



Royal Ambassador Resource Book >>>

## How to Become a Christian

God created the universe. He created all the people on the earth with the intent of having fellowship with them forever. But people do wrong things. The Bible calls those wrong things "sin." Sinful people cannot remain in fellowship with the holy, pure, righteous God. And there is nothing they themselves can do about the problem.

God sent His Son, Jesus, into the world to live a sinless life and make the only perfect sacrifice for our sin. The Bible puts it this way: "*He made [Jesus] who did not know sin to be sin for us, so that we might become the righteousness of God in Him*" (2 Corinthians 5:21).

But Jesus is not dead! On the third day after His crucifixion, He was raised to life again. Now all those who confess their sin (admit the wrong they've done) and trust Jesus (believe in Him, turn away from their sin) receive God's righteousness and are adopted into God's family.

You can receive this free gift of salvation today. Pray, asking God to forgive your sin. Put your trust in Jesus. If you need more information about becoming a Christian, visit [www.namb.net](http://www.namb.net).

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The *Royal Ambassador Resource Book* includes materials from Royal Ambassador publications. Many individuals have contributed over the years and invested their lives to train up godly young men. This guide is designed to serve as a resource for leaders who work with boys through Royal Ambassadors.

Special thanks goes to Keith Mack for compiling much of the material included in this book. Keith Mack is the children and youth mission and ministry consultant for Texas Baptist Men. He has been active in the leadership of Royal Ambassadors and Baptist Men since 1983 and has participated in the leadership of several summer camps for male campers (ages 6-18) each year since then.

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# Table of Contents

<b>How to Become a Christian .....</b>	<b>ii</b>
<b>1: Introduction .....</b>	<b>A-1</b>
<b>2: What Is Royal Ambassadors? .....</b>	<b>B-1</b>
The Purpose and Aim of Royal Ambassadors .....	B-1
RAs and Mission Education .....	B-3
Royal Ambassador Motto .....	B-4
Royal Ambassador Pledge .....	B-5
Royal Ambassador Virtues .....	B-6
Royal Ambassador Emblem .....	B-7
<b>3: Beginning a Royal Ambassador Ministry .....</b>	<b>C-1</b>
Leading Royal Ambassadors .....	C-2
Getting Started .....	C-4
Recruiting Members .....	C-7
Grouping Royal Ambassadors .....	C-8
Becoming a Member of Royal Ambassadors .....	C-10
Royal Ambassador Emblem Activity .....	C-12
<b>4: RA Chapter Meeting .....</b>	<b>D-1</b>
Conducting RA Chapter Meetings .....	D-1
Resources for the Meeting .....	D-5
Mission Stories and Missions Testimonies .....	D-6
Royal Ambassador Meeting Places .....	D-10
Sharing the Message of Christ .....	D-12
<b>5: Advancement .....</b>	<b>E-1</b>
Royal Ambassador Awards .....	E-2
Bible Memory Verses .....	E-5
RA Bible Memory Verses .....	E-6
Patch and Pin Placement .....	E-11
Royal Ambassador Advancement Options .....	E-12
Awards Chart .....	E-13

<b>6: Mission Projects/Activities .....</b>	<b>F-1</b>
Mission Project and Mission Activity Definitions.....	F-1
Mission Projects/Activities for Your RA Group.....	F-4
Record Keeping .....	F-4
Mission Project/Activity Suggestions.....	F-5
<b>7: Interest Activities.....</b>	<b>G-1</b>
Interest Activities Defined.....	G-1
Interest Activity Suggestions for Your RA Group.....	G-2
<b>8: Strategies .....</b>	<b>H-1</b>
Working with Boys .....	H-1
Characteristics of Children .....	H-3
Discipline and Guidance .....	H-5
Guiding Royal Ambassadors.....	H-6
Your Church, Royal Ambassadors, and the Law .....	H-13
Risk Management Planning for RA Leaders .....	H-15
<b>9: Administration .....</b>	<b>I-1</b>
Royal Ambassador Leadership.....	I-1
Royal Ambassador Ministry Leader Job Description .....	I-3
Royal Ambassador Leader Job Description .....	I-5
Leadership Skills .....	I-7
Enlisting Leaders.....	I-12
Developing Leaders .....	I-13
<b>10: Leader Helps.....</b>	<b>J-1</b>
Bible Telling.....	J-1
Missionaries in the Bible .....	J-4
Jesus Christ: The Best On-Mission Example.....	J-8
<b>11: RA Events and Ceremonies .....</b>	<b>K-1</b>
RA Commissioning Service.....	K-1
Royal Ambassador Kick-Off Celebration .....	K-4
RA Week .....	K-5
Recognition Service .....	K-7

<b>12: RA Member Notebooks .....</b>	<b>L-1</b>
RA Member Notebook Directions .....	L-1
Missions Learning Activity Suggestions .....	L-2
<b>13: RA Forms .....</b>	<b>M-1</b>
RA Leader Forms .....	M-2 through M-28
RA Member Forms.....	M-29 through M-40
<b>14: Bible Memory Games and Activities.....</b>	<b>N-1</b>
Bible Memory Game and Activity Suggestions .....	N-1
<b>15: Games and Activities .....</b>	<b>O-1</b>
Leading Games and Activities .....	O-1
Group Games.....	O-4
Got a Minute? .....	O-23
Games to Play After Dark.....	O-32
Rainy Day Games and Activities .....	O-34
Activities From a Backpack.....	O-36
Summer Camp Olympics.....	O-40
Other Camp Games and Activities.....	O-44



# 1 Introduction

Royal Ambassadors (RAs) began as an organization in 1908 and celebrated 100 years of being ambassadors for Christ in 2008. More than 2.5 million boys and their leaders have participated in RAs and learned how to help others in Jesus' name. Throughout the years, countless lives have been changed as boys and their leaders have prayed for, given to, and participated in mission projects. But some things about Royal Ambassadors have never changed.

- **The needs of boys** are the same today as they were 100 years ago, even though we live in a society that has experienced many changes. Boys desire to be part of a group their own age that accepts them for who they are. They seek the attention and affirmation from male role models that they have what it takes to become men. Boys learn best by example and by participating in hands-on missions opportunities. Boys seek adventure. Royal Ambassadors provides an opportunity for boys to learn about the greatest adventure of all—being ambassadors for Christ and joining God in His mission by sharing the message of reconciliation. What do the boys of your church need most? Boys need a relationship with Christ, and they need the men of your church to spend time helping them become men that God can use.
- **The need for more men** to serve as Royal Ambassador leaders is still great. When WMU formed this organization, they earnestly sought men to serve as leaders because they recognized the importance of male leadership in the lives of boys. Over the past 100 years, every national, state, associational, and church Royal Ambassador leader has sought more men to serve as leaders. Proverbs 27:17 says, "Iron sharpens iron, and one man sharpens another." Royal Ambassadors provides a unique opportunity for men to help shape the lives of boys into ambassadors for Christ.
- **The pressure of time** is great. Men have full-time jobs. Other interests and activities demand their time. Royal Ambassadors needs men who will commit to mentoring boys and helping them to become ambassadors for Christ. The Bible speaks about the importance of educating boys about God's Word and modeling how to serve. "Train a child in the way he should go, and when he is old he will not turn from it" (Proverbs 22:6, NIV).

## **Purpose of the *Royal Ambassador Resource Book***

Welcome to the *Royal Ambassador Resource Book*. This book is designed to give you the information you need to start and grow a Royal Ambassador chapter. You will find instructions, explanations, information, and forms. In addition, you will find extra mission projects/activities, interest activities, as well as group games and activities.

Due to the size of this book, it has been divided into sections for ease of downloading. As an RA leader of a registered RA chapter, you have permission to print and make copies of any part of the book. Each section will have a list of the contents on a section content page.

We intend for this book to be a growing and adaptable resource. Therefore, if you have additional ideas you would like to share, we will be updating the book periodically to include additional mission projects/activities, games, stories, and leader ideas. Send your ideas to: North American Mission Board, RA Resource Book, 4200 North Point Pkwy., Alpharetta, GA 30022-4176 or e-mail to [royalambassadors@namb.net](mailto:royalambassadors@namb.net) with a subject line of RA Resource Book Idea.

If you are a new RA leader you may want to use the *Royal Ambassador Quick Start Guide* to get the chapter started. You can then find additional resources in this *RA Resource Book* to help you grow your chapter.



## 2 What is Royal Ambassadors?

### SECTION CONTENTS

**The Purpose and Aim of Royal Ambassadors**

**RAs and Mission Education**

**The 12 Mission Skills**

**The Nine Mission Fields**

**Royal Ambassador Motto**

**Royal Ambassador Pledge**

**Royal Ambassador Virtues**

**Royal Ambassador Emblem**

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### The Purpose and Aim of Royal Ambassadors

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Royal Ambassadors (RAs) is a Southern Baptist mission education organization for boys in grades 1-6. RAs provides an opportunity for boys to develop Christian character through missions involvement and virtue commitments, in addition to growing spiritually, physically, mentally, and in relationships with others. Royal Ambassadors leaders utilize activities that are designed to help boys learn about God's mission, participate in on-mission experiences, pray for and give to missions, develop and use mission skills, and learn about and support the missions work of their church and denomination.

Many men have shared about their experiences as members of an RA chapter or serving as an RA leader. Listed below are the top three things these men remember about Royal Ambassadors.

1. They remember the RA Motto and RA Pledge. They remember reciting the Motto and Pledge at chapter meetings and special events, like RA camp, and the challenge to live out the meaning of the Pledge as ambassadors for Christ.
2. They remember participating in activities. Whether it was going to a summer camp, a missions rally, or overnight campout, or participating in a missions project, they talk about what they experienced and learned.
3. They remember their leaders. They remember them by name and talk about how their leaders cared for them and served as examples.



The Bible speaks about the importance of educating boys about God's Word and modeling how to serve. *"Train a child in the way he should go, and when he is old he will not turn from it"* (Proverbs 22:6, NIV). Mission-minded Christian men serve as a living library of knowledge and as role models for boys to see what it means to grow in a relationship with Christ. RAs offers men the opportunity to spend time with their chapter members sharing God's Word and modeling how to serve Christ. A wise leader will take the time to learn how to work with boys and plan activities that will challenge them mentally, physically, and spiritually. Many RA leaders have had the opportunity to witness their members develop into mature young men who are serving Christ in a variety of ways.

Committed leaders are at the heart of the Royal Ambassadors organization. Please be in prayer about your level of commitment in working with boys and seek to involve other men in sharing their time and experiences. History has proven that the primary curriculum for Royal Ambassadors is God's Word, the Bible, being shared by leaders who desire to help boys develop as ambassadors for Christ.

"Remember your leaders who have spoken God's word to you. As you carefully observe the outcome of their lives, imitate their faith. Jesus Christ is the same yesterday, today, and forever" (Hebrews 13:7-8).

The Royal Ambassadors organization continues to provide an opportunity for leaders to help transform the lives of boys and help them become missionaries of their generation.

The purpose of Royal Ambassadors is found in the RA Motto and RA Pledge. Boys and their leaders are encouraged to make a commitment to live out the words of the RA Pledge and RA Motto. To build the Christian character needed to keep the promises of the RA Pledge, RAs learn biblical virtues.

## RAs and Mission Education

Mission education helps Royal Ambassadors acquire skills necessary to be effective ambassadors for Christ, on mission with God in reaching the world with His message of reconciliation. Listed below are the 12 mission skills incorporated into Royal Ambassador publications.

### Why Mission Education Matters: The 12 Mission Skills of On-Mission Christians

A mission-educated or on-mission Christian . . .

- **Knows the mission.** Knows and is committed to God's mission of reconciling the world to Himself.
- **Prays.** Prays without ceasing for guidance, for power, and for the salvation of specific lost people and unreached people groups.
- **Focuses on a group.** Focuses on specific individuals and groups of lost people.
- **Trains cross-culturally.** Trains to understand the cultures of the focus groups.
- **Develops relationships.** Has a growing ability to develop friendships with a widening variety of people.
- **Strategizes.** Formulates plans to penetrate the focus groups.
- **Develops strategic partnerships.** Forms partnerships that resource strategies (including giving).
- **Trains to serve.** Develops skills to serve and minister to members of the focus groups.
- **Implements plans.** Actively works with partners and individually to accomplish the mission.
- **Delivers the message.** Prepares and delivers appropriate presentations of the gospel.
- **Disciples new believers.** Leads new believers into spiritual growth.
- **Shares with other Christians.** Shares what he learns with other Christians as a missions advocate and mentor.

### Where Mission Education Counts: The Nine Mission Fields

Mission education helps Christians apply their on-mission skills in nine mission fields of lost people.

My Life	My School	My State
My Family	My Community	My Nation
My Church	My Association	My World

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## Royal Ambassador Motto

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"We are Ambassadors for Christ."

(2 Corinthians 5:20)

The Royal Ambassador Motto, "We are Ambassadors for Christ" (2 Corinthians 5:20), was selected in 1908 by Woman's Missionary Union (WMU). Since that time, the Motto has never changed. It is a simple concept for a boy to identify with and understand that is based on God's Word.

## Royal Ambassador Pledge



**A**s a Royal Ambassador I will do my best:

- to become a well-informed,  
responsible follower of Christ;
- to have a Christlike concern for  
all people;
- to learn how to carry the message  
of Christ around the world;
- to work with others in sharing  
Christ; and
- to keep myself clean and  
healthy in mind and body.



To build the Christian character needed to keep the promises of the RA Pledge, RAs learn biblical virtues such as those listed below.

## Royal Ambassador Virtues

Beginning in 2011-12, Lads and Crusaders will learn about the same virtues. A total of 10 virtues will be studied each year. The virtues are:

**Loyalty**—Loyalty is always choosing to be a friend, even when it is hard to do.

**Friendship**—Friendship is to love and help others, even if I must give up something.

**Courage**—Courage is the power God gives me to do the right thing, even when I am afraid.

**Responsibility**—Responsibility is to finish the job I promised because others trust me.

**Honesty**—Honesty is to tell the truth, respect others, and play fair.

**Faith**—Faith is believing in God; trusting His Word; and knowing Him through His Son, Jesus.

**Compassion**—Compassion is feeling concern for the hurts of other people and helping with acts of kindness.

**Perseverance**—Perseverance is being patient and staying with your work through hard times until it is done.

**Teamwork**—Teamwork is working together and doing my part so more people will know Christ.

**Self-discipline**—Self-discipline is managing my life in a way that honors God.



## Royal Ambassador Emblem

The Royal Ambassador emblem represents the RA organization. Listed below are the meanings for the different parts of the RA emblem.



**The Words–Royal Ambassadors:** An ambassador is a representative in a court or nation other than his own. Royal Ambassadors are representatives of Christ the King bringing the good news of salvation to people everywhere.

**The Verse–2 Corinthians 5:20:** “We are Ambassadors for Christ” serves as the RA Motto and reminds us that we represent Jesus Christ.

**The Shield:** The shield stands for faith in Christ (Ephesians 6:16). This symbol represents the journey of faith and a commitment to follow Christ.

**The Bar:** The white bar with the letters “RA” represents that Royal Ambassadors are workers. It is to remind RAs that they are to work for Christ in all they do (Colossians 3:17,23).

**The Crown:** The crown represents Christ the King and is symbolic of a “crown of life” (James 1:12). As followers and ambassadors for Christ, we are to stay focused on Jesus and His message to the world. The five points of the crown represent the five parts of the RA Pledge and also the five ideas of RA work: Bible study, mission study, prayer, stewardship, and service.

**The Laurel Branch:** The laurel branch represents achievement and victory in the work of being ambassadors for Christ (Matthew 25:21). Combining skills and actions help accomplish the goal of carrying the message of Christ to other people who need to hear this good news.

**The Colors:** Blue represents the boy's loyalty to Christ, His church, and each other. Gold represents the worth of each boy to God's mission. White represents purity of living, which makes him an effective ambassador.



# **3 BEGINNING A ROYAL AMBASSADORS MINISTRY**

## **SECTION CONTENTS**

**Leading Royal Ambassadors**

**RA Ministry Team Approach**

**Getting Started**

**Awareness/Enlistment/Organization**

**Utilizing the Organization**

**Naming Your Royal Ambassador Chapter After a Missionary**

**Recruiting Members**

**Grouping Royal Ambassadors**

**How to Combine Age Groups**

**Becoming a Member of Royal Ambassadors**

**Royal Ambassador Membership Requirements**

**Membership Resources**

**Possible Additional Requirements**

**Lads**

**Crusaders**

**Royal Ambassador Emblem Activity**

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## Leading Royal Ambassadors

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Committed leaders are at the heart of the Royal Ambassadors organization. You have the opportunity to teach boys what you know and to help them become aware of God's plan for their lives. You serve as a living example of what it means to be a man of God. Leaders determine the success or failure of any RA ministry. What kind of leader do you want to be?

A wise leader will prayerfully evaluate his leadership ability and continually seek to grow in his leadership skills. A good way to improve your leadership skills is to attend an associational or state leadership training session where you can hear from and share with other leaders.

### RA Ministry Team Approach

The expression "two heads are better than one" is true. Three heads are even better! Having more than one leader involved in Royal Ambassadors is necessary for safety and the health and longevity of the organization. Outlined below is an example of an RA Ministry Team approach.

**RA Ministry Leader:** This person is responsible for developing the Royal Ambassadors organization and helping leaders understand they are mentors and role models for the boys of what it means to be an ambassador for Christ. His responsibilities include:

- Register the RA chapter annually.
- Provide resources and training for other RA leaders.
- Encourage evaluation and planning of the Royal Ambassadors organization.
- Plan times of encouragement and fellowship for RA leaders.
- Serve as the church's primary contact for associational/state RA activities.
- Help start new RA groups.

**RA Leader:** The people who plan and conduct the meetings. Their responsibilities include:

- Understand boys and the RA organization.
- Learn the RA Pledge and live out the words.
- Meet for evaluation and planning.
- Involve the boys in appropriate interest activities and mission projects/activities.
- Develop meaningful relationships with the boys.
- Acknowledge the boys' accomplishments.



Remember, a chain is only as strong as its weakest link. Leaders work together to strengthen one another. Always have at least two adults with each group of boys. You may have more than one adult serving in these leadership positions. Youth, with supervision and training, can assist adults in these leadership roles.

Royal Ambassadors provides a unique opportunity for men to help shape the lives of boys and to help them to become Ambassadors for Christ.

"Iron sharpens iron, and one man sharpens another" (Proverbs 27:17).



*The Leader Chevron is given to all RA leaders who work with the boys.  
The chevron goes under the RA Membership Patch on the vest.*

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## Getting Started

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Royal Ambassadors provides an opportunity for boys to develop biblical character in addition to growing spiritually, physically, mentally, and in relationships with others. Begin praying that God will prepare adult leaders to become sensitive to the leadership of the Holy Spirit and encourage others to develop an on-mission lifestyle. Use these steps to develop a successful Royal Ambassadors ministry.

### Awareness/Enlistment/Organization

#### 1. Gather Support

- Share your interest with the church. Enlist the support of the pastor, men's ministry leader, and children's minister.
- Gather a planning team.
- Determine how to do RAs in your church.
- Determine how many leaders will be needed (minimum of two leaders per group).

#### 2. Invite Leaders

- Extend a call for an RA Ministry Leader. Seek someone with a heart for helping boys become on mission with God. That person may be you!
- Schedule a meeting with parents. Talk to them about the benefits of Royal Ambassadors for their boys and the church. Encourage parents to be involved in their boy's activities and advancement.
- Follow your church's process for selecting or electing RA leaders.
- Provide training for leaders. Have leaders attend an associational, state, or national training event. You may be able to enlist a trainer to come to your church by contacting the associational or state office. Training resources are also available online at [www.royalambassadors.org/training](http://www.royalambassadors.org/training).

### Utilizing the Organization

#### 1. Provide Resources

- Royal Ambassador leader resources are monthly *Lad Leader* (grades 1-3) and *Crusader Leader* (grades 4-6) magazines and the annual RA Resource Kit.
- Royal Ambassador resources are the monthly *Lad* (grades 1-3) and *Crusader* (grades 4-6) magazines.
- Additional resources are membership and achievement pins and patches.
- To order these Royal Ambassador materials, call 1 866 407-NAMB (6262) or order online at [www.nambstore.com](http://www.nambstore.com).

## 2. Meet Together

- Meeting together helps you maintain your commitments—both the boys' commitment to develop godly character and the men's commitment to mentor an on-mission lifestyle and help the boys learn character virtues.
- You can conduct your meetings using the *Lad* and *Crusader* magazines for both leaders and boys.
- Basic RA meeting guidelines are found in the RA Chapter Meeting section.
- Forms for planning and registering your group are provided in the RA Forms section.

## 3. Register Your Group

- Register your group online at [www.royalambassadors.org](http://www.royalambassadors.org) or complete the form provided in the RA Forms section and send it to:

North American Mission Board, SBC  
RA Registration  
4200 North Point Parkway  
Alpharetta, Georgia 30022-4176

## Why Register Your RA Chapter

Every RA chapter should register annually. Benefits of RA chapter registration include the following:

- Lets the state RA leader know your church has a chapter.
- Your state RA leader can inform you about training sessions.
- You can learn of state or regional RA events.
- You will be able to include state RA events in your planning.
- Your chapter gets a registration certificate, suitable for framing.
- Some states may provide other pieces of helpful information in addition to the certificate.

## Naming Your Royal Ambassador Chapter After a Missionary

Royal Ambassador chapters are encouraged to name their group after someone who has been involved in missions and exhibits an on-mission lifestyle. You can name your chapter after an associational, state, North American Mission Board (NAMB), or International Mission Board (IMB) missionary. Once your chapter has chosen a name, such as "The Steve & Tara Smith Lad Chapter," you can use it in promotional information. As your boys study about mission skills, they can correspond with the missionaries and inquire

about how the missionaries use those mission skills in their mission field. The boys are encouraged to pray for the missionaries, give to special missions offerings, and consider going one day as missions volunteers.

To select a name for your chapter, check with your church and associational leadership for recommendations. You can also go to [www.namb.net](http://www.namb.net) and click on "Missionary Directory" under the *Popular Links* heading to find NAMB missionaries, and call the IMB at 1 800 999-3113 to request an international missionary's name. Or, you can choose missionaries found in *Lad* and *Crusader* magazines.

You are welcome to name all of your chapters after one missionary or each chapter may have a different name. Correspond with the missionary you name your chapter after, if possible. Missionaries feel honored and appreciated when their names are added to an RA chapter. Please note that some missionaries are in locations or positions where returning mail may be difficult or impossible. Please be patient and understanding. Be sure to inquire about any security concerns that you need to be aware of when corresponding with missionaries.

Once you name your chapter, be sure to include that name on your annual registration form. You can print a customized RA Certificate of Registration that is suitable for framing from the national Royal Ambassador Web site, [www.royalambassadors.org](http://www.royalambassadors.org). (Click on *Leader Helps, Tips and Ideas* to access the list of "Additional Resources.")

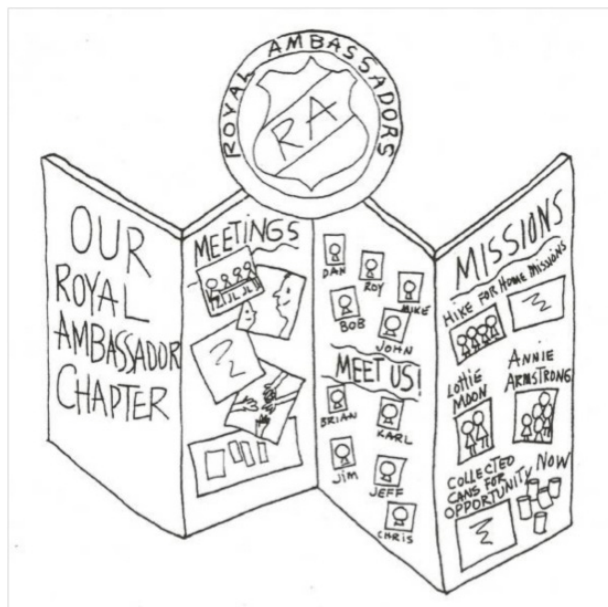
## Recruiting Members

Boys want to become involved in organizations that are designed with their interests in mind. But often boys on the fringe will only observe from a distance what is happening unless they are personally invited to join. Planning and conducting enlistment activities is a good way to promote Royal Ambassadors and invite boys to join in the process of mission education.

One of the most effective ways to invite boys to attend is by word of mouth. Boys who are having fun participating in activities naturally desire to invite their friends to join in the fun. When your attendance begins to increase, it is a good indication that you are planning and conducting meaningful activities. Our job as leaders is to ensure that we are involved in the great co-mission of going and making disciples (sharing the message of Christ), and teaching them to obey (discipling believers).

Recruiting members involves strategic planning to ensure that boys who are on the fringe do not remain lost or forgotten. Listed below are some ideas to assist you in planning and conducting recruitment activities.

- Pray for God's leadership in helping you become aware of opportunities to invite others to join in the mission education process.
- Take advantage of opportunities to invite others to attend Royal Ambassadors.
- Review Sunday School and prospect records to identify potential members.
- Make frequent contacts with visitors, new members, absent members, and members who attend regularly.
- Encourage members to invite others to attend, to make visitors feel welcome, and to help the visitors become part of the chapter.
- Create displays in the church and on the church's Web site. Involve boys and parents in creating the displays as desired.



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## Grouping Royal Ambassadors

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Royal Ambassadors are divided into two age groups based on the developmental characteristics of boys: Lads (boys in grades 1-3) and Crusaders (boys in grades 4-6). Within each age group, there are vast differences in the developmental characteristics of the boys. Lads require a greater amount of assistance and supervision from leaders. Depending on the number of RAs you have, you may choose to conduct meetings in one of several ways.

**All Together:** Churches with few boys and leaders may choose to combine all ages for the missions experience. Adult leaders work together with all of the boys.

**Two Groups:** Boys meet together for opening activities. Leaders work together in conducting these activities, and then divide the boys into separate age groups.

**By School Grade:** Leaders conduct separate activities with either the Lads or Crusaders in separate meeting areas of the church. Grouping the boys by school grade requires several committed leaders trained to work with the boys.

### How to Combine Age Groups

If there were such a thing as an "ideal" RA chapter, it would have eight to 10 boys with two or more adult leaders, and consist of boys in the same age grouping (either Lads or Crusaders). But, not every church's situation is ideal.

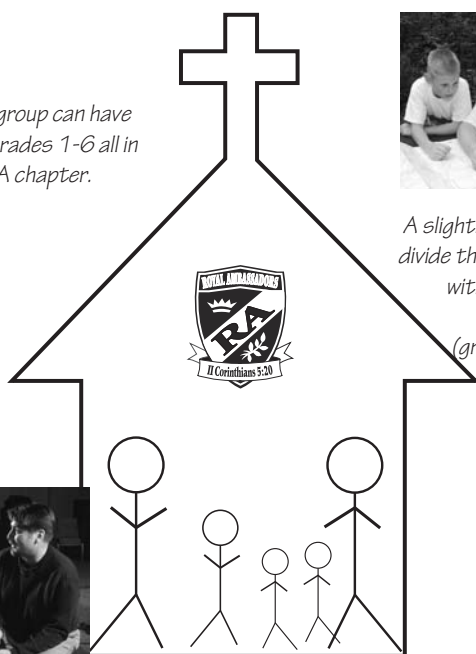
If your church's RA ministry is just beginning, or the number of boys available is small, you may need to combine age groups into one RA chapter. This presents a challenge, since there are differences in the magazine missionary stories and activities.

Here are some suggestions on how you can lead an RA meeting if you need to combine Lads and Crusaders.

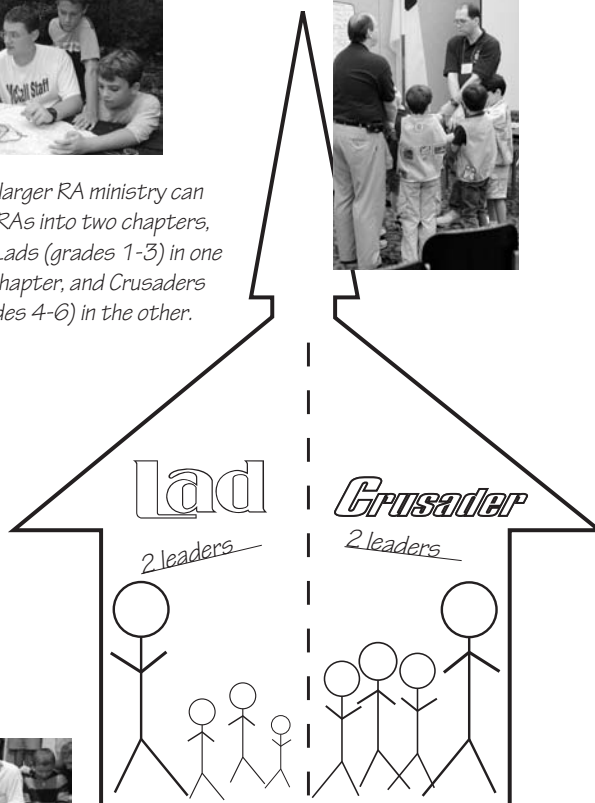
- Obtain copies of both *Lad Leader* and *Crusader Leader* magazine and review the activities and missionary stories. Order copies of *Lad* or *Crusader* for the RAs, depending on their school grade. Even though the missionary stories are different for the two age groups, they always have the same missionary and focus on the same part of the RA Pledge.
- Choose an Opening activity that can be done with the boys in your group. Be aware of the levels of physical development that may give older boys an unfair advantage. If needed, adapt the activity to level the playing field. Let all the boys participate in the Opening activity.
- Divide the boys into small groups with one leader presenting the missionary story and recall activity from *Lad* to the younger RAs (Lads), and the other leader presenting the missionary story and recall activity from *Crusader* to the older RAs (Crusaders). You can present one of the missionary stories, or you might alternate stories from the two magazines week by week.

- Choose one activity from the Mission Games and Activities sections of the magazines in which the whole group can participate.
- Combine the groups of boys for the Closing. If a closing game is needed, choose one in which all of the boys can participate.

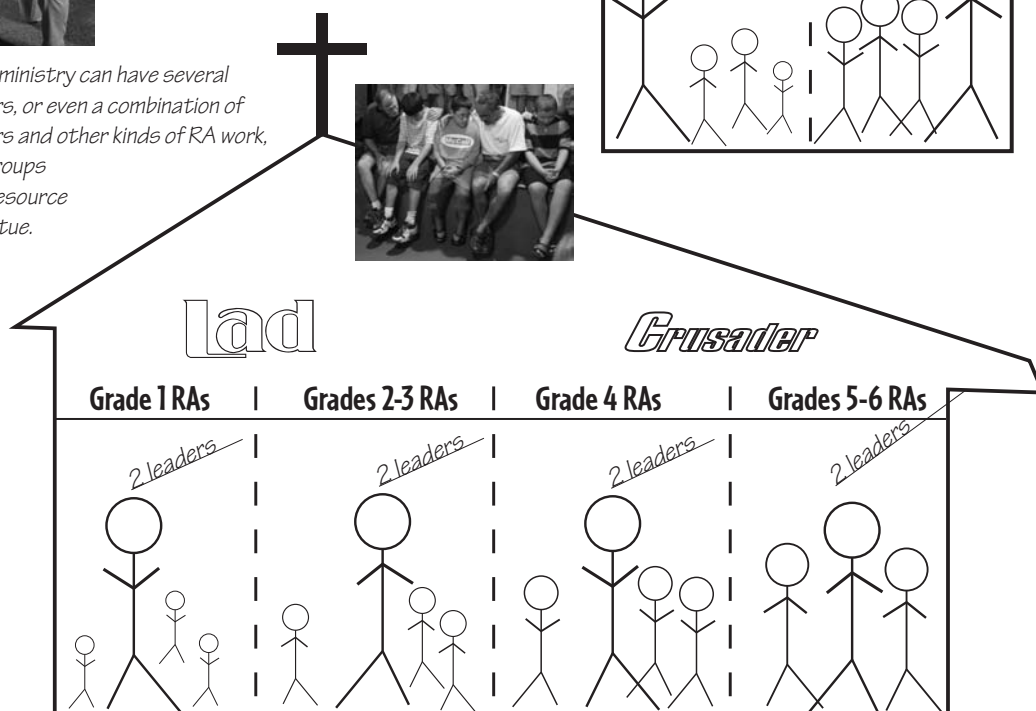
A small RA group can have boys from grades 1-6 all in the same RA chapter.



