

Girl Scout Games

Why should we play?

Games are a part of a growth experience. Through games we can transmit cultural values, develop social and physical skills, including fairness, self-control, self-awareness, competition and cooperation.

How should we play?

Emphasize fair play and cooperation.

Games can be modified to fit group. Be flexible, creative, sensitive.

Good sportsmanship means more than following rules.

Competition is unhealthy when sole purpose is winning.

Losing should never be viewed as defeat.

Evaluation of game playing builds debriefing skills

Who should lead?

Dependent on age, development, game

Use a game to choose

Which game?

Girls can choose, referee, teach, plan, run, evaluate.

Is game appropriate for location, group size, age, theme

How to lead?

A leader needs to be Laughing, Enthusiastic, Active, Democratic, Encouraging, Respectful.

Capture attention, eg. Girl Scout Sign

How to teach?

Choose a game which is appropriate for age, experience, physicality, location & equipment.

Obtain equipment

Understand the rules yourself

Eliminate hazards

Establish boundaries

Have a method of forming teams

1. Name game
2. State purpose
3. Describe basic rules
4. Demonstrate if necessary
5. Ask questions
6. Define start & finish lines
7. Agree rules
8. Rest & reconfigure, if necessary
9. Stop while enthusiasm still high

Reference

Games for Girl Scouts GSUSA

Girl Scout Games

in alphabetical order under types, and in instructions. Not all instructions included

<p>Getting to know you / Ice breakers Going shopping Koosh Ball Pass Line Up</p> <p>Quiet: Acting, Guessing, Sitting, Word Consequences Kim's game Mad libs Mt Everest Rock/Paper/Scissors Top Artists Twenty Questions</p> <p>Active: Challenge, Jump Rope, Movement, Night/Dark, Tag Amoeba/Blob tag Barnyard Bedlam Capture the Flag Chinese Jump Rope Daisy, Daisy, Juliette Daisy to Daisy Dragon's Tail Flashlight tag Lap Sit Little Sally Walker Magic Ball (Scottish) Musical sit-upons Shoe Scramble Snatch Spot the Lion (African) Streets & Alleys Triangle Tag Vampire Wake Mr. Bear</p>	<p>Relay Compass Dress Up Girl Scout Promise Knots Moving Cup Shoe</p> <p>Travel Billboards Bingo License plate states Where are we?</p> <p>Simple Games to Make & Play Chinese Jump Rope Hopscotch Lemmi Sticks (Maori, New Zealand) Parachute String games</p> <p>Girl Scout: Lore, Skills Compass relay Girl Scout Promise relay Juliette Low story Kim's game Knots Text treasure hunt</p> <p>Nature Awareness: Hikes, Lessons, Senses Alphabet hike Back to back Barnyard Bedlam Bat and Moth Color hike Food chain Lineup Giants/Wizards/Gnomes Oh Deer Scavenger hunt Size hike</p> <p>Wide Games (large group over large area, extended period of time)</p>
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Amoeba/Blob Tag

Like regular tag – start with one person as IT. When IT tags someone, they grab hands and become IT together. Keep catching and adding people until everyone is caught.

Bat and Moth

Bats eat moths and other insects, and they hunt them by echolocation. The bat will squeak a very high-pitched squeak, and listen to the echo, tracking bugs by those echoes.

This works best with 10 or more people

1. Pick one person to be the moth, and one person to be the bat.
2. Blindfold the bat.
3. All the others become trees, and stand in a circle, fingertip to fingertip, to help make sure the other two don't run into anything.
4. The bat has to catch the moth. Whenever the bat says "squeak," the moth has to clap three times. (alternatively, you can give the moth a rattle, and they must shake it three times)

Neither the bat nor the moth can leave the circle of trees.

If the bat is having trouble finding the moth, let the trees take a step inward, to make the circle smaller.

If you have enough people, try this with several bats and several moths. Anytime one bat squeaks, ALL moths must clap.

Dolphins also use echolocation to hunt for mackerel, cod and squid, so you might play a variation of this in a pool

Compass

Look online for so many games from puzzles to relays. Your local pizza shop will use donated cardboard circles aplenty 😊

Consequences

Each girl needs a piece of paper and a pencil

Each girl writes one answer on top of paper, then folds paper down to cover and passes it on.

Facts needed: Name, name, place, first said, second said, what happened.

