

**OLDER PEOPLE  
SPEAK OUT**

# Generations A GO-Go

**A KIT FOR  
INTERGENERATIONAL ACTIVITIES**

**Older People Speak Out**

Ph: 07 3219 2572 Email: [opso@zipworld.com.au](mailto:opso@zipworld.com.au) Web: <http://www.opso.com.au>

## Getting Started

OPSO recognised the need for this kit last year after we helped put together the Safe, Secure and Confident Living in Queensland booklet, as part of the Police Task Force on Crime Against Seniors.

We decided on a pilot programme to assess the level of fear of crime, and find its causes in the older community of nine different towns. We were funded by the Queensland Community Benefit Fund. We gave a presentation on strategies that can be used to help prevent people becoming victims of crime, followed by a Speakout in which the older people - generally the 60 plus – discussed their fears - if any - and worked out ways to address the problems.

In all but one town they told us they were more fearful now and their biggest fear was of groups of young people in the streets.

We had invited some of the Year 11 or 12 high school students to attend the Speakout, and the resulting discussions led to an agreement that both old and young age groups were often marginalised in today's communities and that each generation had a lot to offer the other. They could work together not only to exchange skills, the ultimate benefit could also be the solving of some of the community's social problems.

In various ways that suited their own community, they set out to bring the two generations together

The aim of this booklet is to provide the opportunity to let this happen..

Getting started is a major challenge.

Once a group of teenagers and seniors have overcome their mutual suspicion of each other, the many activities in this booklet can provide endless possibilities.

However, certain things are important to the development of a successful skills/social exchange programme:

The organiser. Someone has to start this off – it might be a small committee or a single facilitator or organiser – the title is immaterial.

School Principals. While the majority of activities will not be held in school time, school principals need to be involved in spreading the message to their students.

A Venue. Venues at the local high school campus or the meeting places of community organisations are probably the best option; but possibilities of using local Neighbourhood Centres, unused halls, old cinemas or other facilities should be explored.

Finance. Access to funding may not be of major concern initially, but could be a challenge later. Service Clubs and/or the local Chamber of Commerce or local businesses are useful contacts.

The Council. Support from the local Council is useful in implementing and co-ordinating the project.

The first step could be the formation of a small Steering Committee, made up of representatives from the local High School, including senior students and members of local seniors' organisation/s. It could also include any of the following: the P & C, a Service Club, Neighbourhood Centre Co-ordinator (who may also be able to represent the Council), members of local seniors' organisations, and representatives from the Chamber of Commerce, the Police, and the local Department of Communities. The important thing is to make sure that a representative group of young people is involved: not just the high achievers or prefects.

Involving the leader of some of the kids who have been in trouble can be very productive.

The next step is to select an activity from this booklet which can act as an icebreaker and set it up with a small number of young people and a similar number of older people. And don't forget a scrumptious feed. After all, isn't that what we older people are famous for?

After that ...it's up to you, the old and the young - to be creative – and have fun.

## WHY NOT A CENTRE ?

We can start small – but we can always work together towards something bigger. What we need in the long run is somewhere like the old village meeting place where young can hang out and where both young and old can exchange skills.

Where do young people hang out now in the school holidays? Generally it's the shopping centres. Therefore this could be the first place we go to ask for space. A shop would be an ideal place for this sort of skills exchange.

- Computer classes
- Cooking
- Dressmaking
- Car maintenance
- Woodwork – toys and furniture
- Bands
- Choirs
- Drama and plays
- Dancing
- Arts and crafts
- Leatherwork & pottery
- And much more

### **AND WHAT'S IN IT FOR THE SHOPPING CENTRE?**

Exhibitions of all of these could be held at the shopping centre and even turn into an event which the whole community looks forward to each school holidays.

What a drawcard for customers.

During school hours this shop could be used as a much needed meeting place for local voluntary organisations. Again bringing patronage to the centre.

### **OLD THEATRES, OLD DANCE HALLS – AND PARKS**

Why not get the local community and Council together to put up a big shed in the centre of a park that can be used for the purposes above with a monthly market day and exhibitions of dancing, music, arts and crafts etc. The park could also feature cricket nets, football goals and basketball hoops etc.

### ***WHY WON'T THEY LET US USE SCHOOL FACILITIES OUT OF HOURS?***

## MEDIA ACTIVITIES

As much as possible it's necessary to work in with the media – get them interested in helping with intergenerational activities.

For example :

Newspapers -

The Gladstone Observer produces a substantial insert each year written by high school students. The students each choose an older person from the district and write a profile of their life. The paper supplies the photographs. This has been an OPSO Award winner.

Variations of this would be, students writing a weekly profile, feature article or news report or column on older people or on intergenerational projects. This could be organized by any older person with an interest in journalism or teaching, working together with the school and the newspaper.