A slightly larger RA ministry can divide the RAs into two chapters, with Lads (grades 1-3) in one chapter, and Crusaders (grades 4-6) in the other.



A large RA ministry can have several RA chapters, or even a combination of RA chapters and other kinds of RA work, like small groups using the resource *Sons of Virtue*.





# Becoming a Member of Royal Ambassadors

## Royal Ambassador Membership Requirements

A boy can join RAs when he completes the following membership requirements:

- Learn the RA Motto, "We are Ambassadors for Christ" (2 Corinthians 5:20), tell it to his parent(s) or RA leader, and talk about what it means.
- Learn the RA Pledge, tell it to his parent(s) or RA leader, and talk about what it means.
- Present the RA Membership Patch to the boy. A RA Membership Pin, RA Membership Card, and age-level (Lad or Crusader) Patch are optional cost items that are available.

## Membership Resources



### RA Membership Card

This card records the date when a boy became a member of the Royal Ambassadors chapter. The card can be carried in the boy's billfold.



### RA Membership Patch

Members that learn the RA Motto and RA Pledge earn the privilege to proudly wear the Royal Ambassador Membership Patch. Members need to become aware that the symbols and colors of the Royal Ambassador Emblem have specific meanings.



### RA Membership Pin

Members that learn the RA Motto and RA Pledge earn the privilege to proudly wear the Royal Ambassador Membership Pin. Members need to become aware that the symbols and colors of the Royal Ambassador emblem have specific meanings.

The RA Membership Card and RA Membership Patch and/or RA Membership Pin may be presented to the boy during a welcoming ceremony.

## Possible Additional Membership Requirements

### Lads

- Learn the Lad Motto, "Learn and Do in Jesus' Name," tell it to his parent(s) or RA leader, and talk about what it means to learn and do in Jesus' name.



- Read or listen to 1 Samuel 2:26; 3:1-10. Learn this Bible story and tell it to their parent(s) or RA leader, and talk about what it means.
- Learn about the meaning of the Lad Patch. In the center of the patch is the Lad Torch. It reminds us that Jesus Christ is the light of the world and as His ambassadors we are to let His light shine through us. The Lad Torch verse is: *"I have come as a light into the world, so that everyone who believes in Me would not remain in darkness" (John 12:46).*
- Learn about the RA Emblem using the activity on the following pages.
- Participate in a welcoming ceremony.



The RA Membership Card, RA Membership Patch and/or RA Membership Pin, and Lad Patch and chevron are presented to the boy during the welcoming ceremony.

## Crusaders

Learn the Crusader Motto, "Help Others in Jesus' Name," tell it to their parent(s) or RA leader, and talk about what it means to help others in Jesus' name.

- Read John 6:1-15. Learn this Bible story and tell it to their parent(s) or RA leader, and talk about what it means.
- Learn about the meaning of the Crusader Patch. In the center of the patch is the Crusader Crown. It represents Christ the King and is symbolic of a "crown of righteousness." As followers and ambassadors for Christ, we are to stay focused on Jesus and His message to the world. The five points of the crown represent the five parts of the RA Pledge and also the five ideas of RA work: Bible study, mission study, prayer, stewardship, and service. The Crusader Crown verse is: "James 1:12. Other verses about the crown, such as 2 Timothy 4:8, can be used if you want the boys to learn a different verse from this one used with the RA Emblem.
- Learn about the RA Emblem using the activity on the following pages.
- Participate in a welcoming ceremony.



The RA Membership Card, RA Membership Patch and/or RA Membership Pin, and Crusader Patch and chevron are presented to the boy during the welcoming ceremony.

## Royal Ambassador Emblem Activity

Learn about the Royal Ambassador emblem and share the information with a friend.



What does the shield represent? \_\_\_\_\_

What does the bar represent? \_\_\_\_\_

What does the crown represent? \_\_\_\_\_

What does the laurel branch represent? \_\_\_\_\_

What does the blue color represent? \_\_\_\_\_

What does the gold color represent? \_\_\_\_\_

What does the white color represent? \_\_\_\_\_

What is the RA Motto (found in 2 Corinthians 5:20)? \_\_\_\_\_

Who can you tell about the RA emblem? (List their names.) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Pray for a time to share with these people what the Royal Ambassador emblem means.  
Invite them to join you at the next RA chapter meeting or outing.

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## Royal Ambassador Emblem Activity

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

#### Suggested Time:

This activity can be completed in about 30 minutes.

#### Materials Needed:

- Copies of the Royal Ambassador Emblem sheet (three-hole punched)
- Pens or pencils

#### Activity Suggestions:

- Distribute copies of the Royal Ambassador Emblem sheet and pens or pencils to the boys.
- Share with the boys the meaning of the RA emblem. Be sure to write your answers on a dry-erase board so that the boys can copy what you have written.
  - » The shield represents faith in Christ. (Ephesians 6:16)
  - » The bar represents that RAs are workers. (Colossians 3:17,23)
  - » The crown represents Christ the King. (James 1:12) The five points of the crown represent the five parts of the RA Pledge and the five ideas of RA work: Bible study, mission study, prayer, stewardship, and service.
  - » The laurel branch represents achievement or victory in Christ. (Matthew 25:21)
  - » Blue represents loyalty to Christ, His church, and each other.
  - » Gold represents the worth of each boy to God's mission.
  - » White represents purity of living.
  - » RA Verse—2 Corinthians 5:20: "We are Ambassadors for Christ."
- Have the boys complete the Royal Ambassador Emblem sheet and put it in their notebooks, if you are doing RA Member Notebooks.

- Encourage the boys to prayerfully consider several people with whom they could share this information and invite to attend a chapter meeting.

**Mission Field(s):**

This activity relates to the following mission field(s): *My Church*.

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To become a well-informed, responsible follower of Christ.*
- *To learn how to carry the message of Christ around the world.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- We are Christ's ambassadors to the world. (2 Corinthians 5:20)
- We must let God's light shine brightly in our lives. (Matthew 5:16)
- We must think about ways that we can help others. (Hebrews 10:23-25)
- We must stand at the crossroads and reflect upon God's activity. (Jeremiah 6:16)
- God shows us what it means to be an ambassador. (Jeremiah 33:3)



# 4 RA CHAPTER MEETING

## SECTION CONTENTS

### Conducting RA Chapter Meetings

#### The Five-Part Royal Ambassador Meeting

#### Chapter Meeting Ideas

#### Resources for the Meeting

#### Mission Stories and Missions Testimonies

#### Mission Story and Missions Testimony Recall Activities

#### Royal Ambassador Meeting Places

#### Sharing the Message of Christ

#### ABC's of Salvation

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## Conducting RA Chapter Meetings

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Chapter meetings provide boys opportunities to make decisions, abide by the decision of the majority, and share responsibilities. It also provides opportunities for the boys to build a foundation of Christian values to guide them in life and serves as a natural setting for boys to get to know many Christian adults who can serve as mentors.

In the chapter meetings Royal Ambassador leaders utilize activities that are designed to help boys learn about God's mission, participate in on-mission experiences, pray for and give to missions, develop and use mission skills, and learn about and support the missions work of their church and denomination.

A successful chapter meeting always starts with successful planning. Leaders need to review lesson plans located in *Lad Leader* and *Crusader Leader* magazines and ensure that they have the materials necessary for the chapter meeting.

## The Five-Part Royal Ambassador Meeting

### 1. Opening (5-10 minutes)

- Start with a short arrival activity—a game or other activity.
- Recite the RA Pledge (and other pledges as desired).
- Read the names of missionaries and MKs in the *Lad* and *Crusader* magazines. Have an opening prayer.
- Check attendance and make announcements. (An RA Chapter Attendance form is provided in the RA Forms section.)

### 2. Virtue Exploration (10-15 minutes)

- This portion includes mission stories or missions testimonies.

### 3. Mission Games and Activities (10 minutes)

- Do a craft project, interest activity, or group game.

### 4. Advancement (15 minutes)

- Work on understanding and memorizing a Bible verse.
- Work on preparing for a mission project or mission activity.
- Recognize achievements as they occur during the year.
- Record completed Advancement work (RA Forms section). In addition, RAs can complete a Mission Story Sheet, Missions Testimony Sheet, or Mission Project Sheet (RA Forms section) to process the event and place in their RA Member Notebooks, if they are making notebooks.

### 5. Closing (5-10 minutes)

- The leader can ask questions, sum up the meeting experience, and share a Bible thought.
- Recite the RA Motto: "We are Ambassadors for Christ."
- Have a closing prayer time.
- Provide a closing game or activity while boys are waiting to be picked up.

### Chapter meetings outcomes are for a boy to:

- Accept Christ as Savior and Lord.
- Become a well-informed, responsible follower of Christ.

- Have a Christlike concern for all people (through stories and testimonies).
- Learn how to carry the message of Christ around the world (by the example of RA mentors).
- Work with others in sharing Christ (through projects and events).
- Keep himself clean and healthy in mind and body as he lives an on-mission lifestyle.
- Develop character by living out the RA Pledge and RA Motto.
- Develop mission skills as he learns how to be a missionary.
- Be an ambassador for Christ by living out the RA Pledge and RA Motto.
- Build meaningful relationships with men who serve as on-mission role models.
- Develop friendships with other boys.
- Make decisions and abide by the decision of the group.
- Share responsibilities with others in the group.

## Chapter Meeting Ideas

Each week, Royal Ambassadors gather together to have a 45-minute to one-hour meeting where RA leaders teach the boys about missions. Suggested chapter meeting lesson plans are located in the *Lad Leader* and *Crusader Leader* magazines. In the leader version of the magazines, you'll find a five-part meeting lesson plan. Each of the five parts uses teaching activities to keep the boys' interest. These activities reinforce the monthly virtue focus throughout the month's meetings. Boys in all six grades can be placed together for the same activities or grouped into various grades for more specialized activities. The suggested meeting activities can be flexible depending on the abilities of the RAs or the resources at hand. At the beginning of each plan there is a Prepare for the Meeting section. In this section, there are suggested items to gather or to order to assist with teaching. Each meeting part has a suggested time frame for pacing the meeting. In some meetings you may choose to shift time from one part to another.

Here are some ideas to consider for your RA chapter meetings:

- Meet at least once a month to plan with other RA leaders the activities to be conducted the following weeks.
- Share responsibilities with other RA leaders in leading the activities planned.
- Use the chapter meeting times to teach boys new skills.
- Seek to get the boys involved in hands-on mission projects.
- Involve the boys in mission projects that the church has adopted. (associational, state, national, and international)
- Make the chapter meeting fun for the boys to attend.
- Give the boys a hint or a challenge at the end of the chapter meeting that they will have the opportunity to solve at the next meeting.

Here are some additional questions for your meeting plans: (Think unconventional)

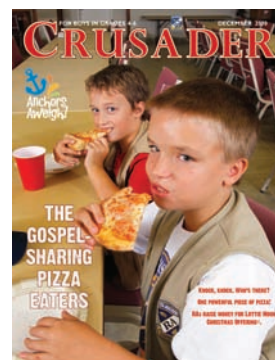
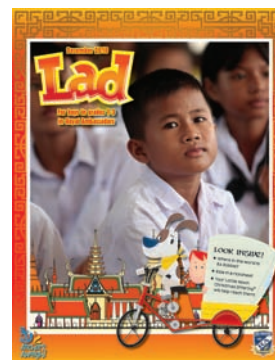
- Do activities always need chairs and tables?
- Can the activity be done outside?
- How can a pencil and paper activity be accompanied with a physical activity?
- How can reciting a Bible verse or reading a story be accompanied with physical activity?
- Does the room have space for activities that need movement?
- Are there supplies on hand like paper, pencils, scissors, etc?



## Resources for the Meeting

### Royal Ambassador Magazines

*Lad* magazine (for boys in grades 1-3) and *Crusader* magazine (for boys in grades 4-6) contain missionary stories, learning activities, crafts, jokes, news about RA chapters, and more. Each monthly issue focuses on either the RA Motto or one of the virtues supporting the RA Pledge. RAs explore the virtues of loyalty, friendship, courage, responsibility, honesty, faith, compassion, perseverance, teamwork, and self-discipline.



### Royal Ambassador Leader Materials

The following materials are used for beginning and maintaining an active RA organization.

*Lad Leader* and *Crusader Leader* magazines provide detailed plans for leading weekly chapter meetings and are used with the monthly *Lad* and *Crusader* magazines.

The annual *RA Resource Kit* provides teaching aids for use during chapter meetings. It includes an RA DVD with missions videos, a Pledge poster, Advancement/Attendance charts, maps, games, and more.

The *Royal Ambassador Resource Book* includes ideas and information for enhancing your Royal Ambassador ministry. Help is given on working with boys, RA leadership skills, RA history, mission stories and testimonies, mission projects, interest activities, forms for use with RAs, and more. It is available as a free download at [www.royalambassadors.org/resources](http://www.royalambassadors.org/resources).

To order Royal Ambassador materials, call 1 866 407-NAMB (6262) or order online at [www.nambstore.com](http://www.nambstore.com). Some resources may also be available for purchase at local LifeWay Christian Stores.

To order Royal Ambassador specialty items (RA vest, RA Flag, RA knife, etc.), call LifeWay Specialty Imprints at 1 800 448-8032 or order online at [www.lifewaystores.com/specialtyimprints](http://www.lifewaystores.com/specialtyimprints).



## Mission Stories and Missions Testimonies

Reading and telling of mission stories and missions testimonies is an important part of Royal Ambassador meetings. Mission stories and missions testimonies can have a deep impact on boys as they gather for mission study and inspire them to reflect upon ways that God can use them in missions.

When *Lad Leader* or *Crusader Leader* magazine suggests that you use a story from the Bible or from *Lad* or *Crusader* magazine, concentrate on making the story come alive for the boys. Seek to transfer the excitement of the story to the boys.

Consider the following methods for making the story come alive:

- **Storytelling:** Tell the story in your own words. It is the best way to remember the story.
- **Read and Follow Along:** Allow a boy who is a good reader to read the entire story or divide the story into parts for several boys to read. Other boys follow along in their magazines. (Consider having the boys practice reading aloud beforehand to become familiar with the story.)
- **Role-Playing:** Role-play the story with one or more children or adults. The characters act out the parts of the story as one person reads the story to the group.
- **Show-and-Tell Story:** Make the story a "show-and-tell" by gathering items (or illustration of items) that are mentioned in the story. As you tell the story, show the items to the boys.
- **Special Words:** Note a special word that is repeated several times in the story. Tell boys they should raise their hands or clap when they hear the word.
- **Hit the Pause Button:** Pause during the story to ask questions or ask for definitions of words that may be difficult to understand.
- **Dramatic Presentation:** Have an adult, young adult, or Challenger (teen) dress in a costume which resembles a key character from the story being presented. While in costume, have the presenter creatively read, tell, or act out the story.
- **Puppets:** Using hand puppets, creatively tell or read the story. A person using a puppet does not have to be an expert to use this method.
- **Old-Fashioned Radio Broadcast:** Before the meeting, make a tape recording of the story to play at story time. Recruit several people to make the recording so there are a variety of voices. Consider adding appropriate background noises to the recording.
- **Video Presentation:** Videotape a person using one of the methods mentioned. Play the tape during a chapter meeting. (This idea is particularly useful if you have a willing and talented participant who cannot attend the chapter meeting.)
- **Art Presentation:** Read a story and make a list of key items and characters. Divide your chapter into small groups. Have each group draw one of the key items or characters of the story you will be presenting. As you read or tell the story, have each group display its art as you come to the item or character the boys drew from the story.

Process each story or testimony with the boys to help them remember details. Use one or more of the following methods:

- Have the boys complete the story recall activity at the end of the story.
- Have the boys complete a Mission Story Sheet (RA Forms section) for mission stories not found in *Lad* or *Crusader* magazine or a Missions Testimony Sheet (RA Forms section) for special guest missions testimonies.
- Divide the boys into two teams and play a game that asks questions about the story or testimony.

## Mission Story and Missions Testimony Recall Activities

The following activities can be used to help RAs recall facts about each mission story or missions testimony. Choose one or more of these activities, but vary your use of them.

**Story Recall Activities:** These activities are associated with each mission story in *Lad* and *Crusader* magazine. They help the boys recall facts about the mission story.

**Mission Story and Missions Testimony Sheets:** These standard sheets are associated with each missionary testimony or missionary story (biography). They should be completed by the boys and placed in their notebooks. These sheets allow the boys to record important facts about each story or testimony as well as the virtues associated with each missionary's life.

**Mission Story and Missions Testimony Games:** These games encourage the boys to recall important points about the mission story or testimony. Prepare a list of questions from the story or testimony. Divide the boys into two groups. Select one member from each group to answer a question. If he answers correctly, the group receives a point. If he answers incorrectly, the member from the other group is allowed to answer the question to earn a point for his group. After a boy answers a question, he sits down and another member from his group is selected to answer the next question. You can play until all questions are answered or a predetermined score is reached.



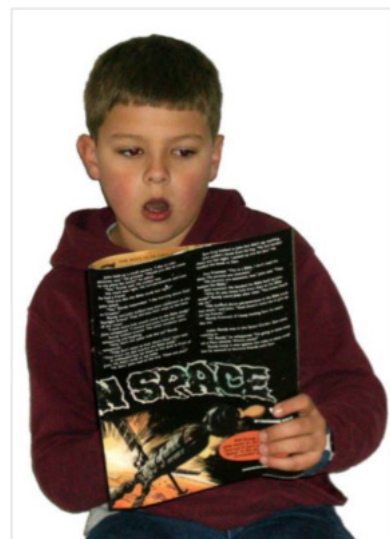
tant about the story or testimony.

**"Man on the Street" Interviews:** Use a microphone or pretend microphone (pen, pencil, marker, etc.) to conduct "Man on the Street" interviews. Select a boy to answer one or more questions concerning the story or testimony. Encourage the boy to speak loudly into the microphone as he answers each question. Switch the microphone back and forth as you ask questions and the boy answers the questions. Get down on the same level as the boy during the interview. Begin each interview like you are meeting the boy for the first time. Find out his name, age or grade, where he goes to church, etc. Go around the room interviewing several boys. Feel free to ask boys the same question to get different perspectives of what they thought was impor-

**Eyewitness News:** Set up a "jumbo-screen television" (a table or large appliance box that a boy can climb under or into to be viewed by the other RAs). The boy pretends he is a reporter on the evening news and gives a brief report about the facts of the story. You can control the television with your "RA remote control." Each time you push the button on your remote control, you announce the action you want the boy to perform. This is a fun way to allow the boys to verbalize the mission story.

RA remote control actions:

- Power On = A boy is selected to be a news reporter.
- Play = The boy begins his news report.
- Volume Control = You encourage the boy to speak louder so that all can hear.
- Pause = The boy must pause his news report until you push the "play" button.
- Change Channels = One boy exits the television and another boy enters.
- Power Off = The last boy selected exits the television.



The RA remote control is a box clicker (a small plastic box with a metal tab inside that makes a loud "click" sound when pressed). Box clickers are often used as obedience training devices for dogs and are available at many pet stores.



**Magic PowerPoint Presentations:** The RA remote control can also be used to change slides in a "magic PowerPoint presentation." Point the RA remote control at a blank wall and press the clicker to advance the slides of the imaginary PowerPoint presentation. Describe each image of the story with as much detail as possible. Then, allow the boys to operate the RA remote control and use their imaginations to share details about the mission story.



## Royal Ambassador Meeting Places

Royal Ambassadors need a good place to meet. It does not have to be for their exclusive use, but it should be a roomy, inviting space that allows the boys and leaders to enjoy their meeting times. Listed below are suggestions for making the most of a meeting space for Royal Ambassadors.



A good meeting space helps to create a learning atmosphere for Royal Ambassadors. Boys enjoy being members of a club. Seeing the RA Flag, the RA Pledge Poster, and the RA Motto helps the boys identify with the Royal Ambassador organization.

The Royal Ambassador ministry leader has primary responsibility for obtaining a suitable space for the RAs to meet. Work with the pastor, church staff, or appropriate people in the church to schedule meeting rooms for all of your RA chapters. If the same space is being used by other church organizations, remind the RA leaders to coordinate with the leaders of those organizations to avoid any conflicts concerning the meeting space.

Seek to have a permanent display area in each of the central meeting rooms. Request half of one wall for an RA display area or one corner of the room where items can be displayed on both sides of the corner. An alternative to having a permanent display area in the room is to mount items such as the RA Flag, RA Pledge Poster, and RA Motto on foam board or lightweight plywood to display in a focal area of the room during the meeting, and then keep these items in a storage area after the meeting.



Make sure RA leaders know of any policies about use of the room. If pins or tape cannot be used on the walls, then find alternate ways to display posters and other resources. If the lights should be turned out when leaving the room, then be a good steward and do so.

A typical room should meet the needs of eight to 12 boys and two to three adult leaders. Allow for different configurations

of tables and chairs. If the RAs are working on a group project, then arrange the tables in the center of the room with chairs facing the center. If the RAs are working on individual projects, then arrange the tables along the walls with chairs facing the walls to minimize distractions.

Tables are usually needed for magazine activities, crafts, and some interest activities. The furniture should be appropriate for the size of the children. It should be easy to move, since RAs play indoor games and often need a large area to play their games. Wise RA leaders will scout out spaces on the church grounds for any outdoor activities.





The RA Web site contains many items that can be downloaded and printed to decorate the RA meeting rooms. If these items cannot remain up from week to week, consider having them laminated. Don't discard older RA display items. Use them occasionally to help the boys understand the organization's heritage of faith.

Remember to display posters related to the mission study at the boys' eye level. Consider mounting a narrow cork strip about 48 to 60 inches above the floor.

## Sharing the Message of Christ

As a Royal Ambassador leader, you will have the opportunity to share with children what it means to be a Christian. Every RA leader needs to become aware of age-appropriate ways to share the message of Christ. Children are inquisitive by nature. They will ask what it means to be a Christian and what they have to do to become one.

Leaders need to pray and exercise great care in sharing answers concerning spiritual matters with children. Our role is that of seed planters, allowing the Holy Spirit to water the seed of faith. We are called to lift up Jesus Christ and allow Him to draw all men unto Himself. We need to be spiritually sensitive to the activity of God and not hinder the children from coming to Him.



**Personal Testimony:** To “witness” literally means to tell what you have seen or heard from firsthand experience. When you witness, you are sharing your personal experience and relationship with Jesus Christ. Without a personal “love relationship” with Christ, you have nothing to share. Be able to explain how you personally talk with Jesus through prayer, what it feels like to have the Holy Spirit working inside you, how Jesus speaks to you, how He helps you in everyday life, what it means to give Him control of your life, and how you value His friendship and guidance. It is important to be able to tell children how you came to know Christ *personally*. Developing a personal relationship with a child provides the best opportunity to share this witness in a meaningful way.

**Gospel Presentations:** Several plans of salvation are geared for reaching children. Here are a few of them.

- “How to Lead Your Son to Christ”—found in *Sons of Virtue*, pages 48-49 (*Sons of Virtue* is a 10-week, father and son, mentor and boy, guided exploration of biblical virtues and godly character. It is available as a free download at [www.royalambassadors.org](http://www.royalambassadors.org). Click on “Free Downloads” under the *RA Resources* heading.)
- “How to Become a Christian”—found on the inside cover of this guide as well as each issue of *Lad* and *Crusader* magazine
- *God's Special Plan for Children*, *An Important Question for an Important Person*, and *Show and Tell Sticker Books*—evangelistic booklets and tracts geared for reaching children (For more information or to order, visit [www.nambstore.com](http://www.nambstore.com).)
- *TheGoodNews.org*—provides links to all of NAMB's online evangelism presentations

**Using Scripture to Explain the Message of Christ:** The Bible provides firsthand knowledge of Jesus Christ and how to have a relationship with Him. It is a powerful witnessing tool. It is important to know Scripture verses to help explain how a person can



accept God's gift of salvation. The ABC's of Salvation listed below, is a good plan to know. This method of presenting the gospel includes Scripture verses.

## ABC's of Salvation

- **Admit that you are a sinner.** Repent, turning away from your sin. (Read Romans 3:23; Romans 6:23; 1 John 1:9-10; and Acts 3:19.)

*What Does It Mean?*

*Admit means being willing to say something is true. Sin is doing something wrong that makes God unhappy, that breaks one of God's rules. Every person is a sinner, except for Jesus who never sinned. Repent means turning completely around, away from sin and towards God.*

- **Believe that Jesus is God's Son and accept God's gift of forgiveness from sin.** (Read John 3:16; Acts 4:12; Romans 5:8; Ephesians 2:8-9; and John 1:11-13.)

*What Does It Mean?*

*We can't earn salvation by being good. God gives us the gift of salvation because He loves us. He sent His Son, Jesus, to die for our sins. Jesus then rose from the dead so we might have eternal life through Him. This gift provides forgiveness from sins for anyone who accepts (willingly receives) this gift.*

- **Confess your faith in Jesus Christ as Savior and Lord.** (Read Romans 10:9-10,13.)

*What Does It Mean?*

*Confess means to say with your mouth, in other words to tell somebody! What do you tell them? You tell them about your faith in Jesus Christ as your Savior and Lord. Faith means trusting, even when you don't completely understand. Trusting Jesus as your Savior means you believe that He saved you from your sins. Trusting Jesus as your Lord means He is the boss of your life—He's the one in charge!*

Remember that you are telling about a person—Jesus Christ—not explaining a scientific formula. Ask questions that will give you some idea of the child's understanding. Realize you cannot make the decision for a child, nor do you have the power to save him. Only the Holy Spirit can work in the life of an individual to bring him to Christ. Only a relationship with Jesus Christ will save a person.



# 5 ADVANCEMENT

## SECTION CONTENTS

**Royal Ambassador Awards**

**Membership**

**Royal Ambassador Vest**

**Advancement**

**Physical Fitness**

**Bible Memory Medals**

**Mission Study/Activity Patches**

**RA Activity Patches**

**Campcraft Patches**

**Bible Memory Verses**

**RA Bible Memory Verses**

**Patch and Pin Placement**

**Royal Ambassador Advancement Options**

**Graded Model**

**Open Model**

**Awards Chart**

## Royal Ambassador Awards

Royal Ambassadors can earn many awards through the RA program. These awards are presented to members in recognition of their achievement when they complete the requirements for each award. Use the RA Award Tally Sheet (RA Forms section) to assist you in ordering your chapter's RA awards. Use the Royal Ambassador Individual Awards Record (RA Forms section) to help you compile the total number of each award you need to order.

Awards should be presented to the boys soon after they have earned them. Plan to have recognition services several times a year to present the awards to the boys in front of the church. Be sure to invite the people who are most significant in each boy's life to witness the award presentation (parents, pastor, others).

**Membership:** The RA Membership Card and RA Membership Patch and/or RA Membership Pin are presented to chapter members who have completed the membership requirements for Royal Ambassadors. Boys and leaders who have memorized the RA Motto and RA Pledge may wear the RA Membership Patch and/or RA Membership Pin. Those who have memorized the Lad or Crusader motto, told the associated Bible story to an adult, and learned the meaning of the respective patch may wear the Lad or Crusader patch and the accompanying chevron.

### Royal Ambassador Vest

Once a boy fulfills the membership requirements, he is ready to begin his grade-level Advancement. At this time, some churches provide a vest for the boy to display his membership and Advancement pins and patches. The vest becomes the uniform for the RA.

Royal Ambassadors can proudly wear their vests to all chapter meetings. The RA vest should be worn during special recognition services, award presentations, and annual events. Wearing a uniform helps chapter members practice responsibility. If your church has a limited budget, consider asking parents to purchase the vests or work toward having the vests made to reduce the cost. Be sure to make special allowances for boys who cannot afford to purchase vests. RA groups can choose to wear either the khaki vests with pockets or the blue denim vests with gold trim. Vests can be ordered from Specialty Imprints at [www.lifewaystores.com/specialtyimprints](http://www.lifewaystores.com/specialtyimprints) or by calling 1 800 448-8032. Instead of a vest, a church may develop shields, banners, and other items to display each boy's earned awards.



**Advancement:** Boys are awarded either a grade-level advancement shield pin or patch by completing the advancement plan for that grade. Boys may keep a record of the activities they have completed in a personal RA Member Notebook.



**Bars and Stars:** Boys can earn one achievement bar or star for each 12 additional mission stories, missions testimonies, mission projects/activities, or Bible verses memorized in any combination after they have earned their advancement pin or patch.

**Physical Fitness Patch:** Physical Fitness patches are awarded to boys for participating in a group of exercises over a period of time. A worksheet is given to the boy to record his exercises which are signed off by his parents or another adult. Patches correspond to the grade level of the boys. The physical fitness chart, worksheet, examples, and instructions can be found in the Interest Activities section of this book.



**Bible Memory Medals:** These medals are awarded to boys for memorizing Scripture verses (Bronze–25 verses in one year; Silver–50 verses in one year; Gold–75 verses in one year). Service Stars are awarded for completion of these requirements in subsequent years.



**Mission Study/Action Patches:** These patches are awarded to those who participate in the annual mission studies or mission action. Boys earn the patch the first year and are awarded a dated chevron in subsequent years.

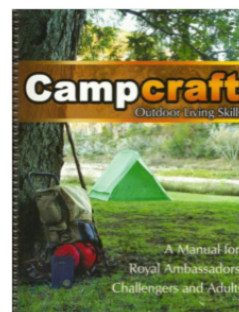
**RA Activity Patches:** These patches are awarded to boys for participating in the following Royal Ambassador events: RA Racecars, Linegliders, Sailboats, Sports, Campout, and Missions Activity. Boys earn the patch the first year and are awarded a dated chevron in subsequent years.





**Campcraft Patches:** Campcraft patches are awarded to boys who complete their Campcraft skill requirements. Lads can earn the Discoverer One, Discoverer Two, and Discoverer Three patches according to their grade level. Crusaders can earn the Hiker, Camper, and Woodsman patches in succession as they complete the requirements for the patch.

Information about the Campcraft program is located in the *Campcraft–Outdoor Living Skills* manual. It is available as a free download at [www.royalambassadors.org/campcraft](http://www.royalambassadors.org/campcraft).



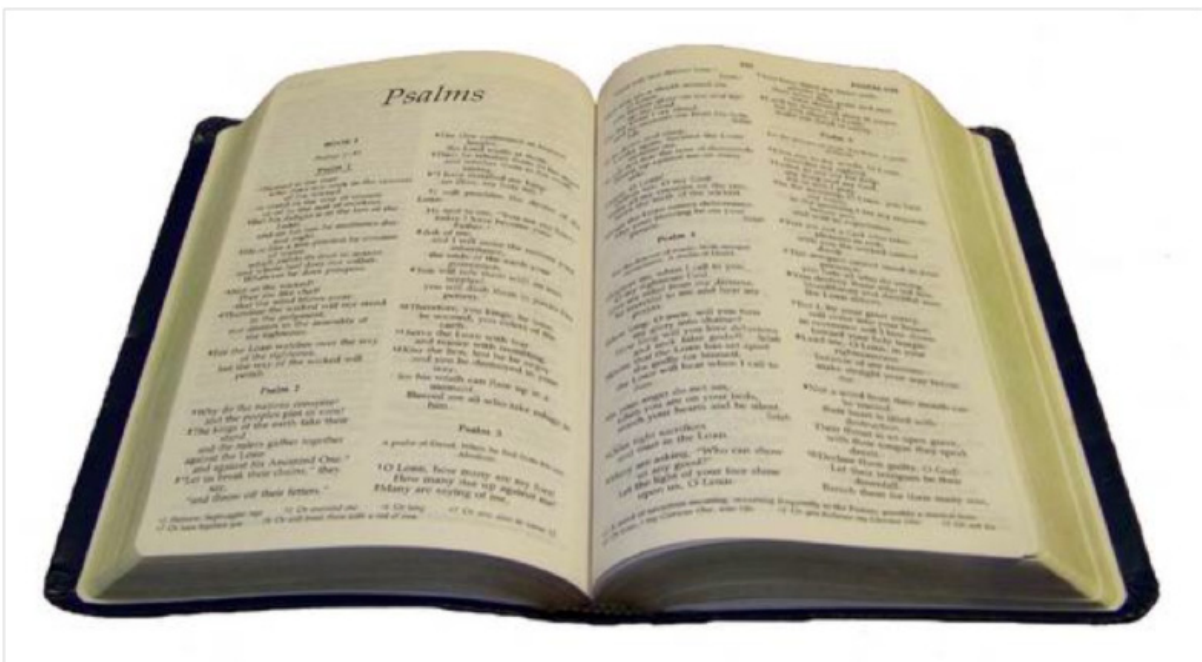


## Bible Memory Verses

Scripture memorization has always been an important part of Royal Ambassadors. Boys can earn Bible Memory Medals for memorizing God's Word. This section contains Bible verses for all 10 virtues and also ideas for helping the boys memorize Scripture. Encourage the boys to look up these verses in their Bibles and memorize God's Word. Provide them with a copy of the Bible Memory Record Sheet (in the RA Forms section) to keep track of the verses they memorize.

