS	LEAVES, PAPER, PAINT, NEWSPAPER, BRUSHES OR ROLLER	
	ACTIVITY	LEAF ANIMALS	LEAVES, GLUE PAPER, TEXTAS	
	ACTIVITY	LEAF MOBILE	LEAVES, STICKS, STRING, GLUE OR BLUTAC	
	GAME	AUTUMN LEAVES		
		CEREMONIES		

## JOEY SCOUT MEETING PROGRAM SHEET

**DATE:**                    **THEME:** GREEN                    **SUB THEME:** NATURE                    **MEETING TYPE:** OUTING                    **LEADER:** EXTRA HELPERS NEEDED FOR THIS PROGRAM

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
		MEET AT DESIGNATED PLACE		
		CEREMONIES AND RULES FOR OUTING		
	ACTIVITY	COLOURS OF THE RAINBOW	COLLECTING BAGS	
	ACTIVITY	KNOW A TREE	BLINDFOLDS	
	ACTIVITY	SCAVENGER HUNT	SHEETS AND COLLECTING BAGS	
	ACTIVITY	BIRDS NESTS		
	ACTIVITY	MAGNIFY THE WAY	MAGNIFYING GLASSES - 1 PER TWO CHILDREN MAXIMUM	
	ACTIVITY	SNACKS	POPPERS, SMALL BAGS OF BISCUITS	
	SONGS	KOOKABURRA, WORMS, KANGAROO		
	GAME	PASSING ON THE RHYTHM		
		CEREMONIES		

## JOEY SCOUT MEETING PROGRAM SHEET

**DATE:** \_\_\_\_\_ **THEME:** BLUE **SUB THEME:** SKY **MEETING TYPE:** HALL **LEADER:** \_\_\_\_\_

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
		COMING IN ACTIVITY DECORATE KITE PAPER	LARGE SHEET NEWSPRINT PAINT, HANDWASHING GEAR	
		CEREMONIES		
	GAME	SUNSHINE AND SHOWERS	4 ROLLED UP NEWSPAPERS - 2 COVERED BLUE 2 YELLOW	
	GAME	THE CLOUDS IN THE SKY	WHITE BALLOONS	
	ACTIVITY	ACTING KITE FLYING SAFETY		
	ACTIVITY	MAKE A KITE	STRIPS OF PAPER, STICKY TAPE, STAPLER, STRING/WOOL	
	SONG	THERE AIN'T NO FLIES ON US		
	SENSE ACTIVITY	SEE COLOURS OF SKY	TRAY, COVER, SMALL ITEMS IN BLUE, WHITE AND GREY	

# JOEY SCOUT MEETING PROGRAM SHEET

**DATE:** \_\_\_\_\_ **THEME:** BLUE **SUB THEME:** WATER SAFETY **MEETING TYPE:** HALL **LEADER:** \_\_\_\_\_

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
		CEREMONIES		
	STORY	BINDI AT THE BEACH		
	GAME	SLIP SLOP SLAP WRAP		
	GAME	SLIP SLOP SLAP OBSTACLE	SHIRTS, HAT, ZINC CREAM	
	ACTIVITY	MAKE A MOB BEACH SCENE MURAL	BACKGROUND, PAINT ROLLERS, BRUSHES	
	GAME	SAFETY LINE RELAY	LENGTH OF ROPE FOR EACH TEAM	
		CEREMONIES		

**JOEY SCOUT MEETING PROGRAM SHEET**

**DATE:**                      **THEME:** BLUE                      **SUB THEME:** EXPERIMENTS & GAMES                      **MEETING TYPE:** HALL                      **LEADER:**

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
		CHANGE OF CLOTHING AND TOWELS REQUIRED		
		CEREMONIES		
	GAME	CIRCLE SQUIRT	DETERGENT BOTTLE OF WATER	
	GAME	CATCH THE BALLOONS	BALLOON PARTLY FILLED WITH WATER	
	ACTIVITY	BUBBLE BLOWING	DETERGENT, WATER, BUBBLE PIPES	
	GAME	TARGET PRACTICE	WATER BOMBS & PLASTIC BOTTLES	
	ACTIVITY	PLUMBING	TUBES/PIPES OF EITHER PLASTIC OR CARDBOARD, WATER	
	STORY	THE SCIENTIST IN THE BATH		
		CEREMONIES		

# JOEY SCOUT MEETING PROGRAM SHEET

**THEME:** BLUE      **SUB THEME:** BOATS      **MEETING TYPE:** HALL      **LEADER:**

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
		CEREMONIES		
	STORY	ACTION STORY ON BOATS	LABELS	
	GAME	ROWBOAT		
	ACTIVITY	MAKE A BOAT	PLASTICINE OR SOFT TIMBER, NAILS & HAMMERS, TUB OF WATER	
	SONGS	ROW ROW ROW, A SAILOR WENT TO SEA		
	GAME	ROW BOAT RACE	OLD PILLOW CASE OR CUSHION	
		CEREMONIES		

## JOEY SCOUT MEETING PROGRAM SHEET

**DATE:** \_\_\_\_\_ **THEME:** RED **SUB THEME:** ROAD SAFETY **MEETING TYPE:** HALL **LEADER:** \_\_\_\_\_

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
		CEREMONIES		
	GAME	STOP AND GO	RED AND GREEN CIRCLES FOR TRAFFIC LIGHTS	
	STORY	ACTION STORY ON ROAD SAFETY		
	ACTIVITY	MAKE FRUIT BOX CARS	FRUIT BOXES, TAPE, PAPER PLATES, TEXTAS, PAPER CLIPS	
	GAME	SAFE DRIVING	TRAFFIC SIGNALS, FRUIT BOX CARS, ROAD CROSSING	
	GAME	RED RED GREEN	NIL	
	SONGS	TOM THE TOAD		
		CEREMONIES		

# JOEY SCOUT MEETING PROGRAM SHEET

**DATE:** \_\_\_\_\_ **THEME:** RED **SUB THEME:** FIRE **MEETING TYPE:** HALL **LEADER:** \_\_\_\_\_

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
		CEREMONIES		
	GAME	FIRE ENGINE RELAY	NIL	
	TALK	SAFETY WITH MATCHES	MATCHES	
	GAME	LIGHT THE CANDLE RELAY	CANDLES AND MATCHES	
	TALK	WHAT TO DO IF THERE IS A FIRE IN THE BUILDING		
	GAME	GET DOWN LOW AND GO GO GO RELAY	OBSTACLES FOR SMALL COURSE	
	ACTIVITY	MAKE A MURAL OF A BUSH FIRE	BACKGROUND, PAINT BRUSHES ROLLERS, CLEANING GEAR	
	SONGS	FIRES BURNING, HOT TIME IN THE OLD TOWN		
		CEREMONIES		

## JOEY SCOUT MEETING PROGRAM SHEET

**DATE:** \_\_\_\_\_ **THEME:** RED **SUB THEME:** CARING **MEETING TYPE:** DRESS UP **LEADER:** \_\_\_\_\_

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
		ALL COME DRESSED IN RED	DECORATE THE HALL WITH THE COLOUR RED	
		CEREMONIES		
	GAME	RED TAG	NIL	
	GAME	RED BALLOON RELAY	RED BALLOONS	
	ACTIVITY	CARING TREE	TREE (ACTUAL OR DRAWN) RED APPLIES AND HEARTS, PENS	
	STORY	RED APPLE WITH THE STAR INSIDE	RED APPLES, KNIFE	
	SONG	MY MOTHER HAD AN APPLE		
		CEREMONIES		

# JOEY SCOUT MEETING PROGRAM SHEET

**DATE:**                    **THEME:** RED                    **SUB THEME:** COOKING                    **MEETING TYPE:** HALL                    **LEADER:** EXTRA HELPERS NEEDED FOR THIS PROGRAM

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
		CEREMONIES		
	GAME	HAND WASHING RELAY	BOWLS, WARM WATER, SOAP, TOWELS	
		DIVIDE THE MOB INTO THREE OR FOUR GROUPS	ALLOCATE A HELPER TO EACH ACTIVITY	
	ACTIVITY	CHOCOLATE CRACKLES	INGREDIENTS, GAS BURNER, PAN BOWL, MEASURERS & STIRRERS	
	ACTIVITY	POPCORN	INGREDIENTS, GAS BURNER SAUCEPAN AND LID, BOWL	
	ACTIVITY	PIKELETS	INGREDIENTS, BOWL, FRYPAN, SPOON, LIFTER AND PLATE	
	ACTIVITY	FRIED RICE	INGREDIENTS, FRYPAN, STIRRER	
	SUPPER	SHARE RESULTS OF COOKING	SUPPLY PAPER PLATES, SPOONS,	
	STORY	HOW FIRE IS USED IN COOKING		
	SONGS	PIZZA HUT, WORMS, RAVIOLI		
		CEREMONIES		



# RESOURCES-GAMES

## FIRE ENGINE RELAY

**Equipment:** Nil

**Method:** Form the Mob into teams of about 4 children. Designate a path to run e.g. run to each of the walls of the Hall or run to the end of the Hall and around a chair and back to places. The children play-act being a Fire Engine and using appropriate noises run a relay over the designated path.