Radio –

High school students and other young members of the community have often said how much they would like the opportunity to have their own radio program. This could be organized with local public radio by any older person's group with an interest in media, or by the radio station itself. The program could involve notices of what's on locally and the students could interview people of all ages whose lives are of interest to the community. This is a great way of pulling the community together. The program could be sponsored by a local business.

Local Television or Radio –

Why not a thirty second segment once a week for a young student to give a view on a topical issue, followed by an older person's thirty second view, or, why not a weekly panel of young and old for a five minute discussion on a topical issue.

## MEDIA RELEASE

### A First for Young and Old...

**WoW  
factor  
Why and  
When**

Teams of young and old will compete at an intergenerational Trivial Pursuits evening at the Smithtown High School on Friday night to raise money for the "Come as you would like to be ball" on September 9.

**Who  
and  
What**

Chairperson of the Ball committee, Mrs Jane Smith, said the ball was the first major event for the Smithtown Better Communities Intergenerational Project.

**Continue  
her  
quote...**

"This committee is made up of representatives from older people and senior high school students and other local young people. The come as you would like to be ball was a student inspiration," she said.

The ball will give everyone the chance to use their imagination and to come as the person of their dreams. This will be an intergenerational fifty-fifty ball – half modern half old-time dancing."

**Second  
authority**

High school student, Jennifer Pritchard, said the young people had the older ones teaching them old time dancing while they had the older ones dancing to the latest dance hits.

**Her  
quote**

"We are also having fun planning a series of intergenerational activities to raise the money for the event. We're looking forward to the trivial pursuit evening and swotting general knowledge so we won't be put to shame."

**Why  
How**

**Further  
details of  
when and  
where**

The trivial pursuit evening will be held at the Smithtown Community Hall on Friday August 14 commencing at 7:30pm. Everyone of every age is welcome. Cost \$5

**When**

Contact Jane on 3359 6743

# Examples of Different Types of Community Programmes:

## Mareeba

In response to the youth situation in general the police had set up TAG – a Truancy And Graffiti group, whereby Aboriginal women Elders patrolled the town at night pulling up youths in trouble. A monthly co-ordination meeting was chaired by police. At the same time, the PCYC activities were expanded to provide a 'drop-in' centre two nights a week for youth at risk. This was attended by a small group of young people.

Following the OPSO community forum, 'A Community Response to a Community Challenge' in November 2005, TAG was expanded to include a community co-ordination group which took on many of the ideas canvassed at the Forum. Many Forum participants volunteered to assist TAG, headed now by a community leader, rather than the police, who co-ordinate the older people involved in the programme.

Some of the initiatives undertaken since the Forum include:

- Open Pulse Café an extra night a week (20-40 youths per night) using older people as volunteer supervisors
- The introduction of courses for youth at risk at schools. The first commenced at Mareeba Primary School at the start of the school year and sees volunteers working with at risk youth after lunch each day to undertake interesting and educational activities designed to re-engage them in school. Police Liaison officers take at least one afternoon each week. It entails the at risk youth attending school in the mornings, then undertaking the afternoon activities This program targets young people who have not attended school.
- Funded by TAG, a local hairdresser is running her third hair care program for at risk girls- a ten-week course which involves attendance at school as a prerequisite..
- Another innovation was a BBQ in the park located in the ATSI area of town, with Auskick from Cairns running a clinic. Business owners and community members that have previously been targeted by youths came to meet the young people. TAG has found that once a personal relationship is struck between youths and other townspeople, these offences cease. The committee deliberately targeted the ATSI area of town to hold this BBQ in an attempt to get wayward parents and families to come and join in activities with their young people.
- School-leaving age youth have been linked up with the NETO employment agency so they can access government funded literacy and numeracy courses to improve their ability to obtain local employment.

- A local Holden dealership (Redding Motors) has offered to conduct the second engine/motorcycle rebuilding workshop designed to give at risk youth experience in working as mechanics. A local firm has donated a motorcycle for the project and the plan is to have it restored and raffled to support another project
- Local businesses are being canvassed to employ at risk youth as work experience students to form relationships and show the youths how devastating stealing and damage is to business owners.

At the time of publication of this booklet, OPSO received an e-mail from Mareeba reporting that in the past 12 weeks since the projects got under way, there had been no new youth cases and only a few previous offenders before the courts..

### **Rockhampton**

In Rockhampton, a skills exchange programme has been set up by the President of the local 60 and Better organisation with the school chaplain involving older people and students from the Rockhampton State High School. The plan is to run the project still very much in the pilot stage, before getting other groups involved; but interest is growing rapidly with lessons being learned on both sides. Activities to date include:

Exchanging skills like learning to SMS and Old Time Dance with up to 25 people attending.

- Computer group – again up to 25 people..
- Cartooning in May with a drawing class by late May
- Making Movies from video recordings
- Working with school farm in the May term
- The whole group doing SMS Computer to be involved with students teaching them how to Old Time Dance.