After last pass, the next girl reads out "story" using facts entered by 6 different people.

Daisy-to-Daisy (or Brownie-to-Brownie)

- Girls pair up with a partner, and one "caller" in the middle
- The caller will call out a body part (such as Elbow to Elbow, Shoulder to Shoulder, Ear to Ear, Back to Back), and the girls have to touch those body parts together without falling. Be sensitive to good-touch/bad-touch.
- The caller will call out another part, and the girls switch to be touching those together.
- After calling out several body-part pairs, the caller shouts "Daisy to Daisy" and everybody switches partners. The caller grabs a partner, and whoever is left becomes the new caller.

For a variation like twister, the girls might have to keep the body parts together, without falling over, such as Shoulder to Shoulder, AND Ankle to Ankle, AND Elbow to Elbow.

Dragon's Tail

Dragons, like puppies, have a tendency to chase their own tails.

- Everyone lines up single file, holding the shoulders of the person in front of you. The first person in line is the HEAD of the dragon, and the last person in line is the TAIL.
- The Tail must have a bandana or streamer or other flag tucked in a back pocket or waistband (or use a clothespin to hold it on lightly)
- The Head must chase the tail, and try to grab the bandana, without breaking the chain of people.

For a variation, try TWO dragons, and let them chase each other's tails.

Giants, Wizards, Gnomes

A game of tag, but based on the idea of Rock, Paper, Scissors

Draw three lines on the ground, one in the middle, and the other two (home base) equal distance from the center line. It's best if this is outdoors and you have several yards between the lines.

Divide the group into two equal halves to start.

Each group will talk secretly and decide if they will be Giants, Wizards or Gnomes (everybody on the team has to be the same thing)

After deciding, everybody lines up facing the center line, and counts "One Two Three GO!"

On "GO" all the members of the team make the sign for their choice

1. Giant = raise your hands high above your head, loomingly
2. Wizard = wave one arm in front of you, as if waving a magic wand
3. Gnome = crouch down low

Giants chase Wizards, Wizards chase Gnomes, and Gnomes chase Giants. As soon as you figure out which side should be chasing which, the chasers try to catch as many of the runners as they can, and the runners try to run past their home base line. Any runners caught by the chasers become part of the chasers' team

This can also be used as a teaching game for predator-prey relationships. I use Bears, Salmon and Mosquitoes.

Bears eat Salmon, Salmon eat Mosquitoes, Mosquitoes bite Bears.

- Bear = Raise your hands above your head like claws, and growl
- Salmon = fan your hands out to the sides of your face, like a fish (puckery fish-lips are optional!)
- Mosquitoes = hold your arms behind you like wings, and bzzzzzzzz

Going Shopping (and other name games)

Stand or sit in a circle

"My name is Juliette and I'm going shopping for a Jumprope"

- use your own first name, and an item that starts with the same letter

Each participant has to introduce their line, and recite the lines of everyone who came before

Juliette Low Story

Teach sounds and actions to do when appropriate words read

Little Girls	Stand and giggle
Juliette Low	Curtsy and say, "Be my friend"
Georgia	Wave and say, "Hi, y'all!"
Horses	Stamp your feet and say, "Neighhhhhhh."
Lord Baden-Powell	Bow formally and say, "How d'ya do?"
London	Sing, "London Bridge is Falling Down"
Boy Scouts	Make Scout sign and say "Be prepared."
Girl Scouts	Make Scout sign and say "On My Honor"

Once upon a time there was a little girl named Juliette Low who lived in Georgia and loved to ride horses. After she grew up she went to London where she met Lord Baden-Powell who founded the Boy Scouts. She was fascinated by the work he was doing. She studied with him awhile and decided to found a troop of Girl Scouts for the little girls who liked to ride horses in Georgia. So Juliette Low said good-bye to the Boy Scouts in London and came home with the ideas that Lord Baden-Powell gave her. She formed a group of little girls, who liked to ride horses and be together, into a troop of Girl Scouts. And they loved it so much that the idea spread and now there are Girl Scout troops all over the world.

Aren't we glad that a little girl named Juliette Low, from Georgia who liked horses went to London and met Lord Baden-Powell, the founder of the Boy Scouts, and came to start the wonderful world of Girl Scouts!