## LIGHT THE CANDLE RELAY

**Equipment:** A Candle firmly anchored to a steady base and a box of matches per team.

**Method:** Each child, in turn, runs down the Hall, lights the candle and then blows out the candle. *(This is a way of practising striking a match and then lighting a candle, so the method is more important than the speed of the race).*

## GET DOWN LOW AND GO, GO , GO RELAY

**Equipment:** A simple obstacle course using chairs, tables and boxes.

**Method:** The formation of this game depends on the number in the Mob. If it is a small Mob then it may be possible for the children to crawl in a line as for Follow the Leader. In a larger Mob it would be better to form two or three teams. On the command 'get down low and go, go, go' the Joey Scouts complete an obstacle course by getting as low to the ground as possible. *(This game re-inforces teaching on safety in the event of fire in a building).*

## STOP AND GO

**Equipment:** Red, yellow and green circles for traffic lights.

**Method:** The leader nominates the type of vehicle each child will be. When the green signal is shown the children run around the hall making appropriate noises. When the red signal is shown they sit down. On the yellow signal all must walk. Extra calls may be added e.g. accident – lie down, train coming – run to side of hall, raining – slow and use arms as windscreen wipers.

## SAFE DRIVING

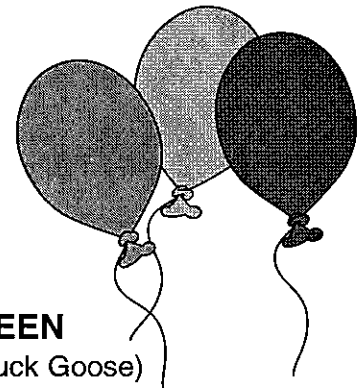
**Equipment:** Red and Green circles for traffic lights, fruitbox cars, road crossing and railway crossing markings *(these may be marked on the floor).*

**Method:** The Joey Scouts follow a road marked on the floor. While they are driving around this road in the fruitbox cars they have to obey any traffic signs. The Leader and other adult helpers act as the traffic lights, people crossing the road, trains or policemen. This game depends on the Leader's imagination to create the situations for the car drivers to respond.

## RED BALLOON RELAY

**Equipment:** Red Balloons *(one for each team plus a couple of spares).*

**Method:** The Mob is formed into equal teams and each child in turn bats a balloon over the specified course.



## RED, RED, GREEN

*(Similar to Duck Duck Goose)*

**Equipment:** Nil

**Method:** All sitting on floor in a circle., One player runs around the outside, tapping each lightly on the head or shoulder saying 'Red, Red . . . Green'. The one to whom 'Green' is said, jumps up and races the player around the other way to where he/she was sitting. Whoever is last back goes around the circle 'Red, red . . .'

## RED BALLOON RELAY

**Equipment:** Inflated red balloon for each team.

**Method:** Balloon is placed between knees of player who jumps to other end; next player returns the same way. After all have had a turn, repeat with balloon between ankles and walk like penguins protecting its eggs. Another relay could be with balloon between elbows.

## HAND WASHING RELAY

**Equipment:** Bowls part filled with warm water, soap, towels.

**Method:** The Mob forms small teams (about four children) and each child in turn runs to the bowls of water and washes their hands. An adult should supervise the washing. This game is a fun way of having the children learn to wash their hands properly.

## SHIP, SHORE, DECK

**Equipment:** Nil

**Method:** The Leader indicates parts of the Hall to be the Ship, the Shore and the Deck (*usually each end and the centre of the Hall*). As each part is called the children run to that area. The game can be enlivened with the addition of extra calls e.g. Salute the Captain – the children line up in front of the Leader and salute. Climb the Rigging – play-act climbing the rope ladder: Plane coming over – lie flat on the floor etc.

## ROWBOAT RACE

**Equipment:** One old pillow or cushion per team.

**Method:** Divide the Joey Scouts into teams. On 'go' the first child sits on the pillow and propels themselves backwards by pushing on the floor with feet. Using a 'rowing' motion with their arms, they 'row' around a marker and back to the next Joey Scout in line.



## ROWBOAT

**Equipment:** Nil

**Method:** Divide the Joey Scouts into teams of 4 or 5. Seat the children in their teams in rows on the floor. The Leader calls out a number (*or oar strokes*). The team of Joey Scouts rocks forward and backward the number of strokes called and then runs to the other end of the Hall and repeats the action and then returns to their original position. The first team seated in position is the winner of that point.

## CIRCLE SQUIRT

**Equipment:** A clean detergent bottle (or similar bottle with squirt type top) filled with water.

**Method:** The Joey Scouts are seated in a circle. One child has the plastic bottle and skips around the circle dropping the bottle behind another Joey Scout. That child takes the bottle and chases the first child around the circle. The first child is trying to reach the second child's place before that child can squirt the first with water.

## CATCH THE BALLOONS

**Equipment:** Place a balloon within another balloon. Partly fill the inner balloon with water and tie the neck. Inflate the outer balloon to about 200mm.

**Method:** Using two or more of these water balloons play ball catching games with the Mob.

## TARGET PRACTICE

**Equipment:** Water Bombs and plastic bottles.

**Method:** Divide the Mob into small teams. Set some plastic bottles in front of each team to be the targets. The children use the water bombs to try to knock the targets over.

## SLIP SLOP SLAP WRAP

**Equipment:** Nil

**Method:** This is a variation of SHIP, SHORE, DECK. The children do the action called by the leader.

Command	Action
Hats	Form a hat over the head with their arms
Sunscreen	Rubbing action on face etc.
T-Shirt	Sit down and pretend to put on a T-Shirt
Sunglasses	Shape with hands and put over eyes
Sunburn	Fall on the ground and scream with pain
Midday	Run to shade
Sun's moved	Come out to play

## SLIP SLOP SLAP OBSTACLE

**Equipment:** Oversized shirts, hats, obstacle course. (*This could be made using beach umbrellas, eskys and inflated toys etc.*)

**Method:** The Joey Scouts are formed into small teams. The first child then puts on the shirt and hat and runs the obstacle course. At the end the Leader puts a dab of zinc cream on the child's nose. The child then runs back via the obstacle course and removes the shirt and hat for the next person.

## SAFETY LINE RELAY

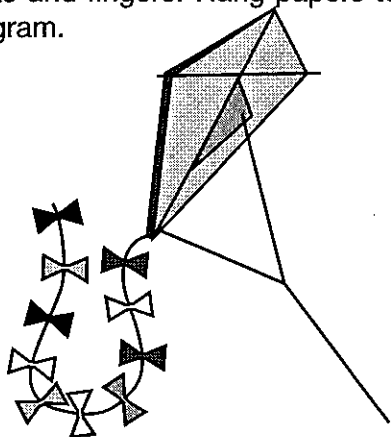
**Equipment:** A length of rope for each team. A river should be marked on the floor.

**Method:** Divide the Mob into small teams. Half of each team should be on one side of the river and the other half on the opposite side of the river. Each child takes a turn at throwing the rope to their team mate on the other side of the river and pulling that person across the river.

## COMING IN ACTIVITY – Prepare paper for kites

**Equipment:** Large sheets of paper for each – wrapping paper, blank newsprint. Cut long ways into 3 equal strips. Paste ends together to make a long strip (about 170cm x 20cm).

**Method:** Allow Joey Scouts to make patterns using paints and fingers. Hang papers to dry during program.



## ACTING – Kite Flying Safety

If possible have in the background a tape recording of floating music. eg Blue Danube. ALL PRETEND TO BE THE KITE FLYER as Leader gives instruction – Check for overhead powerlines, trees – are you near cliffs, a river-bank – are any storms coming?

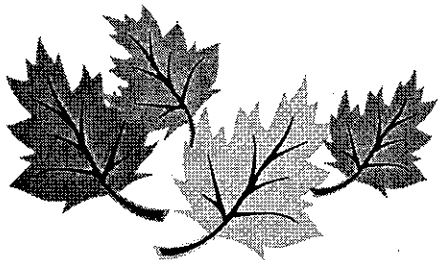
Wind out the string, drag kite behind over bumpy ground; lift off; wind string in . . . and out, watch it dip and rise; the wind tugs it, sway with your kite; do a loop the loop; the wind has dropped, the kite comes down. Wind it in, taking care not to tear it.

PRETEND TO BE THE KITE – flapping, diving, spiralling, floating, plunging, climbing higher; caught on a tree! Oh!

## MATCH A LEAF

**Equipment:** Choose a variety of leaves and photocopy each on a sheet of paper. Make enough for each team to have a set.

**Method:** This game can be run as a relay or as a group puzzle. The children try to match the photocopy to the actual leaf.



## AUTUMN LEAVES

**Equipment:** Make some leaf prints of large leaves (*liquid amber are ideal*). Cut out suffi-

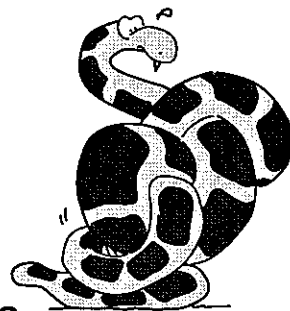
cient for two per team and some spares. One plastic ice cream container lid per team.