Rockhampton State High School is very enthusiastic

### **Southern Gold Coast**

The trigger for this came out of members recognising the unrest in youth, particularly at street parties. Those interested in change looked for an integrated model with input from MP Jan Stuckey, the police, interested community groups and youth representatives, including those in trouble,

They formed a Consultative Committee, with the Gold Council offering big dollars. The committee has first had to work out which way to go: a stand-alone facility, or an across communities approach. Planning stresses the



intergenerational approach, with some emphasis on things like learning media, crafts and assembling cars.

Because it is a major project over a large district, a lot of careful planning is going into it. At the same time, a referral booklet to show young people and their parents where they can go for help and counselling is soon to be launched.

# Youth Activity Needs

## SURVEY

Many young people and parents have shared their concerns with me over the lack of facilities on the Southern Gold Coast for recreational, leisure or social pastimes. Local Councillors are actively seeking solutions to resolve this situation. I invite you to participate in this survey and let me know what you would like in our area.

**Q1** Is there a particular activity you would like to do on a regular basis (at least twice a month), which is not currently available?

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**Q2** Where would you be prepared to do this activity?

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**Q3** Do you have a means of transport to get there?  Yes  No  
If no, what transport would you need? (Public/parents/bike/friends)

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**Q4** What would you be prepared to pay per month? Per use?

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**Q5** How much leisure / social time do you have during the week?

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**Q6** How much leisure / social time do you have on the weekend?

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**Q7** Please number from 1 to 12 the types of things you would be most likely to do or see if you had the choice (1 being the most likely)

- |  |  |
|--|--|
| <input type="checkbox"/> PCYC                        | <input type="checkbox"/> Youth Chill Out Zone  |
| <input type="checkbox"/> Movies                      | <input type="checkbox"/> Live Bands            |
| <input type="checkbox"/> Sport (Individual or team)  | <input type="checkbox"/> Shopping              |
| <input type="checkbox"/> Youth Group                 | <input type="checkbox"/> Dance Events          |
| <input type="checkbox"/> Internet/Cyber Games Arcade | <input type="checkbox"/> Community Service     |
| <input type="checkbox"/> Extreme Sports Events       | <input type="checkbox"/> Work in part-time job |
| <input type="checkbox"/> Other _____                 |  |

**Q8** If a Multi Purpose Youth Centre (MPYC) was established which combined a PCYC, an internet cafe, a chill out zone, sports facilities and could host events ranging from Live Bands and Dance Parties to Extreme Sports would you and your friends be likely to go there?  Yes  No

If not, why not?

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Name \_\_\_\_\_

Age \_\_\_\_\_

Address \_\_\_\_\_

Please return survey to Jann Stuckey MP PO Box 742 Palm Beach Qld 4221 or fax to 5598 1861

# SKILLS EXCHANGES

These can be for the under 18's whether still at school or not, or they can be carried out in conjunction with the high school as after school and holiday projects.

## **OLDER PEOPLE**

- Rebuilding a car
- Servicing a car
- Debating
- Public speaking
- Driving supervision
- Music – bands (youth / intergenerational)
- Cookery/ dressmaking/ knitting/ crocheting
- Ethnic cooking
- Surfing
- Lawn bowls
- Arts and crafts
- Stamp collecting
- Scrapbooking
- Photography and developing
- Community murals (replacing graffiti)
- Meals on Wheels involvement
- Junior Neighbourhood Watch
- Junior Rotary/Lions
- Other service organisations
- Parenting skills
- Mock parliaments
- Walking school bus
- Ballroom and folk dancing
- Calligraphy
- Crossword puzzles

## **SENIOR STUDENTS**

### **How to:**

- Use a mobile phone
- Use a video recorder
- Use a DVD player
- Use an iPods and MP3's
- Burn CD's
- Do Origami
- Make Cards
- Make SMS calls

### **Computer skills :**

- Computer games
- Operate and set up a web page
- Surfing the internet
- Chatrooms
- Computer art

### **Basic skills:**

- Changing a flat tyre
- Putting air in a tyre
- Checking oil, water
- Riding blade scooters
- Digital photography
- Music exchange
- Book exchange
- Clothing fashions
- Hairstyles
- Makeup

## NURSING HOMES

Older people are used to doing things for and giving things to others. Yet when they go to day respite centres, or into hostels and nursing homes, they often become recipients only.

Children from schools and organisations visit them with gifts and entertainment – as do other community groups.

Younger people teach older people something for them to give others who visit or to give their family or for a fete for the poor at Christmas.

Gifts to visitors from a Christmas tree loaded with homemade lollies, or lollies bought from money raised during the year from the sale of crafts, wooden goods and toys and furniture, picture frames, jams, pickles and homemade cakes, made by the residents, is one way of giving when others give to them. For these older people it is, they say, a matter of pride and self respect and part of being in a home-like atmosphere. This could be organized by a creative activities officer.

Nursing home and hostel residents have made similar suggestions for Easter. Residents could make sweets, molded eggs, and baskets for their visitors, and perhaps put on an Easter egg hunt or Easter Bonnet Parade for some of the local preschool or primary school classes.