Boys who memorize and recite 25 Scriptures in one year earn a Bronze Bible Memory Medal.

- Boys who memorize and recite an additional 25 Scriptures (for a total of 50 Bible memory verses in one year) earn a Silver Bible Memory Medal.
- Boys who memorize and recite an additional 25 Scriptures (for a total of 75 Bible memory verses in one year) earn a Gold Bible Memory Medal.
- Boys earn these medals once. A Silver Star is awarded to boys who complete the requirements in subsequent years. Stars can be placed on the ribbon of the memory medal.
- Special awards, such as the RA Award Bible, can be presented to boys who exceed the requirements for the Gold Bible Memory Medal.



*"I have treasured Your word in my heart so that I may not sin against You" (Psalm 119:11).*

## RA Bible Memory Verses

A lot of Bible verse references are listed below. They are verses you can learn. They are listed in groups. There is a group of verses about being an ambassador for Christ. There is a group of verses for each of the RA virtues.

How do you use these? You can choose any of these verses to learn. Find these verses in your Bible and memorize them. After you learn a verse, write the Bible verse reference on the Bible Memory Record Sheet. Tell the verse to your RA leader and have him initial that you have learned it.

Verses About Being an Ambassador for Christ			
Psalms 96:3	Acts 1:8	2 Corinthians 5:20	2 Timothy 2:15
Matthew 28:19-20	Romans 12:2	1 Timothy 4:8	Hebrews 12:1
Luke 2:52	1 Corinthians 3:6	1 Timothy 4:12	
Verses for Loyalty			
Genesis 8:22	Psalms 119:151	John 3:17	Ephesians 2:8
Exodus 24:7	Psalms 119:165	John 3:36	Ephesians 5:25
Deuteronomy 8:3	Psalms 139:14	John 6:29	Philippians 2:13
2 Samuel 22:31	Psalms 145:18	John 6:47	Philippians 3:14
1 Kings 8:56	Proverbs 3:5	John 8:31	Philippians 4:19
1 Kings 8:61	Proverbs 3:6	John 10:35	Colossians 3:2
1 Chronicles 16:29	Proverbs 30:5	John 14:6	1 Thessalonians 5:18
Nehemiah 1:11	Isaiah 12:2	John 14:13	2 Timothy 3:14
Job 5:10	Isaiah 40:31	John 14:14	2 Timothy 3:15
Psalms 4:3	Isaiah 65:1	John 17:6	Titus 3:1
Psalms 16:11	Jeremiah 29:11	John 20:21	Philemon 21
Psalms 19:1	Ezekiel 33:11	John 20:31	Hebrews 11:1
Psalms 23:1	Hosea 13:4	Acts 1:8	Hebrews 11:6
Psalms 25:4	Hosea 14:9	Acts 4:20	James 1:17
Psalms 27:11	Zephaniah 3:17	Acts 10:38	James 4:7
Psalms 32:8	Zechariah 14:9	Acts 14:27	1 Peter 3:12
Psalms 54:4	Matthew 4:19	Acts 16:31	1 Peter 5:7
Psalms 69:30	Matthew 6:8	Romans 8:28	1 John 1:9
Psalms 85:12	Matthew 6:20-21	Romans 10:9	1 John 4:7
Psalms 96:3	Matthew 18:20	1 Corinthians 10:13	1 John 4:8
Psalms 100:3	Matthew 21:22	1 Corinthians 12:27	1 John 4:10
Psalms 100:4	Mark 5:19	1 Corinthians 15:58	1 John 4:14
Psalms 103:2	Mark 10:27	2 Corinthians 5:7	1 John 4:19
Psalms 104:14	Luke 18:1	2 Corinthians 5:9	1 John 5:14
Psalms 118:24	Luke 19:10	2 Corinthians 6:2	Revelation 1:8
Psalms 119:11	Luke 22:42	2 Corinthians 9:7	Revelation 11:15
Psalms 119:16	John 1:41	2 Corinthians 9:15	
Psalms 119:105	John 1:45	Galatians 3:8	

Psalm 119:110	John 3:16	Galatians 4:4-5	
<b>Verses for Friendship</b>			
Genesis 5:24	Proverbs 27:17	John 15:14	1 Corinthians 13:4
Genesis 6:8	Isaiah 41:6	John 15:15	1 Corinthians 16:14
Deuteronomy 34:10	Matthew 18:20	Acts 15:36	Galatians 3:28
Psalm 34:18	Mark 9:50	Romans 12:10	Galatians 6:10
Psalm 68:6	Luke 6:31	Romans 13:9	Ephesians 4:32
Proverbs 15:1	John 13:34	Romans 13:10	Philippians 2:14
Proverbs 17:17	John 13:35	Romans 15:1	1 Thessalonians 5:11
Proverbs 17:22	John 15:13	1 Corinthians 9:22	Titus 3:13
Philemon 4	Philemon 7	James 5:16	1 John 3:18
<b>Verses for Courage</b>			
Numbers 13:20	1 Chronicles 22:13	Isaiah 40:31	Acts 4:20
Deuteronomy 31:6	1 Chronicles 28:20	Isaiah 41:6	Acts 4:33
Deuteronomy 31:7	Ezra 10:4	Isaiah 41:10	Acts 16:25
Deuteronomy 31:23	Psalm 27:14	Isaiah 43:2	Acts 23:11
Joshua 1:6	Psalm 30:10	Matthew 5:44	Romans 1:16
Joshua 1:9	Psalm 31:24	Mark 16:15	Romans 8:38-39
Joshua 2:11	Psalm 56:11	Luke 6:27	Romans 12:21
Joshua 10:25	Proverbs 14:26	Luke 6:28	Ephesians 6:19
Joshua 24:15	Proverbs 16:7	Luke 6:29	Philippians 4:13
2 Samuel 10:12	Isaiah 1:17	Luke 10:1	Hebrews 13:6
1 Chronicles 19:13	Isaiah 6:8	John 16:33	
<b>Verses for Responsibility</b>			
Genesis 1:29	Amos 5:24	Acts 11:26	Ephesians 6:7
Genesis 4:7	Amos 7:14-15	Acts 13:2	Philippians 3:14
Exodus 20:8	Haggai 1:5	Acts 15:36	Colossians 3:20
Leviticus 19:32	Malachi 3:10	Acts 16:13	Colossians 4:17
Deuteronomy 6:18	Matthew 6:34	Acts 18:6	1 Thessalonians 5:17
Deuteronomy 11:18	Matthew 7:21	Acts 20:35	1 Thessalonians 5:18
Deuteronomy 16:17	Matthew 10:6-7	Acts 22:21	1 Timothy 4:12
1 Chronicles 9:26	Matthew 10:8	Romans 10:14	1 Timothy 6:18
Psalm 37:3	Matthew 24:14	Romans 10:15	2 Timothy 2:15
Psalm 96:8	Mark 13:10	1 Corinthians 3:9	2 Timothy 3:16
Psalm 100:2	Luke 4:16	1 Corinthians 3:16	2 Timothy 3:17
Psalm 122:1	Luke 6:31	1 Corinthians 11:1	Titus 2:7
Proverbs 3:7	Luke 11:1	2 Corinthians 5:18	Philemon 6
Proverbs 4:1	Luke 11:28	2 Corinthians 5:19	Hebrews 13:2
Proverbs 6:20	Luke 16:10	2 Corinthians 9:7	Hebrews 13:16
Proverbs 13:1	John 4:35	2 Corinthians 13:7	Hebrews 13:17
Proverbs 16:32	John 14:15	Galatians 5:13	James 1:22
Proverbs 20:11	John 15:8	Galatians 6:6	James 5:16



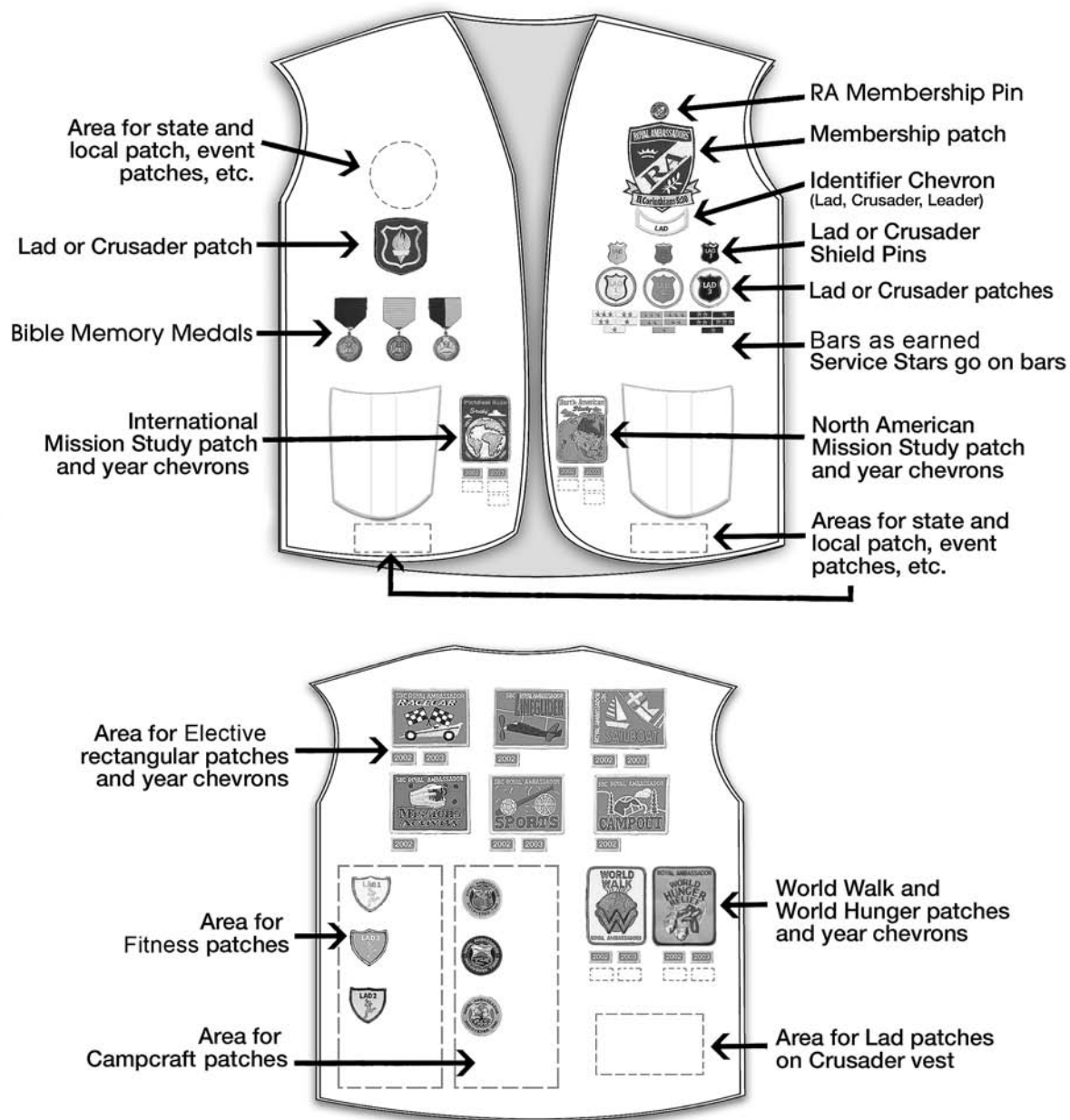
Proverbs 22:1	John 20:21	Ephesians 2:10	1 John 3:23
Proverbs 23:12	Acts 2:42	Ephesians 5:1	1 John 4:21
Proverbs 28:27	Acts 2:46-47	Ephesians 5:21	
Ezekiel 33:1-2	Acts 6:4	Ephesians 6:1	
Daniel 6:10	Acts 10:42	Ephesians 6:2	
<b>Verses for Honesty</b>			
Exodus 20:12	Psalms 32:2	1 Corinthians 3:16	1 Timothy 4:8
Exodus 20:15	Psalms 32:5	1 Corinthians 6:20	1 Timothy 5:12
Exodus 20:16	Psalms 51:6	2 Corinthians 8:21	1 Timothy 6:11
Exodus 20:17	Psalms 119:9	2 Corinthians 13:7	Hebrews 13:5
Numbers 18:29	Proverbs 8:7	Ephesians 4:15	Hebrews 13:17
Psalms 19:14	Proverbs 8:8	Ephesians 4:25	James 4:11
Psalms 25:21	Proverbs 11:3	Philippians 4:8	
Psalms 27:11	Proverbs 11:5	1 Thessalonians 5:12-13	

<b>Verses for Faith</b>		
Genesis 1:31	Matthew 6:30	Romans 3:22-23
Genesis 15:6	Matthew 8:10	Romans 5:1
Deuteronomy 6:4-5	Matthew 14:23	Romans 6:23
1 Samuel 16:7	Matthew 14:31	Romans 10:9
1 Kings 8:56	Matthew 17:20	Romans 10:13
Psalms 19:1	Matthew 19:26	1 Corinthians 16:13
Psalms 23:1	Matthew 21:13	2 Corinthians 5:7
Psalms 24:1-2	Matthew 28:6	2 Corinthians 5:17
Psalms 25:4	Mark 10:27	2 Corinthians 9:15
Psalms 32:8	Mark 11:22-23	Galatians 3:11
Psalms 46:1	Mark 13:10	Galatians 3:26-27
Psalms 54:4	Luke 2:11	Ephesians 2:8-9
Psalms 56:3	Luke 8:25	Ephesians 4:4-6
Psalms 100:1-2	Luke 17:5-6	Ephesians 6:16
Psalms 103:2	Luke 19:10	Philippians 3:9
Psalms 119:105	Luke 22:32	Hebrews 11:1
Psalms 139:14	John 1:12	Hebrews 11:3
Proverbs 30:5	John 3:16	Hebrews 11:6
Ecclesiastes 7:20	John 6:47	Hebrews 13:6
Isaiah 1:18	John 14:1-3	Hebrews 13:8
Isaiah 9:6	John 14:6	James 2:18
Isaiah 12:2	John 14:15	1 Peter 5:7
Isaiah 43:5	John 15:13-14	1 John 1:9
Isaiah 53:6	Acts 11:24	1 John 4:10
Isaiah 60:1	Acts 16:5	1 John 4:14
Habakkuk 2:4	Acts 16:30-31	1 John 4:19

Zephaniah 3:17	Acts 20:21	1 John 5:4-5
Matthew 4:10	Romans 1:17	1 John 5:14
<b>Verses for Compassion</b>		
Exodus 33:19	Matthew 9:36	John 15:12
Psalms 68:6	Matthew 10:8	Romans 12:10
Psalms 86:15	Matthew 14:14	Romans 13:10
Psalms 145:8	Mark 1:41	1 Corinthians 13:4
Psalms 145:9	Mark 6:34	1 Corinthians 16:14
Proverbs 17:17	Mark 8:2	Hebrews 13:16
Proverbs 28:27	Luke 6:31	James 5:11
Micah 7:19	Luke 15:20	James 5:15
Matthew 5:44	John 13:34	1 Peter 3:8
1 John 2:10	1 John 4:7	
1 John 3:18	1 John 4:11	
<b>Verses for Perseverance</b>		
Genesis 4:7	Mark 5:19	Philippians 4:13
Deuteronomy 6:18	Mark 16:15	Colossians 4:17
Joshua 24:15	John 8:31-32	2 Thessalonians 3:13
Psalms 51:10	Acts 4:20	2 Timothy 3:10-11
Psalms 119:11	Acts 13:32-33	2 Timothy 4:7-8
Proverbs 3:27	Romans 5:3-4	Hebrews 10:36
Proverbs 6:20	Romans 8:25	James 1:4
Isaiah 40:31	Romans 12:21	James 1:12
Jeremiah 1:7	1 Corinthians 9:22	James 4:7
Jeremiah 29:13	Galatians 6:10	2 Peter 1:5-7
Matthew 24:35	Ephesians 6:18	1 John 4:1
<b>Verses for Teamwork</b>		
Psalms 121:1-2	Acts 2:42-43	Galatians 5:13
Psalms 133:1	Acts 2:44-45	Galatians 6:2
Proverbs 27:17	Acts 2:46-47	Galatians 6:6
Ecclesiastes 4:9-10	Acts 9:27	Ephesians 2:10
Isaiah 41:6	Acts 13:3	Ephesians 4:11-12
Matthew 4:19	Acts 18:26	Ephesians 4:13
Matthew 18:20	Romans 10:14-15	Ephesians 4:16
Luke 9:2	1 Corinthians 3:9	Ephesians 4:25
Luke 9:10	1 Corinthians 12:27	Ephesians 4:32
John 13:35	Galatians 3:28	
<b>Verses for Self-Discipline</b>		
Exodus 20:7	Proverbs 20:11	1 Corinthians 3:16
Exodus 20:8	Proverbs 23:12	1 Corinthians 11:1
Exodus 20:12	Ecclesiastes 3:1	2 Corinthians 13:7
Exodus 20:13	Amos 5:24	Galatians 5:22-23

Exodus 20:15	Haggai 1:5	Ephesians 5:1
Exodus 20:16	Matthew 6:34	Ephesians 5:21
Exodus 24:7	Matthew 7:1-2	Ephesians 6:1
Leviticus 19:32	Matthew 21:22	Philippians 2:14
1 Chronicles 16:8	Matthew 22:37-38	Philippians 4:4
Psalms 69:30	Matthew 22:39	Philippians 4:8
Psalms 96:8	Luke 6:27-28	Colossians 3:2
Psalms 118:24	Luke 6:37	Colossians 3:20
Psalms 119:9	Luke 6:38	1 Thessalonians 5:16-18
Psalms 119:16	Luke 11:28	2 Timothy 3:16
Psalms 119:105	John 15:8	Titus 2:7
Psalms 122:1	Acts 6:4	Hebrews 13:5
Proverbs 4:1	Romans 10:17	Hebrews 13:17
Proverbs 6:20	Romans 12:9	James 1:22
Proverbs 8:33	Romans 12:17	James 4:11
Proverbs 13:1	Romans 12:18	1 John 4:8
Proverbs 14:21	Romans 12:19	
Proverbs 15:1	Romans 13:9	
Proverbs 17:22	Romans 15:1	

## Patch and Pin Placement



- Boys moving from Lad to Crusader may need a new, larger vest. •
- Leaders determine patch and pin placement on other award displays. •

To order most Royal Ambassador items, contact the North American Mission Board at 1 866 407-NAMB (6262) or order online at [www.nambstore.com](http://www.nambstore.com). Some items may also be available for purchase at local LifeWay Christian Stores.

To order Royal Ambassador specialty items (RA vest, RA Flag, RA knife, etc.), contact LifeWay Specialty Imprints at 1 800 448-8032 or order online at [www.lifewaystores.com/specialtyimprints](http://www.lifewaystores.com/specialtyimprints).

## Royal Ambassador Advancement Options

Listed below are two models of advancement for Royal Ambassadors. These models are based on different ways for 4-6th grade boys to meet the requirements for all the achievement awards that are available for them. Never give a boy an award that he has not earned if you want him to respect his accomplishments.

### Graded Model:

- Lad 1-1<sup>st</sup> grade
- Lad 2-2<sup>nd</sup> grade
- Lad 3-3<sup>rd</sup> grade
- Page 4-4<sup>th</sup> grade
- Squire 5-5<sup>th</sup> grade
- Knight 6-6<sup>th</sup> grade

**Graded Model:** An RA works toward earning the Advancement patch or pin that corresponds to his current grade level. Once a boy has earned the Advancement patch or pin for his current grade, he cannot begin working toward the next higher grade Advancement patch or pin until he is in that grade. He can work toward earning an Advancement patch or pin for a lower grade that he has not previously earned. He can work to earn a bar and stars to go with his patch or pin.

### Open Model:

- Lad 1-1<sup>st</sup> grade
- Lad 2-2<sup>nd</sup> grade
- Lad 3-3<sup>rd</sup> grade
- Page 4-4<sup>th</sup>-6<sup>th</sup> grades
- Squire 5-4<sup>th</sup>-6<sup>th</sup> grades
- Knight 6-4<sup>th</sup>-6<sup>th</sup> grades

**Open Model:** Lads earn Advancement patches or pins that correspond to their grade level. Crusaders may earn Advancement patches or pins in succession as they complete the requirements for each level (Page 4→Squire 5→Knight 6). This model allows a boy to earn the rank of Knight before the sixth grade. Some churches include sixth-grade students as part of the youth group.

The Advancement plan is designed to help a boy become aware of God's mission and how he is part of God's mission. The advancement plan also allows a boy to explore what other Christians are doing and to form partnerships in missions. The advancement plan begins where the boy is (his life) and helps to broaden his awareness for missions.

## Awards Chart

How each are earned and who earns them

<b>Award</b>	<b>Criteria</b>	<b>Recipient(s)</b>
RA Member Pin	Recite RA Motto and RA Pledge	Leader and member in Grades 1–6
RA Emblem Patch	Recite RA Motto and RA Pledge	Leader and member in Grades 1–6
Lad Chevron*	Recite RA Motto and RA Pledge	Member in Grades 1–3
RA Member Card	Recite RA Motto and RA Pledge	Leader and member in Grades 1–6
Lad 1 Shield Pin	12 Mission Stories/ Testimonies; 12 Bible verses; 12 Mission Projects/Activities	Member in the First Grade
Lad 1 Patch	Same as Lad 1 Shield Pin	Member in the First Grade
Lad 1 Bar	Combination of any 12 additional activities from the three shield pin activity areas	Member in the First Grade
Lad 1 Physical Fitness Patch	12 Weeks of Lad 1 Exercises	Member in the First Grade
Lad 2 Shield Pin	12 Mission Stories/ Testimonies; 12 Bible verses; 12 Mission Projects/ Activities	Member in the Second Grade
Lad 2 Patch	Same as Lad 2 Shield Pin	Member in the Second Grade
Lad 2 Bar	Combination of any 12 additional activities from the three shield pin activity areas	Member in the Second Grade
Lad 2 Physical Fitness Patch	12 Weeks of Lad 2 Exercises	Member in the Second Grade
Lad 3 Shield Pin	12 Mission Stories/ Testimonies; 12 Bible verses; 12 Mission Projects/Activities	Member in the Third Grade
Lad 3 Patch	Same as Lad 3 Shield Pin	Member in the Third Grade
Lad 3 Bar	Combination of any 12 additional activities from the three shield pin activity areas	Member in the Third Grade

Lad 3 Physical Fitness Patch	12 Weeks of Lad 3 Exercises	Member in the Third Grade
Crusader Chevron*	Recite RA Motto and RA Pledge	Member in Grades 4–6
Page 4 Shield Pin	12 Mission Stories/ Testimonies; 12 Bible verses; 12 Mission Projects/Activities	Member in the Fourth Grade
Page 4 Patch	Same as Page 4 shield pin	Member in the Fourth Grade
Page 4 Bar	Combination of any 12 additional activities from the three shield pin activity areas	Member in the Fourth Grade
Page 4 Physical Fitness Patch	12 Weeks of Page 4 Exercises	Member in the Fourth Grade
Squire 5 Shield Pin	12 Mission Stories/ Testimonies; 12 Bible verses; 12 Mission Projects/Activities	Member in the Fifth Grade
Squire 5 Patch	Same as Squire 5 shield pin	Member in the Fifth Grade
Squire 5 Bar	Combination of any 12 additional activities from the three shield pin activity areas	Member in the Fifth Grade
Squire 5 Physical Fitness Patch	12 Weeks of Squire 5 Exercises	Member in the Fifth Grade
Knight 6 Shield Pin	12 Mission Stories/ Testimonies; 12 Bible verses; 12 Mission Projects/Activities	Member in the Sixth Grade
Knight 6 Patch	Same as Knight 6 shield pin	Member in the Sixth Grade
Knight 6 Bar	Combination of any 12 additional activities from the three shield pin activity areas	Member in the Sixth Grade
Knight 6 Physical Fitness Patch	12 Weeks of Knight 6 Exercises	Member in the Sixth Grade
Service Star (3 stars fit the Lad 1–Knight 6 Bars)	Combination of any 12 additional activities from the three shield pin activity areas	Member in Grades 1–6
Leader Chevron	Recite RA Motto and RA Pledge	Leader



Discoverer One Campcraft Patch	12 Categories of skills for first graders from Campcraft Manual	Member in the First Grade
Discoverer Two Campcraft Patch	12 Categories of skills for second graders from Campcraft Manual	Member in the Second Grade
Discoverer Three Campcraft Patch	12 Categories of skills for third graders from Campcraft Manual	Member in the Third Grade
Hiker Campcraft Patch	12 Categories of skills from Campcraft Manual that begins for 4–6 graders	Member in Grades 4–6
Camper Campcraft Patch	12 Categories of skills from Campcraft Manual for after Hiker is completed	Member in Grades 4–6
Woodsman Campcraft Patch	12 Categories of skills from Campcraft Manual for after Camper is completed	Member in Grades 4–6
Bible Memory Medal (Bronze)	Memorize 25 Verses	Member in Grades 1–6
Bible Memory Medal (Silver)	Memorize 50 Verses	Member in Grades 1–6
Bible Memory Medal (Gold)	Memorize 75 Verses	Member in Grades 1–6
Achievement Star (attach to ribbon medal)	Memorize 25, 50, or 75 verses in years after medal has been earned	Member in Grades 1–6
RA Campout Patch	Participate in an RA Campout	Member in Grades 1–6
RA Sports Patch	Participate in Sports (Community, Church, School)	Member in Grades 1–6
RA Mission Activity Patch	Participate in a Mission Project/Activity	Member in Grades 1–6
RA Racecar Patch	Participate in an RA Racecar Event	Member in Grades 1–6
RA Lineglider Patch	Participate in an RA Lineglider Event	Member in Grades 1–6
RA Sailboat Patch	Participate in an RA Sailboat Event	Member in Grades 1–6
Opportunity Now Patch	Raise a minimum of \$10.00 for National Disaster Relief, NAMB (Opportunity Now worksheet in RA Forms)	Member in Grades 1–6



International Mission Study Patch	Participate in the International Mission Study ( <a href="http://www.imb.org">www.imb.org</a> )	Member in Grades 1–6
North American Mission Study Patch	Participate in the North American Mission Study ( <a href="http://www.namb.net">www.namb.net</a> )	Member in Grades 1–6
World Hunger Relief Patch	Participate in a combination of study and relief projects ( <a href="http://www.namb.net">www.namb.net</a> )	Member in Grades 1–6
World Walk Patch	Fund Raising for Missions (see pledge sheet in RA Forms)	Member in Grades 1–6
Year Chevron	Attach to all participatory patches when the activities are returned to annually	Member in Grades 1–6
Annual Theme Patch	Participate in the annual theme (Leader can determine requirements.)	Member in Grades 1–6

\*Additional suggested activities can be added to earn this chevron (see Becoming a Member of Royal Ambassadors in the Beginning a Royal Ambassadors Ministry section).



# 6 MISSION PROJECTS/ ACTIVITIES

## SECTION CONTENTS

**Mission Project and Mission Activity Definitions**

**Mission Projects**

**Mission Activities**

**Mission Projects/Activities for Your RA Group**

**Record Keeping**

**Mission Project/Activity Suggestions**

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## Mission Project and Mission Activity Definitions

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Mission projects/activities are important in helping Royal Ambassadors learn how to be ambassadors for Christ. These events are designed to expand the RAs' knowledge and to help them give expression to their Christian commitment. Mission projects/activities should involve helping the boys pray for and give to missions, and go and help others in Christ's name.

### Mission Projects

The boys' service through mission projects extends their witness and ministry beyond themselves to bring people to Christ and glorify God. A mission project must have a purpose and be well planned. A mission project's main purpose is the sharing of the good news about Jesus with those who do not know Him (giving out water with Scripture on the bottle, giving out tracts, holding an event and giving a gospel presentation, etc.).

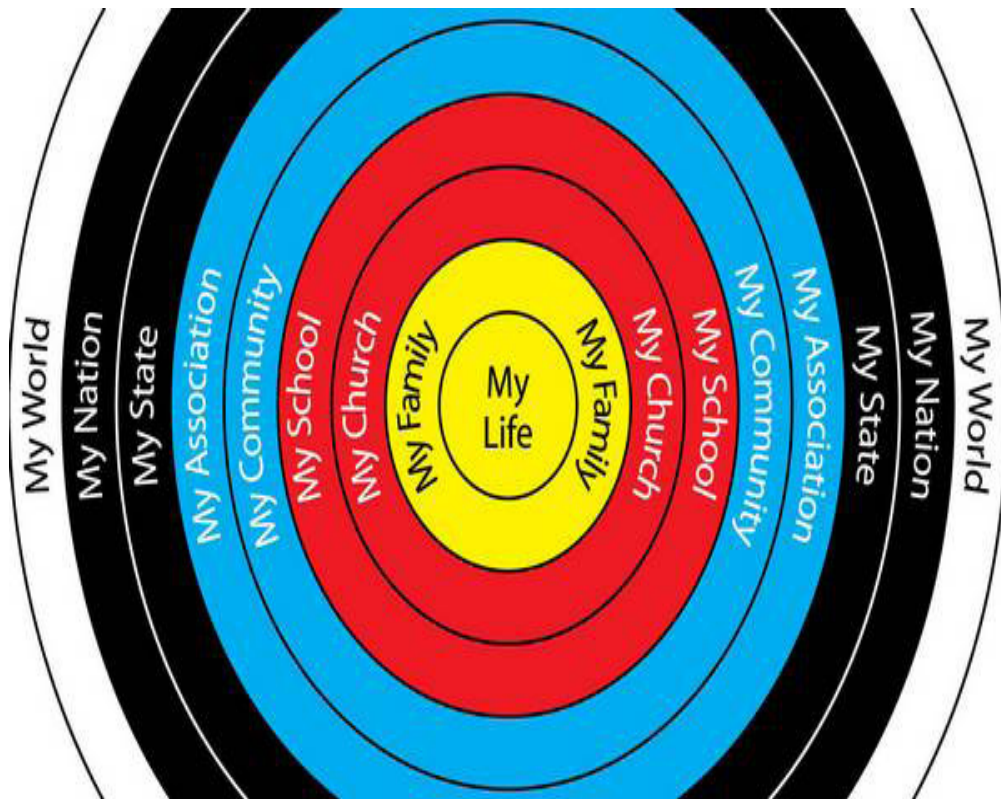
### Mission Activities

Mission activities must also have a purpose and be well planned. A mission activity consists of collecting, giving, or ministering to those who may already know Christ (collecting supplies for missionaries, raking a widow's yard, giving money to a missions offering, praying for missionaries and their ministries, mission games, etc.).