**Method:** Divide the Mob into teams. Using the plastic lid to create a draft, each person in the team should blow their leaves from one side of the Hall to the other. A variation of this game is to draw a large square on the floor. Divide this square into quarters. Divide the Mob into four teams. Each team has to try to keep their quarter of the square free of leaves. For this variation you need to have one lid per person and a lot more leaves cut out. In Autumn it could be possible to use real Autumn leaves.

## NORTH SOUTH EAST WEST

**Equipment:** Nil

**Method:** This game is a variation of Ship, Shore, Deck (*see above*). Each of the walls of the Hall is designated a direction. The Leader calls a direction and the children have to move to that direction. Variations can be made in the methods of travel. If you wish to elaborate this game you could put it into the framework of a story and as you tell the story the children move using the method described in the direction called.



## HIDDEN DANGERS

**Equipment:** Pictures of dangerous and non dangerous animals, reptiles and insects found in the bush.

**Method:** Hide the pictures in a designated area and have the Joey Scouts go and search for the hidden dangers. They may collect the non dangerous pictures but must leave the dangerous ones where they are. When they come across the pictures of dangerous creatures they must call a Leader or helper to collect the picture. Ask the children why they think the creatures are dangerous and how they think they should deal with them.

## LOST IN THE BUSH

**Equipment:** A simple obstacle course. This is best if it can be set up using natural objects in a bushland area.

**Method:** This game is designed to teach two things:

1. That Joey Scouts should occasionally look behind themselves so that if they become

lost they will recognise where they have been.

2. If Joey Scouts are lost they should not panic. They stop, sit down and think quietly about the way in which they have come.

In small teams the children travel around an obstacle course. When the Leader calls out LOOK BEHIND, the children stop and face the direction from which they have come, observing where they have been. They then continue the course and when the Leader calls LOST, the children stop and sit down and think about where they have been. When they are certain of the direction, they retrace their steps and navigate the course in reverse.

This game reinforces a principle that could also be used by the children if they become lost in a big shopping complex.

### PACKING SUPPLIES

**Equipment:** A day pack and articles necessary for a day's outing plus some unnecessary items. You will need a set of articles for each team.

**Method:** Form the Mob into small teams. Each child in turn chooses an item suitable for a day outing and places it in the pack. The team with the correct items in the pack wins.

### LEAP FROG TAG

**Equipment:** Nil

**Method:** This is a simple tag game. When the child is caught they must freeze until another child leapfrogs over them to release them.

### RIBBIT

**Equipment:** Nil

**Method:** This is a simple relay race. The Joey Scouts are divided into teams. In turn they run to the end of the Hall and frog hop up and down three times saying 'Ribbit' each time. You could suggest that they try to say Ribbit in a manner that is different to the other members of their team.

### FROG HOP OBSTACLE COURSE

**Equipment:** Nil

**Method:** Joey Scouts are sitting in a circle. The Leader commences the activity by giving a simple clap. This is repeated by each child in turn around the circle. The action is continued with a more involved series of claps.

### A TREE'S FEELINGS

**Equipment:** Nil

**Method:** This is an acting game where the Joey Scouts act out the feelings that a tree may have:

A lovely sunny day; a rainy day; a windy day; a cyclone; an insect burrowing in and tickling; someone is carving out initials; cutting off a healthy branch; cutting off a dead branch; a rope is tied around and cutting in; another tree's roots are touching your roots; a cement path is put down right up to your bark; your beautiful new bark coat is being stripped off; your old bark is falling off leaving a beautiful new coat underneath; etc.

### RED RACE

**Equipment:** An inflated red balloon between two Joey Scouts.

**Method:** Joey Scouts, balloon on shoulders; hold in place with heads either side – no hands holding; race to end of room; return. Repeat with both joey-hopping. Repeat walking backwards.

### RED TAG

**Equipment:** Red ribbons for half the number of children and green ribbons for the other half.

**Method:** Give half Mob red ribbons to tie on wrists; the other half green. Call out RED and all with red colour chase those without. Call out GREEN, all with green chase the reds.

### SUNSHINE AND SHOWERS

**Equipment:** 2 rolled-up newspapers covered in blue (showers); 2 covered in yellow (sunshine)

**Method:** Two players have the blue showers. Two have the yellow sunshine. Suns run around, drying up scattered plants (other Joey Scouts) by tapping on shoulder with rolls. The dried-up plant 'freezes' until tapped on shoulder with a shower.

### THE CLOUDS IN THE SKY

**Equipment:** White inflated balloons (*clouds*).

**Method:** Teach Joey Scouts to point right hand to where sun rises in the east; their left hand will show where sun sets in the west. In front of them is north where the sun is most of the day and behind them is south. Indicate where north is in the room.

The Mob is scattered around the room; have the clouds move northward; call change of direction with all the Joey Scouts keeping the clouds in the air and moving in that direction.

### WINDS BLOW THE CLOUDS

A cotton ball (*cloud*) for each to blow along floor from one line to another.

# RESOURCES-ACTIVITIES

## COOKING RECIPES

### POPCORN

**Ingredients:** Popping Corn, Oil, Salt & Icing Sugar.

**Method:** Place a small amount of oil in a heavy based saucepan and heat. To test the temperature, put a kernel of corn into the oil. When it pops the oil is hot enough. Carefully put the remaining corn into the pan and replace the lid. Keep the saucepan over the heat and gently shake it until all the 'popping' ceases. Empty part of the popped corn into the icing sugar and some into the salt.

### CHOCOLATE CRACKLES

**Ingredients:** 1 cup rice bubbles, 1/4 cup coconut, 2 tablespoons icing sugar, 1 dessertspoon cocoa, 30g melted copha, patty pan papers, bowl, mixing spoon, tray.

**Method:** Mix dry ingredients in bowl with spoon. An adult should pour in melted copha. Mix well. Put spoonfuls into patty papers. Place on tray and refrigerate to set. Makes 10.

### PIKELETS

**Ingredients:** 1 cup SR flour, 1/4 teaspoon bicarbonate of soda, 1 egg, 1/2 cup sour milk (if fresh milk add 1 teaspoon vinegar/lemon juice; 2 tablespoons sugar, 2 teaspoons melted butter/oil.

**Method:** Place flour, salt, soda in bowl. Add

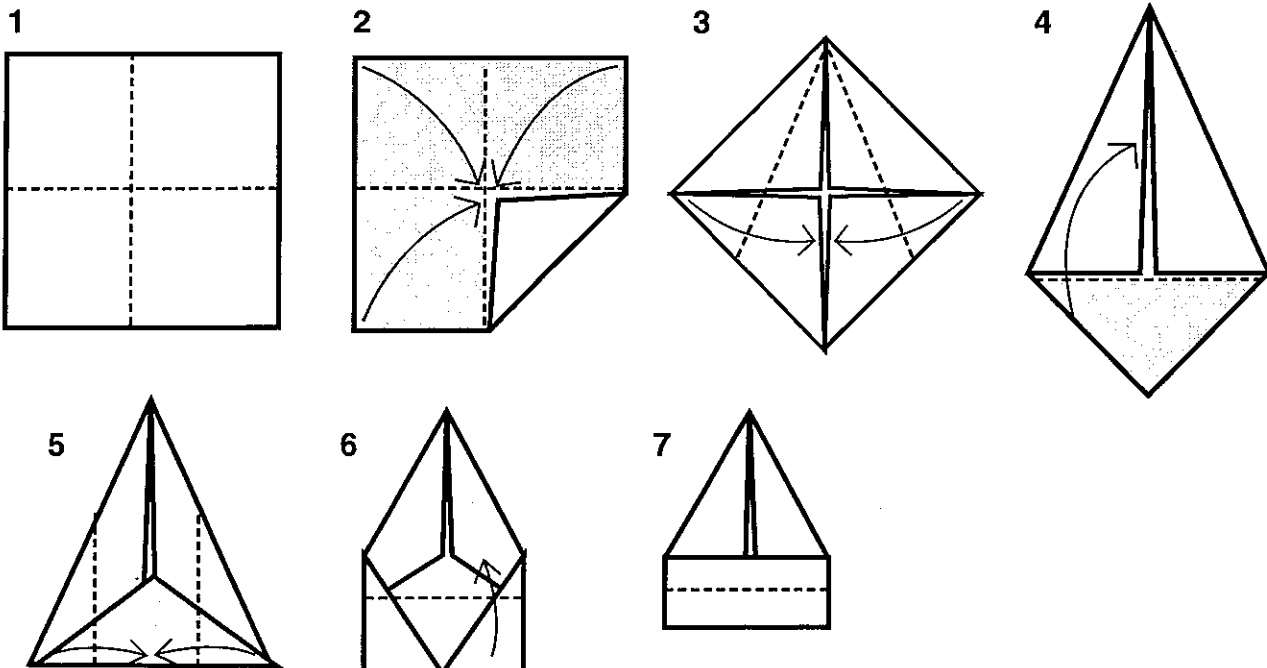
egg, milk, sugar, butter in centre, beat until smooth and thick pouring consistency. Place dessert spoonfuls onto heated and greased griddle iron or frying pan. Cook until bubbles show, turn with lifter/spatular, cook until lightly brown. Cool on cloth/layers of paper towel (*if Joey Scouts let them cool*). Makes about 24.