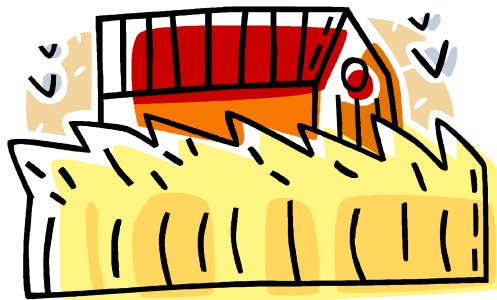
It doesn't have to be a special occasion. Young people from local preschools, primary schools or holiday care can be invited for morning tea at any time. The morning tea could be prepared and served by the residents themselves, and followed by swapping games, the older people showing the younger ones how to play some of the games in this book, or remembered from their own childhoods, while the younger ones show the older people how to work on the Internet.

## **SHEDS ... a men's and youth's thing**

Very few men have not had one of these places, even if it was under the house! A place to do their own thing, to retire from the women, to keep things. It is their place – just as a woman has her kitchen, writing desk, computer desk, sewing table, or hobbies spot inside the house.

In some cases the answer could be the community shed, for men and youth where older men can teach young people woodwork, renovating furniture, welding, leather work, artwork, etc. Places for individual storage of odds and ends, tools and incomplete projects, and chairs to sit on for a yarn, smoke, or reflection, would also provide a 'place ' for them. Any products made could be marketed by the group to raise funds for other projects.

Oldies could also teach the young the skills that belonged to their own youth - skills that may otherwise be lost. They could also be encouraged to record in writing or on tape, the 'secrets' of their craft.



## **INTERACTING WITH HIGH SCHOOL AND PRIMARY STUDENTS**

### **Choirs**

Seniors' choirs, and mixed aged choirs are becoming popular. Singing in a choir is relaxing and enjoyable and provides entertainment for others.

### **Intergenerational Dances**

Students and older people could organise a dance one evening – where the music and dances include both modern and older styles. Older people teaching the young the way they used to swing and the younger ones teaching the older people how it's done today.

### **Drama and Play Reading**

Play reading is fun – it simply requires acting out the play, but without the need to learn the lines. One reads them, instead – but it is still a 'stage' performance. Another approach is the Adelaide lib performance to a suggested plot outline.

### **Poetry Meetings**

These are also fun. Get members to have a go at producing a rhyme or two.

### **Discussion Groups – older and younger people**

These can be held on all subjects from public affairs, historical events, to literature, science and music.

Participants can be given a book, play, short story, or article to read between meetings, or the group could view a film, or listen to a selection of music, and then discuss their thoughts at the next meeting.

## **Debates**

These can range from formal teams or single debates to the ever popular parliamentary (Oxford Union) style of debating – with a speaker, a prime minister and cabinet, leader of the opposition and shadow cabinet, and members. The ‘prime minister’ moves a ‘bill’, e.g. ‘That people should be heard, but not seen’, and speaks to it. The opposition leader speaks against it. The speaker calls on members and shadow members who want to support or oppose, and speak to the members of the House. The opposition leader and then the prime minister sum up and the House divides. The bill is then accepted or rejected. Times to be allocated to speakers are worked out beforehand. Teams of older and younger people can arrange debates against school teams. Local debating organisations will help.

## **Other In-school help**

Older people telling stories on the history of community, what the world was like when they were young – war experiences, women’s movement experience, stories of when we were young.

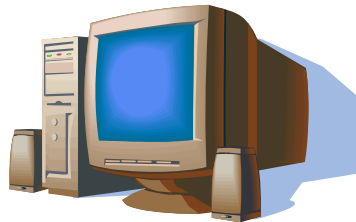
Helping those with reading problems.

Helping with research for assignments

Driving – giving the 120 hours supervised driving experience after school to students on learners’ plates.

## Playing with lower and upper primary school children

- Basic cooking
- Build the 'biggest castle, or car in the world, sculpted in sand
- Collect colored pencils, pastels, water colors and paper and take pupils Outdoors to draw.
- Make play dough and work it together with wonderful models
- Use your imagination and sheets, chairs broomsticks, etc., and make a pirate boat or a big shipwreck on a desert island, or a camp. Act out the adventure. Make it up as you go along and get the children to role play it with you.
- Organise a party or mini concert with the pupils to entertain themselves, or their parents.
- Read or tell stories. Children can look at television at home, you are special!
- Read poems – make up part of a story or poem or limerick and get them to finish it for you
- Make wrapping paper with brown or white paper and poster paint.
- Help with reading
- Make Christmas / Easter / Mother's Day / Father's Day cards together, with cardboard, paint or photo cut outs.
- Play computer games.
- Let them teach you to use the computer
- Discuss life – your values and ideals are important to pass on
- Public speaking and debates for upper primary school





## **MULTI-CULTURAL INTERGENERATIONAL ACTIVITIES**

Bring into the school – or take groups of children out to – ethnic groups for discussions, according to the language the pupil is studying..