Involve the RA chapter members in planning the project or activity and incorporate their ideas into the plans. These projects/activities can be directed toward one of the following nine mission fields:

- **My Life:** Me. Become and stay in fellowship with God and other believers as well as accountable to the Mission. Each person needs a personal relationship with Christ and to be growing as a disciple of His.
- **My Family:** Lost members of my immediate family and relatives, living in the same household, related by blood or experiences of growing up together. Lead these to faith in Christ, to discipleship, and on to sharing their faith with others.
- **My Church:** Lost people who come to my church as visitors, prospects, or inactive members, beginning with the person sitting next to me in the pew, the classroom, or the RA chapter. Lead these to Christ, to fellowship, and to discipleship.
- **My School:** Lost people at my school: students, classmates, and school personnel.
- **My Neighborhood:** Lost people who live near me in my apartment building, subdivision or neighborhood, beginning with my next-door neighbor.
- **My Association:** Lost people who live in or frequent the geographic region of my association of Baptist churches.
- **My State:** Lost people who live in and visit my state/province (outside of my association).
- **My Nation:** Lost people who live in and visit my country (outside of my state).
- **My World:** Lost people outside of my country (the uttermost parts, unreached people groups around the world).

Each monthly *Lad Leader* and *Crusader Leader* has two mission project/activity suggestions you can use with your boys. In addition, this *Royal Ambassador Resource Book* contains numerous mission project/activity ideas. Choose any mission project/activity that is appropriate for the age level of your RAs.



As their leader, you can choose missions projects designed to help the boys grow in their awareness of God's mission and how they are to respond. A wise leader will choose two or more projects and allow the boys to select from the projects presented. (Note: An Individual Advancement Record Chart is provided in the RA Forms section of this book. Photocopy this page for each RA to include in his RA Member Notebook.)

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## Mission Projects/Activities for Your RA Group

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This section contains mission projects/activities that boys can do with their RA group. You can also encourage the boys to do them with their parents. Many of these activities can be done each year. Some should only be done every other year. A few should only be done once. As a leader, decide which mission projects/activities you and your group will consider.

Be sure to allow plenty of time for the boys to help plan and participate in the project, and celebrate working together as ambassadors for Christ. As a general rule of thumb, plan on completing one or two mission projects/activities every month, depending on the time of year and the size of the mission project.

### Record Keeping

Keep a record of the mission projects/activities your group completes. Here are two suggestions to help your group accomplish this:

- **RA Chapter Scrapbook**—The group records mission projects/activities and events (such as RA camp), significant information (like who participated), God's activity (salvations, answered prayers), and pictures taken during the year. Create a new RA Chapter Scrapbook each year.
- **RA Member Notebook**—Each boy creates a personal notebook to record his reflections on mission stories and testimonies, and his participation in mission projects/activities. The RA Member Notebook can be used to track his Advancement. After a boy completes 12 mission stories or testimonies and 12 mission projects/activities, and memorizes 12 Bible verses, he is eligible to receive his RA Advancement pin and/or patch.

Have the RAs write a full-page report for each mission project/activity in which they participate. This report, which goes in their RA Member Notebooks, should include the name of the mission project/activity, the date of the project, who participated, what they did to help plan and conduct the project, what was accomplished, and what they experienced. Be sure to take pictures to include in the boys' notebooks.

## **Mission Project/Activity Suggestions**

The following suggestions are mission projects and mission activities your RA chapter may choose to do in addition to or instead of those in the *Lad* and *Crusader* magazines. These mission projects/activities include a worksheet for the boys to fill out and place in an RA Member Notebook as well as leader instructions. The projects/activities can be done without using the worksheets.

The following mission activities can become mission projects if you include the sharing of the gospel. For example, you might take food you collect as a chapter to an individual family and share the gospel with them when you deliver the food.

Doing mission projects helps the boys understand the importance of sharing the gospel as part of being on mission with God. Therefore, we encourage you to make as many of your mission activities as you can into mission projects.

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## My Testimony

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A testimony is a true statement about what you have seen or experienced. When you share your testimony, you are telling your story about becoming a Christian. Develop your personal testimony using this simple outline.

### BEFORE

#### 1. Your life before Christ

Did you attend church or Sunday School? Did your parents teach you Christian values and principles? How did you first learn about Christ and your need for Him? Tell about what your life was like before you knew Christ. What were your struggles? What were your attitudes? What things were most important to you?

### HOW

#### 2. How you received Christ

Did you make your decision to follow Christ at home, church, or a retreat? Did someone share the gospel with you? How did you ask Christ to come into your life?

### AFTER

#### 3. Your life after receiving Christ

What difference has Christ made in your life? How has He given your life new meaning and purpose? Do you still have struggles? What changes have your friends and family noticed in your life?

Every Christian has a testimony, and every testimony is special. After all, no one else has a testimony exactly like yours! Take time to write your testimony. Share your testimony with your RA leader. Share your testimony with two other adults to gain confidence in sharing your testimony. Pray about sharing your testimony with someone else. Share your testimony with a friend that does not attend church.

Write the name of the RA leader with whom you shared your testimony.

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Write the names of the other adults with whom you shared your testimony.

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Prayerfully consider someone (a friend who does not attend church) with whom you would like to share your testimony. Pray for an opportunity to share your testimony with this person. Write his or her name below.

---



Share your testimony with this person.

When did you share your testimony with this person? \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

---

# My Testimony

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## Leader's Notes

### Suggested Ages:

This project is appropriate for Crusaders.

### Suggested Time:

This project will require more than one chapter meeting.

### Materials Needed:

- Copies of the My Testimony sheet (three-hole punched)
- Pens or pencils
- Ruled writing paper (three-hole punched)

### Project Suggestions:

- This project should only be done with boys who have accepted Christ.
- Discuss the importance of sharing your testimony.
- Distribute copies of the My Testimony sheet, pens or pencils, and writing paper to the boys. Encourage the RAs to write their personal testimonies. (Most men and boys struggle with writing assignments. Consider offering an incentive for those who complete this project.)
- Have the RAs share their testimonies with one or more of the RA leaders.
- Have the RAs share their testimonies with two other adults.
- Encourage the boys to prayerfully identify one person with whom they would like to share their testimony (possibly a friend who does not attend church). Ask them to pray for an opportunity to share with this person.
- Lead the RAs to share their testimony with the person they identified.
- Have the RAs complete the My Testimony sheet and put it in their notebooks.
- Have the RAs put their written testimonies in their notebooks.

### Mission Field(s):

This project relates to the following mission field(s): *My Life*.

**RA Pledge:**

This project relates to the following part(s) of the RA Pledge:

- *To learn how to carry the message of Christ around the world.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- God loves us and gave His Son for us. (John 3:16)
- God demonstrated His love for us. (Romans 5:8)
- God wants us to tell others about the difference He has made in our lives. (Mark 5:19-20)

---

## Mark a New Testament

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Mark a New Testament with Scripture verses about salvation. Use Bible verses known as the "Roman Road to Salvation" to show someone how to become a Christian.

- Romans 3:23
- Romans 6:23
- Romans 5:8
- Romans 10:9-10
- Romans 10:13

Mark in the front of your New Testament: "Go to page \_\_\_\_ to find Romans 3:23." Highlight or underline Romans 3:23. On the page where Romans 3:23 is located, write: "Read Romans 3:23, and then turn to page \_\_\_\_ to find Romans 6:23." Fill in the blanks with the correct page numbers found in your New Testament. Continue this pattern until all verses and pages are marked. Show your marked New Testament to an RA leader.

If you are not a Christian, have your leader or parent read the verses with you. Ask questions about verses you do not understand. Pray and ask Jesus to forgive you of your sins.

If you are a Christian, share the Roman Road verses with a friend who does not know Jesus as his Lord and Savior. Answer any questions your friend might have about the verses. Help your friend pray and ask Jesus to forgive his sins.

How do these verses help you? \_\_\_\_\_

As a Christian prayerfully identify one person with whom you can share your marked New Testament:

Pray that God would allow you an opportunity to share your marked New Testament with this person.

Share the plan of salvation in your marked New Testament with the person you have identified.

Date you shared your marked New Testament with this person. \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

---

# Mark a New Testament

---

## Leader's Notes

### Suggested Ages:

This project is appropriate for Lads, Crusaders, and RA leaders.

### Suggested Time:

This project can be completed in about 30 minutes.

### Materials Needed:

- Copies of the Mark a New Testament sheet (three-hole punched)
- New Testaments
- Pens
- Highlighting markers

### Project Suggestions:

- Distribute copies of the Mark a New Testament sheet, pens, highlighting markers, and New Testaments to the boys.
- Show the boys how to mark the Roman Road to Salvation verses in a New Testament. Discuss an appropriate way for boys to use their marked New Testament to share the plan of salvation with someone.
- Allow time for the boys to mark the Roman Road verses in their New Testament.
- Have each boy demonstrate to you how to present the gospel using his marked New Testament.
- Ask the boys to prayerfully identify someone with whom they can share their marked New Testament. Ask them to pray for an opportunity to share with the person identified.
- Allow the boys to take their New Testaments with them when they leave.
- Encourage the boys to share the plan of salvation in their marked New Testament with the person they identified.
- Have the boys complete the Mark a New Testament sheet and put it in their notebooks.

**Mission Field(s):**

This project relates to the following mission field(s): *My Life, My Family, and My School.*

**RA Pledge:**

This project relates to the following part(s) of the RA Pledge:

- *To become a well-informed, responsible follower of Christ.*
- *To learn how to carry the message of Christ around the world.*
- *To work with others in sharing Christ.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Memorizing and obeying God's Word is important. (Psalm 119:9-11)
- God's Word gives us directions for life. (Psalm 119:105)
- God's Word equips us for good work. (2 Timothy 3:16-17)
- We need to pay attention to God's Word. (2 Peter 1:19-20)

## "Ride and Share" Personalized License Plate

Make a special license plate to go on your bicycle, scooter, go-cart, four-wheeler, or golf cart. You can ride and share about Jesus, too!

### Directions:

- Cut a 3- x 8-inch piece of heavyweight display board or plywood.
- Write these letters on the license plate: J L M T I K.
- Use watercolor markers, glitter, pictures, or stickers, to decorate the license plate.
- Trace each letter with glue and sprinkle glitter on the letters. Shake off the excess glitter. Let the license plate dry.
- Cover the front and back of your license plate with clear contact paper. Punch two holes in the top of the license plate. Thread a pipe cleaner through each hole. Use the pipe cleaners to secure your personalized license plate to your bicycle, scooter, etc.

When people ask you what the letters mean, tell them: "Jesus loves me, this I know!"



Where will you display your personalized license plate? \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_



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## **"Ride and Share" Personalized License Plate**

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### **Leader's Notes**

#### **Suggested Ages:**

This project is appropriate for Lads.

#### **Suggested Time:**

This project can be completed in about 30 minutes.

#### **Materials Needed:**

- Copies of the "Ride and Share" Personalized License Plate sheet (three-hole punched)
- Pens or pencils
- Heavyweight display board or plywood, precut into 3- x 8-inch pieces (Bright-colored display board is best.)
- Watercolor markers (Permanent markers may not work well.)
- Glue
- Glitter
- Hole punch
- Pipe cleaners
- Scissors
- Clear contact paper

#### **Project Suggestions:**

- Distribute copies of the "Ride and Share" Personalized License Plate sheet and pens or pencils to the boys.
- Allow the boys to construct their personalized license plates.
- Have the RAs complete the "Ride and Share" Personalized License Plate sheet and put it in their notebooks.

#### **Mission Field(s):**

This project relates to the following mission field(s): My Life.

**RA Pledge:**

This project relates to the following part(s) of the RA Pledge:

- *To learn how to carry the message of Christ around the world.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- God loves us and gave His Son for us. (John 3:16)
- God demonstrated His love for us. (Romans 5:8)
- God wants us to tell others about the difference He has made in our lives. (Mark 5:19-20)

## M&M's®: Missions and Ministries

Here is a fun way you can remember to pray for missionaries and their ministries. Every time you eat M&M's, take time to pray for missionaries and their work. Use the color codes below to help you pray.



- **Blue** represents \_\_\_\_\_  
Bible verse: \_\_\_\_\_ Pray for: \_\_\_\_\_
- **Red** represents \_\_\_\_\_  
Bible verse: \_\_\_\_\_ Pray for: \_\_\_\_\_
- **Brown** represents \_\_\_\_\_  
Bible verse: \_\_\_\_\_ Pray for: \_\_\_\_\_
- **Yellow** represents \_\_\_\_\_  
Bible verse: \_\_\_\_\_ Pray for: \_\_\_\_\_
- **Green** represents \_\_\_\_\_  
Bible verse: \_\_\_\_\_ Pray for: \_\_\_\_\_
- **Orange** represents \_\_\_\_\_  
Bible verse: \_\_\_\_\_ Pray for: \_\_\_\_\_

Select one missionary for whom you will pray. Write his or her name below. Take time to pray for the missionary you selected.

\_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## M&M's®: Missions and Ministries

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads, Crusaders, and RA leaders.

#### Suggested Time:

This activity can be completed in about 30 minutes.

#### Materials Needed:

- Copies of the M&M's®: Missions and Ministries sheet (three-hole punched)
- Fun-size bags of M&M's® (plain and peanut; check about allergies before giving any food item)
- Large map of the world
- A short list of missionaries and people groups with whom they work
- Bible
- Pens or pencils

#### Activity Suggestions:

- Secure a large map of the world. Compile a short list of missionaries and the people groups with whom they work. (Use ones highlighted in *Lad* and *Crusader* magazines.)
- Distribute copies of the M&M's®: Missions and Ministries sheet and pens or pencils. Allow each RA to choose a fun-size bag of M&M's® (plain or peanut). Tell the boys not to eat the M&M's® until instructed.
- Use the following information to review the colors, the Bible verses, and what to include in our prayers for the missionaries and their ministries. (As you review each color, allow the boys to eat one M&M® of that color.) Have the boys fill in the answers on their sheets as you discuss each point. Be sure to write your answers on a dry-erase board so the boys can copy what you have written.
  1. **Blue** represents "feeling blue" (sad or lonely). Read Romans 15:5-6. Many missionary families are separated from friends and loved ones back home. Pray for God to comfort and encourage the missionaries and their families.
  2. **Red** represents "danger." Read 2 Corinthians 6:3-10. Many missionaries are called to serve in countries that are hostile to Christians. Pray for the safety

of the missionaries and other Christians within the country.

3. **Brown** represents "soil." Read Matthew 13:1-23. Pray for the mission field. Pray that the people would hear and receive the gospel, and then be fruitful in reaching many others.
  4. **Yellow** represents "God's light." Read Matthew 5:14-16. Pray that the missionaries and believers would let God's light shine so brightly that others might be drawn to God through the example of their lives.
  5. **Green** represents "growth." Read Luke 2:52. Pray that the missionaries and believers would continue to grow in their faith and become more Christlike.
  6. **Orange** represents "harvest." Read Matthew 9:35-38. Pray that God would send more laborers into the mission field.
- Allow the boys the opportunity to pray for a missionary of their choice as well as the people group with whom the missionary works.
  - Have the boys put their completed M&M's sheet in their notebooks.

#### **Mission Field(s):**

This activity relates to the following mission field(s): *My Life* and *My World*.

#### **RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To become a well-informed, responsible follower of Christ.*
- *To work with others in sharing Christ.*

#### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Ask Jesus to teach you how to pray. (Luke 11:1)
- Believe that God will grant your prayer requests. (Mark 11:24)
- Pray continually and in all circumstances. (1 Thessalonians 5:17-18)
- Remember that your prayers are powerful and produce wonderful results. (James 5:16)

## "My Church Doing Missions" Banner

Think of ways your church can learn about and do missions. Write the name of your church in the first column. Begin at the top of the column and work down the page. Put one letter in each cell. (You may leave out the words "Baptist Church," if desired.)

Each letter in your church's name will become the first letter of a word. Each word will become the first word in a statement that expresses one way your church can do missions. (For example, if the letter "T" is in your church name, you could write "Teach the Bible," "Take food to the needy," or "Tell people in the community about Jesus.")

Next, make a church missions banner that shows ways your church can be on mission. Use a dowel rod. Cut a piece of heavyweight string or yarn three times as long as the rod. Tie each end of the string or yarn to the ends of the dowel rod. Tape or glue the loose ends to the rod.

Cut a piece of paper or cloth 2- to 3-feet long. Make it the width of the rod between the tied ends of the string or yarn. Use colored markers to copy the mission action statements onto your church missions banner. Wrap the top end of the banner around the dowel rod and tape it to the rod. Use the string or yarn to hang the banner.

Church Name	My Church Doing Missions

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## "My Church Doing Missions" Banner

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

#### Suggested Time:

This activity can be completed in about 30 minutes.

#### Materials Needed:

- Copies of "My Church Doing Missions" Banner sheet (three-hole punched)
- Dowel rods
- Heavyweight yarn or string
- Construction paper or cloth material
- Tape or glue
- Markers
- Pens or pencils
- Scissors

#### Activity Suggestions:

- Distribute copies of the "My Church Doing Missions" Banner sheet and pens or pencils to the boys. Have the boys write the name of their church vertically in the first column on the left side of the grid. Encourage the boys to use each letter to create a word that describes a mission action your church can do.
- After the boys have completed their sheets, distribute the materials needed to construct a large banner. Allow the boys to construct several banners to display in the church.
- Allow the boys to display the banners they have constructed.
- Have the RAs put their completed sheet in their notebooks.

#### Mission Field(s):

This activity relates to the following mission field(s): *My Church*.



**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To work with others in sharing Christ.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Christ established His church. (Matthew 16:18)
- You are Christ's witnesses. (Acts 1:8)
- Barnabas and Saul met with the church and taught the people. (Acts 11:25-26)
- Each of us is a part of the body of Christ. (1 Corinthians 12:27-28)

## Hired Hands

Offer your services as a "hired hand" to help do special projects for others. Make posters and let members of the church know that you are available to help them do dirty jobs. Be sure to tell them what dates you can work and how the money will be used.



When did you serve as a hired hand? (List the dates.): \_\_\_\_\_

\_\_\_\_\_

What special projects did you do? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What job did you like best? \_\_\_\_\_

What did you learn? \_\_\_\_\_

How will you use the money that was raised? \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

---

# Hired Hands

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## Leader's Notes

### Suggested Ages:

This activity is appropriate for Lads, Crusaders, their fathers, and RA leaders.

### Suggested Time:

This activity will require at least one day to do the special jobs for others and one or more chapter meetings to allow the boys to make posters promoting this event.

### Materials Needed:

- Copies of the Hired Hands sheet (three-hole punched)
- Sheets of poster board
- Markers
- Pens or pencils

### Activity Suggestions:

- Seek the pastor's permission to promote a special fund-raising event encouraging members of the church to hire the RAs to do "dirty jobs" (mow the grass, rake leaves, help clean out the barn, move boxes, etc.). Explain that any funds raised will go toward future RA events, such as RA camp or a special missions trip.
- Plan at least one workday to allow the RAs to serve as hired hands.
- Gather materials to allow the boys to make posters promoting the Hired Hands event. (Be sure to inform church members how the money will be used.)
- There are several ways that RAs can be paid: Church members may choose to pay a certain amount of money to the RAs based on the time worked or the type of project; or payment can be determined by an auction (live or silent) where the members bid on time slots for the hired hands. Be sure to give examples of projects that RAs are capable of doing. Remind church members that boys like doing dirty jobs!
- Have the RAs complete the Hired Hands sheet and put it in their notebooks.

### Mission Field(s):

This activity relates to the following mission field(s): *My Church* and *My Community*.

### **RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To become a well-informed, responsible follower of Christ.*
- *To work with others in sharing Christ.*
- *To keep myself clean and healthy in mind and body.*

### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Wait patiently for the Lord. He will help you. (Psalm 40)
- Whenever you are able, give help to others. (Proverbs 3:27)
- God gives strength to those who are tired. (Isaiah 40:28-31)
- May God give us His approval and help us to be successful. (Psalm 90:17)
- Do everything for the Lord. (Colossians 3:17)
- Make all of your efforts count for Christ. (Colossians 3:23)

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## Food Drive

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Participate with other Royal Ambassadors in planning a food drive for a church or other local food bank. Contact your associational office, the Salvation Army, or the Red Cross if you do not know of a food bank near you.

Make promotional posters and fliers, and place food collection stations at convenient locations in your church. Plan a day when your group can visit the food bank and drop off what has been collected. Ask the workers at the food bank how they decide who receives the food and if there is any follow-up ministry to those people.



What was the total weight of the food collected? \_\_\_\_\_

Where did you deliver the food? \_\_\_\_\_

What did you learn from this missions experience? \_\_\_\_\_

\_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## Food Drive

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads, Crusaders, their parents, and RA leaders.

#### Suggested Time:

This activity should be conducted for at least a month to allow church members to contribute to the food drive. Arrange a time when everyone can visit the food bank and deliver the food.

#### Materials Needed:

- Copies of the Food Drive sheet (three-hole punched)
- Sheets of poster board
- Sheets of paper (to make fliers)
- Markers
- Boxes for food collection
- Pens or pencils

#### Activity Suggestions:

- Seek the pastor's permission to promote a food drive in the church.
- Lead the RAs in planning and promoting the food drive. Allow the RAs to make promotional posters and fliers, and decorate food collection boxes to place in key locations throughout the church. Allow the RAs to distribute fliers and make announcements at the beginning of Sunday School or the end of the morning service.
- Continue to monitor the food collection locations. During the RA chapter meetings, allow the boys to help sort and box the food for delivery. Be sure to weigh each box to determine the total amount of food collected.
- Plan a date at the end of the food drive to visit the food bank and deliver the food. Encourage the RAs and their parents to participate in delivering the food.
- Allow the boys to ask questions at the food bank.
- Have the RAs complete the Food Drive sheet and put it in their notebooks.



**Mission Fields:**

This activity relates to the following mission field(s): *My Church, My Community, and My Association.*

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- When I was hungry, you fed Me. (Matthew 25:35)
- If your enemy is hungry, feed him. (Proverbs 25:21)
- God blesses those who hunger and thirst for righteousness. (Matthew 5:6)
- People do not live on bread alone but on every word that comes from the Lord. (Matthew 4:4, Deuteronomy 8:3)
- Don't try to be showy when you give to those in need. Give your gifts in private. (Matthew 6:1-4)

## Truckin' Food Drive

Plan a food drive for a local food bank. Print fliers to attach to food collection sacks. Distribute sacks to church members or put them under the windshields of cars on a Sunday morning.

The fliers should include the following information:

### Royal Ambassadors Truckin' Food Drive

Date: \_\_\_\_\_

Please fill this sack with donated food items and bring it back next Sunday. The food will be delivered to \_\_\_\_\_ (name of the food bank/center).

The following food items are most needed, but all donations will be helpful.

1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_

### Collection Method:

Place your sack of food in front of or behind your vehicle where it can easily be seen. The RAs will pass through the parking lot before the morning worship to load it onto their collection truck. Your prayers and help with this project are greatly appreciated.



What was the total weight of the food collected? \_\_\_\_\_

Where did you deliver the food? \_\_\_\_\_

What did you learn from this missions experience? \_\_\_\_\_

\_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## Truckin' Food Drive

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads, Crusaders, their parents, and RA leaders.

#### Suggested Time:

This activity should be conducted for at least a month to allow church members to contribute to the food drive. Arrange a time when everyone can visit the food bank and deliver the food.

#### Materials Needed:

- Copies of the Truckin' Food Drive sheet (three-hole punched)
- Sheets of poster board
- Sheets of paper (to make fliers)
- Markers
- Paper sacks for food collection
- Pens or pencils

#### Activity Suggestions:

- Seek the pastor's permission to promote a food drive in the church.
- Lead the RAs in planning and promoting the food drive. Allow the RAs to make promotional posters and fliers, and decorate food collection sacks. Allow the RAs to distribute fliers and collection sacks, and make announcements at the beginning of Sunday School or the end of the morning service.
- Designate two Sunday mornings when church members can bring their food donations. Have an adult with a pickup truck and a couple RAs drive through the parking lot collecting food sacks. Or, consider having a designated drop-off station where members can drive up and have RAs unload the food. This is helpful during bad weather.
- Plan a date at the end of the food drive to visit the food bank and deliver the food. Encourage the RAs and their parents to participate in the delivery of the food.
- Allow the boys to ask questions at the food bank.
- Have the RAs complete the Truckin' Food Drive sheet and put it in their notebooks.

**Mission Field(s):**

This activity relates to the following mission field(s): My Church, My Community, and My Association.

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- When I was hungry, you fed Me. (Matthew 25:35)
- If your enemy is hungry, feed him. (Proverbs 25:21)
- God blesses those who hunger and thirst for righteousness. (Matthew 5:6)
- People do not live on bread alone but on every word that comes from the Lord. (Matthew 4:4, Deuteronomy 8:3)
- Don't try to be showy when you give to those in need. Give your gifts in private. (Matthew 6:1-4)

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## Can Castles for Christ

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Conduct a food drive at your church to help a local food bank. Work with Girls in Action (GA) to encourage the adult Sunday School departments to collect as much canned food as possible. At the end of the food drive, each group creates a castle using the canned food it collected. Groups will be judged on their creativity.



Where did you take the food? \_\_\_\_\_

What was the total weight of the food collected? \_\_\_\_\_

What did you like about this mission activity? \_\_\_\_\_

What did you learn from this experience? \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# Can Castles for Christ

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## Leader's Notes

### Suggested Ages:

This activity is appropriate for Lads, Crusaders, Girls in Action, parents, and GA and RA leaders.

### Suggested Time:

This activity should be conducted for at least a month to allow church members to contribute to the food drive. Arrange a time when everyone can visit the food bank and deliver the food.

### Materials Needed:

- Copies of the Can Castles for Christ sheet (three-hole punched)
- Sheets of poster board
- Sheets of paper (to make fliers)
- Markers
- Boxes for food collection
- Pens or pencils

### Activity Suggestions:

- Seek the pastor's permission to promote a food drive in the church.
- Include the RAs and GAs in planning and promoting the food drive. Allow them to make promotional posters and fliers, and decorate food collection boxes. Allow them to distribute fliers and collection boxes, and make announcements at the beginning of Sunday School or the end of the morning service.
- Designate a Saturday when each department can construct a Can Castle for Christ. Appoint one or two judges to decide which castle was most creative. You could offer other awards for best constructed, tallest, etc.
- Plan a date at the end of the food drive to visit the food bank and deliver the food. (Be sure to weigh each box to determine the total amount of food collected.)
- Encourage the RAs, GAs, and their parents to participate in delivering the food.
- Allow the boys and girls to ask questions at the food bank.
- Have the RAs complete the Can Castles for Christ sheet and put it in their notebooks.

**Mission Field(s):**

This activity relates to the following mission field(s): *My Church, My Community, and My Association.*

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- When I was hungry, you fed Me. (Matthew 25:35)
- If your enemy is hungry, feed him. (Proverbs 25:21)
- God blesses those who hunger and thirst for righteousness. (Matthew 5:6)
- People do not live on bread alone but on every word that comes from the Lord. (Matthew 4:4, Deuteronomy 8:3)
- Don't try to be showy when you give to those in need. Give your gifts in private. (Matthew 6:1-4)



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## Turkey Shoot for Missions

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Contact the church office to identify one or more families who could use a complete meal for Thanksgiving. Ask adults to sign up to donate one frozen turkey for each of the families. Work with other Royal Ambassadors to collect canned goods and other side items to complete each meal (canned vegetables, boxed stuffing, boxed cake mixes or brownies, family-size tea bags, etc.).

Start collecting canned goods and other side items in early October and continue through mid-November when the Turkey Shoot is scheduled. For every three items you collect, you will be allowed five shots at an old-fashioned Turkey Shoot target.

The goal is to be the closest to the point of the "V" without breaking the black line. Any target with a hole in the "V" is disqualified.



The first-place winner gets to present the first turkey meal to a family, the second-place winner gets to present the second meal, and so on.

What did you like about this mission activity? \_\_\_\_\_

What did you learn from the experience? \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

---

# Turkey Shoot for Missions

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## Leader's Notes

### Suggested Ages:

This activity is appropriate for Crusaders. Lads could use slingshots for marksmanship.

### Suggested Time:

This challenging activity teaches cooperation and marksmanship skills. The project should be conducted for at least a month. Be sure to arrange a time when the RAs can deliver the turkey meals to the families.

### Materials Needed:

- Copies of the Turkey Shoot for Missions sheet (three-hole punched)
- Boxes for food collection
- Sheets of paper (to make targets)
- Air rifles (BB guns) and BB shot for Crusaders
- Slingshots and pea gravel for Lads
- Masking tape
- Safety glasses
- Ruler
- Pens or pencils

### Activity Suggestions:

- Make targets for the Turkey Shoot for Missions. For Crusaders, make a large "V" on a sheet of paper and make copies of the sheet to use as targets. For Lads, use bull's-eye targets printed on paper. (Free printable bull's-eye targets can be found at various online sites.)
- Tell the boys that they will be collecting turkeys and food items to provide deserving families with a complete Thanksgiving meal. Explain that there will be a Turkey Shoot for Missions one week prior to delivering the meals. The first-place shooter will have the honor of presenting the first turkey meal to a family, the second-place shooter will present the second meal, and so on.
- Have the RAs make a sign-up sheet for adults to donate frozen turkeys. Explain that the boys will be responsible for collecting canned goods and other side items

to go with the meals. For every three food items an RA brings, he will be allowed five shots at a target. Allow the boys several weeks to collect food items.

- Prior to the Turkey Shoot, establish a safe area for the Lad and Crusader shooting events. On the day of the Turkey Shoot, place the targets no more than 15 feet from the shooting line. Consider securing the target on a large cardboard box with padding inside to absorb the BB shot. Teach the boys how to aim the rifles to hit the target. Explain that each boy is allowed five shots per target. The goal is to be the closest to the point of the "V" without breaking the black line. Any target with a hole in the "V" is disqualified. (Use a ruler to measure the distance from the point of the "V" to the bottom of the closest hole.) Allow the boys to take turns shooting the number of targets allotted. Determine the best shot for the day, and so on. (Allow Lads to shoot at their targets from 10 feet away. Cover the holes with masking tape.)
- Schedule a time for the RAs to deliver the Thanksgiving meals. Be sure to pray with the family.
- Have the RAs complete the Turkey Shoot for Missions sheet and put it in their notebooks.

### **Mission Field(s):**

This activity relates to the following mission field(s): *My Church, My Community, and My Association.*

### **RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*

### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- When I was hungry, you fed Me. (Matthew 25:35)
- If your enemy is hungry, feed him. (Proverbs 25:21)
- God blesses those who hunger and thirst for righteousness. (Matthew 5:6)
- People do not live on bread alone but on every word that comes from the Lord. (Matthew 4:4, Deuteronomy 8:3)
- Don't try to be showy when you give to those in need. Give your gifts in private. (Matthew 6:1-4)
- We must run the race that is before us and never give up. Our eyes should stay focused on Jesus. (Hebrews 12:1-3)

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## Together We Can

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Collect aluminum soft drink cans to raise money for missions. Work with your RA leaders to construct a collection station at church where members can drop off aluminum cans to be recycled. Work with your RA leaders to get the cans ready to take to the recycling center. (Do not crush the cans until instructed by your leader.)



Give the money to your church to support one of the following:

- The Cooperative Program (CP)
- Annie Armstrong Easter Offering® (AAEO) for North American Missions
- Lottie Moon Christmas Offering® (LMCO) for International Missions
- Your state missions offering

How much money was raised by collecting cans? \_\_\_\_\_

Which offering did you support? \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

---

# Together We Can

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## Leader's Notes

### Suggested Ages:

This activity is appropriate for Lads, Crusaders, their fathers, and RA leaders.

### Suggested Time:

This activity should be conducted throughout the year. This will allow the boys to collect as many cans as possible to raise money for missions. Introduce this mission activity when the RA chapter resumes meeting after the summer months and start collecting cans. Recycle cans in September and give the money to state missions. Recycle cans in December and give the money to the Lottie Moon Christmas Offering®. Recycle cans in March and give the money to the Annie Armstrong Easter Offering®.

### Materials Needed:

- Copies of the Together We Can sheet (three-hole punched)
- Sheets of poster board
- Markers
- Trash cans or heavy-duty trash bags
- Bags of large marshmallows
- Pens or pencils

### Activity Suggestions:

- Allow the RAs to make promotional posters for the aluminum can drive to raise money for missions. Help the boys construct a collection station at the church to store the cans.
- Allow the RAs to have a can-stomping party to help crush and bag the cans to take to the recycling center. Encourage the RAs and their dads to help transport these cans to the recycling center.
- Aluminum Can Fun Activity—Divide the RAs into groups with an equal number of boys in each group. Each group is designated a home area, given an equal number of cans, and one or more bags of large marshmallows. The groups have to remain in their areas and work together to construct a fort with the empty cans. All cans must be laid on their sides until the signal to begin is given. The group is given two minutes to construct a fort by standing the cans up. After two minutes, call time.