### FRIED RICE

**Ingredients:** 3 tablespoons oil; 1 cup rice; 1 cup diced celery; 3 chicken stock cubes dissolved in 3 cups water; salt & pepper to taste; 1 cup chopped onion; 1 cup diced capsicum; 1 cup diced carrot (or any other vegetables); 250g bacon, ham or other (cooked) meat; 3 eggs.

**Method:** Heat oil in heavy saucepan, add rice, celery. Cook quickly, stirring all the time until golden brown. Add stock, seasonings, boil, then simmer with pan covered until all stock is absorbed, stir occasionally. Prepare onions, capsicum, carrot. Remove rind of bacon; cut meats into dice. In another pan, fry bacon, then onions. Stir in capsicum, heat through. Lightly beat eggs, fry until set; cut into strips. When rice is cooked, fold in all ingredients; heat through and serve. (Serves 4). This recipe will need some preparation before hand so that the Joey Scouts will be able to cope. It may be better for the older children to tackle this one.

## ORIGAMI - JUMPING FROG



## ORIGAMI JUMPING FROG (see diagram previous page)

**Equipment:** Squares of paper, preferably frog colour.

**Method:**

1. Fold in half, crease; fold in half again to a square, crease and open out.
2. Fold corners to centre, turning the paper as you fold each corner down.
3. Fold top edges to centre line.
4. With pointed end at top, fold up bottom triangle.
5. Fold both bottom edge where folds cross. (hold paper in your hands).
7. Fold top of this last folded edge down towards you.
8. Fold the head towards you.
9. Turn origami over; the frog is completed.

**To make frog jump:**

Press down on frog's back with finger; slide finger back to let go . . .

## LEAF ANIMALS (Creatures)

**Equipment:** Creature outlines, leaves and glue.

**Method:** Find leaves complete pictures: lion, bird, cat, bee, beetle, echidna. Use strong glue or blutac.

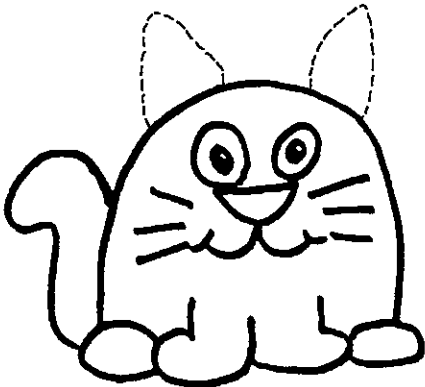
## COLOURS OF THE RAINBOW

**Equipment:** Several sets of cardboard pieces in the 7 colours of the rainbow – red, orange, yellow, green, blue, indigo (dark blue) and violet. (To remember to order: Roy G Biv); a sample of the colours in the correct order.

**Method:** Thousands of years ago, the earth was flooded; God sent a rainbow in the sky as a promise that He would not flood the earth again. One day a rainbow slipped in the sky when a heavy cloud collided with it and bit of rainbow fell to earth.

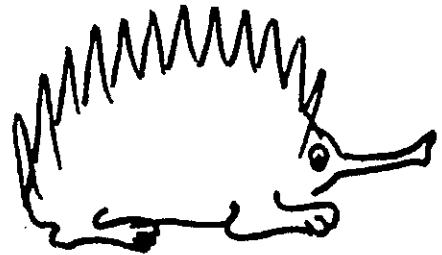
Hide the pieces in the area of play. Joey Scouts find pieces; arrange in correct order. Give each Joey Scout a colour piece to find some natural item nearby matching the colour.

## LEAF CREATURES

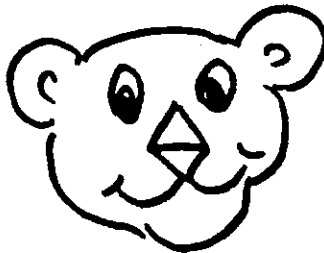


Cat needs ears.

Echidna needs thin leaves for spines.



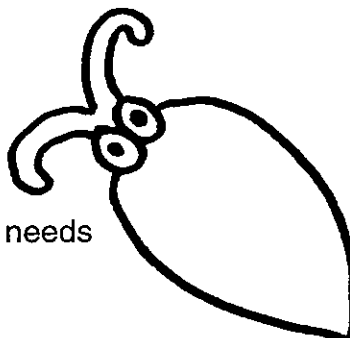
Lion needs mane shaped leaf.



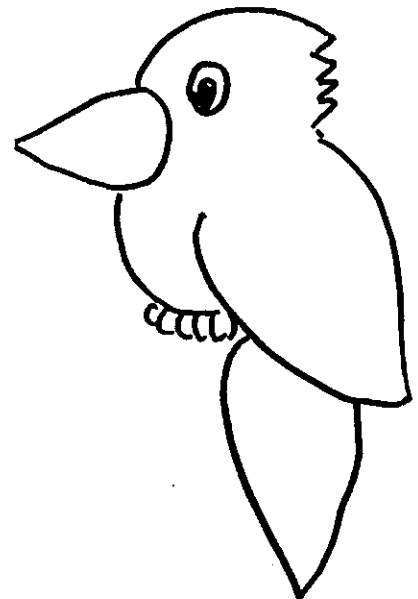
Bee needs wings



Beetle needs wings



Leaves for bird's beak, wing, and tail.



## KNOW A TREE

**Equipment:** Blindfolds

**Method:** In a place with trees, players in pairs, one blindfolded. Blindfolded is led to a tree to explore using ears, smell, fingers, feet (Leader can prompt all – is it rough, smooth, hairy, soft, hard, big, small, straight, leaning, does it smell, can you hear anything?) Blindfolded is led back; blindfold removed. Look around, find the tree. Change places.

## SCAVENGER HUNT

**Equipment:** Lists and paper bags.

**Method:** Having previously visited exploration site, note items that can be found for a scavenger hunt.

Prepare simple drawings of the items on a page and photocopy for each. E.g. thin/fat leaf; leaf liked by insects; gumnuts; feather; something yellow; piece of paper bark; small forked twig; (snail) shell; small white pebble. Indicate the boundaries for the hunt. Joey Scouts, work in pairs (Buddy System) and collect items in their brown paper bags.

## BIRD'S NESTS

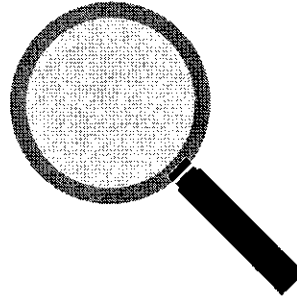
**Method:** While walking along area with many trees, (*Spring is ideal time*) encourage pauses when all look into the trees and shrubs (*without disturbing the peace*) to find bird's nests, on branches, in leaves, in hollows. Stress importance of leaving nests and birds alone and not making sounds. Be careful where there are magpies.

## MAGNIFY THE WAY (Lilliput Trail)

**Equipment:** Magnifying lenses.

**Method:** Magnifying lenses used along a trail. Put up 2 markers 5m apart. (*A large Mob may need more than one area*). Allow Joey Scouts to crawl along to look closely at everything; they tell Leader when something of interest to share with others.

How many things are 4 finger widths high?; 2 finger widths?; Are alive?; Are dead?; How many different plants? How many different creepy crawlies? etc.

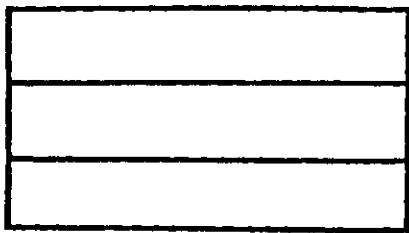


## MAKE A CONE KITE

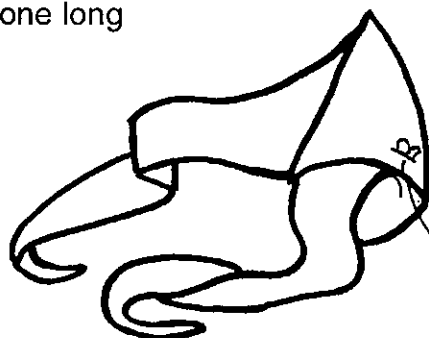
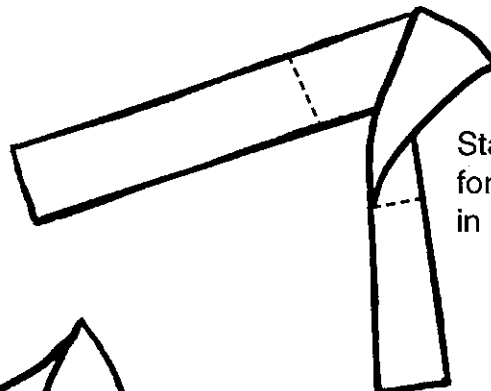
**Equipment:** Strip of paper decorated earlier, sticky tape, stapler, ball of string/wool/fishing line.