Older ethnic people can come into the primary and secondary schools and talk about the history of their country, teach the students ethnic dances and together prepare ethnic food .

For example, older Chinese migrants have often told OPSO how much they would appreciate doing voluntary work like this in schools, especially teaching their language to students both junior and senior.

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## **Everton Park State High School students partnership with Meals on Wheels Program Stafford Brisbane**

**Background :** ACROD is a community organisation that amongst its social justice programs operates the Home Assist Secure program in the Stafford/Wavell Heights area in north Brisbane. Home Assist Secure provides assistance to elderly people or people with disabilities in undertaking maintenance in their homes to enable them to stay living independently in their own homes for as long as they wish to. After participating in a forum with Older People Speak Out (OPSO), ACRO set up a meeting with their local Meals on Wheels provider at Stafford and developed a written proposal to present to a local high school designed to involve high school students directly in assisting with the preparation and delivery of meals with other volunteers in their local area.

**The Proposal :** A trial partnership program be undertaken by Year 11 students and the local Meals on Wheels (MOW) with joint coordination between a nominated school staff member and MOW coordinator. A meeting to be held between the school Principal, nominated staff member/s, MOW and ACRO reps to develop the proposal and timetable within the school curriculum. After the initial go ahead is granted, ongoing meetings with relevant school staff, MOW and ACRO to monitor day to days. Initial program to run over one (1) school term with a class of Year 11 students who would all rotate through the program by undertaking a regular day each week with MOW. Program to run as part of the school curriculum for students undertaking Food Studies and students will receive credit for work undertaken. Students will work along side MOW volunteers in food preparation and meals delivery to people in their homes. Students will undertake program on the same day each week to enable older people and younger people to get to know each other. The program requires a four (4) hour commitment between 8am and 12pm on specified days. Young people will work in pairs and the program will utilise 8 students per week x 4 school terms.

**Issues to Consider :** In the development of the program the following issues were considered prior to the program being implemented :

- Transport required
- Supervision (school and MOW)
- Insurance
- Blue card requirement
- Recruitment process for students
- Any costs
- Evaluation of program by all participants

**Timeframes :** Initial planning for the Program commenced in Term 4 of 2005 with several meetings conducted between school representatives, MOW and ACRO reps. It was hoped the program could begin in Term 1 of 2006 but was actually accomplished by the commencement of Term 2 (April 2006). MOW, ACRO and the school Principal addressed a Year 11 assembly to promote the program and the school newsletter also included information for the whole school community.

**Program Benefits :** As highlighted in the OPSO report entitled "Their Voices are Heard, now who will Listen?" social isolation is one of the biggest issues to impact upon older people and their well being. In addition, research indicates that both young people and older people share a common fear and lack of understanding of each other which intergenerational projects such as this one will help to address. It is anticipated that the project will enhance both older people and younger people's sense of community identity and connectedness within their local environment.

**Progress :** The program is only in its early stages but it is anticipated that the program will be a complete success due to the enthusiastic support of the local high school, Stafford Meals on Wheels Coordinator Jack Poole and the good will of the students, Meals on Wheels volunteers and clients. The program has already received a significant level of promotion through articles in the local newspaper, and the school newsletter and local radio coverage.

An evaluation of the program will be conducted during the trial in the hope that the program can be implemented state wide in the future.

**For more information contact :** Fiona Begg  
Programs Coordinator ACRO 07 3221 0088 or  
Jack Poole Stafford Meals on Wheels on 07  
3356 2382

# SOCIAL ACTIVITIES & FUN TOGETHER

**The following activities can be used to have competitions between young and old teams or between intergenerational teams.**

## MEMORY GAMES

### Trivial Pursuit

**Players:** teams of four (two older people and two younger people) who sit together at a table – OR (four older people and four younger people) if you were to set a school against an adult organisation.

**Equipment:** five sheets of paper and a pen per table (or according to size of teams)

The pieces of paper have a category (history, geography, sport, literature, current affairs) and a list of numbers, 1-10. (For a longer game add more categories). The compere has a list of 10 questions in each category. Questions are read out from history first, allowing plenty of time for team members to discuss their answer to each question and write it on the appropriate sheet of paper, against the appropriate number. At the end of each game, read out the answers and allow tables to tally the number correct on that card. Altered answers are not allowed.

**Winner:** the player with the highest number of correct answers

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## OUTDOOR GAMES

### Wheelbarrow or Trolley Race

Players : any number

Equipment: empty grocery cartons, grocery lists, wheelbarrow or trolley

Place grocery cartons around a set course. Each player is given a grocery list. In turn each is given the trolley or wheelbarrow and has a set number of minutes (according to the length of the course) to collect all items on the list and return 'home'.