Then, at your signal, allow the boys one minute to throw the large marshmallows at the other groups' forts, trying to knock them down. The boys can continue restacking cans while throwing marshmallows until the cease fire signal is given. The winner is the group with the most cans standing. Play several rounds.

- Have the RAs complete the Together We Can sheet and put it in their notebooks.

**Mission Field(s):**

This activity relates to the following mission field(s): *My Church, My Association, My State/Province, My Nation, and My World.*

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Christ gives me strength to do all things. (Philippians 4:13)
- God is in the recycling business. (Deuteronomy 4:29-31, Isaiah 55:6-9)

## Missions Offering Bank

Make a missions offering bank and start saving money for missions. Missionaries tell others about Jesus. The money you give will help missionaries do their work. You can pray for and give to missions, and share what you have learned with others.

### You will need:

- An empty, clean can
- Construction paper
- Colored markers
- Tape measure
- Scissors
- Tape or glue



### What to do:

- Measure the distance around the can and the height of the can.
- Cut construction paper to fit around the can.
- Write a Bible verse on the paper.
- Draw pictures of items that money can buy for missions.
- Glue or tape the paper covering to the can.
- Take the can home and collect money to be used for missions.
- Pray for missionaries.

The money you give to your church can help to support:

- The Cooperative Program
- Annie Armstrong Easter Offering® for North American Missions
- Lottie Moon Christmas Offering® for International Missions
- Your state missions offering

Which offering did you support? \_\_\_\_\_

What missionary did you remember in prayer? \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_



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# Missions Offering Bank

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## Leader's Notes

### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

### Suggested Time:

This activity can be completed in about 30 minutes. Encourage the boys to take their missions offering banks home for at least one month to save money for the designated offering.

### Materials Needed:

- Copies of the Missions Offering Bank sheet (three-hole punched)
- Empty, clean cans
- Construction paper
- Colored markers
- Tape or glue
- Scissors
- Ruler
- Pens or pencils

### Activity Suggestions:

- Gather supplies to construct missions offering banks. Demonstrate how to make one.
- Allow the RAs to make their own missions offering bank.
- Talk about the importance of supporting the Cooperative Program, special missions offerings like the Annie Armstrong Easter Offering® and Lottie Moon Christmas Offering®, and state missions offerings. Encourage the RAs to take their banks home and begin doing special projects to help raise money for the designated offering.
- Remind the RAs of any special dates for upcoming missions offerings. Ask them to pray specifically for one missionary who their gift will help.
- Have the RAs complete the Missions Offering Bank sheet and put it in their notebooks.

**Mission Field(s):**

This project relates to the following mission field(s): *My Life, My Church, My Association, My State/Province, My Nation, and My World.*

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To work with others in sharing Christ.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

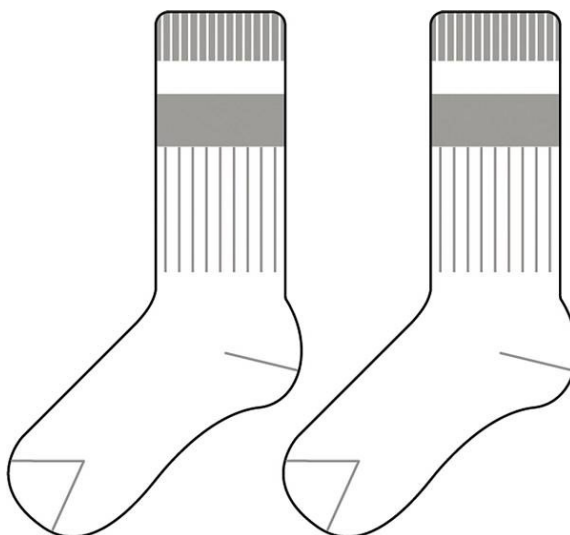
- Jesus has commanded us to go into the world and make disciples. (Matthew 28:18-20)
- We must give ourselves to God first and then to others. This is what God wants. (2 Corinthians 8:5)
- Abraham gave 10 percent of everything. (Genesis 14:18-20)
- Bring the full 10 percent of your earnings to God. (Malachi 3:10)

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## Sock It to Them

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Use a clean pair of tube socks to collect money for a missions offering. Use a marker and write the words "Sock It to Them" on the socks. Prayerfully identify who "them" is (missionaries) and continue to pray for them as you work toward collecting money to support their missions efforts.



Listed below are some ideas you could use to help raise money for missions:

- Conduct a walk or bike-a-thon for missions.
- Do special projects at home or in your neighborhood to raise money.
- Collect aluminum cans or other items and take them to the recycling center for cash.
- Have a garage sale to raise money for missions.
- Conduct a car wash at the church. Use the proceeds to go toward missions.

Give the money to your church to support one of the following:

- The Cooperative Program
- Annie Armstrong Easter Offering® for North American Missions
- Lottie Moon Christmas Offering® for International Missions
- Your state missions offering

Which offering did you support? \_\_\_\_\_

What missionary did you remember in prayer? \_\_\_\_\_

Remember to pray for the missionary each time you put on your socks.

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# Sock It to Them

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## Leader's Notes

### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

### Suggested Time:

This activity can be completed in about 30 minutes. Encourage the boys to take the sock banks home for at least one month to raise money for the designated offering.

### Materials Needed:

- Copies of the Sock It to Them sheet (three-hole punched)
- Clean pairs of boys' tube socks
- Markers
- Pens or pencils

### Activity Suggestions:

- Gather supplies and demonstrate how to make the Sock It to Them sock banks.
- Allow RAs to make their own Sock It to Them bank.
- Talk about the importance of supporting the Cooperative Program, special missions offerings like the Annie Armstrong Easter Offering® and Lottie Moon Christmas® Offering, and state missions offerings. Encourage the RAs to take their banks home and begin doing special projects to help raise money for the designated offering.
- Remind the RAs of any special dates for upcoming missions offerings. Ask them to pray specifically for one missionary who their gift will help. Encourage them to pray for their missionary each time they put on their socks.
- Have the RAs complete the Sock It to Them sheet and put it in their notebooks.

### Mission Field(s):

This activity relates to the following mission field(s): *My Life, My Church, My Association, My State/Province, My Nation, and My World.*

### **RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*
- *To work with others in sharing Christ.*

### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Jesus has commanded us to go into the world and make disciples. (Matthew 28:18-20)
- We must give ourselves to God first and then to others. This is what God wants. (2 Corinthians 8:5)
- Abraham gave 10 percent of everything. (Genesis 14:18-20)
- Bring the full 10 percent of your earnings to God. (Malachi 3:10)
- How beautiful are the feet of those who bring good news of Jesus Christ. (Isaiah 52:7)
- How can people believe in Jesus unless someone tells them how? How beautiful are the feet of those who bring good news of Jesus Christ. (Romans 10:14-15)
- Jesus washes His disciples' feet. (John 13:1-16)

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## See You at the Pole™

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See You at the Pole™ (SYATP) is an annual gathering of Christian students at their school flagpole for prayer, reading Scriptures, and singing hymns. Students of all ages meet before school starts to pray for their schools, teachers, friends, families, government leaders, and nation. See You at the Pole™ is scheduled every year on the fourth Wednesday in September.

Join other Christian students at your school flagpole and ask God to bring spiritual awakening to your campus and throughout the nation. Invite your parents to join you for this special time of prayer.



What is the date for the next See You at the Pole™ gathering? \_\_\_\_\_

Share some of your thoughts about praying for your school and nation.

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Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## See You at the Pole™

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

#### Suggested Time:

This activity can be completed in about 30 minutes.

#### Materials Needed:

- Copies of the See You at the Pole™ sheet (three-hole punched)
- Pens or pencils

#### Activity Suggestions:

- Tell the RAs about See You at the Pole.™ Explain that it is an annual gathering of Christian students at their school flagpole for prayer. It occurs on the fourth Wednesday every September.
- Encourage the boys to invite their parents and friends to join them for See You at the Pole™ to pray for their schools, teachers, friends, families, government leaders, and nation. Explain that this event typically takes place before school starts at 7 a.m.
- During the next RA chapter meeting, allow the RAs to share about their experience at See You at the Pole.™
- Have the RAs complete the See You at the Pole™ sheet and put it in their notebooks.

#### Mission Field(s):

This activity relates to the following mission field(s): *My School*.

#### RA Pledge:

This activity relates to the following part(s) of the RA Pledge:

- *To work with others in sharing Christ.*



### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Humble yourselves, pray, and seek God's face. (2 Chronicles 7:14)
- Love your enemies and pray for those who treat you badly. (Matthew 5:44)
- Pray for the Lord to send more laborers. (Matthew 9:35-38)
- Men in every place should pray, raising holy hands to God. (1 Timothy 2:8)

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## Power Band Witnessing Tool

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Power Bands (bracelets with multi-colored beads on a leather strap) represent elements of the gospel. These bracelets provide an excellent focal point for sharing Christ. They are great personal gifts to exchange with others. Power Bands include the colors of the Olympic rings, and each color illustrates one aspect of the gospel message. The beads go on the leather strap in this order: black, red, white, blue, green, and gold (yellow).

**Black = Sin** (Romans 3:23)

**Red = Blood of Jesus** (Romans 5:8)

**White = Cleansing** (1 John 1:9)

**Blue = God's deep love** (John 3:16)

**Green = Growth** (Psalm 1:1-3)

**Gold = Heaven** (John 14:1-4)

Check with local craft stores for items to make these bracelets. You will need suede or leather cord and pony beads (black, red, white, blue, green, gold or yellow, and clear).

### Instructions:

1. Cut suede or leather cord into a 16-inch length.
2. Make first knot about 7 inches from the end.
3. Use a clear bead as an adjustable closer.



Assemble several Power Band bracelets. Learn what each color represents. Learn how to share the gospel with others using the beads on the bracelet. Demonstrate to your RA leader how to share the message of Christ using your Power Band.

Prayerfully identify one person with whom you can share the gospel using your Power Band.

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Pray for a time to share the Power Band with the person you identified. Share the meaning of the beads and give the person a Power Band.

Date you shared the Power Band message. \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## Power Band Witnessing Tool

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### Leader's Notes

#### **Suggested Ages:**

This project is appropriate for Lads and Crusaders.

#### **Suggested Time:**

This project can be completed in about 30 minutes.

#### **Materials Needed:**

- Copies of the Power Band Witnessing Tool sheet (three-hole punched)
- Spool of 1/8-inch suede or leather cord (cut in 16-inch lengths)
- Plastic pony beads (black, red, white, blue, green, gold or yellow, and clear)
- Tape measure
- Scissors
- Pens or pencils

#### **Project Suggestions:**

- Gather materials for the Power Band witnessing bracelets and show the RAs how to make them.
- Distribute copies of the Power Band Witnessing Tool sheet and pens or pencils to the boys. Demonstrate how to share the plan of salvation using the colored beads on the bracelet.
- Allow the RAs time to construct several Power Bands.
- Allow the boys to share with you what the colors represents.
- Encourage the boys to prayerfully select one person with whom they will share the meaning of the colors and present a Power Band.
- Encourage the boys to share the message of the Power Band with the person they identified and give him a bracelet.
- Have the RAs complete the Power Band Witnessing Tool sheet and put it in their notebooks.

**Mission Field(s):**

This project relates to the following mission field(s): *My School, My Community, and My Family.*

**RA Pledge:**

This project relates to the following part(s) of the RA Pledge:

- *To learn how to carry the message of Christ around the world.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- The Lord is my strength, my song, and my salvation. (Exodus 15:2)
- The Lord is my everything. (2 Samuel 22:2-3)
- The Lord lives! Praise the Rock of my salvation! (2 Samuel 22:47, Psalm 18:46)
- Sing to the Lord! Share His Good News! Tell of His glory! (1 Chronicles 16:23-25)
- Show me Your ways, Lord. Guide me in Your truth. Teach me. (Psalm 25:4-5)
- Show us Your grace and blessing. Make Your ways known throughout the earth. (Psalm 67:1-2)
- Only Jesus can save us. (Acts 4:12)
- I am not ashamed of the gospel. (Romans 1:16)

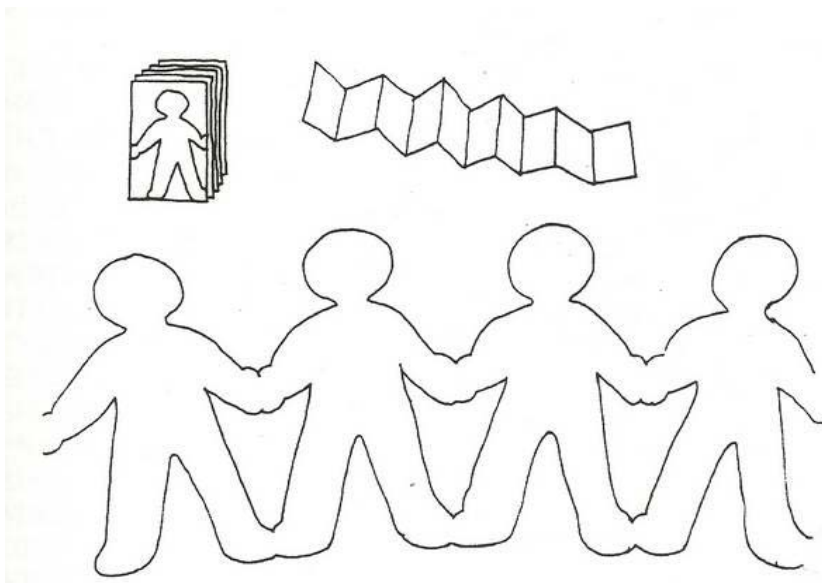
## String-Along Neighbors

### Items Needed:

- Large sheets of construction paper (two different colors)
- Glue
- Ruler
- Pencil
- Markers or crayons
- Scissors

### What to Do:

1. Use a ruler to divide one sheet of construction paper into four or more equal parts. Draw a line to mark each section. Fold the paper accordion-style along the lines.
2. Draw the outline of a person on the top section. Make the hands and feet touch the folds. Cut the folded paper along the outline. Do not cut the fold where the hands and feet touch the edges.
3. Open your sheet of paper. Glue your string-along neighbors onto a different colored sheet of construction paper. Below each outlined figure, write one way you can help your neighbor. You may choose to color each one.



Take this paper home to your parents and discuss appropriate ways to help your neighbors. Write the names of your neighbors on this sheet of paper and pray for them.

\_\_\_\_\_  
Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# String-Along Neighbors

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## Leader's Notes

### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

### Suggested Time:

This activity can be completed in about 30 minutes.

### Materials Needed:

- Copies of the String-Along Neighbors sheet (three-hole punched)
- Large sheets of construction paper (two different colored sheets per boy)
- Rulers
- Scissors
- Glue
- Markers or crayons
- Pencils

### Activity Suggestions:

- Gather supplies needed to make the String-Along Neighbors. Distribute copies of the String-Along Neighbors sheet, pencils, and other supplies for completing the activity.
- Demonstrate how to make the String-Along Neighbors.
- Allow the RAs to make their own String-Along Neighbors.
- Encourage the boys to take their sheets home and discuss with their parents appropriate ways to help their neighbors.
- Encourage the RAs to pray for their neighbors.
- Have RAs complete the String-Along Neighbors sheet and put it in their notebooks.

### Mission Field(s):

This activity relates to the following mission field(s): *My Community*.



### **RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*

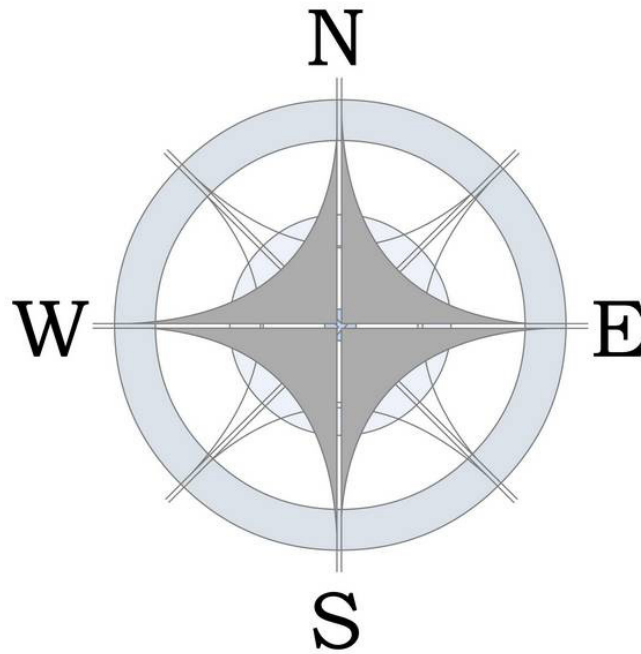
### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Love your neighbors and your enemies. (Matthew 5:43-48)
- Jesus told the rich young ruler to give up his belongings and follow Him. (Matthew 19:16-30)
- The greatest commandment is to love the Lord above everything else and next is to love your neighbor as yourself. (Matthew 22:36-40, Mark 12:28-34)
- The Good Samaritan saw the injured man and felt compassion for him. (Luke 10:25-37)
- Love your neighbor. (Romans 13:8-10)
- Look after the good of your neighbor and build him up. (Romans 15:2)
- Tell your neighbor the truth. (Ephesians 4:25)

## Good NEWS

A compass has a magnetic needle that is suspended and always points in the same direction: toward magnetic north. Most compasses also have four letters known as the four points of the compass. These points indicate four directions: N = North, E = East, W = West, and S = South. Learn how to use a compass to find these directions.



Read the story of the Good Samaritan in Luke 10:25-37. In verse 29, the expert in the law asked Jesus, *"Who is my neighbor?"* Ask your parents to help you learn the names of your neighbors who live to the north, east, west, and south of you. Write their names below.

North: \_\_\_\_\_

East: \_\_\_\_\_

West: \_\_\_\_\_

South: \_\_\_\_\_

Strive to be a good neighbor to each of them. Invite them to church. Pray that each person would hear the good news that Jesus Christ is the way, the truth, and the life. (John 14:6)

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## Good NEWS

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

#### Suggested Time:

Boys can learn to find directions with a compass in about 30 minutes. This activity can be completed at home and returned for credit.

#### Materials Needed:

- Copies of the Good NEWS sheet (three-hole punched)
- One or more compasses of good quality to use for demonstration
- Inexpensive survival compasses
- Pens or pencils

#### Activity Suggestions:

- Secure inexpensive survival compasses for the boys.
- Distribute the compasses, copies of the Good NEWS sheet, and pens or pencils to the boys. Demonstrate to the RAs how to find north using a compass. Talk about how to find east, west, and south, too. (Refer to Chapter 9 in the *Campcraft–Outdoor Living Skills* manual, available as a free download at [www.royalambassadors.org](http://www.royalambassadors.org).)
- Allow the RAs to practice using a compass to locate north, east, west, and south.
- Encourage the boys to take their compass home and ask their parents to help them identify their neighbors who live at the four points of the compass. Talk about appropriate ways the boys could help their neighbors.
- Encourage the RAs to pray for their neighbors and invite them to church.
- Have the RAs put the completed Good NEWS sheet in their notebooks.

#### Mission Field(s):

This activity relates to the following mission field(s): *My Community*.

### **RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*

### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Jesus is the only way to God. He is the way, the truth, and the life. (John 14:6)
- Love your neighbors and your enemies. (Matthew 5:43-48)
- Jesus told the rich young ruler to give up his belongings and follow Him. (Matthew 19:16-30)
- The greatest commandment is to love the Lord above everything else and next is to love your neighbor as yourself. (Matthew 22:36-40, Mark 12:28-34)
- The Good Samaritan saw the injured man and felt compassion for him. (Luke 10:25-37)
- Love your neighbor. (Romans 13:8-10)
- Look after the good of your neighbor and build him up. (Romans 15:2)
- Tell your neighbor the truth. (Ephesians 4:25)

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## Keep Me If You Can

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Read about the Golden Rule in Luke 10:27-37.

Make a "Keep Me If You Can" game. Play the game with a friend. Print words (shown below) on 3- x 5-inch cards. Write one word on each card. Place the cards in a sack or box.

Take turns drawing one card at a time from the sack or bag. You may keep the card if you can complete a sentence using the word on the card. The sentence must tell something helpful you can do for another person. (For example: "I can rake leaves for a friend.") If you cannot think of a sentence, then put the card back in the sack or box. See how many cards you can keep.

### Word List:

Clean	Show
Mow	Share
Pick up	Pray
Wash	Sing
Help	Make
Read	Give
Write	Visit
Tell	Send
Carry	Call

Pray about ways you can help others. Talk with your RA leaders about specific persons in the church who could use your help. Discuss a special day you could plan to help this person.

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# Keep Me If You Can

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## Leader's Notes

### Suggested Ages:

This activity is appropriate for Lads.

### Suggested Time:

This activity can be completed in about 30 minutes.

### Materials Needed:

- Copies of the Keep Me If You Can sheet (three-hole punched)
- 3- x 5-inch index cards
- Markers
- Paper lunch sacks
- Pens or pencils

### Activity Suggestions:

- Gather supplies for boys to make a Keep Me If You Can game.
- Distribute copies of the Keep Me If You Can sheet, pens or pencils, and supplies to make the game.
- Allow each boy to make a Keep Me If You Can game.
- Allow the Lads to play this game.
- Encourage them to pray about ways they can help others.
- Consider planning a special workday to help someone in the church or community.
- Have the boys complete the Keep Me If You Can sheet and put it in their notebooks.
- Allow the boys to take their game home to play with their parents.

### Mission Field(s):

This activity relates to the following mission field(s): *My Community*.

### **RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*

### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Love your neighbors and your enemies. (Matthew 5:43-48)
- Jesus told the rich young ruler to give up his belongings and follow Him. (Matthew 19:16-30)
- The greatest commandment is to love the Lord above everything else and next is to love your neighbor as yourself. (Matthew 22:36-40, Mark 12:28-34)
- The Good Samaritan saw the injured man and felt compassion for him. (Luke 10:25-37)
- Love your neighbor. (Romans 13:8-10)
- Look after the good of your neighbor and build him up. (Romans 15:2)
- Tell your neighbor the truth. (Ephesians 4:25)



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## Fruit Baskets

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Assemble and deliver fruit baskets to homebound or elderly people. Thanksgiving is a good time to do this project, although it can be a welcome surprise at any time of the year. Prayerfully identify one or more persons whom you would like to give a fruit basket and set a date to deliver the basket(s).



Who received a fruit basket and visit from your RA group? \_\_\_\_\_

What did you learn about this person or persons? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

---

# Fruit Baskets

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## Leader's Notes

### Suggested Ages:

This activity is appropriate for Lads, Crusaders, their parents, and RA leaders.

### Suggested Time:

Assembling the fruit baskets can be completed in about 30 minutes. You will need to schedule a time to deliver the fruit baskets to those who have been identified. (Avoid any surprises by contacting each recipient in advance.) Allow at least 15 minutes at each visit for the boys to get to know the person, pray together, and take a group photo.

### Materials Needed:

- Copies of the Fruit Baskets sheet (three-hole punched)
- Various types of fruit
- Baskets
- Pens or pencils

### Activity Suggestions:

- Plan a special day to meet at the church to assemble the fruit baskets and deliver them to the recipients. Be sure to coordinate your visit with each recipient in advance.
- Gather supplies to make the fruit baskets and allow the RAs to assemble them. (Other options: You could ask each boy to bring one or more pieces of fruit to the meeting to assemble the baskets. Or, you could ask each boy and his family to assemble a fruit basket.)
- Encourage RAs and their parents to participate in delivering the baskets. Allow the boys to spend at least 15 minutes visiting with each recipient. Ask the recipients if you can pray for them and take a group photo with them (to remind you to pray for them).
- Have the RAs complete the Fruit Baskets sheet and put it in their notebooks.

### Mission Field(s):

This activity relates to the following mission field(s): *My Community*.

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- When we care for someone who is sick, we are caring for Jesus. (Matthew 25:36)
- Let's go and visit our friends in Christ and see how they are doing. (Acts 15:36)
- We must care for those who are hurting. (James 1:27)

## Game Day at the Nursing Home

Participate with your RA group in a game day at the nursing home. Play checkers, scrabble, dominoes, card games, chess, or other games that residents of the nursing home might enjoy. Contact the activities director at a nursing home near you to make arrangements to host a game day. Ask the residents to share their memories with you. Share your favorite Bible verses with them. Be sure to pray with the residents of the nursing home.



Which nursing home did you visit? \_\_\_\_\_

Who did you meet? \_\_\_\_\_

What games did you play? \_\_\_\_\_

How did you pray for those whom you met? \_\_\_\_\_

\_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## Game Day at the Nursing Home

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

#### Suggested Time:

This activity will require at least a half day.

#### Materials Needed:

- Copies of the Game Day at the Nursing Home sheet (three-hole punched)
- Games (checkers, chess, dominoes, cards, etc.)
- Pens or pencils

#### Activity Suggestions:

- Gather several games that residents of the nursing home might be familiar with and enjoy playing.
- During one of the weekly meetings, teach the RAs how to play these games.
- Schedule a special day to visit a nursing home and allow the RAs to play games with the residents.
- Encourage the boys to pray for the residents.
- Have the RAs complete the Game Day at the Nursing Home sheet and put it in their notebooks.

#### Mission Field(s):

This activity relates to the following mission field(s): *My Community*.

#### RA Pledge:

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*

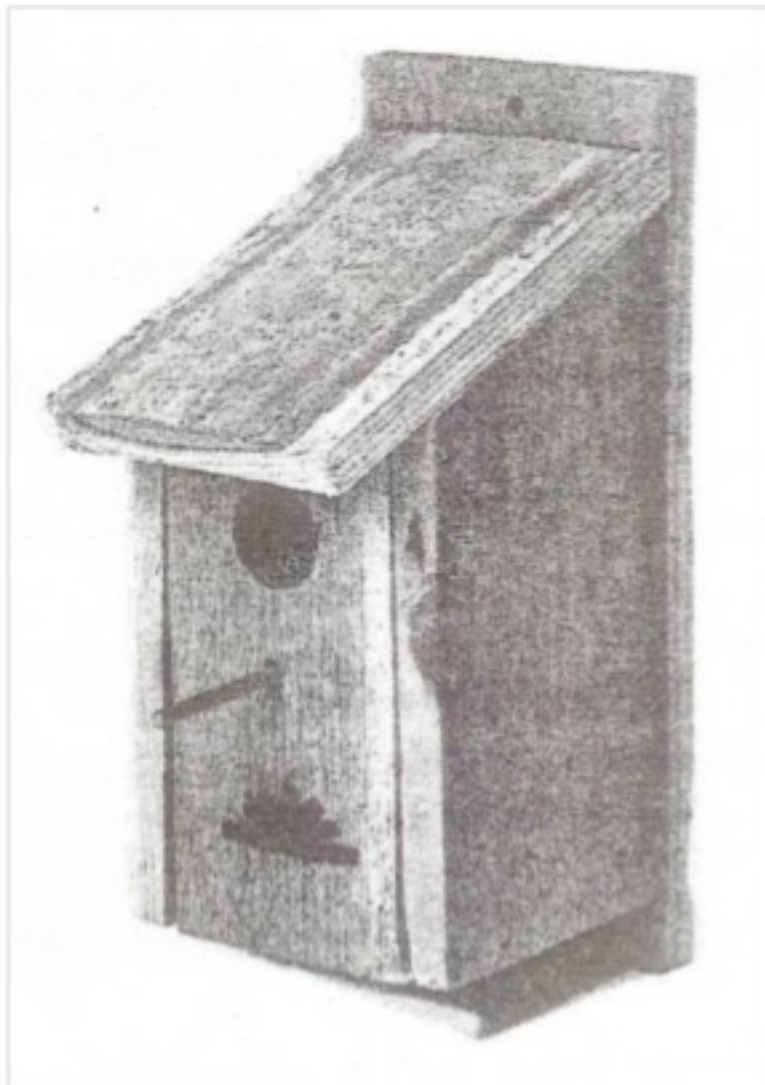
### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- I was sick and you took care of Me. (Matthew 25:36)
- Anything you did for the least of My people, you also did for Me. (Matthew 25:40)
- Let's go and visit our friends in Christ and see how they are doing. (Acts 15:36)
- We must care for those who are hurting. (James 1:27)

## Bird Feeders and Birdhouses

Build a bird feeder or birdhouse and take it to the home of a homebound or physically handicapped person. Set up the feeder or birdhouse for the person. Be sure to pray for this person.



To whom did you give the bird feeder or birdhouse? \_\_\_\_\_

Did you see any birds? If so, what kind? \_\_\_\_\_

How did you pray for the person? \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_



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## Bird Feeders and Birdhouses

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

#### Suggested Time:

The bird feeders and birdhouses can be assembled during one or more chapter meetings. You will need to schedule a time when the RAs can visit the persons identified to present these gifts.

#### Materials Needed:

- Copies of the Bird Feeders and Birdhouses sheet (three-hole punched)
- Materials to build and decorate several bird feeders and birdhouses (These will vary depending upon the design.)
- Pens or pencils

#### Activity Suggestions:

- Check the Internet for instructions on how to construct simple bird feeders and birdhouses and to find out the types of birds in your area. (Some online sites offer free birdhouse and feeder plans, as well as ready-to-build kits for purchase. Kits can be purchased from [www.royalracers.com](http://www.royalracers.com) by selecting the "Craft Kits" button on the left of the home page.)
- Gather materials needed to construct the designs chosen and build a prototype for the bird feeder and birdhouse.
- Demonstrate to the RAs how to make a bird feeder and birdhouse. Allow the boys to make and decorate several of these to give as gifts. (Allow the boys to make a bird feeder or birdhouse that they can take home, too!)
- Schedule a time when the RAs can visit the persons identified and give them a bird feeder or birdhouse. Be sure to set up the bird feeder or birdhouse for the recipients (preferably near a window where they can observe the birds). Be sure to pray for each person you visit.
- Encourage the RAs to take their bird feeder or birdhouse home and hang it near a window to remind them to pray for those whom they visited.
- Have the RAs complete the Bird Feeders and Birdhouses sheet and put it in their notebooks.

**Mission Field(s):**

This activity relates to the following mission field(s): *My Community*.

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Look at how God cares for the birds in the sky. You matter far more to God than birds. (Matthew 6:25-27)
- Seek first God's kingdom and righteousness. (Matthew 6:33-34)
- How lovely is the dwelling place of God. (Psalm 84:1-3)
- I was sick and you took care of Me. (Matthew 25:36)
- Anything you did for the least of My people, you also did for Me. (Matthew 25:40)
- Let's go and visit our friends in Christ and see how they are doing. (Acts 15:36)
- We must care for those who are hurting. (James 1:27)

## Adopt a Grandparent

Individually or with your RA group, "adopt" an elderly person in your community who has few friends or relatives nearby. Do the same kinds of things for your "adopted grandparent" that you might do for your own grandparents. Visit the person. Invite your adopted grandparent to chapter outings. Do little chores and make things for this person. The purpose of each activity should be to help your adopted grandparent feel wanted and that he or she has a place in the lives of other people.

The name of my adopted grandparent is: \_\_\_\_\_

We did these things together: \_\_\_\_\_

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I did these things for my adopted grandparent: \_\_\_\_\_

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I felt: \_\_\_\_\_

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Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# Adopt a Grandparent

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## Leader's Notes

### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

### Suggested Time:

Schedule times when the RAs can visit their adopted grandparent.

### Materials Needed:

- Copies of the Adopt a Grandparent sheet (three-hole punched)
- Materials that RAs can use to make special items for those they adopt
- Pens or pencils

### Activity Suggestions:

- Prepare a list of elderly church members who have few friends or relatives living near them.
- Discuss the term "adoption" with the boys.
- Allow the boys to choose someone to adopt as a grandparent.
- Schedule times when the boys can visit and help their adopted grandparent.
- Encourage the RAs to pray for their adopted grandparent and continue visiting them for a period of time.
- Have the RAs complete the Adopt a Grandparent sheet and put it in their notebooks.