**Method:** Hold paper strip in centre; twist cone shape. Sticky tape into place, leaving an end loose on outside and one hanging down inside. Taper ends towards cone, leaving ends about 6cm across. Staple or tape the string/wool onto bottom of the cone. It is now ready to fly.

## CONE KITE



Sheet of paper cut into 3 strips – glued into one long strip



## SENSE ACTIVITY – SEE COLOURS OF THE SKY

**Equipment:** A tray with small items in sky colours – blue, white grey. Cloth.

**Method:** Allow Joey Scouts to look at items for short time; cover with a piece of cloth. Either ask them what was their (*expect colour in answer or remove an item and ask what was removed*).

## MOB BEACH SCENE MURAL

**Equipment:** Large sheets of paper, odds and ends, paint.

**Method:** On large sheets of plain newsprint, paint a rough outline of sky, sea, shore and rocks. Joey Scouts use different printing methods to give a variety of textures – crumpled tissue, cardboard edges, corrugated cardboard, string, rope ends, cotton balls, fingers etc in thick paint (*paint can have flour added*) to add to the beach scene. Add people, umbrellas, fish, sharks, birds, seals, bluebottles, starfish, shells, waves, boats, surf boards, flags, towels, bags, buildings etc. Have white paint to add dots of sunscreen to people's bodies and faces.

## MAKING A SHELTER

**Equipment:** Blankets or sheets or similar.

**Method:** Let the Joey Scouts use their imagination to make a shelter or cubbyhouse from the blankets or sheets and suitable articles in the hall e.g. chairs and tables. This activity is even more fun if done outside using trees and bushes. Make sure that the area is safe before the children use it. Provide a snack for the Joey Scouts to eat in the shelter and use this time to discuss the benefits of building a shelter if they are lost in the bush.

## LEAF MOBILE

**Equipment:** Twigs, leaves, wool and 'Blutac'

**Method:** This activity should follow an activity of collecting leaves and twigs. The twigs are tied together in a mobile shape. The leaves are connected to the wool with Blutac and then tied to the twigs. The trick is to balance the leaves so that twigs hang straight.

## SCAVENGER HUNT

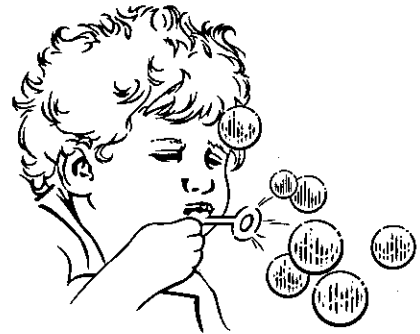
**Equipment:** Pictures of items to be collected, collecting bags.

**Method:** Draw pictures of the items you wish the children to collect on their scavenger hunt. Set the boundaries and let the children look for the items. perhaps they could display the found items on the picture of the item.

## BUBBLE BLOWING

**Equipment:** Detergent mixed with water, containers, wire or pipecleaners.

**Method:** Bubble blowing is lots of fun and there are many ways to do it. All you need is some detergent mixed with water and some 'pipes' The pipes can be made from wire or pipecleaners twisted to form a loop, empty orange net bags, plastic rings from 6 packs of cans or anything else you can experiment with.



## WATER RUNS

**Equipment:** A collection of containers – plastic bottles, takeaway food containers, margarine or icecream containers etc. Lengths of old hose or plastic tubing. Buckets of water, sharp scissors and a set of stairs or a gentle slope.

**Method:** With adult help, the children design a way to set up a water run so that the water will flow from one container to another and move the water from the top of the stairs or slope to the bottom.

## MAKE A BOAT

**Equipment:** Plasticine and a container filled with water. A number of small stones.

**Method:** First have the Joey Scouts make a ball of plasticine and drop this into the container of water. This should sink. Ask the children if they know how they could make the plasticine float. (Hopefully someone will suggest a boat). They should then make a boat out of plasticine and try to float this on the water. When they get their boat to float they should then experiment to see how many stones it can carry before it sinks. See who has built the boat that will carry the most stones.

## WAXED LEAVES

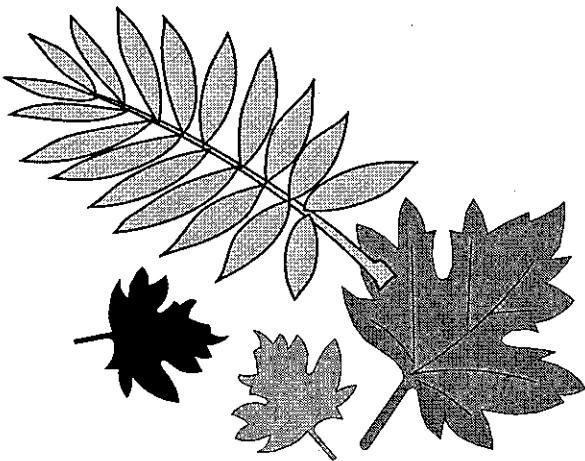
**Equipment:** Waxed lunch wrap, leaves – Autumn toned are best, iron and ironing pad.

**Method:** Adult help will be required with this activity. Arrange the leaves on one sheet of paper. Then carefully lay the other sheet of paper on top. Carefully iron the top sheet. this should melt the wax in the paper and seal the two sheets together. This activity can also be done using clear contact.

## LEAF PRINTS

**Equipment:** Leaves – it is best to choose leaves with an interesting shape or with veins that stand out, newspaper, paper to print on, acrylic paint, brushes, container of water.

**Method:** This activity is both decorative and informative. The children can learn a lot about the construction of leaves and the shapes of leaves. Place a layer of newspaper on the table to give each child a working area. Choose a suitable leaf and paint the side of the leaf that has the most veins – usually the back of the leaf. It is important that the paint used is not too runny and that only a thin layer is applied. Place the leaf with the painted side up, on a clean piece of newspaper. Carefully lay the paper to be printed on over the leaf and press gently but firmly over the leaf. Turn the paper over and carefully peel the leaf off the paper. You should have a clear outline of your leaf and its vein structure. You may find that the first impression is a little blobby. This could be because there is too much paint on the leaf. Do another print without adding any more paint and you should have a better result. Leaf prints can be used to decorate wrapping paper, make a mural, decorate a card or just for the fun of making the prints.



## CARING TREE

**Equipment:** A bare branch of a tree, a bucket of sand, several cards with string attached, pens.

**Method:** This is an activity to encourage Joey Scouts to be aware of the actions of others. The branch is set into the bucket of sand and the cards and pens placed nearby. The activity can be either an ongoing activity or an immediate one that becomes an ongoing activity. Each person is asked to think of an action that someone has done either for them

or for another person. They then write a short comment of commendation or thanks for that person's action on one of the cards and then the card is tied to the tree. If you use coloured card the tree soon begins to blossom. This activity is also a good one to boost the self esteem of the person written about on the card.

## FRUIT BOX CARS

**Equipment:** An empty fruit box for each child. Paper plates, split paper pins, staples and stapler, packaging tape, textas.

**Method:** The children are given the job of turning their fruit box into a car using the equipment supplied and their imagination. Adults should only assist when needed. The children usually have no problem using paper plates for wheels and steering wheel and various things will appear on their cars. Use the cars for a game.

## MURAL OF BUSH FIRE

**Equipment:** Large sheets of blank newspaper (usually available in rolls), tape, paint rollers, large and small brushes, paint and containers for the paint, water.

**Method:** When making murals with the Joey Scouts, it helps if the Leaders do some preparation in advance. The size of the mural should be large if all the Mob is to have a part, so cut and stick several sheets of paper together. Then using rollers paint a background onto the sheet (*this may just be bands of background colour or may be trunks of trees etc.*) This gives the Joeys a size to work to and an outline of what they will do as a Mob. Then set the children loose to pain the flames, detail the trees and logs and bushland etc. If you want to be more inventive you may consider some three dimensional additions e.g. cardboard trees and logs, leafprint leaves, paper craft animals etc. It is usually best to have the paper against a flat surface to work – this may be the wall or perhaps the floor. Remember to use plenty of newspaper or old sheets to protect the rest of the hall from paint.



# RESOURCES-JOEY SCOUTS OWN

## JOEY SCOUTS OWN (Nature)

(From the Old Testament reading of Job, chapter 10.)