**Winner:** the person who collects the largest number of items in the time allowed.

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## Modified Olympic Games

Players: teams or individuals

Equipment: as indicated below

1. Javelin: throw a chopstick, garden stake or broom handle – or even a broom!
2. Discus: throw a paper or plastic plate or frisbee a minimum distance
3. Marathon race: choose your own distance – course to be marked
4. Obstacle race: set out track as required using containers of water, hurdles made with broom handles, tables to crawl under etc. run or walk up to them.
5. Hurdles: over broom handles resting on bricks
6. Egg & spoon race: each competitor carries a spoon containing a hardboiled egg, to the finishing line.
7. Medley/Relay: form two to four teams of four people each. Need batons, one for each team.

Person 1 walks

Person 2 skips

Person 3 walks backwards

Person 4 runs (use the fittest person!)

The teams are placed two at each end of the course. If you want to make the race longer have four teams at each end and do the medley twice. Vary activities according to the participants' abilities.

**Winner:** the first team finished.

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## Basketball Goal Game

Players: teams

Equipment: basketball goal at the desired height

Each player has three chances to throw goals. This game can be played sitting down as well as by moving players. Decide on the number of rounds to be played.

**Winner:** team with the highest number of goals

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## Tunnel Ball

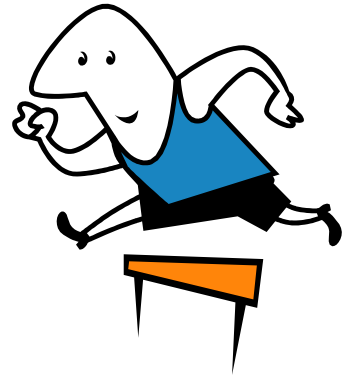
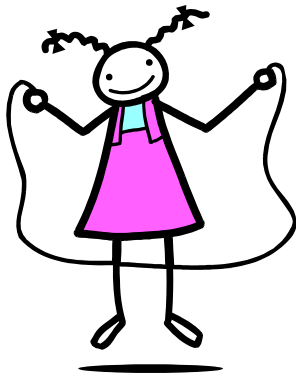
Players: teams

Equipment: ball

Pass the ball over the head or through the legs to the first player who passes it over their head or through their legs. Repeat from player to player who passes the ball alternately over the head or through the legs. Player at the rear of the team comes to the front with the ball and game is over when all players have played and the team is back to the first player.

**Winner:** first team finished

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## **French Cricket**

**Players:** two or more players, divided into teams, (can be played with teams of two or more)

**Equipment:** bat and ball (soft if indoors)

There is only one batsman, whose job is to stop the ball from hitting the body below the knees. If the ball does hit below the knees, the player is out. Feet must be kept together and never moved. Moving feet means out! A caught ball is also out. The ball is bowled by the person who fielded the last ball from whatever position the ball was picked up.

**Winner:** score one for each ball hit, highest scoring team wins  
E.g. an older people's team against a younger team

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## Football

Players: two teams of five

Equipment: ball

Decide on a 'field'. Have one goalie from each team at each end. The aim of the game is to get goals against the other team. Decide beforehand if the ball is to be thrown or kicked. Use a child's round ball or soccer shaped adult's ball.

**Winner:** the team that scores the most goals

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## Easter or Christmas Treasure Hunt

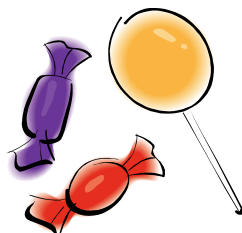
Players: pairs

Equipment: sweets, clues

Hide sweets in six set places. Hide enough in each place so that each player gets one! Prepare six clues, one for each pile of sweets. Hand out clues all at once, to all players. Players, in their pairs, work out the clues and go and find each 'treasure', and bring it back.

**Winner:** the first pair to find all six treasure piles and bring back a sweet from each

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## Orienteering

Players: any number, outdoors and indoors

Equipment: list of instructions

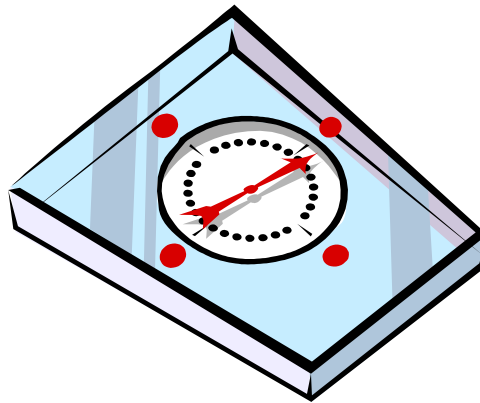
Make up a list of instructions e.g. *four steps north (or towards the door)*,

*Turn 45 degrees left, 10 steps ahead .... Etc.*

The aim is to get to the 'lucky spot', by following the list of directions read out by the judge.