### Mission Field(s):

This activity relates to the following mission field(s): *My Community*.

### RA Pledge:

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*

### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Praise be to God who has blessed us and adopted us as His sons through Jesus Christ. (Ephesians 1:3-5)
- Seek first God's kingdom and righteousness. (Matthew 6:33-34)
- I was sick and you took care of Me. (Matthew 25:36)
- Anything you did for the least of My people, you also did for Me. (Matthew 25:40)
- Let's go and visit our friends in Christ and see how they are doing. (Acts 15:36)
- We must care for those who are hurting. (James 1:27)

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## Senior Adult Birthday Party

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Find out the birthday of a senior adult in your church. Alert others in your church and ask them to acknowledge this person's special day with telephone calls or personal visits. Plan a birthday party for this senior adult, complete with a cake and candles. Invite friends of the honoree. Be sure to pray for the person being honored at his or her birthday party.



Who was honored at the birthday party? \_\_\_\_\_

How did you pray for this person? \_\_\_\_\_

\_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# Senior Adult Birthday Party

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## Leader's Notes

### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

### Suggested Time:

This activity can be completed in an hour.

### Materials Needed:

- Copies of the Senior Adult Birthday Party sheet (three-hole punched)
- Pens or pencils
- Party supplies (paper plates, napkins, disposable cups and utensils, decorations, etc.)
- Birthday cake and drinks

### Activity Suggestions:

- Schedule a date for a senior adult birthday party. Invite one or more senior adults to be the special guests.
- Secure party supplies and refreshments.
- Allow the RAs to serve the refreshments.
- Encourage the boys to pray for those whose birthdays are being celebrated.
- Have the RAs complete the Senior Adult Birthday Party sheet and put it in their notebooks.

### Mission Field(s):

This activity relates to the following mission field(s): *My Community*.

### RA Pledge:

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*

### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Praise be to God who has blessed us and adopted us as His sons through Jesus Christ. (Ephesians 1:3-5)
- Seek first God's kingdom and righteousness. (Matthew 6:33-34)
- I was sick and you took care of Me. (Matthew 25:36)
- Anything you did for the least of My people, you also did for Me. (Matthew 25:40)
- Let's go and visit our friends in Christ and see how they are doing. (Acts 15:36)
- We must care for those who are hurting. (James 1:27)



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## Decorate a Christmas Tree

---

Many older adults won't decorate a Christmas tree if family or friends will not be visiting them during the holidays. Decorating a Christmas tree can show someone that you care and help the person get into the Christmas spirit. Be sure to pray for the person and set up a time after Christmas to take down the tree.



For whom did you decorate a Christmas tree? \_\_\_\_\_

How did you pray for this person? \_\_\_\_\_

\_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## Decorate a Christmas Tree

---

### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

#### Suggested Time:

This activity will require several hours to complete.

#### Materials Needed:

- Copies of the Decorate a Christmas Tree sheet (three-hole punched)
- Pens or pencils
- Christmas tree
- Christmas tree decorations

#### Activity Suggestions:

- Identify an older adult who is not planning to set up a Christmas tree (possibly someone at a nursing home).
- Contact the person and offer the services of your RA group.
- Schedule a date and time when the RAs can set up and decorate the Christmas tree. Promote this date with the RAs.
- Encourage the boys to pray for the person whom they have chosen to help. Be sure to set up a time after Christmas to take down the tree.
- Have the RAs complete the Decorate a Christmas Tree sheet and put it in their notebooks.

#### Mission Field(s):

This activity relates to the following mission field(s): *My Community*.

#### RA Pledge:

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*

### **Devotional Thoughts:**

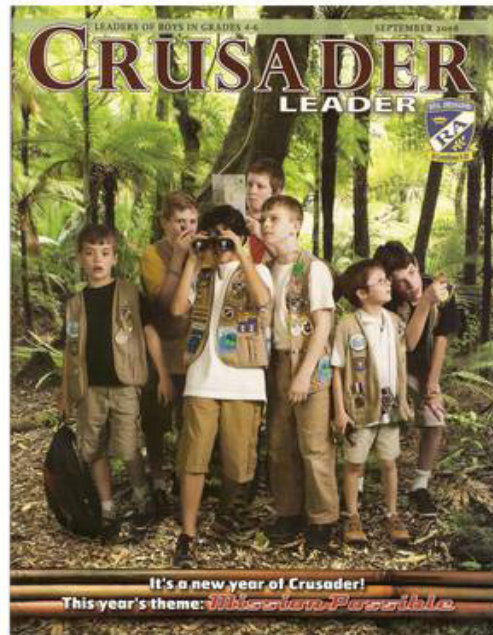
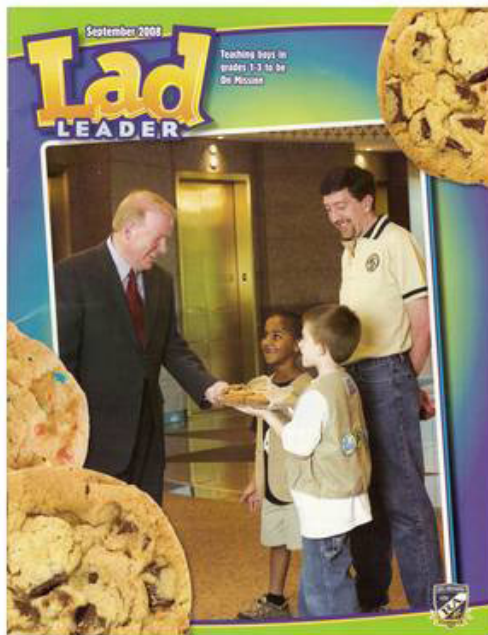
Choose one of these devotional thoughts to share with the boys during the leader's time.

- Praise be to God who has blessed us and adopted us as His sons through Jesus Christ. (Ephesians 1:3-5)
- Seek first God's kingdom and righteousness. (Matthew 6:33-34)
- I was sick and you took care of Me. (Matthew 25:36)
- Anything you did for the least of My people, you also did for Me. (Matthew 25:40)
- Let's go and visit our friends in Christ and see how they are doing. (Acts 15:36)
- We must care for those who are hurting. (James 1:27)

## Extra, Extra, Read All About It!

What do you do with the extra *Lad* and *Crusader* magazines? This mission project provides an opportunity for you to use those extra magazines to minister to others. Check with your doctor's and dentist's office and ask them if you can bring a new set of magazines each month to place in the waiting rooms.

Stamp or put a sticker on each magazine that provides information about your church. Include an invitation for boys to come and be a part of your RA group. Be sure to pray that the boys or parents who read these magazines would have an interest in visiting your church and RA group.



Where did you deliver the magazines? \_\_\_\_\_

How many months did you do this project? \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## Extra, Extra, Read All About It!

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### Leader's Notes

#### Suggested Ages:

This project is appropriate for Lads and Crusaders.

#### Suggested Time:

This project requires RAs to make a commitment to place magazines in at least one doctor's or dentist's office each month for up to one year.

#### Materials Needed:

- Copies of the Extra, Extra, Read All About It! sheet (three-hole punched)
- Pens or pencils
- Extra *Lad* and *Crusader* magazines
- A stamp or printed stick-on labels
- 3- x 5-inch index cards (optional)

#### Project Suggestions:

- Lead the boys in a discussion about how they can serve as missionaries by placing *Lad* and *Crusader* magazines at their doctor's or dentist's office.
- Pray with your group. Ask God to give the boys courage to speak with someone in their doctor's or dentist's office about placing magazines in the waiting room.
- Have a custom stamp made with information about your church and RA group. Or, print the information on labels that you can stick on the magazines. Consider including a 3- x 5-inch index card with contact information for the RA leaders and a special invitation for boys to come and be a part of your RA group.
- Encourage the boys to take a set of magazines to their doctor's or dentist's office.
- Have the boys report back when they have made a commitment to place a set of magazines at one office each month.
- Have the RAs complete the Extra, Extra, Read All About It! sheet and put it in their notebooks.

#### Mission Field(s):

This project relates to the following mission field(s): *My Community*.

**RA Pledge:**

This project relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*
- *To work with others in sharing Christ.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- I was a stranger and you invited Me into your house. (Matthew 25:35)
- Anything you did for the least of My people, you also did for Me. (Matthew 25:40)

## Children's Clothing Drive

One of the greatest needs at clothing closets is for baby and children's clothing. Work with your RA group to plan a children's clothing drive in your church or neighborhood.

Contact those who have babies or children. Ask if they have any outgrown clothing that they would like to donate to the drive. Offer to pick up any donations they may have. Take the clothes to a local clothing ministry.



Where did you take the clothing? \_\_\_\_\_

How many bags of clothes were gathered? \_\_\_\_\_

How is the clothing going to be distributed? \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_



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# Children's Clothing Drive

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## Leader's Notes

### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

### Suggested Time:

This activity should be conducted for several weeks.

### Materials Needed:

- Copies of the Children's Clothing Drive sheet (three-hole punched)
- Sheets of poster board
- Markers
- Large cardboard boxes
- Several sets of baby clothes (optional)
- Pens or pencils

### Activity Suggestions:

- Seek the pastor's permission to promote a children's clothing drive in the church.
- Contact your local Baptist association to find out the names of clothing ministries in the area. Call a clothing ministry to find out their "wish list" of baby and children's clothing.
- Share this need with the RA group. Allow the RAs to make promotional posters and decorate several large cardboard collection boxes. (As an option, consider incorporating baby clothing in the decorations on the boxes.) Be sure to identify the clothing ministry where the clothes will be taken and a final date when the clothes are needed.
- Have the RAs place the promotional posters and collection boxes at key locations in the church (e.g., the entryway of the church, areas where the adult Sunday School classes meet). Allow the RAs to make announcements at the beginning of Sunday School or the end of the morning service.
- Schedule a date when the RAs can deliver the baby and children's clothes to the clothing ministry. Allow the boys to ask questions at the clothing ministry. Be sure to pray for the ministry and for those who will receive the clothing.
- Have the RAs complete the Children's Clothing Drive sheet and put it in their notebooks.



**Mission Field(s):**

This activity relates to the following mission field(s): *My Association*.

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- I was naked and you clothed Me. (Matthew 25:35-36)
- Anything you did for the least of My people, you also did for Me. (Matthew 25:40)

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## Hike or Bike for Missions

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Participate with other Royal Ambassadors in either a Hike or Bike for Missions. Let people know that you will be participating in this event. Ask them to sponsor you by making a pledge for every lap or mile that you complete. Let them know why you are raising money.

Your RA leader will give you a pledge sheet to use when you are enlisting sponsors. Keep track of how many laps or miles you complete. Report back to your sponsors to collect their pledge money for the missions offering. Get your walking shoes or bicycle ready to cover some ground!

# Have-A-Thon



How many laps or miles did you complete? \_\_\_\_\_

How will the missions offering be used? \_\_\_\_\_

\_\_\_\_\_

How much money was raised in the Hike or Bike for Missions? \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# Hike or Bike for Missions

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## Leader's Notes

### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

### Suggested Time:

This activity should be announced at least two weeks prior to the event to allow time for the RAs to enlist sponsors. The time it takes to complete this activity will depend upon the number of boys participating and the distance goal set by the group.

### Materials Needed:

- Copies of the Hike or Bike for Missions sheet (three-hole punched)
- Copies of the Hike or Bike for Missions Pledge Sheet (found in the RA Forms section)
- Supplies for the event (first-aid kit, bottled water, energy bars, etc.)
- Pens or pencils

### Activity Suggestions:

- Include the RAs in planning and conducting a Hike or Bike for Missions. (Consider carefully the route you select and mode of transportation. Some boys may not have bicycles or be able to ride them well.)
- Distribute copies of the pledge sheet to the boys at least two weeks prior to the event so they will have time to enlist as many sponsors as possible. Tell the RAs what the missions offering will support.
- Be sure to have water stations placed along the route or a support vehicle (sag wagon) that carries water, energy bars, first-aid supplies, etc.
- Periodically during the event, announce a "missions break" where participants will gather to learn more about the missions emphasis and pray specifically for the missionaries. This is also a great time to make sure the participants are doing OK and to check for any first-aid needs (e.g., blisters).
- After the event, allow time for the RAs to report back to their sponsors and collect their pledges for the missions offering.
- Once all the pledges have been submitted and counted, inform the RAs of the total amount of money raised during this event.
- Have the RAs complete the Hike or Bike for Missions sheet and put it in their notebooks.

**Mission Field(s):**

This activity relates to the following mission field(s): *My Association, My State/Province, My Nation, and My World.*

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*
- *To work with others in sharing Christ.*
- *To keep myself clean and healthy in mind and body.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Consider your path and those whom you follow. (Psalm 1)
- Teach me to do Your will. Let Your Spirit lead me on the right path. (Psalm 143:10)
- Anything you did for the least of My people, you also did for Me. (Matthew 25:40)
- Encourage each other to be thoughtful and helpful. (Hebrews 10:24)

## Punt, Pass, and Kick for Missions

Participate with other Royal Ambassadors in a Punt, Pass, and Kick for Missions. Let people know that you will be participating in this event. Ask them to sponsor you by making a pledge for every yard that you can punt, pass, and kick the football.

Your RA leader will give you a pledge sheet to use when you are enlisting sponsors. Keep track of the total number of yards you complete. Report back to your sponsors to collect their pledge money for the missions offering. Get ready to punt, pass, and kick a football for missions!



How many yards did you punt the football? \_\_\_\_\_

How many yards did you pass the football? \_\_\_\_\_

How many yards did you kick the football? \_\_\_\_\_

What was the total amount of yards you completed? \_\_\_\_\_

How will the missions offering be used? \_\_\_\_\_

\_\_\_\_\_

How much money was raised in the Punt, Pass, and Kick for missions? \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## Punt, Pass, and Kick for Missions

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

#### Suggested Time:

This activity should be announced at least two weeks prior to the event to allow time for the RAs to enlist sponsors. The time it takes to complete the activity will depend upon the number of boys participating.

#### Materials Needed:

- Copies of the Punt, Pass, and Kick for Missions sheet (three-hole punched)
- Copies of the Punt, Pass, and Kick for Missions Pledge Sheet (in RA Forms section)
- Football field or open area—with yards marked.
- Footballs (smaller footballs for Lads)
- Pens or pencils

#### Activity Suggestions:

- Conduct this activity to support a missions emphasis of the church.
- Secure the use of a football field or open area (with yards marked). Set a date for the event.
- Tell the RAs that they will be participating in a Punt, Pass, and Kick for Missions. Make sure they understand the instructions for participating and how the missions offering will be used.
- Encourage the boys to practice throwing and kicking a football in preparation for the event.
- Distribute copies of the pledge sheet to the boys at least two weeks prior to the event so they will have time to enlist as many sponsors as possible.
- During the Punt, Pass, and Kick for Missions event, record the number of yards each boy completes.
- After the event, allow time for the RAs to report back to their sponsors and collect their pledges for the missions offering.
- Once all the pledges have been submitted and counted, inform the RAs of the total amount of money raised during this event.

- Have the RAs complete the Punt, Pass, and Kick for Missions sheet and put it in their notebooks.

**Mission Field(s):**

This activity relates to the following mission field(s): *My Association, My State/Province, My Nation, and My World.*

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*
- *To work with others in sharing Christ.*
- *To keep myself clean and healthy in mind and body.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Run the race to win. (1 Corinthians 9:24)
- We must keep our eyes on Jesus as we run the race. (Hebrews 12:1-3)
- Encourage each other to be thoughtful and helpful. (Hebrews 10:24)

## Shoot-Out for Missions

Let people know that you will be participating in a Shoot-Out for Missions. Ask them to sponsor you by making a pledge for every goal that you score in the time allotted.

Your RA leader will give you a pledge sheet to use when you are enlisting sponsors. Keep track of the total number of baskets you make. Report back to your sponsors to collect their pledge money for the missions offering. Get ready to hoop-it-up for missions!



How many layups did you make? \_\_\_\_\_

How many free-throw baskets did you make? \_\_\_\_\_

How many three-point baskets did you make? \_\_\_\_\_

What is the total number of baskets you made? \_\_\_\_\_

How will the missions offering be used? \_\_\_\_\_

\_\_\_\_\_

How much money was raised in the Shoot-Out for Missions? \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_



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## Shoot-Out for Missions

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

#### Suggested Time:

This activity should be announced at least two weeks prior to the event to allow time for the RAs to enlist sponsors. The time it takes to complete this activity will depend upon the number of boys participating.

#### Materials Needed:

- Copies of the Shoot-Out for Missions sheet (three-hole punched)
- Copies of the Shoot-Out for Missions Pledge Sheet (found in the RA Forms section)
- Basketballs (smaller basketballs for Lads)
- Stopwatch
- Pens or pencils

#### Activity Suggestions:

- Conduct this activity to support a missions emphasis of the church.
- Secure the use of a basketball goal. (A shorter goal will be needed for Lads.) Set a date for the event.
- Tell the RAs that they will be participating in a Shoot-Out for Missions. Make sure they understand the instructions for participating and how the missions offering will be used. Encourage the boys to practice making baskets in preparation for the Shoot-Out.
- Distribute copies of the pledge sheet to the boys at least two weeks prior to the event so they will have time to enlist as many sponsors as possible.
- During the Shoot-Out for Missions, record the number of baskets each boy makes.
- After the event, allow time for the RAs to report back to their sponsors and collect their pledges for the missions offering.
- Once all the pledges have been submitted and counted, inform the RAs of the total amount of money raised during this event.
- Have the RAs complete the Shoot-Out for Missions sheet and put it in their notebooks.

**Mission Field(s):**

This activity relates to the following mission field(s): *My Association, My State/Province, My Nation, and My World.*

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*
- *To work with others in sharing Christ.*
- *To keep myself strong and healthy in mind and body.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Run the race to win. (1 Corinthians 9:24)
- We must keep our eyes on Jesus as we run the race. (Hebrews 12:1-3)
- Encourage each other to be thoughtful and helpful. (Hebrews 10:24)

## Mile of Pennies for Missions

Did you know that one penny is three-fourths of an inch wide, 16 pennies lined up measures 1 foot, and there are 5,280 feet in a mile? Can you and your RA group raise one mile of pennies for missions?



### Lengths in Pennies

**1 penny = 3/4 inch**

**16 pennies = 1 foot**

**84,480 pennies = 1 mile**

#### **Baseball:**

Baseball bat (33 inches) = 46 pennies

Single (90 feet) = 1,440 pennies

Double (180 feet) = 2,880 pennies

Triple (270 feet) = 4,320 pennies

Home run (360 feet) = 5,760 pennies

#### **Football:**

Football (approximately 1 foot) = 16 pennies

First down (10 yards) = 480 pennies

Football field (100 yards) = 4,800 pennies

NFL rushing record (16,728 yards) =  
802,944 pennies

#### **Track:**

100-yard dash = 4,800 pennies

1/4 mile = 21,120 pennies

1/2 mile = 42,240 pennies

1 mile = 84,480 pennies

Marathon (26 miles plus 385 yards) =  
2,214,960 pennies

#### **Racing:**

1/4 mile dragstrip = 21,120 pennies

Texas Motor Speedway (1 1/2 mile track) =  
126,720 pennies

Indianapolis Motor Speedway (2 1/2 mile track) =  
211,200 pennies

500 mile race = 42,240,000 pennies

Collect as many pennies as you can before the missions offering deadline. Find out how many runs you can score, number of first downs, touchdowns, and total distance.

How will the missions offering be used? \_\_\_\_\_

How much money was collected for the missions offering? \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## Mile of Pennies for Missions

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

#### Suggested Time:

The activity should be conducted for at least a month to allow the boys to collect as many pennies as possible for the missions offering.

#### Materials Needed:

- Copies of the Mile of Pennies for Missions sheet (three-hole punched)
- Pens or pencils
- One roll of pennies
- Ruler
- Yardstick
- Containers for collecting pennies (2-liter bottles, jars, cans, plastic milk jugs, etc.)

#### Activity Suggestions:

- Conduct this activity to support a missions emphasis of the church. Set a deadline for completing the Mile of Pennies for Missions. (Option: Consider challenging the Girls in Action to participate in this project. See which group can raise the most pennies for the missions offering.)
- Tell the RAs that they will have one month to collect as many pennies as possible. Be sure to explain how the missions offering will be used.
- Distribute copies of the Mile of Pennies for Missions sheet and demonstrate to the RAs how to measure lengths or distances using pennies.
- Have the RAs construct a missions offering container to take home.
- Encourage the RAs to collect as many pennies as possible for the missions offering. Ask them to keep a count of the pennies they collect.
- At the end of the project, count the coins to determine the total amount of money collected. (Find out if your local bank has a coin counting machine or if they would prefer rolled coins. If the bank prefers rolled coins, have the RAs help roll the coins while you are counting them.) Inform the RAs of the total amount of money they raised.

- Have the RAs complete the Mile of Pennies for Missions sheet and put it in their notebooks.

**Mission Field(s):**

This activity relates to the following mission field(s): *My Association, My State/Province, My Nation, and My World.*

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To become a well-informed, responsible follower of Christ.*
- *To have a Christlike concern for all people.*
- *To work with others in sharing Christ.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- The widow put two small coins in the offering, which was all that she had. (Luke 21:1-4)
- Seek first God's kingdom and righteousness. (Matthew 6:33-34)
- Anything you did for the least of My people, you also did for Me. (Matthew 25:40)

## World Hunger

Participate in two mission projects to help raise money for the Southern Baptist World Hunger Fund. One project should have a local focus and the other should have a world focus.

For every dollar given to the World Hunger Fund, unless otherwise designated, 80¢ is sent to the International Mission Board to support overseas hunger projects, and 20¢ is sent to the North American Mission Board to support hunger projects in the United States and Canada. One hundred percent of every dollar given to the World Hunger Fund goes directly to the mission field, where missionaries and missions volunteers are able to minister to people who are physically and spiritually hungry.

Lads learn Matthew 25:35. Crusaders learn 1 John 3:17.



This Royal Ambassador World Hunger Relief patch is awarded to Royal Ambassadors who learn the memory verses (listed above) and participate in two mission projects for world hunger relief. You are awarded a dated chevron for participating in these projects the following years.

Circle the Bible verse you learned.

- Matthew 25:35
- 1 John 3:17

What two mission projects did you participate in to raise money for the World Hunger Fund?

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Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# World Hunger

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## Leader's Notes

### Suggested Ages:

This activity is appropriate for Lads, Crusaders, and RA leaders.

### Suggested Time:

The activity chosen will determine the amount of time required.

### Materials Needed:

- Copies of the World Hunger sheet (three-hole punched)
- Pens or pencils

### Activity Suggestions:

- Secure information about world hunger and the Southern Baptist World Hunger Fund at [www.royalambassadors.org/hunger](http://www.royalambassadors.org/hunger). Share with the RAs problems associated with world hunger.
- Encourage Lads to learn Matthew 25:35 and Crusaders to learn 1 John 3:17.
- Allow the RAs to plan and participate in two mission activities to help raise funds for the Southern Baptist World Hunger Fund. Conduct one activity for local hunger relief (associational, state, or North American Mission Board) and the other activity for international hunger relief (International Mission Board). Choose several activities from the following list for your RAs to do. Lead the RAs to raise funds and awareness for world hunger relief.
  - » Walk or Bike-a-Thon—The RAs receive pledges for every lap or mile they complete. Conduct the project and record the number of laps or miles each RA completes. The RAs report back to their sponsors and collect their pledges for the offering.
  - » "Make-a-Change"—As church members enter the sanctuary, invite them to give to the World Hunger Fund by emptying their pockets or purses of change. In a large church, designate one Sunday for this project. In a small church, designate one month as "Make-A-Change Month."
  - » World Hunger Meal—Cook a traditional rice and beans meal to serve to the church. Place offering buckets at the serving table. Share facts about world hunger and how the Southern Baptist World Hunger Fund is helping to make a difference around the world. (Visit the Web site listed above for resources.)

- » Bake Sale—Bake cakes, cookies, breads, or other goods, and have an auction.
  - » Servant Auction—Plan several workdays and auction the services of RAs to church members. This is especially helpful to older adults who need assistance with small projects.
  - » Car Wash—Hold an RA car wash and collect donations for world hunger relief.
  - » Soup Can Change Receptacles—Give the RAs clean, empty soup cans and have them affix specially designed "Giving to Help the Hungry" soup can labels to the cans (available as a free download at [www.worldhungerfund.com](http://www.worldhungerfund.com)). Ask the RAs to fill up the cans with change for one month. At the end of the month, count the money, roll the coins, and give to support the World Hunger Fund.
  - » Ask the RAs for other activity ideas.
- Boys and leaders who memorize the Bible verse and participate in two mission projects meet the requirements to earn the World Hunger Relief Patch or a dated chevron in subsequent years.
  - Give the money received for hunger relief through your church, designating the offering for the Southern Baptist World Hunger Fund. All of the money collected—100 percent—is used for hunger relief. None is used for administrative costs or salaries. (Contact your state Baptist convention to find out how it distributes hunger relief funds. Every state convention handles these contributions differently.)
  - Have the RAs complete the World Hunger sheet and put it in their notebooks.

### **Mission Field(s):**

This activity relates to the following mission field(s): *My Association, My State/Province, My Nation, and My World.*

### **RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*

### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- God blesses those who hunger and thirst for righteousness. (Matthew 5:6)
- When I was hungry, you fed Me. (Matthew 25:35)
- Anything you did for the least of My people, you also did for Me. (Matthew 25:40)



## Mission Studies

Participate with your RA group in the following mission studies:

- State Mission Study (September-state convention offices)
- North American Mission Study (March-North American Mission Board)
- International Mission Study (December-WMU)



These patches are awarded to RAs who participate in the annual mission studies. A dated chevron is awarded for participating in following years.

In which mission study and Week of Prayer emphasis did your group participate?

\_\_\_\_\_

What type of mission activity did you do? \_\_\_\_\_

How much money was raised for the missions offering through this activity? \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# Mission Studies

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## Leader's Notes

### Suggested Ages:

These mission studies are appropriate for Lads, Crusaders, and RA leaders.

### Suggested Time:

The mission studies can be conducted during several chapter meetings either before or during the Week of Prayer emphasis.

### Materials Needed:

- Copies of the Mission Studies sheet (three-hole punched)
- Pens or pencils
- Mission study materials for children

### Mission Study Suggestions:

- Obtain information about the mission study and Week of Prayer emphasis. Obtain the mission study materials for children. Review the materials and seek to make them come to life for the boys.
  - » **State Missions:** (September)  
Contact your state convention for information about the Week of Prayer and missions offering for your state.
  - » **North American Missions:** (March)  
Visit [www.anniearmstrong.com](http://www.anniearmstrong.com) for information about the Week of Prayer for North American Missions and the Annie Armstrong Easter Offering®. The North American Mission Study for Children is also available at this site.
  - » **International Missions:** (December)  
Visit [www.imb.org](http://www.imb.org) for information about the Week of Prayer for International Missions and the Lottie Moon Christmas Offering®. Order the International Mission Study for Children from Woman's Missionary Union at [www.wmustore.com](http://www.wmustore.com) or call 1 800 968-7301.
- Lead the RAs in a study of the missions emphasis.
- Encourage the RAs to pray consistently for the highlighted areas and missionaries during the Week of Prayer.

- Lead the RAs in planning and participating in a mission activity to help raise funds for the missions offering.
- Have the RAs complete the Mission Studies sheet and put it in their notebooks.

### **Mission Field(s):**

These mission studies relate to the following mission field(s): *My State/Province, My Nation, and My World.*

### **RA Pledge:**

These mission studies relate to the following part(s) of the RA Pledge:

- *To become a well-informed, responsible follower of Christ.*
- *To have a Christlike concern for all people.*
- *To work with others in sharing Christ.*

### **Devotional Thoughts:**

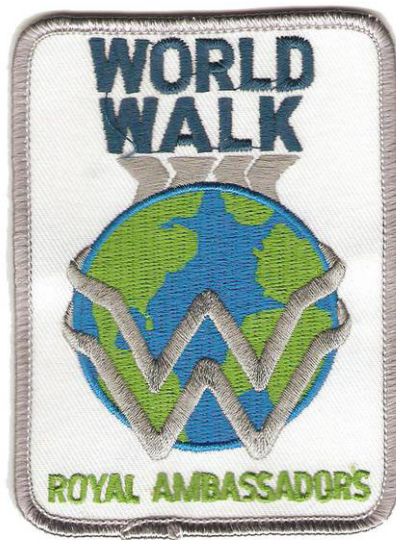
Choose one of these devotional thoughts to share with the boys during the leader's time.

- Pray for the Lord to send more workers into His harvest. (Matthew 9:35-38)
- I heard about your faith in Jesus and your love for all God's people. I thank God for you and always remember you in my prayers. (Ephesians 1:15-19)
- Pray that God would give us an opportunity to share the message of Christ. (Colossians 4:2-3)
- Pray for us. Pray that the message of Christ would spread quickly. (2 Thessalonians 3:1)

## World Walk for Missions

Plan and participate in a World Walk for Missions. Let people know that you will be participating in this event. Ask them to sponsor you by making a pledge for every lap or mile you complete.

Your RA leader will give you a pledge sheet to use when you are enlisting sponsors. Keep track of how many laps or miles you complete. Report back to your sponsors to collect their pledge money for the missions offering. Get your walking shoes ready for the World Walk for Missions!



The World Walk Patch is awarded to Royal Ambassadors the first year they participate in this mission activity. A dated chevron is awarded for participating in following years.

In which World Walk did you participate? (Circle your answer.)

- World Walk for North American Missions
- World Walk for International Missions

How many laps or miles did you complete? \_\_\_\_\_

Who did you pray for during each "missions rest stop"? \_\_\_\_\_

\_\_\_\_\_

How much money was raised for the missions offering? \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# World Walk for Missions

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## Leader's Notes

### Suggested Ages:

This activity is appropriate for Lads, Crusaders, and RA leaders.

### Suggested Time:

This activity should be announced at least two weeks prior to the event to allow time for the RAs to enlist sponsors. The time it takes to complete this activity will depend upon the number of boys participating and the goal set by the group. Many RA chapters plan walks in late fall for an international missions emphasis and in early spring for a North American missions emphasis.

### Materials Needed:

- Copies of the World Walk for Missions sheet (three-hole punched)
- Copies of the World Walk for Missions Pledge Sheet (found in the RA Forms section)
- Missions awareness materials (*Lad* or *Crusader* magazines, Backpack Missions lessons from [www.namb.net/dime](http://www.namb.net/dime), North American or International Mission Study materials, etc.)
- Supplies for the event (first-aid kit, bottled water, energy bars, etc.)
- Pens or pencils

### Activity Suggestions:

- Secure missions awareness materials to share mission stories, object lessons, and facts about the missions emphasis with the Royal Ambassadors.
- Set a date for the event.
- Plan and conduct a World Walk for Missions with the boys. Distribute copies of the World Walk for Missions Pledge Sheet to the boys at least two weeks prior to the walk so they will have time to enlist as many sponsors as possible. Tell the RAs how the offering will be used.
- Be sure to have water stations placed along the route or a support vehicle (sag wagon) that carries water, energy bars, first-aid supplies, etc.
- Periodically during the walk, announce a "missions rest stop" to allow all walkers to gather and learn more about the missions emphasis and pray for the missionaries who are mentioned.

- After the event, allow time for the RAs to report back to their sponsors and collect their pledges for the missions offering.
- Once all the pledges have been submitted and counted, inform the RAs of the total amount of money raised during the World Walk.
- Have the RAs complete the World Walk for Missions sheet and put it in their notebooks.

### **Mission Field(s):**

This activity relates to the following mission field(s): *My State/Province, My Nation, and My World.*

### **RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To become a well-informed, responsible follower of Christ.*
- *To have a Christlike concern for all people.*
- *To work with others in sharing Christ.*
- *To keep myself clean and healthy in mind and body.*

### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Pray for the Lord to send more workers into His harvest. (Matthew 9:35-38)
- Consider your path and those whom you follow. (Psalm 1)
- Teach me to do Your will. Let Your Spirit lead me on the right path. (Psalm 143:10)

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## Opportunity Now

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Opportunity Now is an ongoing Royal Ambassador project that helps to provide funds for Southern Baptist disaster relief efforts. Royal Ambassadors are encouraged to participate in this missions offering each year. Every RA chooses a mission activity, such as collecting aluminum cans, to raise at least \$10 to contribute to the Opportunity Now Disaster Relief Fund.