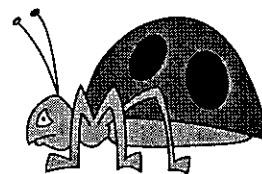
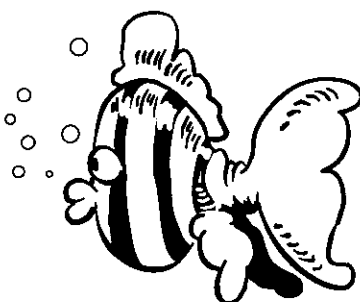
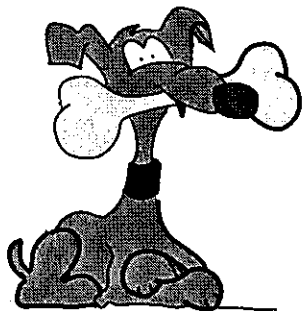
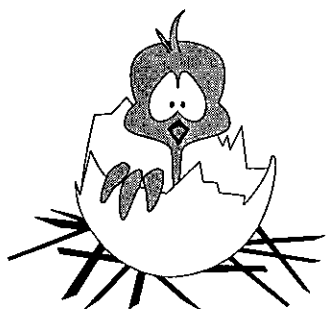
*'Your hands formed and shaped me.  
You formed my body and bones and sinews.  
And covered the bones with muscle and skin.  
You have given me life and constant love.  
And your care has kept me alive.'*

## YARN with participation – HOW DO YOU KNOW?

Show picture of a BIRD. What is it? How do you know that? How is it different from us? What can it do that we can't do? (*Size, shape, fly*). Show picture of FISH. Ask similar questions (*Size, shape, live in water, doesn't walk*). God had a special purpose in mind when he created creatures like birds, fish and us – what else did he create?

Even with birds, He made so many different types – name some birds. (*Could have some pictures or different feathers*).

What about fish? Name some types of fish. How about people – how are we different from each other? (*fingerprints, teeth – dental records assist police, hair, voice, smell*). Have you ever noticed how dogs bark at strangers, but wag tail at you? Dogs are sensitive to smell, tones of voice, sign and can hear things long before you can. Discuss experiences.



## SONG

### ALL THINGS BRIGHT AND BEAUTIFUL

**CHORUS** All things bright and beautiful,  
All creatures great and small.  
All things wise and wonderful,  
The Lord God made them all.  
Each little flower that opens,  
Each little bird that sings,  
He made their glowing colours,  
He made their tiny wings.

#### CHORUS

He gave us eyes to see them  
An lips that we might tell  
How great is God Almighty,  
Who has made all things well.

#### CHORUS

## PRAYER

*We praise you God, for all your gifts you have given us.*

*For animals who live in the forest, the farm and our house.*

*For their usefulness, their play and friendship.  
For beautiful birds and quacking ducks, in water dip.*

*For delicate butterflies and lots of silver fishes.  
For darting lizards and the cricket chirping when it wishes.*

*For the fun of baby animals and the gentleness of their mothers.*

*For trees around us, and eyes and noses to see and smell flowers.*

*For air to breathe, water to drink and grass to mow.*

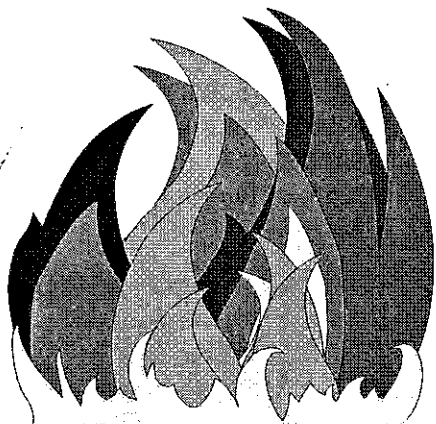
*For sunshine and showers, for whistling wind and white snow.*

Help us to look after the gifts to us you gave –  
And to use them well, the earth to save.  
Dear God – THANK YOU!

# RESOURCES-SONGS

## FIRE BURNING

Fires burning, fires burning;  
Draw nearer, draw nearer;  
In the firelight, in the firelight;  
Come and sing and be merry.



## HOT TIME IN THE OLD TOWN

(In soft voice)

Late last night, when we were all in bed;  
Old Mrs Leary lit a lantern in the shed.  
And when the cow kicked it over,  
She winked her eye and said;  
'There'll be a hot time in the old town tonight'

(loud) FIRE! FIRE! FIRE!

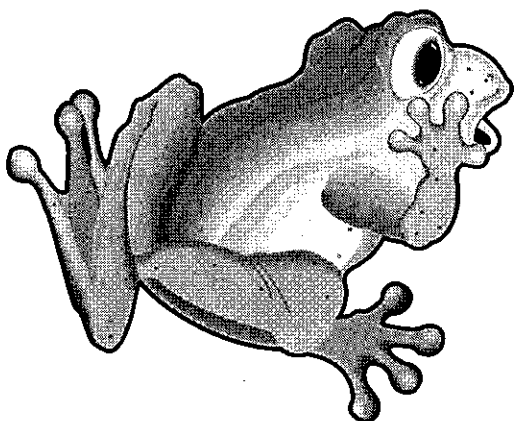
Repeat louder

## TOM THE TOAD

(Tune: Tannenbaum)

Oh! Tom the Toad, Oh! Tom the Toad,  
Why are you lying on the road?  
Oh! Tom the Toad, oh! Tom the Toad  
Why are you lying on the road?

You did not see the truck ahead?  
That's why you're wearing tyre treat!  
Oh! Tom the Toad, oh! Tom the Toad,  
That's why you're lying on the road.



## PIZZA HUT

(Tune: Ram Sam Sam)

Pizza hut, pizza hut (*arms form circle in front, then peaked roof over head, repeat*)

Kentucky fried chicken (*hands under arms and waggle elbow wings*)

And a pizza hut. (*As above*)

(REPEAT these lines)

McDonalds, McDonalds (*hands low in front, bring up wide and around - 2 arches*)

Kentucky fried chicken and a pizza hut (*as above*).

## WORMS

Nobody loves me, everybody hates me;  
Think I'll go and eat worms.

Long ones, short ones, (*use hand actions right through*)

Fat ones, skinny ones;

Worms that squiggle and squirt;

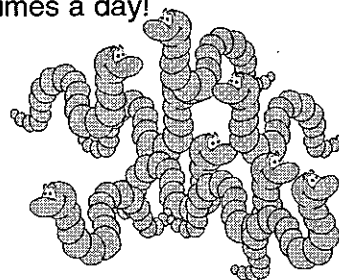
**BITE THEIR HEADS OFF,**

**SUCK THEIR GUTS OUT,**

Throw their skins away,

That's how I grow big and strong

On worms three times a day!



## RAVIOLI

(Tune: Allouette)

**CHORUS:**

Ravioli, I like ravioli

Ravioli

That's the food for me!

1. **Leader:** Have I got some on my chin? Point to chin

**All:** Yes you have some on your chin!

**Leader:** On my chin?

**All:** On your chin

**ALL:** Oooh, CHORUS . . .

2. **Leader:** Have I got some on my front?

**All:** Yes you have some on your front!

**Leader:** On my front?

. . . On my chin . . .

**ALL:** Oooh, CHORUS

3. . . . . On my lap?

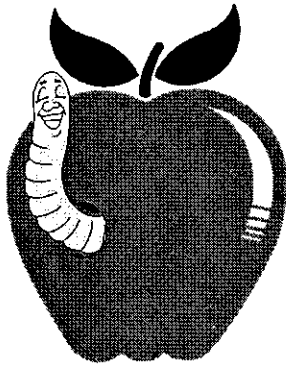
. . . . . On my shoe?

. . . . . In my tum?

CHORUS

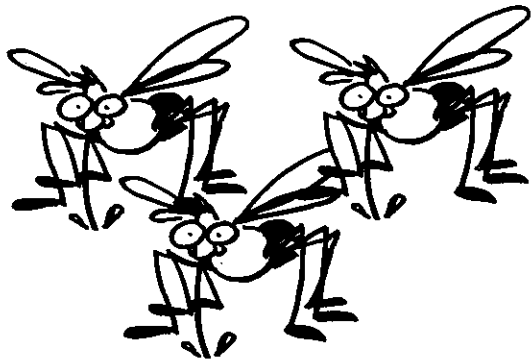
## MY MOTHER ATE AN APPLE

My mother ate an apple, an apple, an apple.  
My mother ate an apple with a green worm inside.  
An ooey one, a gooey one, a squishy one –  
    ssllluuurrppp!!!  
My mother ate an apple with a green worm inside.  
My mother ate an apple, an apple, an apple.  
My mother ate an apple with a cockroach inside.  
A crackly one, a crispy one, a crunchy one –  
    ssllluuurrppp!  
My mother ate an apple with a cockroach inside.



## THERE AIN'T NO FLIES ON US

(2 or more groups)  
1 group There ain't no flies on us, (repeat 2)  
There maybe flies on some of you guys, but  
    there ain't no flys on us!  
(Another group challenges louder) Challenges  
    continue until enough 1.