**Winner:** first to get to the lucky spot.

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## INDOOR

### Wool Chase

Players: any number

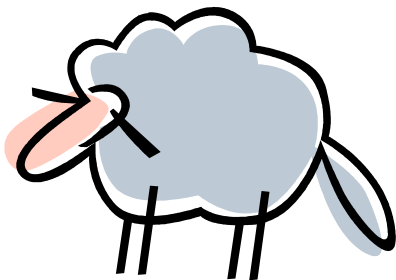
Equipment: pieces of colored wool

Pieces of colored wool are cut into 10cm lengths and draped over objects in the room or plants in the garden. The object is for players to collect as many lengths of wool as they can find. They may be all the same color, or different colors can attract different scores, e.g.

Red ..	2 points	pink ..	3 points	blue ..	4 points
Green ..	5 points	purple ..	6 points	white ..	7 points
Brown ..	8 points	black ..	9 points	etc.....	

**Winner:** scores the highest points

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## **Balls in Bucket Race**

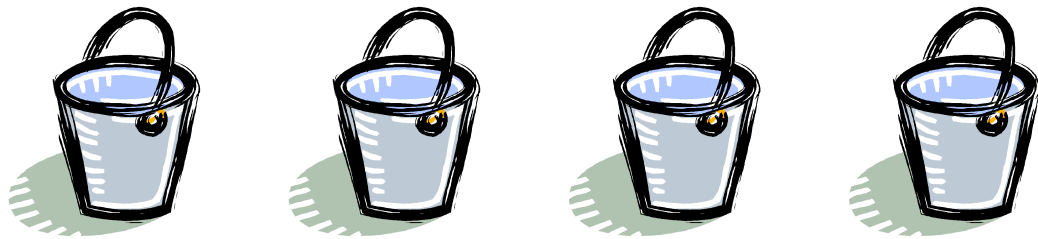
**Players:** teams of two or more

**Equipment:** balls, buckets

Arrange four to six buckets at one end of the set course (with five balls for each team at the other end). Players move off on the word 'go', bouncing a ball from the start to the bucket, around and placing the ball in the bucket, and back to the start again.

**Winner:** first team finished

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## Melbourne Cup or Easter Bonnet

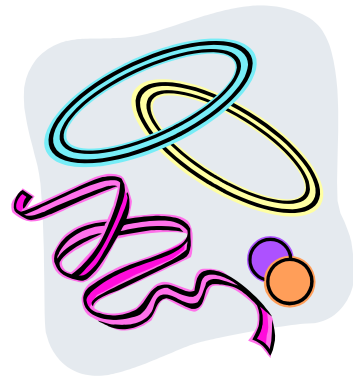
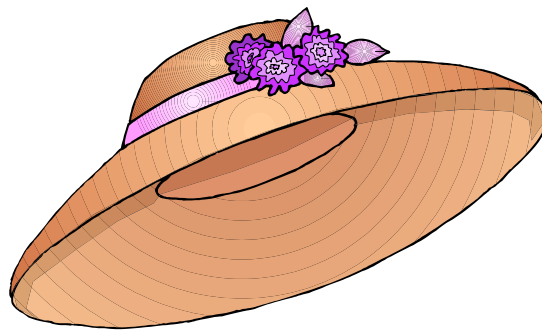
Players: all

Equipment: a bundle of crepe paper cut into squares, ribbons, artificial flowers, craft glue, cardboard and scissors

Players make their own hats. Have a fashion parade

Winner: judged best hat

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## THINKING GAMES

### Variation

Write down on left hand side of paper the following list:

female name	famous person from history
male name	famous person living today
country	well known book or film character
river	vehicle
city or town	garment
ocean or sea	song or nursery rhyme
animal or fish	game or sport
food	sportswoman or man
fruit or vegetable	TV or film star
flower, plant	gem or semi-precious stone
liquid	bird

One person, eyes closed, picks a letter at random, by using a pin to indicate the letter from the page of printed words above. In 10 or 15 minutes or any set time, players write down one item beginning with the chosen letter for each category. At the end of the allotted time, people read out their answers. When anyone else has the same item, this item is crossed out.

**Winner:** the person who has the highest total of items that no one else has thought of

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## **Word Association Game**