Koosh Ball Pass

Stand or sit in a circle. Use a SOFT thing to toss around the circle

1. Toss the ball randomly. When you catch it, say your own name, then throw it again
2. Throw the ball to somebody, and say THEIR name when you toss it
3. Repeat using something besides names (e.g. favorite icecream, their pet, number of siblings)

Lap Sit

1. Everyone line up in a circle, CLOSE together enough to stand shoulder to shoulder with no additional space between.
2. Turn in place, so everyone is facing the back of the person in front of them.
3. ALL at the same time, slowly sit down, so you're sitting on the knees of the person behind you.
4. If you're standing close enough, and everybody sits at the same time, nobody falls over!

Line Up

Start with a group of people. WITHOUT TALKING, see if you can line up in alphabetical order, by birthday, or height

Little Sally Walker

Everybody stands in a circle, with one girl in the middle as IT (supposedly being Sally)
Everybody sings the song. As they sing it, IT skips or walks around the inside of the circle.

Song	Action
Little Sally Walker Walking down the street Didn't know what to do	Sally walks around the inside of the circle
So she stopped in front of me	Sally stops in front of one girl (New Sally)
Sayin', "Go, girl, do your thing do your thing	Sally does something (like dance, or clap, or turn in place, or mime or charades)
And SWITCH	The two girls switch places
Sayin', "Go, girl, do your thing do your thing	New Sally repeats the motion Original Sally had done
And STOP	Everybody freezes for a second
Little Sally Walker....	New Sally becomes Sally, and starts walking or skipping around the inside of the circle

Little Sally Walker walking down the street
Didn't know what to do so she stopped in front of me
Sayin', "Go, girl, do your thing, do your thing and SWITCH
Sayin', "Go, girl, do your thing, do your thing and STOP

Mad Libs

You can get these commercially in the kids' section of most bookstores

1. Ask for girls to pick random nouns, adjectives, verbs and numbers
2. Use those to replace words in a story, paragraph or news article
3. Read the paragraph out loud – most of them turn out very silly

Get Girl Scout themed mad libs here, or make your own!

<http://www.scoutingweb.com/Scoutingweb/SubPages/JulLowGames.htm>

Mt Everest

Put a hula hoop on the floor. This is the peak of Mt Everest

As a group, we've all climbed to the top of Mt Everest, and we want to take a picture of us at the top to record this great achievement. Unfortunately, we've only got one frame left in the camera, so we've ALL got to get into the picture at the same time. HOW do we do it?

"Oh deer!" – a look at population and limiting factors in a habitat [Patty Dalton, 5th Gde Teacher, Reno, Nevada)

Shows children the interdependence of animal life with their environment. Fulfills need to see the plan of nature so that girls can understand the need to preserve and protect our resources.

OBJECTIVES: Students will be able to: 1) identify and describe food, water and shelter as three essential components of habitat. 2) describe the importance of good habitat for animals. 3) define "limiting factors" and give examples. 4) recognize that some fluctuations in wildlife populations are natural as ecological systems undergo a constant change.

RESOURCES/MATERIALS: Project Wild, Western Regional Environmental Education Council

ACTIVITIES AND PROCEDURES:

--Describe the fundamental needs of animals: food, water, shelter and space in a suitable arrangement.

--Demonstrate to students that without these essential components, animals cannot survive.

Do this by playing "Oh Deer!"

1. Have students count off in fours, with all those sharing the same number gathering in certain corners of the classroom. (This game is best played outdoors but may be adapted to inside play.)
2. Mark off two parallel lines on the playground or floor that are about ten to twenty yards apart.
3. Have all the "ones" behind one line and all the rest behind the other line. The "ones" will become the deer.
4. The other students will become the components of habitat: food, water, shelter/space.
 - a. When a deer is looking for food, it should clasp its hands over its stomach.
 - b. When it's looking for water, it puts its hands over its mouth.
 - c. When it is looking for shelter, it holds its hands together over its head.

A deer can choose to look for any of these needs during each round, but it cannot change what it is looking for in that round. It can change in the next round if it survives.

5. The students who are the components of habitat may choose which they will be at the beginning of each round. They will depict that component in the same manner as the deer.
6. The game starts with all players lined up on their respective lines and with their backs to the students at the other side. The leader asks all students to pick their sign. When they are ready, count: "One...two...three." At the count of three, the students turn and face each other showing their signs.
7. The deer WALK to the habitat component they are looking for and take that component back to the deer side of the line. (This represents the deer's successfully meeting its needs

and reproducing as a result.) Any deer that fails to find the component it was seeking dies and becomes part of the habitat, joining the students on the habitat side.