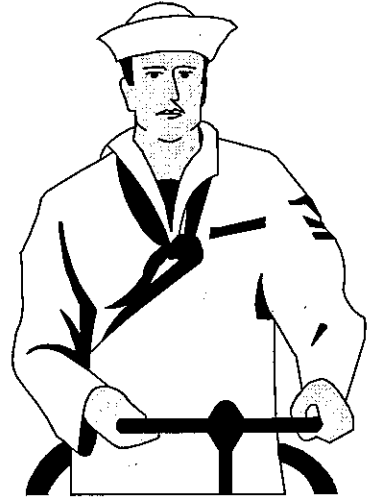
## WHOOPS DA DE DA

Gaalumpf went the little green frog last night.  
    (clap hands, hold hands shoulder height,  
    fingers imitation talking action)  
Gaalumpf went the little green frog  
Gaalumpft went he little green frog last night.  
And they all went galumpf, galumpf, galumpf.  
    (finger taking action x 3)  
Now! WE ALL KNOW frogs go: (hands on hips)  
Whoops la de da de da, (clap hands; wave  
    both hands to right, shoulder height)  
Whoops la de da de da, (clap hands; wave  
    both hands to left, shoulder height)

Whoops la de da de da, (clap hands; wave  
    both hands to right, shoulder height)  
We all know frogs go:  
Whoops la de da de da (clap hands; wave  
    both hands to left, shoulder height)  
They don't go galumpf, galumpf, galumpf!  
    (repeat finger talking)

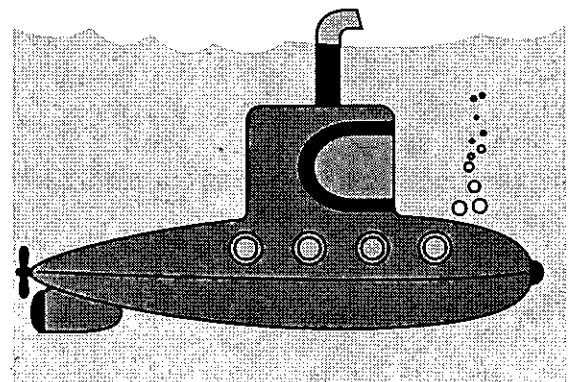
## A SAILOR WENT TO SEA

A sailor went to sea, sea, sea. To see what he  
    could see, see, see.  
And all that he should see, see, see; Was the  
    bottom of the deep blue sea, sea.



## ROW YOUR BOAT

Row, row, row your boat, gently down the  
    stream.  
Merrily, merrily, merrily, life is but a dream.  
Row, row, row your boat, gently down the  
    stream.  
Throw your Leaders overboard and listen to  
    them scream (aaahhh!)  
Row, row, row your boat, gently down the  
    stream.  
Ha! Ha! Fooled you; I'm a submarine!



# RESOURCES-ACTION STORIES

## ACTION STORY ON ROAD SAFETY

While Joey Scouts are standing/still, run through some actions like the following:

**CAR** – steer car crouching, blow horn;

**TRUCK** – steer with wide wheel, standing on top toes, squeezing air horn;

**MOTOR BIKE** – steer with handle bars, bow legged;

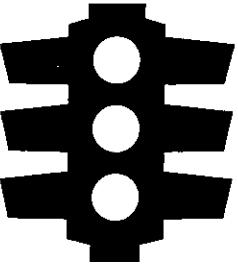
**BUS** – steer bobbing up and down;

**BICYCLE** – handlebars, ding ding bell;

**OLD PERSON** – bend slightly, pretend walking stick.

**PERSON READING A PAPER WHILE WALKING** – (Only 1 or 2 are chosen for this; but it can happen more than once during story)

## CHILD BOUNCING A BALL



A roadway is chalked on the floor with intersections, pedestrian crossings, etc. Other adults have red and green discs as traffic lights.

Joey Scouts seated on floor in a circle in groups. Leader tells a story about Road Traffic using the above, bringing in situations that happen along the road. Leader points to the group who will get up to act out as each of the above is mentioned. A red disc is shown for all to stop and listen while the Leader continues the story. Green disc shown when the action continues. Rain can be part of the story when windscreen wipers can be used.

## HOW FIRE IS USED IN COOKING

**OUTLINE:** Long, long ago when earth was very, very young, lived people in caves – called cave people; had to go out to hunt for food otherwise they had nothing. No refrigerators like today.



When they brought home the catch, they would tear it up and eat it; meat was tough; it took sometime to chew it. From the skins of animals they made their clothes.

Nights were cold; they blew on ashes from last night's fire; they needed fire to keep warm.

One day, Big Caveman accidentally dropped piece of meat he had been chewing, into fire. All laughed at his clumsiness. Meat being precious, he pulled it out with a stick, dusted off black ashes; continued chewing it. He liked the taste and it was warm; decided not to tell the others about his discovery until he had tried it again.

Next night, very early before others had gathered around, he held piece of meat on a stick over fire. His wife thought she would try it also; he had told her it tasted different. When the others had all gathered around, all chewing tough pieces of meat from their catches, Big Caveman told them what he had discovered; he and his wife agreed, meat was best heated up on fire. People surprised, but knew Big Caveman would not tell lies so all decided to try new way to eat. Meat WAS more tender. It certainly tasted better; if they waited until flames died down it was better and not burnt.

Today, many thousands of years later we still prefer our meat cooked by heat. Many of us like to use fire. Fire not only cooks our meat the way we want it, it kills the nasty germs that lie in the meat and the fire still keeps us warm on cold nights at camp.

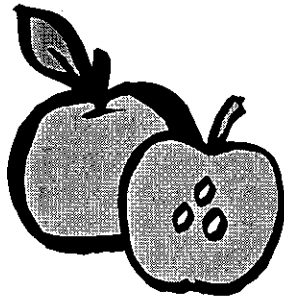
## RED APPLE WITH THE STAR INSIDE

*(Have a red apple and a knife handy)*

**OUTLINE:** Little boy *(give him a name)*; school holidays, bored, making nuisance of self, roaming around house asks mother what to do. Mum very busy, tells him to go outside to find a little red house with no doors and a star inside. He stares at her, asks her to say again . . . then after she repeats it he says 'are you sure?' 'Go on see if you can find it?'

First person he sees, Mary, little girl next door; asks Mary has she seen a little red . . . ? 'No! Don't know! Never heard of it' 'Ah!, girls don't know anything anyway!'

Off down street; old neighbour, Farmer Brown has lived there for ages, surely he'd know. He asked Farmer Brown 'Could you tell me where the little red . . .' Farmer Brown thought, and thought, and thought. At last he said 'No, I've lived here for over 50 years. Never see a house like that, I don't think I know where it is. Why don't you ask your Gran, she is older than I and knows everything!'



Further down the street, came to his Granny's, could smell her fresh baking before even knocking at door. Gran pleased to see him, gave him fresh baked chocolate chip cookies, glass of milk. 'Is there something you want?' 'Oh! yes Gran, I want you to tell me where to find the little red . . .' Gran gave a little laugh 'Who asked you to find that?' 'Mum did' 'I thought so; well I can't show you, but I'll tell you what, if you were to go home past Farmer Brown's orchard you may find it'

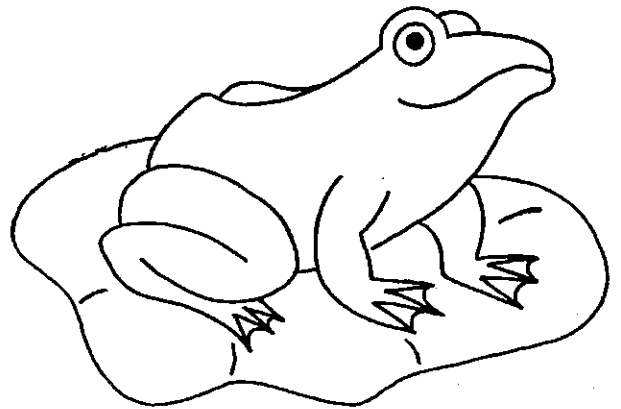
He thought it was funny advice, but as it was nearly lunch time anyway he headed for home; decided to cut through the orchard as it was a bit of a short cut. The orchard was full of old fruit trees – oranges, apples, peaches and lots of others.

He heard the wind whistling in the trees, he said 'Hey Mr Wind do you know where there is a little red house . . .?' The wind took his time and said slowly 'Look around you!' Boy looked around and up; saw a big red apple. The Wind

said 'Open it' so boy picked it; got out his little pocket knife; cut it in half (Cut apple in half crosswise). There he discovered what he had been looking for – a little red house with no doors and a star inside. 'Hey, I've found it' and he raced home and told his Mum what he had found.

## ACTIVITY STORY – POND LIFE

*(Refer: Joey Scout Resource Book, Nature)*  
Joey Scouts sitting on a circle, divided into groups to form characters: DRAGONFLIES, FISH, TADPOLES, DUCKS, FROGS, WATER SNAILS



Tell story about day at the pond, featuring above characters. Each mention of character, group of this character moves around pond acting out character. When storyteller continues all sit down, await next character.

**OUTLINE:** One day I was playing by the pond and saw lots of creatures in, on and around the pond. I looked into the water and saw . . . looked into the weeds growing in the water . . . Could hear the . . . A family of . . . Hidden under some leaves . . . Filtering above . . . etc. Conclude As the sun set all the little creatures settled down for the night and went to sleep.



## LOST IN THE BUSH

(From 'Joey Scout Fun Book' about twins, Wentworth and Matilda finding a lost Joey, called Bindi)

OR

## EYES IN THE DARK

(By Robert Lowe, North Engadine, (Wood Badge '93)

Lenah was a young kangaroo who lived with his family in an isolated part of central Australia. Though he was small when compared with his friends, he held no fear of anything and loved exploring places, especially those which the others thought were too dangerous.