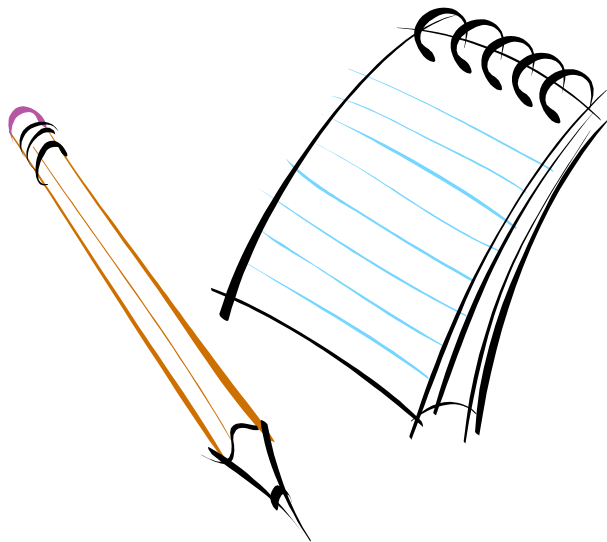
**Players:** two teams of four

**Equipment:** pencils and paper

Teams draw to go first and winner (Team 1) draws a word from a container. Team 1 then has to give in turn, something associated with that word, until they can't think of any more words (e.g. 'Shoe': - laces, walking, jogging, leather, polish etc.) As soon as a Team 1 member fails to think of an associated word or they repeat a word, the next team, Team 2 has a turn. When someone in Team 2 fails, scores are tallied and someone in Team 2 draws the next word from the container and the game proceeds as before, Five rounds are played. This game can be played over an afternoon or evening, with the winning team going on to a new match with another team, (Team 3) and so on. This game needs someone appointed as judge to allow or disallow players ' efforts to find associated words.

**Winner:** the team with the highest score

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## Phrases

**Players:** any number

**Equipment:** a black or whiteboard, chalk or pen

Three people leave the room while the others in the room decide on a name or phrase. Squares are drawn on a blackboard to indicate where letters will be put to make a word or phrase, e.g. TOP DOG would be:

□ □ □      □ □ □

The three contestants return and are told whether they are looking for a name or a phrase. Player 1 guesses a letter used in the word or phrase and keeps guessing until they guess incorrectly. Then Player 2 takes his turn and so on.

**Winner:** player who guesses the answer

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## Charades

Players: any number

Equipment: none

Two players go out of the room and work out what word they will act out. They plan what they will act for syllable one, then syllable two etc., and then what they will act out for the whole word. They then perform. At the end of their performance, members of the audience try to guess the word. This can be adapted to suit the audience. Instead of a single word, a nursery rhyme, a film, or TV show could be used.

**Winner:** all players

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## Scrambled Words

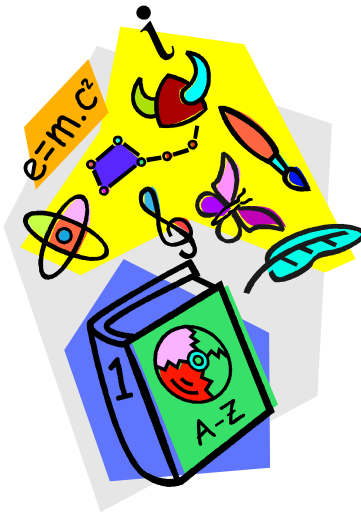
Players: any number

Equipment: a dozen or so words written on separate pieces of paper, in a bowl

One player draws a word from the bowl and calls it out. Players write the word down and then, using the letters of that word, make as many words as possible in a set time, e.g. five minutes.

**Winner:** the player with the longest total of correctly spelt words

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## Current Affair Quiz

Players: individuals or teams

Equipment: pencil and paper

Players are warned the week before to listen to or read the news. Ask lively questions based on the news of the week.

**Winner:** the player or team with the highest number of correct answers

E.g. an older people's team against a team from the local school

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## **Introduce Your Partner**

**Players:** any number of pairs

**Equipment:** none

Players are asked to chat with their partners for five minutes and find out something interesting about them. Each person in turn is then asked to introduce their partner to the group, giving all the information they have remembered.

**Winner:** all players

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## Murders

**Players:** any number – played at night

**Equipment:** pieces of paper, one for each player, one with “Murderer”, and one with “Detective” written on it, the rest blank. Fold all pieces and place in a hat

Players draw out one piece of paper each, look at it secretly and put it back, folded up so others can't read it. The detective identifies himself or herself and leaves the room. The lights are turned out. The others sit around and talk. The murderer (gently) hits someone, who then screams and 'drops dead'. The 'murdered' person lies there until the game is over. The detective counts to 10, while the murderer moves anywhere amongst the players. The other players must remain where they are and not move from the moment the murdered person screams. After the count of 10, the detective turns on the lights and enters the room. The 'murderer' stops moving around. The detective has to solve the crime by asking questions of all the players. All players must tell the truth – except the murderer, who can lie as much as necessary. The object of the game is to decide who the murderer is.

**Winner:** the detective 'wins', if he or she solves the murder.

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## **Dress the Doll**

Players: any number, including children

Equipment: a doll big enough to dress in baby clothes, jacket, dress, singlet, safety pin and nappy, or a pair of child's pants, booties or socks and shoes, and a bonnet and shawl.

Blindfold the player. The aim of the game is to dress the baby while blindfolded. Causes a laugh!

Another version is to blindfold one player for each item of clothing. Place the clothing in the centre of the table. Pass the doll around and each blindfolded player chooses an item of clothing from the pile and puts it on the doll, and passes in on to the next player.

**Winner** shortest time taken

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## GAMES THAT CAN BE BOUGHT

- Carpet bowls
  - Croquet – lawn or carpet version
  - Skittles (10 pin bowling )
  - Quoits
  - Ping-pong
  - Darts
  - Badminton
  - Shuffle board
  - Bole
  - Scrabble
- 