8. The leader keeps track of the number of deer at the beginning and ending of each round. Continue play for fifteen rounds.
9. At the end of fifteen rounds discuss the activity; encouraging the students to talk about what they experienced and saw. The herd grows in the beginning, then some must die as the habitat is depleted. The fewer deer there are, the easier it is to meet their needs. The more deer there are, the more competition there is for resources, and not all the deer survive. Often, it is the weak, sick, or old deer that die first. This fluctuation is a natural process unless factors which limit population become excessive.
10. Discuss what excessive limiting factors are: drought, fires, deforestation, uncontrolled hunting.
11. The leader should make a line graph of the number of deer alive at the end of each round to show that it is naturally cyclical.
12. Have the students summarize what they have learned from the activity.
13. If the game is played again, be sure to include the limiting factors. For example, if there is a drought no student on the habitat side can choose water as their symbol.
14. A new graph can be made to show the difference made in the natural cycles.

TYING IT ALL TOGETHER: When students have played the "Oh Deer" game it helps them to understand the interdependence of animals on their environment. Hopefully, they will see that as human beings they can be a part of the limiting factors which affect our environment. With this knowledge they may become sensitive to taking care of our ecological systems.

Rock/Paper/Scissors

After an agreed set of "primes" players extend a hand displaying one of three possible throws: Rock (closed fist), Paper (hand flat) or Scissors (top two index fingers extended).

Rock beats Scissors,
Scissors beats Paper
Paper beats Rock.

Snatch

You need an object which may be ruined, eg. Handkerchief, hat, cushion.....

Girls divided in two teams (by Line Up game), facing each other 20' plus apart. Girls numbered from 1 on in each team. Object placed on floor, between two teams. Leader calls a number and the girls with that number rush to claim object first.

Variation: add additional objects and call number and object.

Streets and Alleys Cat & Mouse

Pick one person to be the Chaser and one to be the Runner. Everyone else makes up the streets: Line up in a grid of rows/columns, and hold your arms out to the people on your left and right, forming a set of rows. You can hold hands if you like. One person in the grid is chosen as the Caller

1. The way everyone is standing right now is called "streets."
2. The Chaser can start to chase the Runner. You cannot go under the girls' arms.
3. At any time, Caller can shout "Alleys!" Everyone in the grid turns $\frac{1}{4}$ turn to the right, holding out their arms again. All the north-south streets are now east-west alleys.
4. From Alleys, Caller can shout "Streets!" and everyone turns $\frac{1}{4}$ turn back to the left, to the original pattern.
5. Repeat until the Chaser catches the Runner.

Top Artist

1. Every girl gets a paper plate and a marker or pen or crayon
2. The leader should pick a topic or a theme or a subject for the girls to draw
3. Each girl should hold the paper plate ON TOP OF HER HEAD and try to draw the picture
4. How close did you get?

Triangle Tag

- Start with a group of 4. In each group, pick someone to be IT, someone to be the TARGET and two people to be PROTECTORS.
- The Target and the Protectors join hands to form a Triangle (it is Triangle Tag, after all)
- The person who is IT has to try to tag the Target, without reaching over or under their joined hands. The triangle cannot drop their hands. They can, however, move.

Variations – try it with three Protectors in a group, or two people to be IT, or two (or more!) complete sets

Vampire

You will need several people as referees, to keep people from bumping into each other

Pick someone to be the Vampire, then blindfold everyone.

Everyone should mill around carefully, and gently bump into each other (gently!).

If the Vampire bumps into an ordinary person, the Vampire should scream (or some other sound effect) and then they're BOTH Vampires

If two ordinary people bump into each other, they might squeak in surprise, but nothing happens.

If two vampires bump into each other, they both scream, and then they're not vampires anymore.

Continue until everyone is a non-vampire anymore (or for a predetermined number of minutes, or the length of a song)

Wake Mr. Bear Sweden

One person plays Mr Bear, trying to sleep in his den (lie down on the floor).

The other girls sneak up to him and whisper "Mr Bear, are you awake?" getting closer and closer

Mr Bear jumps up and tags as many girls as she can

Anyone tagged gets to be a bear cub, and they all lie down on the floor

Continue until everyone is caught.