For some months now, Lenah had been fascinated by what he called 'the eyes in the dark' which appeared on the horizon each night. He was sure they belonged to some wonderful creature, such as a bunyip, or a giant rainbow serpent like the ones that were painted in the many caves that he often visited. When he asked his mother about them she simply said she didn't know, but said that the elders of the mob thought they were little more than fires at a man's campsite. But Lenah was sure that he was right, so decided to find out for himself. *'I'll set off early in the morning before anyone else wakes up'* he said to himself *'I simply must discover what sort of creature owns those eyes.'*

Just before sunrise, Lenah silently crept away from the billabong where his mob had been camping. He set his sights on the point on the horizon where he had last seen the eyes and started hopping at an easy pace. *'It should only take me an hour to get there'*, he thought *'so I should be back before lunch.'*



*Mum won't even realise I've been away!*

Lenah was so deep in thought of making some wonderful discovery that he didn't even realise just how long he'd been travelling. While he sat there nibbling on the sweetest grass he'd ever tasted, he had to admit to himself that it was wrong to leave without

telling his mother. Now he was hopelessly lost and had no idea how to get back to his camp.

Lenah was about to head off again when he became aware of a strange odour which he did not know. Looking up in the direction from which the wind was blowing, he saw a MAN. He wasn't moving, just standing there, pointing, what looked to Lenah like, a stick. The sound of the rifle bang startled the joey into action and before he'd fully turned around the bullet whizzed past his left cheek, sounding like a swarm of angry wasps.

The little joey was frightened, he just kept on hopping till he collapsed from exhaustion. His heart was pounding so hard that it felt as though it was going to jump through his chest, and every breath was like breathing fire. *'I'll just rest under this gumtree in the bush for a few minutes'* Lenah thought as he closed his weary eyes and quickly fell asleep. It was well after sunset when he finally awoke. The hungry feeling which ate at his stomach was quickly forgotten when he spotted, only a short distance away, what he'd come to find.

The eyes were bigger than ever. Lenah could see them through the low bushes, just staring at him. He wondered if he should go any closer. What if it actually was a bunyip? His friends had told him that it could swallow a kangaroo with one gulp! After quickly thinking it over, he decided to take a chance and hop over to the bushes a little closer. As quietly as he could he parted the thick foliage and nearly fell over in surprise. He couldn't believe what he saw. Just then he felt something touching his shoulder; he turned around in fright and stared into the cool eyes of . . . his mother!

Never before had he been so happy to see her face.

*'Mum!'* Lenah gasped pointed to the bushes, *'The eyes, they're not eyes at all, just the lights of a house.'*

*'So I see'* said his mother *'I hope you're not too disappointed.'*

*'I am a bit'* he admitted *'but I'm so glad to see you that it doesn't really matter. How did you find me?'*

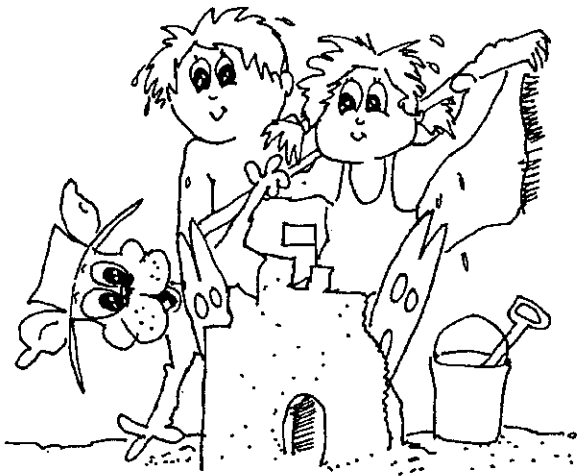
*'When I discovered that your were gone, I was fairly certain where you were headed. It wasn't all that hard to track you. One other thing,'* she continued *'I want you to promise me something.'*

*'You don't even have to ask'* interrupted Lenah *'I've learnt a lot of things today. From now on I promise that I'll tell you where I'm going and get your permission before I leave.'*

*'That's good to hear. I hope you can keep your promise. Come on, we have to find*

*somewhere safe to spend the night.  
Somewhere away from those nasty bunyips  
and rainbow serpents!*

Lenah just chuckled and followed his mother into the night.



### **BINDI AT THE BEACH**

(From JOEY SCOUT FUN BOOK 1. – About the twins Wentworth and Matilda and friend, Bindi the Joey Kangaroo).

Bindi was awoken one morning by shouts of glee

'Mum and Dad are taking us on a visit to the sea!'

So they packed their swimmers and hats with a brim

And raced out to the car wearing a great big grin.

They arrived at the beach before the sun was too hot

put their belongings under a tree in a safe spot  
Wentworth and Matilda stood with swimsuits on  
and faces whitened with sunscreen slapped upon.

They slipped off their thongs to put with their bags

and looked on the beach for safety bathing flags

Then taking Bindi's paws in each of their hands

helped him to hop over the soft sinking sands.

When they reached the water they came to a stop

because Bindi found he could no longer HOP  
The feel and the sound of the waves filled him  
with awe

he had never felt or seen anything like it before.

'Is it alright?' said Wentworth 'We will take care of you

our Joey Scout Leader has taught us what to do –

We all stay together so no one gets lost,  
we stay where it is shallow so we will not get  
all tossed'

They played for hours in the surf and sand  
Mum and Dad helped build sandcastles quite grand.

They ate their lunch in the shade of the trees  
then cleaned up their mess which made Mum  
and Dad pleased!

The trip home in the car was restful and quiet  
swimming in water can make you feel tired  
'Because you have been good, there is a  
special treat for you

Tomorrow we will take you for a visit to the  
zoo!'

### **THE SCIENTIST AND THE BATH**

(Have a small dish filled with water in a larger empty dish. Have 2 empty film canisters with lids, fill one with water to give it weight).

**OUTLINE:** Many years ago; a scientist ran naked from his bath dripping through the streets of his town on the other side of the world, shouting 'Eureka!' which means 'I've found it!' Why ever would someone do this? I hear you ask.

The scientist had made a discovery while sitting in his bath. He had filled his bath to top with water; then got in. Guess what happened? That's right; water sloshed over the top; ran all over the floor. What a mess!

Instead of grumbling about cleaning up the mess, he puzzled about what had happened. Because he was a scientist he thought about the amount of water that was now on the floor which had to be equal to the size of his body. Show how – by placing the weighted canister into the water. Then fill the other canister with the overflowed water.

Scientist used his discovery to help his King, who thought his goldsmith had cheated him by adding a cheaper and less precious metal when making his special gold crown. Gold is heavier than other metals used. By measuring the amount of water a pure gold crown would flow over, then amounts used for other metals, he proved that the goldsmith had, indeed, cheated his King.

Experiments have been fun for many years; even today when we think we should know just about everything there is to know, someone discovers something new which makes others wonder about the new discovery and more new things are found out. It is all AMAZING.

## ACTION STORY ON BOAT

A MURAL or large sketch map of a large bay, with river and streams coming into it, an island and a harbour entrance.

PICTURES of canoe, rowboat, small runabout, fishing trawler, cargo ship, ocean liner, small sailing dingy, yacht, large 3 mast sailing ship, steam boat, tugboat, motor cruiser, sailboard, surfboard. (Can have more than 1 type so all Joey Scouts are involved).

**AS STORY IS TOLD.** Joey Scouts use blutac to position the boats.

**OUTLINE:** One day I visited the Bay; walked along shore line; came upon group of old salts (men who have been to sea) yarning about times with boats. I stood; listened; imagined the boats being on the Bay.

**BIG BILL** (white whiskers) His grandfather came to Australia on a 3 master; took 3 months to sail from England; nearly lost at sea, fierce storm off Africa. Bill and his father worked steam boats carrying timber down river to harbour and onto Sydney and other parts.



**RED HEADED MAC** Learning to fish on trawlers off Scotland, where it was freezing in winter; much better now he'd moved to Australia; gets up midnight, takes trawler out the heads; gets fresh ocean fish for morning markets. Sometimes in evenings, after some sleep, he and grandsons take runabout into Bay to catch something for their tea.

**BOSON JIM** Although he's going deaf, remembers his life on big cargo ships going to and from the Bay to all parts of the world. Granddaughter after school likes her sailing dingy.

**SMILEY BOB** loves big ocean liners coming into Bay; takes out his tugboat to guide big ships in and to of port. Tug boat only small compared with liners, but strong and tough. When BOB has free days, likes to crew with his wife on their yacht, sailing around Bay and up river a bit.

**OLD JACK** can't remember when he wasn't using some sort of boat – thinks perhaps he was on a boat before he could even walk! some mornings, up early to row his little boat on the flat Bay. Evenings he often goes fishing from wharf.



**LANKY FRANK** likes to use his motor cruiser at weekends; takes family on Bay water skiing, fishing. Often call into shore; have picnic or go for walk. His grandchildren practise in canoes upstream in rapids; have won many races all over Australia.

All the old salts looked out onto Bay – it was a clear sunny day in Autumn; they watched some sailboarders and some young people on surf boards enjoying the water.

'Being out on the water doing activities is great fun when you use common sense and simple, safe precautions' said Bill. They all nodded and agreed. They have great memories of the water.





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