The Opportunity Now Disaster Relief Patch is awarded the first year you participate in this project and raise at least \$10 for Opportunity Now. A dated chevron is awarded for participating in following years.

What type of mission activity did you do to raise money for Opportunity Now?

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How much money did you raise for Opportunity Now? \_\_\_\_\_

Pray for those who have been affected by disasters. Pray also for the volunteers who respond in times of disaster.

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_



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## Opportunity Now

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads, Crusaders, and RA leaders.

#### Suggested Time:

The activity chosen will determine the amount of time required.

#### Materials Needed:

- Copies of the Opportunity Now sheet (three-hole punched)
- Pens or pencils

#### Activity Suggestions:

- Secure information about Southern Baptist disaster relief at [www.namb.net/dr](http://www.namb.net/dr).
- Share some of this information with the RAs.
- Encourage the RAs to participate in a mission activity to raise at least \$10 for the Opportunity Now Disaster Relief Fund. Make sure they know that every dollar raised—100 percent—goes to help people struck by hurricanes, floods, or other disasters.
- Tell the RAs to submit their offering by a certain date.
- Use the Opportunity Now Contribution Record, found in the RA Forms section, to record each boy's contributions. Be sure to indicate on this form the total number of patches and chevrons needed and where to mail them. Opportunity Now Patches and dated chevrons are only available through the North American Mission Board.
- Collect all money and send one check made payable to the North American Mission Board (NAMB): P.O. Box 116543, Atlanta, GA 30368-6543. Submit the contribution record with your check.
- Have the RAs complete the Opportunity Now sheet and put it in their notebooks.
- When the Opportunity Now patches and chevrons arrive, be sure to schedule an awards ceremony to present these patches to the boys and RA leaders who participated in this mission activity.



**Mission Field(s):**

This activity relates to the following mission field(s): *My Nation, My World.*

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*
- *To work with others in sharing Christ.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- The Good Samaritan saw the injured man and felt compassion for him. (Luke 10:25-37)
- When I was hungry, you fed Me. (Matthew 25:35)
- Anything you did for the least of My people, you also did for Me. (Matthew 25:40)
- Jesus fed the multitude with the help of His disciples and one boy. (John 6:1-13)



# 7 INTEREST ACTIVITIES

## SECTION CONTENTS

- Interest Activities Defined
- Interest Activity Suggestions for Your RA Group
- Interest Activity Worksheet
- Physical Fitness
- RA Racers
  - Royal Ambassador Racecars
  - RA Sailboats
  - RA Linegliders
- Royal Ambassadors Outdoor Activities
  - Royal Ambassador Camps
  - RA Campout
  - Campcraft
  - Shooting Sports: Marksmanship Activities
- State and Associational Events

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### Interest Activities Defined

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Interest activities are an important part of Royal Ambassadors. Interest activities include camping, campcraft, games, sports, hobbies, crafts, physical fitness, and many other activities planned within the framework of the boy's physical, mental, emotional, and spiritual development.

All activities for boys should have plenty of boy appeal. Boys enjoy doing things, and they like to have fun in the process. Interest activities create a great deal of enthusiasm among boys and are one of the primary avenues for learning new skills.

## Interest Activity Suggestions for Your RA Group

This section contains information related to interest activities that RA leaders have used successfully with their groups. These interest activities include a worksheet for the boys to fill out and put in their notebooks as well as leader instructions. You do not have to use the worksheets. Seek God's wisdom in planning interest activities you can do with the boys in your group. Include Royal Ambassadors and other RA leaders in the planning process.



## RA Display

Help other people learn about Royal Ambassadors. Make an RA display. Show how you "Learn and Do in Jesus' Name" or "Help Others in Jesus' Name." Ask for permission to set up the display in your church. Put it in a location where many people will see it. Ask your RA leader to help you find the best place.

List the items you will use to make your display. You could use a poster, pictures, a box scene, the RA Pledge, *Lad* and *Crusader* magazines, or other items.

You can work on this activity by yourself or with other RAs.

What items will you include in your display?

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Your Name: \_\_\_\_\_ Date: \_\_\_\_\_



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## RA Display

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads, Crusaders, and RA leaders.

#### Suggested Time:

This activity may require more than one chapter meetings to complete. A good time of year to do this activity is during the month of October. The boys can then showcase their RA display during the first week of November, which is Royal Ambassador Week.

#### Materials Needed:

- Copies of the RA Display sheet (three-hole punched)
- Display boards or poster boards
- Markers
- Scissors
- Tape or glue
- Large photos of the RAs
- *Lad* and *Crusader* magazines
- *RA Resource Kit*
- Pens or pencils

#### Activity Suggestions:

- Gather supplies to assemble one or more RA displays.
- Demonstrate to the boys several ways they could construct an RA display or poster.
- Allow the boys to work together or by themselves to create the RA displays or posters.
- Provide an opportunity for the boys to show their RA displays and talk about what it means to be an ambassador for Christ.
- Plan an open house on a Sunday evening after the worship service to allow the church to view the RA displays and learn more about Royal Ambassadors. (Plan some type of refreshments and allow the boys to serve those who attend.)
- Have the boys complete the RA Display sheet and put it in their notebooks.

**Mission Field(s):**

This activity relates to the following mission field(s): *My Church*.

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To become a well-informed, responsible follower of Christ.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- We are Christ's ambassadors to the world. (2 Corinthians 5:20)
- We must let God's light shine brightly in our lives. (Matthew 5:16)
- We must think about ways that we can help others. (Hebrews 10:23-25)
- We must stand at the crossroads and reflect upon God's activity. (Jeremiah 6:16)
- God shows us what it means to be an ambassador. (Jeremiah 33:3)

## Interest Activity Worksheet

Name of RA: \_\_\_\_\_

Interest activity I participated in: \_\_\_\_\_

Date of the activity I participated in: \_\_\_\_\_

\_\_\_ I was part of a group interest activity \_\_\_ I completed the interest activity by myself

The virtue(s) that were explained to me that became part of the activity:

\_\_\_\_\_

What I did as part of the interest activity:

\_\_\_\_\_

Check all that may apply:

The interest activity involved:

- |                    |                |                      |              |             |
|--------------------|----------------|----------------------|--------------|-------------|
| ___ Playing a game | ___ Gluing     | ___ Solving a puzzle | ___ Carving  |             |
| ___ Painting       | ___ Sanding    | ___ Hammering        | ___ Coloring |             |
| ___ Writing        | ___ Drawing    | ___ Balloons         | ___ String   |             |
| ___ Wood Burning   | ___ Game Board | ___ Chalk            | ___ Scissors |             |
| ___ Rope           | ___ Food       | ___ Cooking          | ___ Camping  | ___ Fishing |

Other: \_\_\_\_\_

What I learned from this activity: \_\_\_\_\_

\_\_\_\_\_

Additional information needed if the interest activity is to be completed at a later time or location:

\_\_\_\_\_

The interest activity was successfully completed because this RA did his best.

\_\_\_\_\_

Leader's Signature

\_\_\_\_\_

Date

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# Interest Activity Worksheet

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## Leader's Notes

### **Suggested Ages:**

This worksheet can be used by all the RAs. Lads may need some assistance in filling out parts of the worksheet.

### **Suggested Time:**

As part of the chapter meeting plans, include interest activities to reinforce the virtues. Use interest activities to learn specific skills and earn an award. This can be done over several meetings or as part of an event.

### **Preparation:**

Go over the activity to become familiar with its parts and how it is to be done. This should include rules, tools, equipment, safety considerations, and any additional help.

### **Involving the RA:**

Go over the rules. Practice doing the activity so all can become familiar. Observe safety considerations throughout the activity. Allow time for doing the activity and for debriefing, if needed.

### **Mission Field(s):**

The mission fields involved will depend on the activity. The activity can say a lot about each RA (My Life) as well as the group (My Chapter). If the activity is to be used in other settings with other children, My School, My Neighbors, and My Church may be appropriate. Note that additional equipment or tools may be required to expand the activity.

### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Follow God's direction. Gain wisdom from His Word. (Proverbs 4:5)
- Do what is right. Don't look down on others. (Proverbs 10:9-10)
- Do everything for the Lord. (Colossians 3:17)
- Encourage each other to be thoughtful and helpful. (Hebrews 10:24)



# Physical Fitness

## Fitness Exercise Guide

Welcome to the Royal Ambassador Physical Fitness Exercises. We hope these explanations will help you understand how to do the exercises. The number of exercises needed for each age-level award can be found on the RA Fitness Exercise Charts. A Personal Exercise Worksheet is available to help each boy track his progress. An RA Physical Fitness Podcast is also available to help leaders understand the benefits of exercise and how this elective works. Enjoy, as you help boys get on the road to physical fitness so that they can better serve the Lord.



## Plank on Knees



**Position:** Lie on the floor. Holding body up in a straight line with on both elbows and both knees. Eyes Down. Keep stomach tight.

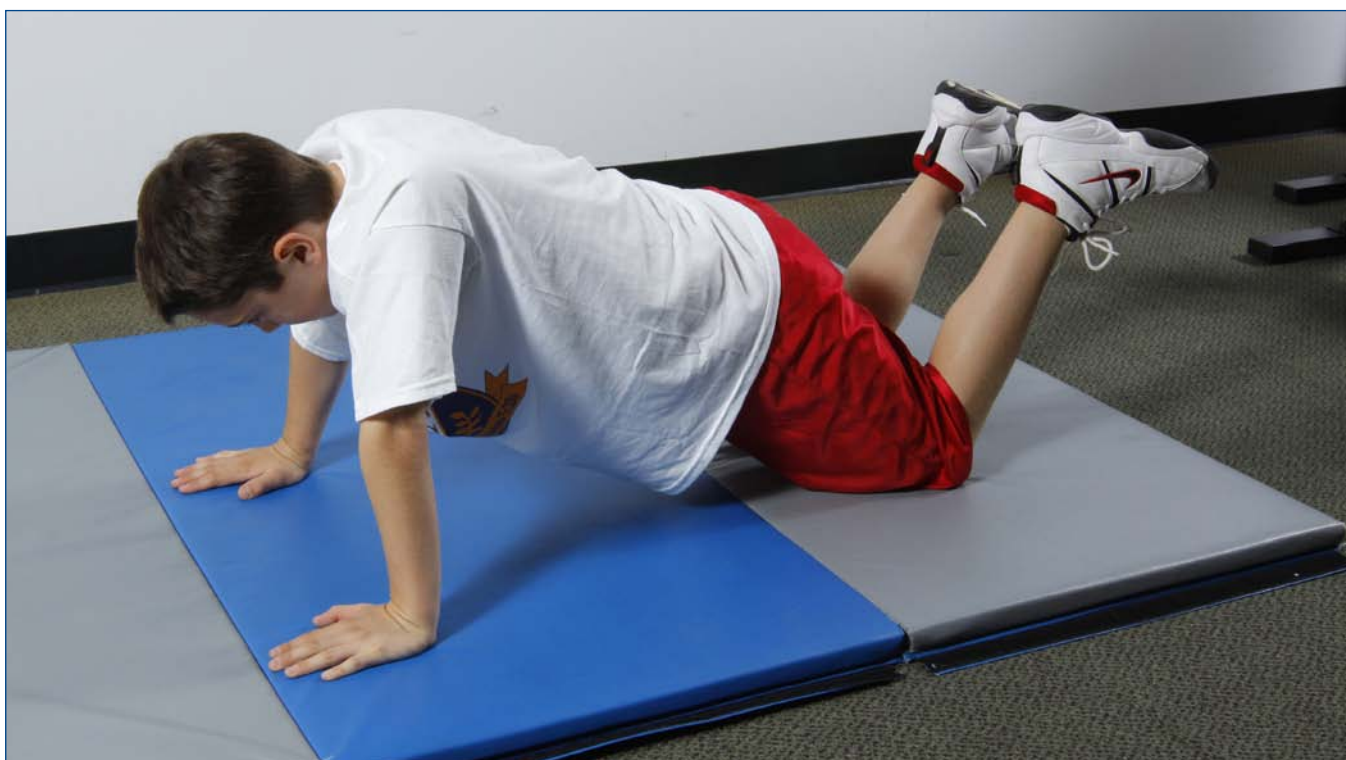
## Plank on Toes



**Position:** Lie on the floor. Holding body up in a straight line on both elbows and toes. Eyes Down. Keep stomach tight.



## Push-up



**Position:** Lie on the floor. Hold up on hands and knees with elbows locked.



Lower body until the elbows are bent. Keep head down. Finish by returning to beginning position.

## Crunch



**Position:** Lie on the floor. Holding body up in a straight line with on both elbows and both knees. Eyes Down. Keep stomach tight.



Slide hands forward on the floor. Move body forward toward the knees, Return to the floor.

## Front Squat



Stand with feet hip width apart. Slowly sit back and down. Extend hands forward for balance. Sit until knees are at right angle then return to beginning position.



## Jumping Jack



The beginning position is standing with feet together and arms at your side.



Separate hands and feet while jumping slightly off the floor. Return to beginning position.

## Wall Squat



Stand with your back against the wall. Place your feet hip width apart and feet forward. Sit down slowly keeping your back flush against the wall. When your knees reach a right angle, stop and hold.

## Exercise Chart

**Instructions:** The following exercises are grouped by grades. As the set of the exercises within the grade are completed, that is one circuit. If the exercises are being done with the Physical Fitness Worksheet, follow the instructions on the worksheet in order to obtain a fitness grade level award.

### Lad 1

(Grade 1)

**Plank**

**15 seconds**

(Count to 15 for example: one thousand one; one thousand two)

**Push-ups**

**3 reps**

(One push up done three times)

**Front Squats**

**5 reps**

(One front squat done five times)

**Crunches**

**5 reps**

(One crunch done five times)

**Jumping Jacks**

**15 reps**

(One jumping jack done 15 times)



## Exercise Chart

**Instructions:** The following exercises are grouped by grades. As the set of the exercises within the grade are completed, that is one circuit. If the exercises are being done with the Physical Fitness Worksheet, follow the instructions on the worksheet in order to obtain a fitness grade level award.

### Lad 2

(Grade 2)

**Plank**

**30 seconds**

(Count to 30 for example: one thousand one; one thousand two)

**Push-ups**

**10 reps**

(One push up done 10 times)

**Front Squats**

**10 reps**

(One front squat done 10 times)

**Crunches**

**10 reps**

(One crunch done 10 times)

**Jumping Jacks**

**30 reps**

(One jumping jack done 30 times)

## Exercise Chart

**Instructions:** The following exercises are grouped by grades. As the set of the exercises within the grade are completed, that is one circuit. If the exercises are being done with the Physical Fitness Worksheet, follow the instructions on the worksheet in order to obtain a fitness grade level award.

### Lad 3

(Grade 3)

**Plank**

**30 seconds**

(Count to 30 for example: one thousand one; one thousand two)

**Push-ups**

**15 reps**

(One push up done 15 times)

**Front Squats**

**15 reps**

(One front squat done 15 times)

**Crunches**

**20 reps**

(One crunch done 20 times)

**Jumping Jacks**

**40 reps**

(One jumping jack done 40 times)

**Wall Squat  
Hold**

**20 reps**

(Count to 20 or have someone use a watch with seconds showing)

## Exercise Chart

**Instructions:** The following exercises are grouped by grades. As the set of the exercises within the grade are completed, that is one circuit. If the exercises are being done with the Physical Fitness Worksheet, follow the instructions on the worksheet in order to obtain a fitness grade level award.

# Page 4

(Grade 4)

**Plank (Toes)**

**10 seconds**

(Count to 10 for example: one thousand one; one thousand two)

**Push-ups  
(Toes)**

**10 reps**

(One push up done 10 times)

**Front Squats**

**15 reps**

(One front squat done 15 times)

**Crunches**

**30 reps**

(One crunch done 30 times)

**Jumping Jacks**

**50 reps**

(One jumping jack done 50 times)

**Wall Squat  
Hold**

**30 seconds**

(Count to 30 or have someone use a watch with seconds showing)

## Exercise Chart

**Instructions:** The following exercises are grouped by grades. As the set of the exercises within the grade are completed, that is one circuit. If the exercises are being done with the Physical Fitness Worksheet, follow the instructions on the worksheet in order to obtain a fitness grade level award.

# Squire 5

(Grade 5)

**Plank**

**30 seconds**

(Count to 30 for example: one thousand one; one thousand two)

**Push-ups**

**15 reps**

(One push up done 15 times)

**Front Squats**

**15 reps**

(One front squat done 15 times)

**Crunches**

**30 reps**

(One crunch done 30 times)

**Jumping Jacks**

**75 reps**

(One jumping jack done 75 times)

**Wall Squat  
Hold**

**50 seconds**

(Count to 50 or have someone use a watch with seconds showing)

## Exercise Chart

**Instructions:** The following exercises are grouped by grades. As the set of the exercises within the grade are completed, that is one circuit. If the exercises are being done with the Physical Fitness Worksheet, follow the instructions on the worksheet in order to obtain a fitness grade level award.

# Knight 6

(Grade 6)

**Plank**

**60 seconds**

(Count to 60 for example: one thousand one; one thousand two)

**Push-ups**

**20 reps**

(One push up done 20 times)

**Front Squats**

**30 reps**

(One front squat done 30 times)

**Crunches**

**50 reps**

(One crunch done 50 times)

**Jumping Jacks**

**100 reps**

(One jumping jack done 100 times)

**Wall Squat  
Hold**

**60 seconds**

(Count to 60 or have someone use a watch with seconds showing)

# Personal Exercise Worksheet

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

*Advancement Achievement Level* (Circle one): Lad 1 | Lad 2 | Lad 3 | Page 4 | Squire 5 | Knight 6

## *My Personal Physical Fitness Commitment*

### **As a Royal Ambassador, I will do my best:**

- To keep myself clean and healthy in mind and body; by
  - Involving myself in regular exercising using the model I have learned,
  - Charting my progress below, and
  - Encouraging my family and fellow RAs to assist me as needed to complete each exercise.  
(From the RA Fitness Exercise Chart, copy the exercises required in the grid below as a reminder of each exercise and what to do.)
  - I will begin on \_\_\_\_\_ (Month/Day) and finish on \_\_\_\_\_ (Month/Day).

Signed: RA \_\_\_\_\_

**Example:**      Plank                                      30 seconds  
                    Push-up on knees                      3 repetitions

Exercise	Time	Number of Repetitions	Notes

**A circuit is completing all the exercises in the grid below one time.**


A box below is checked when 3 circuits of all the above exercises are completed. A suggested pace is three boxes checked per week. When 36 boxes are checked the advancement level physical fitness patch is earned.

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

I (Parent, RA Leader, family member) have observed his progress and sign below to affirm his completion of the tasks above in order for the physical fitness advancement level patch to be awarded.

RAs wishing to continue exercising using this format may request another of these sheets and upon its completion will receive a star to attach to their fitness patch.

## RA RACERS

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RA racers are of three types—RA Racecars, RA Sailboats, and RA Linegliders. Boys are to make their racer with the help of a significant man in his life, where possible. Leaders can plan some time during chapter meetings to help boys who do not have a father at home. This can be an exciting time as boys learn new skills and compete with their racers. Plan to do at least one of these racer events each year.

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### Royal Ambassadors Racecars

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Racecars are made from pine and when weighted can weigh a maximum of five ounces. The official RA Racecar supplier is Royal Racers in Sparta, Tennessee. Check out their Web site at [www.royalracers.com](http://www.royalracers.com) for supplies and ideas for constructing your racecar. Racecars are cheaper when ordered in bulk.

Listed below are some helpful hints to consider when building your RA Racecar:

- Get a copy of the RA Racecar Instructions and Hints along with a copy of the rules from your RA leader. These will help you when you are working on your racer.
- Take your car home. It will take some time and work to make a good RA Racecar.
- Ask your dad (or RA Leader) to help you in building your racecar. Listen to their wisdom and advise on ways that you can improve your racer.
- After you have finished working on the racecar body. Weigh your racecar on a postal scale along with the wheels to find out how much weight you can add.
- Spend time working on the wheels. To build a fast racecar, you will want to reduce friction. Ask for help in putting the wheels on the racecar. Do this LAST!
- Consider building more than one racecar at a time. This way you can experiment with where to add your weight. Race the fastest car on race day. You can also build a racer for "Best Design" or "Most Unusual."

**Awards:** RAs who build and race an RA Racecar are eligible to receive an RA Racecar patch for the first year. Additional years of building and racing earn the RA a dated chevron for his participation.

Dates and places you raced your RA racecar:

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## Royal Ambassador Racecars

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### Leader's Information

Listed below are some suggestions to consider for an RA Racer event:

- Make sure that parents know about this event and provide any information they need so their son can do his best. Consider introducing this activity at a father & son meeting. Give them a copy of the RA Racecar Instructions and Hints sheet.
- Make sure all boys receive a set of rules for the event to avoid any problems. Some states have different rules about RA Racer events. Make sure that you have the right rules for your state if you plan for the boys to compete in regional or state events. Contact information for state RA leaders is available at [www.royalambassadors.org](http://www.royalambassadors.org).
- Let the boys take their cars home. It will take some time to make a good RA Racecar. The boys should do most of the work themselves, but they will probably need some help and guidance to put the wheels and weights on the car. This is a great project for a boy and his dad. Remember that some boys do not have anyone to help them at home.
- Ask for fathers and people interested in woodworking to help. You will be affirming them in their ministry while making the project easier for the boys and yourself.
- Check to see what type of race track the cars will be running on to determine the amount of clearance required for the racecars. (Side Rail or Center Rail design)
- The week before the race, encourage the boys and their dads to bring the cars to the church and work on them during the RA meeting. This gives the leaders a chance to help any boy who may need assistance. Allow them an opportunity to practice before the event.
- Encourage the leaders and fathers to make their own racecars. They can race against each other and allow the boys to challenge the adults. Sometimes the results are surprising.
- Host an event at your church similar to the way the event will be conducted at the regional or state level. This way the boys will be more comfortable at the higher levels. Be sure to have a "Pit Area" for modifications that need to be made to racers.
- Allow only the boys to enter the race area to race their racers. Adults should remain in the spectator area and encourage the boys.
- Once a racer has passed inspection, it needs to remain in the race area so no additional modifications can be made to the racer.
- Consider combining this interest activity with a mission activity to help raise money or an awareness of a special need. The boys can give each time they race their car. The boys can be encouraged to pray for a specific missions need before each race. This activity can become a "Race-A-Thon" where boys ask for sponsors to pledge an amount for each lap that they race their car in a specific amount of time.



Ideas for how to conduct a race are listed on a separate sheet of paper.

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- As a Royal Ambassador, I will do my best. (RA Pledge)
- Do your best to present yourself to God. (2 Timothy 2:15)
- I may finish my course and the ministry I received from the Lord Jesus. (Acts 20:24)
- Run in such a way that you may win. (1 Corinthians 9:24-27)
- Run with endurance the race, keeping our eyes on Jesus. (Hebrews 12:1-2)

# Royal Ambassador Racecar Instructions and Hints

## From Royal Racers –The Official Royal Ambassador Racecars

**Royal Racer** racecar kits are available in two types.

- Plain kits include a wooden car body (unshaped or precut shape) with axle slots, four axles, four wheels, one strip of numbers, one RA emblem sticker, and instruction sheet.
- Deluxe kits include all items in the plain kits and also have a 3 ounce stick on strip of weights (scored each  $\frac{1}{4}$  ounce), the bottom of the car body routed to receive the weights, and a piece of sandpaper.

### The Car body

**Step one**-If you want to create your own car design, you will want to start with the unshaped block of wood. Draw your design on the block and carve or saw out the rough design. If you chose a precut shape, you are ready for step two.

**Step two**-Sand the car body until all saw marks and other cutting marks are removed. You should begin with medium grit (80-120) sandpaper and then finish sand with a finer grit (220-320). Rounding the fender edges and other corners make the car look more realistic.

**Step three**-Painting. There are numerous ways to finish your car. We recommend that a base coat of primer be used on the bare wood before any paint is applied. Be sure to finish the bottom of the car body also. Most building centers and variety stores stock wood primers in spray cans. You can also find a wide selection of spray paints at these stores. Follow the directions on the primer and paint cans to achieve the best results.

**Note:** If you desire a finish closer to an actual auto finish use automotive touch-up paints. These can be found at auto supply and auto paint stores. After priming the wood, follow the directions on the product cans. The best finishes can be achieved by using the base coat-clear coat products. For best results, apply more clear coats after installing numbers and other stickers.

### The Wheels and Axles

The wheels and axle preparation is probably the most important step in racing your RA Racecar. Removing friction is the name of the game for making these little cars go fast.

**Wheels**-Royal Racers brand wheels are injection-molded, solid-plastic wheels that are  $\frac{1}{4}$  inch wide and taper to a point where the wheel contacts the track surface. Royal Racers brand wheels are made in the USA to very strict tolerances and specs. Royal Racers brand wheels are easily identified. The name "Royal Racers" is on each wheel.

Most rules permit the removal of any excess plastic flashing from the wheels as long as the shape of the wheel is not changed. Inspect the edges and hub of each wheel for

excess flash and remove with fine grit sandpaper. Some hobby shops sell wheel trueing kits that usually include an arbor and sandpaper. Follow the directions and use caution when using these kits. It is very easy to over sand the edge of the wheel.

**Axles**-Royal Racers axles are precision stamped by a USA company to strict standards and specs. They are engineered to be true round, straight, and have a minimum of flash under the head of the axle.

Most rules permit the removal of any flash under the axle head. Buffing of the axle is also permitted in most rules. Carefully remove any flash under the axle head using a small-fine file or emery board. Once that is completed, buff the axle shaft using very fine steel wool or automotive buffing pad. This can be accomplished by hand or by using a drill with the very tip of the axle installed in the chuck (**Caution: Using a battery or electric drill should only be done by an adult familiar with such tools.**) Some hobby shops sell axle preparation kits. Use caution and follow directions when using these kits.

**Installation**-Installing the wheels and axles properly is an important step in building the RA Racecar. Royal Racers car kits have axle slots cut into the base of the body car.

**Pilot hole**-We recommend the drilling of a pilot hole in the top of the axle slot. First make a starter spot in the top-most point of the slots where the axles will be inserted. Doing this using a scratch awl or a large nail point and peaking lightly with a hammer. This will create a "funnel" effect when you begin drilling the pilot hole with the 5/64<sup>th</sup> drill bit. It is best to use a small drill press for this operation to insure that the pilot hole is drilled straight.

With a pilot hole drilled, the axle can be inserted straight into the car body and will be at the correct angle with the rotation of the wheel and the track base. With the "Royal Racers" facing out and the axle inserted in the wheel, push the axle into the axle slot pilot hole. It is best to push the axle in until the inside axle hub almost touches the car body. This can be done on a solid surface using one of the axle install blocks available free from Royal Racers. Most racers agree that the wheel needs to have a minimum of side to side movement for maximum speed. Some hobby shops sell wheel install kits. Be sure to follow the directions if you use these kits.

## **Weight:**

Most rules will state that RA Racecars can weigh a maximum of five ounces. Opinions vary greatly on where to put the weights and how to accomplish weighting the cars. Some hobby shops sell weights of various configurations and prices.

A good general guideline seems to be that the weight should be near the center of the car and as low as possible. Even before you paint and/or finish your car, you will need to decide how and where you will weight your car to meet the rules. For example if you intend to drill holes in the car bottom and use a bulk product, you may want to drill holes before you sand and finish the car.

Royal Racers Deluxe RA Racecar kits come with a strip of three ounces of stick on weight. The bottom of the car has an area between the axle slots that has been routed out so

that the weights can be installed under the car completely out of sight. In addition, the strip of weight is scored each  $\frac{1}{4}$  ounce for easy weight adjustment.

Getting the weight correct on the Royal Racers is a snap. Just finish the car body-be sure to paint the bottom also-and install the wheels. Take the finished car and the strip of weight to the weigh-in on race day. Set the finished car on the scales with the strip of weight. Usually the car and weight will weigh over the limit. Now break off the unneeded amount of weight from the strip and check on the scales again. When the permitted weight of car and weight strip is reached, just peel off the backing and stick the weight to the car bottom.

**Now Go Racing!** Lubricate the wheels with graphite or other legal lubricants as permitted by the race rules. Good luck. Do your best!

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## RA Race Tracks

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Royal Ambassador Racecars are generally raced on a wooden race track that is thirty-two feet (four sections that are eight-feet long) in length. The first two sections of the track (about sixteen feet) are inclined and the remaining sections of the track are flat. Cars are placed on the track at the starting line and are held in place with some type of starting gate. The finish line is located near the end of the track. The racecars make contact with some type of padding (usually soft foam-rubber) to absorb the impact of the racer.

Race Tracks are constructed in two models. The traditional Center-Rail tracks have wooden strips (generally a quarter-inch high and close to the width of the racecar) that run down the length of the track for the race lanes. The racecar is placed over the top of the center rails to race down the track. Racecars for this type of race track require at least a 3/8" clearance to avoid dragging on the center-rails. The Side-Rail tracks have wooden strips (generally 3/8" high) that divide the race lanes. The racecars run down the track between the rails.

Race Tracks are constructed in two-lane, three-lane, four-lane, and six-lane versions. Consider obtaining a race track for your church so that your RA group can conduct its own race and to practice before the regional or state event. Contact Royal Racers at [www.royalracers.com](http://www.royalracers.com) for more information or to place an order for a race track.

Whichever type of race track you select, a wise leader considers securing some type of reliable electronic finish gate to help indicate the results on those close finishes. There are several models currently available and some of these interface with the computer to record the race results. This provides an opportunity to involve someone who enjoys computers to help with the race results.

Consider having at least two race tracks at race event. One track can be used for the official race with timed races. The second track can be used for practice runs or boys can challenge others to a head-to-head race once they have been eliminated from the official race.

### The Race

Once your RAs have built their racecars and you have a race track, it is time to plan a race. Listed on the back are some helpful hints for conducting a racecar event.

**Official Rules:** The reason we do not give RA Racecar rules in this book or post them on the national RA Web site is that the rules are set by your state convention's RA organization, and they vary from state to state. For instance, a car that would be perfectly "legal" under Texas rules could be disqualified in Georgia. Contact your state RA leader to get a set of rules. Their contact information is listed on the national RA Web site at [www.royalambassadors.org](http://www.royalambassadors.org).

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## The Race

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### Leader's Information

Listed below are some suggestions to consider for conducting a Racecar event:

- Contact your state RA leader to get a copy of the rules for your state. Determine how the cars will be raced. Pattern your race event similar to this so that your boys and leaders will be familiar with the race procedures at the regional or state level.
- Set up the race track in a large room. Be sure to establish a boundary (rope or banners) that marks off the race area from the spectators. Only allow persons who will be racing and the race officials in the race area. Be sure that spectators can clearly see the race results. Decorate the room with race flags and banners. (Available at party stores.)
- Be sure to communicate with everyone the rules for the use of dry graphite (lubricant). If you allow the boys to lubricate before each race, be sure to designate an area where this is allowed. Once it gets on something, it is hard to get off. (Put down plastic to protect the area where graphite will be used.)
- Establish a "Pit Area" where modifications can be made to cars before they are registered for the race. Once a car is registered, no additional modifications can be made.
- Establish a registration area with a good digital scale. Have a back-up scale just in case. A set of certified weights can prove the accuracy of the scales. A 4-sided rectangle form with its inside dimensions being the maximum length, width, and height can be used to verify a car is within these limits. A separate form with a center-rail can be used for clearance height.
- Cars should pass inspection before they can race. The person selected as the inspector needs to be knowledgeable concerning the rules and needs to enforce them fairly. Support their decisions. Once a racer has passed inspection, it should remain in the race area.
- Consider carefully who will be allowed to touch the racecars. They need "good hands" to avoid accidents. Place a layer of "bubble wrap" on tables where cars will be placed.
- Think like a boy. Praise in public and conduct conference concerning rules and the virtue of honesty off to the side with another adult present.
- Assign people to serve as judges. Make sure they know the rules and support their decisions. Assign people to serve as encouragers. Their main role is to help encourage each boy that has been eliminated from the competition.
- It is best to have racers in divisions based on ages. First, second and third place in addition to "best design" can be recognized for each division. The smaller the divisions, the greater a boy has a chance to win. Allow winners from each division to race each other for the Grand Champion. Have a separate division for leaders or an open division for anyone who wants to race.

### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- As a Royal Ambassador, I will do my best. (RA Pledge)
- Do your best to present yourself to God. (2 Timothy 2:15)
- I may finish my course and the ministry I received from the Lord Jesus. (Acts 20:24)
- Run in such a way that you may win. (1 Corinthians 9:24-27)
- Run with endurance the race, keeping our eyes on Jesus. (Hebrews 12:1-2)

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## RA Sailboats

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Royal Ambassador Sailboats and Rain Gutter Regattas are a great interest activity for boys and their leaders. Boys can construct their sailboats from ready-made kits or wooden blocks (all the same size and shape) with a short dowel mast and a paper sail. Visit [www.royalracers.com](http://www.royalracers.com) to order RA Sailboat kits.

### Materials Needed:

- 1 RA Sailboat kit per participant
- Saw or wood rasp
- Medium and fine sandpaper
- Sanding sealer
- Paint and brushes
- Steel wool
- Wood glue
- Drill with ¼" bit

### Building Hints:

1. Decide on a sailboat design.
2. Draw design on sailboat.
3. Carve or saw sailboat to desired shape.
4. Sand entire sailboat with medium grade sandpaper.
5. Drill ¼" hole(s) 3/8" deep into the base.
6. Sand the mast. Taper the bottom end of the mast to fit into the drilled hole in hull.
7. Glue the mast in place. (Rudder and Keel should also be sanded and cemented in according to your design.)
8. Apply two coats of sanding sealer.
9. When completely dry, sand with fine grade sandpaper.
10. Apply two to four coats of paint. Rub with steel wool between coats.
11. When sailboat is completely dry, secure the sail to mast with glue or tape. Add numbers or other decorations as desired.



### **RA Sailboat Specifications:**

- Width—maximum of 3" wide for boat body, maximum of 5" wide sail
- Length—minimum of 6" long, maximum of 8" long
- Height—no limit
- Depth—maximum of 1 ½" below the waterline if rudder or keel is constructed
- Weight—minimum 1 ounce (28 grams), no maximum weight limit
- Sail area—maximum of 20 square inches (5" x 4" or equivalent) This can be cut into different shapes as desired.
- Sail and side beams to hold sail—may extend wider than 3" but must be less than 5" wide and they must clear the waterline (or boat deck) by 1 ¼" in order to clear the vertical sides of the rain gutter
- Details—additional wood, plastic, string, etc., may be added for decorating as long as the above limits are not violated
- Attachments—no device may be added that will offer additional propulsion (example: propellers, etc.)

**Awards:** RAs who build and race an RA Sailboat are eligible to receive an RA Sailboat patch for the first year. Additional years of building and racing earn the RA a dated chevron for his participation.

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## RA Sailboats

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### Leader's Information

Contact your state RA leader to get a copy of the race rules for your state. Pattern your race event similar to this so that your boys and leaders will be familiar with the race procedures.

#### Basic Course Materials:

2–Plastic rain gutters 10' long and 3 ¾" wide

4–Plastic gutter end caps

1–Tube Silicone sealant

1–8' table or 2–6' tables

(Sawhorses with 10' boards)

#### Race Materials:

2–Stopwatches

2–Table tennis paddles or a box of flexible straws

1–Whistle

3- x 5-inch cards (1 per racer)

Pencils or pens

**Race Course:** Take the plastic rain gutters and cap and seal the end caps with the silicone to make them watertight. Place the 2 rain gutters on an 8' table, so a participant can race on each side of the table. Fill the gutters with water 1 ¾" deep.

**Race Propulsion:** The sailboats are to be driven by wind from the boys. Some boys may become light-headed and pass out before the end of the course. Two alternative methods are to allow the boys to fan their sails with a table tennis paddle or give each participant a flexible straw to blow through. Whichever method they use they cannot touch or push the sailboat. Use of any electrical device is prohibited.

**Racing Procedures:** All boats will be inspected before the race and those not meeting the specifications listed will not be allowed to participate until the boat is brought into compliance. Upon completion of inspection, give each participant a 3- x 5-inch card and have them write their name on the card. This is a race against the clock. Have the participants form two lines at the end of the table, one on each side. Each participant will hold their own card and boat. Start with the boat's stern (back) touching the end of the rain gutter. At the whistle, the boys generate wind to propel their boat forward. Time the boats with a stopwatch. Time stops when the boat's bow touches the opposite end cap. Timekeepers record each person's time on their card. Participants cannot touch their boat with anything during the race. Should this occur, a foul is called and the boy should continue down the course. The time for this race is not counted. As soon as each boy races his boat, he goes to the end of the line and waits his next turn. Each boy races his boat three times. At the end of the third heat, the timekeepers will keep all cards. The fastest time per participant is used in competition and determining the overall winner.

Award trophies for 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> in each division in addition to best looking and most unusual design. Consider combining this activity with a missions fund-raising event.

### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- As a Royal Ambassador, I will do my best. (RA Pledge)
- Do your best to present yourself to God. (2 Timothy 2:15)
- I may finish my course and the ministry I received from the Lord Jesus. (Acts 20:24)
- Run in such a way that you may win. (1 Corinthians 9:24-27)
- Run with endurance the race, keeping our eyes on Jesus. (Hebrews 12:1-2)

## Ships of Faith

A flagship is the lead ship in a group of ships. It is given this title for being the best of the best—the largest, the fastest, the newest, or most heavily armed of the ships in the fleet. In military terms, it is the ship used by the commanding officer of a group of naval ships. The term first came from the custom of the commanding officer flying a flag that represented his area of command.



Use your Bible to find the Scripture references listed below in the RA flags. Try to identify special words ending in "ship" that relate to these verses. Some will be easy to figure out, but others will take some thinking. Fill in the blanks with the words ending in "ship." Each of these "ships" is important to you as an ambassador for Christ.



\_\_\_\_\_  
Phillipians 2:9-10



\_\_\_\_\_  
Matthew 28:19



\_\_\_\_\_  
John 4:24



\_\_\_\_\_  
2 Corinthians 6:16-18



\_\_\_\_\_  
1 John 1:3



\_\_\_\_\_  
Malachi 3:10

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# **Ships of Faith**

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## **Leader's Notes**

### **Suggested Ages:**

This activity is appropriate for Crusaders. A good time to do this activity is after holding an RA Sailboat event.

### **Suggested Time:**

This activity can be completed in about 30 minutes.

### **Materials Needed:**

- Copies of the Ships of Faith sheet (three-hole punched)
- Bibles
- Dictionary
- Pens or pencils

### **Activity Suggestions:**

- Discuss the importance of flagships in history. You may even want to give some examples of ships that served as flagships.
- Distribute copies of the Ships of Faith sheet, Bibles, and pens or pencils to the boys.
- Ask the boys to look up the Bible verses and try to identify special words ending in "ship" that relate to these verses. (Some may be easy for the boys to figure out, but others will likely require extra guidance from you.)
- Review the correct answers for each of the RA flags:
  - Lordship**—Philippians 2:9-10
  - Discipleship**—Matthew 28:19
  - Worship**—John 4:24
  - Relationship**—2 Corinthians 6:16-18
  - Fellowship**—1 John 1:3
  - Stewardship**—Malachi 3:10
- Have the boys complete the Ships of Faith sheet and put it in their notebooks.

**Mission Field(s):**

This activity relates to the following mission field(s): *My Life*.

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To become a well-informed, responsible follower of Christ.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Seek to grow in biblical virtues like self-control, perseverance, and godliness. (2 Peter 1:3-9)
- Work together with other believers to fulfill the Great Commission. There must be unity in the body of Christ. (Ephesians 4:1-6,14-16)
- Grow in the grace and knowledge of Jesus Christ. (2 Peter 3:18)

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## RA LineGliders

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A lineglider is in the shape of an airplane body, with a propeller powered by a rubber band. Boys can build lineglider kits or make linegliders from balsa wood. Visit [www.royalracers.com](http://www.royalracers.com) to order RA LineGlider kits. The competition can be held indoors or outdoors.

### Materials Needed:

- RA LineGlider kit (1 per person)
- Sandpaper
- Small hammer
- Paint or stain and brushes
- Coping saw
- Needle-nose pliers
- Drill with 1/16" bit

### Building Hints:

1. Chose a design for the body of the lineglider. Note: The nose of the glider must accommodate the official propeller hub. Tail should accommodate tail wing.
2. Cut design from the board provided for the body.
3. Sand edges and surfaces as desired.
4. Saw a slot (3/8" from bottom edge of tail), 1/16" side and 1" long for tail wing. (Tail wing may be shaped and rounded if desired.)
5. Using a 1/16" bit, drill an angled hole 5/8" from rear of body up through slot and tail wing. The hole should be about 1/2" deep, and angled toward the front of the glider so the nail head will angle towards the rear of the glider. This hole is for the nail to attach a rubber band and to secure the tail wing.
6. Drive a nail into the hole. Leave it sticking 1/4" below the body of glider.
7. Drill one 1/16" hole approximately 2 1/4" from the front and rear of glider, through the edge of glider body from top to bottom.
8. Paint or stain your glider as desired.
9. Insert "y" wires through body from top through bottom of glider body.
10. With needle-nose pliers, bend small U-shape in bottom of wires and push U up into wood of the glider body. This helps secure wires to the glider body.
11. One inch below top of wires, make another U-shape bend in wires. This will enable the glider to be hung on line.
12. Mount propeller on front of glider. Install rubber band on nail and propeller.
13. Add an RA logo or other decorations to your glider as desired.

### RA LineGlider Specifications:

- Note: Only the official propeller and the official rubber band supplied with the kit can be used in competition.
- Width, Length, and Height Limits – None. Excessive height might necessitate using longer wires to hang the glider on the line.
- Weight –  $\frac{3}{4}$  ounce minimum. Note: very light RA LineGliders have occasionally found the torque so great that the glider will flip over and fall off. You can correct this problem by bending the wire in a circle to clasp the line.
- Details – Paint, additional wood, plastic and strings may be added for decorations and design.
- Attachments – No device may be used for propulsion, except the official propeller and rubber band in the RA LineGlider kit.
- Official Rubber Bands – (92-120) Additional rubber bands may be ordered from [www.royalracers.com](http://www.royalracers.com).

**Awards:** RAs who build and race an RA LineGlider are eligible to receive an RA LineGlider patch for the first year. Additional years of building and racing earn the RA a dated chevron for his participation.



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## RA LineGliders

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### Leader's Information

Contact your state RA leader to get a copy of the race rules for your state. Pattern your race event similar to this so that your boys and leaders will be familiar with the race procedures.

#### Race Course Materials:

- 100 feet of mono-filament line (50# test or greater)
- Two tree, poles, building, walls, 2- x 4-inch bracket or something to tie lines to
- Tape measures and level
- Starting line mark on lines
- Finish line mark on lines

#### Race Materials:

- Whistle
- 3- x 5-inch cards (1 per participant)
- Pencils or pens
- Stopwatch(es) (if racing by time)
- Plumb line

**Outdoor Course:** Tie mono-filament line between two trees, poles, or buildings. Secure the "track line" about four feet off the ground. Track line should be level. Secure the tape measure in place to help secure an accurate measurement. **Indoor Course:** Secure mono-filament line to pole, boards with eye bolts, or wall. Secure "starting line" four feet from floor and "finish line" end 6 feet from floor. Secure the tape measure in place to help secure an accurate measurement.

**Race Propulsion:** Only the official propeller and the official rubber band supplied with the kit can be used in competition. Wind propellers 150 turns. This is about the maximum amount of turns your rubber band will withhold. (More turns may break the rubber bands.) If a participant over winds and breaks the rubber band, a turn is lost (foul or scratch). Give a second rubber band to the boy. If you choose, you may disqualify the boy if two rubber bands break.

**Racing Procedures:** All RA LineGliders will be inspected before the race and those not meeting the specifications listed will not be allowed to participate until the glider is brought into compliance. Upon completion of inspection, give each participant a 3- x 5-inch card and have them write their name on the card. Have the boys form two lines, one on each side of the line track. Each participant will hold their own card and glider in line. At each boy's turn, switching between the two lines, the boy winds the

propeller (clockwise as he looks straight at the propeller). He holds it, and places the glider on the line at the designated starting point. (Leaders may desire to place all gliders on the track line to avoid accidental release of the propeller while attempting to place the glider on the track line.) At the whistle, the boy releases the propeller and the glider takes off. Boys may not touch their glider with their body while the race is in progress. Should this occur, a foul is called and the distance or time for this race is not counted. Allow each boy to race his glider three times. Record results on the boy's card. At the end of the third heat, the score keeper will keep all 3- x 5-inch cards. The furthest distance or fastest time per participant is used in competition and determines the overall winner. Distance: At the signal, the glider is released. Measure the distance from the starting line to the tip of the propeller. A simple plumbline is useful to mark distance on the tape measure. Time: Time the gliders with a stopwatch. Time starts at the signal. Time stops when the propeller of the glider crosses the finish line.

Award trophies for 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> in each division in addition to best looking and most unusual design. Consider combining this activity with a missions fund-raising event.

### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- As a Royal Ambassador, I will do my best. (RA Pledge)
- Do your best to present yourself to God. (2 Timothy 2:15)
- I may finish my course and the ministry I received from the Lord Jesus. (Acts 20:24)
- Run in such a way that you may win. (1 Corinthians 9:24-27)
- Run with endurance the race, keeping our eyes on Jesus. (Hebrews 12:1-2)

# ROYAL AMBASSADOR OUTDOOR ACTIVITIES

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## Royal Ambassador Camps

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Royal Ambassador Camp provides a unique opportunity to help shape the life of a young man. It is a rite of passage for a boy to spend time with men that will share what it means to be a man of God. Boys grow in their relationship with Christ by learning about God's mission, missionaries, and how they can be ambassadors for Christ. Royal Ambassadors are encouraged to live out the words of the RA Pledge in all their activities.

Boys face many challenges in life. At camp, they are challenged physically, mentally, emotionally, and spiritually as they participate in the activities. They interact with other campers and their Christian leaders. They remember their experiences at RA camp and the lessons they learned. Many of the boys that attend RA Camp either make a decision to accept Christ as Savior and Lord, renew their relationship with Christ, or dedicate their life to Christian service. Royal Ambassador camps are a great adventure for boys and young men that provides life-changing opportunities to grow in their relationship with Christ.

What makes RA camp different from other children's camps? Two things: First a strong emphasis on mission education in addition to fun activities. The second is the opportunity for men to spend time with the boys, helping to shape their lives.

Contact your state RA leader about information concerning RA camps in your state. Visit the national RA Web site at [www.royalambassadors.org](http://www.royalambassadors.org) for contact information for state RA leaders.

# Royal Ambassador Camps

## Leader's Information

Listed below are several suggestions to consider concerning RA camps:

- Begin making plans early to attend RA camp. Be sure that dads and RA leaders know the dates for camp around the first of the year so they can schedule vacation time. Involve these men in any planning meetings concerning RA camp. Consider having activities just for the men at these planning meetings. (Food, fun, and fellowship)
- Invite godly men to attend RA camp and serve as group leaders for boys that do not have a father. Consider grouping the men in small teams (minimum of two men per group) that will serve together providing leadership for the boys. "As iron sharpens iron, so one man sharpens another" (Proverbs 27:17). These men can support each other as they prayerfully serve Christ by being an example for the boys at camp.
- Ask the church to support the leaders that will be attending RA Camp by praying for these men before and during the week of camp. Include the cost for these leaders to attend RA camp in your church's budget for the RA program.
- Consider having several fund-raising events at your church throughout the year to help raise money for the boys to attend RA camp. This is very helpful for families that have several boys.
- Ask the senior men in your church to pray about the opportunity of providing one or more scholarships for boys that cannot afford to attend RA camp. These gifts can be given through the church for record keeping.
- Encourage the boys and leaders during camp to select a "special spot" where they can reflect upon the week and their relationship with Christ. Have them mark this spot by leaving a rock that will serve as a spiritual marker. When they return to camp they can look and see if it is still there. At the end of camp, have each person write a letter to themselves, collect these letters and mail back to them when you begin promoting RA camp next year.
- Ask the pastor to allow the boys and leaders to share their experiences from attending RA camp on a Sunday evening soon after the camp has concluded.

## Devotional Thoughts:

Choose one of these devotional thoughts to share with the boys during the leader's time.

- As a Royal ambassador, I will do my best. (RA Pledge)
- As iron sharpens iron, so one man sharpens another. (Proverbs 27:17)
- Jesus often withdrew to lonely places and prayed. (Luke 5:16)
- Remember your leaders who have spoken God's word to you. (Hebrews 13:7-8)
- Be still and know that I am God. (Psalm 46:10)
- For where two or three are gathered in My name, I am there. (Matthew 18:20)

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## RA Campout

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Camping has always been a very popular interest activity with Royal ambassadors. Boys enjoy being outdoors and learning new skills. It is within nature that boys are allowed to express their wild side appropriately. While camping, leaders can demonstrate to the boys how to construct a shelter (pitch a tent), make a fire, cook outdoors, and gaze into the night sky to behold the vastness of all that God has created.

Camping trips can be promoted as a great experience for a father and son or a parent and son. Here are two resources that can assist you as you plan a camping trip with your RA group:

*Campcraft–Outdoor Living Skills* manual contains campcraft skills and spiritual applications related to outdoor living and lists the requirements to earn the Royal Ambassadors campcraft patches. This manual is a great resource for leaders that work with RAs. You can download a copy of this manual from either the national RA Web site [www.royalambassadors.org](http://www.royalambassadors.org) or from the Texas Baptist Men's Web site at [www.texasbaptistmen.org](http://www.texasbaptistmen.org). Printed copies of this manual are available from Texas Baptist Men.

*Outdoor Cooking* contains over 200 recipes submitted by RA leaders. This manual is a great resource for Royal Ambassador leaders and is available for \$20.00 per copy. Contact Texas Baptist Men to order the *Outdoor Cooking* manual.

There are numerous camping opportunities awaiting you and your RA group. Begin planning a camping trip with your boys, dads, and other RA leaders. Remember to "leave no boys indoors." Enjoy being outdoors and the experience of sitting around the campfire. Allow the boys to see all that God has created and share His Word with them while camping together.

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## RA Campout

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### Leader's Information

Listed below are several suggestions to consider when planning a camping trip:

- First pray that God will guide your plans and draw everyone closer to Him on the camping trip.
- Seek to involve the boys and leaders in making plans for your trip. Be sure to identify the purpose for the camping trip and what activities you plan on accomplishing. Plan well in advance and set a date on the calendar. Communicate the plans with parents.
- Start with simple camping trips that can be conducted nearby before going on trips further away. Offer two or three locations that you are familiar with, and let the group decide where they would like to go.
- Invite several men and dads to help provide leadership for the camping trip. Be sure that someone is trained in first aid and has a group first-aid kit. Obtain medical release forms and medical information for everyone.
- Secure basic camping equipment for the entire group. Make an announcement in the church for any equipment that you need.
- Teach basic camping skills to the boys so they can have a positive experience. The *Campcraft–Outdoor Living Skills* manual can help you in this matter. It will also help you as you plan and conduct camping trips with your RA group.

**Spider Hunt:** A good activity for boys while camping. This activity works best in dry conditions (no water droplets on the ground). All that is required is a flashlight and a boy with an adventuresome spirit. Turn the flashlight on and hold the base of the flashlight to the center of your forehead. Point the light at the base of trees and bushes along the edges of clearings. The eyes of the spiders will reflect back. Even the smallest spider can be found this way along with frogs, snakes and other animals. Be sure to let the boys know if they see larger eyes, slithering away to be sure to leave them alone.

### Devotional Thoughts:

Choose one of these devotional thoughts to share with the boys during the leader's time.

- To become a well-informed, responsible follower of Christ. (RA Pledge)
- Jabal was the father of those who lived in tents. (Genesis 4:20)
- Esau became a skillful hunter, a man of the open country. Jacob was a quiet man who stayed among the tents. (Genesis 25:27)
- When I consider your heavens, the work of your fingers, the moon and the stars, which you have set in place, what is man that you are mindful of him, the son of man that you care for him? (Psalm 8:3-4)

- Jesus often withdrew to lonely places and prayed. (Luke 5:16)
- Jesus cooked fish and bread over a campfire. (John 21:9)

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## Campcraft

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The purpose of Campcraft is to help you take care of yourself and others comfortably and safely on hikes and campouts in order to enjoy these experiences. It also helps you to become more aware of God and what He has done in creation and your stewardship of the natural world. *Campcraft–Outdoor Living Skills* will guide you in structured camping experiences to learn the basics of living outdoors. This manual lists the requirements for Royal Ambassador campcraft patches.

The Royal Ambassador Campcraft program is designed to teach age-appropriate skills to boys in the first through sixth grades. The skills range from learning your address and tying shoelaces to planning and conducting safe overnight campouts. Boys work on earning the following patches:

Discoverer One

Discoverer Two

Discoverer Three

Camper

Hiker

Woodsmen

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## Campcraft

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### Leader's Information

Contact your state RA leader for information concerning training opportunities for RA leaders. Contact Texas Baptist Men at [www.texasbaptistmen.org](http://www.texasbaptistmen.org) for information concerning conducting adult campcraft courses in your state.

The Adult Campcraft program introduces adults to camping skills in order to increase their personal knowledge, abilities, and comfort levels with experiences in outdoor living. The levels are progressive requiring satisfactory completion of one level prior to advancing to the next. This program is also designed to prepare adults to teach Royal Ambassadors, Challengers, and other adults campcraft skills.



## Shooting Sports : Marksmanship Activities

Boys enjoy participating in shooting sports. Listed below are several benefits that these marksmanship activities provide for the participants of shooting sports:

- Learn how to follow the leadership and rules that have been established.
- Develop a greater awareness of safety by learning how to properly handle the shooting equipment.
- Gain self-confidence and self-esteem by hitting the target.
- Receive recognition for their accomplishment and are encouraged to improve marksmanship rating.

Listed below are three of the more popular shooting sports used with Royal Ambassadors. These activities can be conducted both indoors and outdoors with proper supervision and adequate ranges.

**Sling Shots:** This is a good activity for Lads and can be easily adapted to the interest of the Crusaders. You can use sling shots constructed by the boys or ones purchased from a sporting goods store. Use either paper targets with scoring rings or set up items for the boys to knock down. A 50 pound bag of washed river, pea-sized gravel is inexpensive and available at most garden centers. This is a good source for ammunition. Be sure that boys can easily pull back the rubber straps or tubing in order for them to have a positive shooting experience.

**Riflery:** Both Lads and Crusaders can participate in this activity; however the older boys will generally experience a greater degree of success. Providing smaller-sized rifles for the younger (smaller-framed) boys will allow them to have a more positive shooting experience. Be sure to provide both eye and hearing protection for the shooters.

**Archery:** This activity is better suited for Crusader-age boys and up. Younger boys tend to struggle in pulling the bows back and experience frustration. Many of the youth archery programs are using the Matthews Genesis bows since the draw weight can easily be adjusted for the archer. Both the boys and adults can shoot the same bow since its draw length is 13 to 29 inches. Be sure to provide arm guards and finger tabs or shooting gloves for the archers.

# Shooting Sports : Marksmanship Activities

## Leader's Information

**(Note: Follow all safety guidelines for any shooting sport; contact reputable organizations for guidelines.)**

Listed below are several suggestions for your consideration concerning shooting sports:

- Involve people who have received training and experience in setting up and running a shooting range. Contact local riflery and archery clubs for information concerning training opportunities. Let other leaders know about these training events.
- Be sure to inform the parents that you are planning to participate in a shooting sports/marksmanship skills event for the boys. Invite them to participate in this activity with their son.
- Take time to teach the boys how to aim properly so that they will have a positive shooting experience. Start with the targets close enough that everyone will hit the target. Once the boys have a measure of success, then you can begin moving the targets back further to make the event more challenging.
- Establish a scoring standard so boys are trying to improve their score for a better recognition (example: 50-36 blue, 35-21 red, 20-0 white). Offer the same awards to everyone based upon the scoring standard established.

Additional information for each of the shooting sports:

**Sling Shots:** Teach the boys how to construct a good sling shot. Teach them the art of selecting stones. (David chose five smooth stones—1 Samuel 17:40.) Consider allowing the boys to construct a sling like David used.

**Riflery:** Contact the National Rifle association (NRA) for information concerning their Range Safety Officer course. Encourage the boys and their parents to participate in the Winchester/NRA Marksmanship Qualification program. Boys can receive recognition for beginning shooting skills (Pro-Marksman and Marksman).

**Archery:** Contact the NADA (National Alliance for the Development of Archery) at [www.teacharchery.com](http://www.teacharchery.com) for information concerning the Basic Archery Instructor course. This certified course is recognized by both the National Archery Association (USA Archery) and the National Field Archery Association (NFAA). Visit the NAA-USA Archery Web site at [www.usaarchery.org](http://www.usaarchery.org) and the NFAA at [www.nfaa-archery.org](http://www.nfaa-archery.org) for information for youth archery programs such as the After School Archery Program (ASAP).

## Devotional Thoughts:

Choose one of these devotional thoughts to share with the boys during the leader's time.

- As a Royal Ambassador, I will do my best. (RA Pledge)
- Aim for perfection. (1 Corinthians 13:11 NIV)

- The Greek word hamartia is usually translated as sin in the New Testament. In Classic Greek, it means "to miss the mark" or "to miss the target" which was also used in Old English archery. (Roman Road–Romans 3:23; 6:23; 5:8; 10:9-10; and 10:13)
- Keep your eyes on the target, "keeping our eyes on Jesus." (Hebrews 12:1-2)
- I pursue as my goal the prize promised by God. (Philippians 3:14)

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## State and Associational Events

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State and associational Royal Ambassador events provide an opportunity for churches within a state or association to participate together in hosting an event for boys and men that is geared to meet their interests and to promote a greater awareness of missions and opportunities in which they may be involved. These events provide an opportunity for fun, fellowship, excitement, and an exchange of ideas. They allow churches to participate in activities that they do not have to host themselves.

**Types of Events:** (Several of these activities can be done in combination.)

- **RA Racers:** an opportunity for Royal Ambassadors and RA leaders to compete with other boys and men. This event can be held at one church and moved each year to another church. Events could include RA Racecars, Sailboats, LineGliders, etc.
- **Men and Boy:** an opportunity for men to spend time with the boys participating in events together such as fishing.
- **Field Day:** a one day activity where there are multiple events that the boys and men can participate in. Enlist leaders from each church to lead one or more of the events such as log sawing, nail driving, archery, riflery, etc.
- **Campout/Camp-O-Ree:** RAs and leaders gather at a camping location for the weekend. Each church sets up its campsite and is responsible for their meals. On Saturday, various events are held in which the boys and leaders can participate. Each event is lead by the leaders from the churches.
- **Fish Fry/Chili Supper/Wild Game Dinner:** men and boys gather together to participate in a meal with a missions program emphasis. This event can be coordinated by one or more churches and located at a church or camp.

If your state or association does not have these events, you can contact other states or associations having these events to see about participating. Take what you learn from attending an event and work to establish a similar event in your state or association.

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## State and Associational Events

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### Leader's Information

State and associational RA events provide support for the RA chapters. These events allow Royal Ambassadors and leaders to interact with other RAs and leaders from other churches and exchange ideas and support.

Listed below are several helpful suggestions in planning and conducting associational events:

Who is responsible for coordinating associational RA events? The association's RA leaders

- Contact your associational office to find out who is currently serving as an associational RA leader. Contact this person for information concerning associational RA events. Volunteer to help plan and conduct RA events in your association.

How does someone become the RA leader for their association? Associational RA leaders are elected or appointed annually at the Baptist association annual meeting. If no one is currently serving as an association RA leader, prayerful consider the following:

- Pray about who should serve as an Associational RA leader. Ask RA leaders from the other churches and the director of missions to join you in prayer concerning this matter.
- Meet with associational staff persons responsible for mission education and RA leaders from the churches within your association to discuss who could serve as the RA leader for the association. Ask the person identified if they would be willing to serve in this position for the next year. (They will probably be at this meeting.) Some associations use a shared leadership approach by having co-directors or have a committee or team concept in associational leadership.
- Share with your director of missions the names of the individuals who have agreed to serve in this volunteer position for the next year so they can be elected or appointed. Share the names and contact information of the persons who will be serving as associational RA leaders with your state RA leader.

What are the responsibilities of the Associational RA leader? The associational RA leader provides support for the RA leaders of the churches within their association. Listed below are some of the ways that they can provide support for RA chapters:

- Host at least two meetings a year for RA leaders and allow them the opportunity to help plan associational events for their RA chapters. Be sure that food, fun, and fellowship are present at this meeting. (Men will attend.) Each person could pay for their own expenses. Leaders will invest their time and money to attend.
- Plan and conduct associational RA events. Involve key leaders in planning and organizing these events. Plan at least a year in advance to communicate to RA chapters.

- Promote all events through the Baptist association office. List these activities in their associational newsletter. Stay in contact with the key RA leaders by phone and e-mails. Coordinate plans with the associational men's ministry leader for activities that are for fathers and sons. (Like a Wild Game Dinner "Beast Feast")
- Provide basic training opportunities for RA leaders. Be available when leaders ask for guidance. Share RA resources with leaders at each associational RA event.



# 8 STRATEGIES

## SECTION CONTENTS

- Working with Boys
- Characteristics of Children
- Discipline and Guidance
  - Guiding Royal Ambassadors
  - Attention Getters
  - Grouping Activities
- Your Church, Royal Ambassadors, and the Law
- Risk Management Planning for RA Leaders
  - Risk Management Tips

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## Working With Boys

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To work with boys, you need to understand them. A wise leader will seek to understand the strengths and weaknesses of boys and plan activities that will challenge them physically, mentally, and spiritually. No two boys are the same, but they share many of the same traits.

*"Train a child in the way he should go, and when he is old he will not turn from it"*

*(Proverbs 22:6, NIV).*

### What Boys Need

Listed below are important considerations in working with boys.

- Boys need a relationship with Jesus Christ to be ambassadors for Christ. Pray individually for the boys and share the plan of salvation with each. Teach them how to share the message of Christ with others.
- Boys need structure. A wise leader will provide a consistent schedule, as well as set and enforce boundaries.

- Boys need time. Give them time to process what you are saying and time to respond to your questions. After several moments of silence, ask the question again or rephrase it. Repetition of activities is good for boys and gives them the time that they need to process new information.
- Boys need visuals. Provide visuals that help in teaching missions to the boys. Posters on walls should be at their eye level (waist high for leaders).
- Boys need opportunities to communicate what they are thinking. Provide activities that allow them to express their thoughts. Repeat what they say and clarify their meaning.
- Boys need lots of space and movement. Allow them the option of working at a table or on the floor during a project. Provide some type of movement during an activity, such as passing a ball or following the leader. Set boundaries.
- Boys need activities designed for their short attention spans. Schedule several activities for each meeting. Use attention getters to help them focus on the activity.
- Boys need male role models. Boys learn by example and imitate what they observe. Allow them opportunities to practice godly character, such as praying.
- Boys need to complete what they begin. Schedule enough time in the chapter meetings for boys to complete projects. Celebrate their accomplishments.
- Boys need competition. Schedule activities that allow them to compete with others.
- Boys prefer to participate in group projects. Allow them to choose from several options.
- Boys belong to a pecking order. Boys measure themselves against their peers and seek affirmation from leaders. They are asking the question, *Do I have what it takes to become a man?* Teach them how to become men of God.
- Boys like having fun. Try to incorporate fun into every project and activity that you do with the boys. At the same time, set boundaries so that they know when it is appropriate to have fun and when to be serious.



# Characteristics of Children

## Ages 6-8

Developmental	Because he is like this:	We do this:
Physical	<p>He is growing unevenly.</p> <p>His finer muscles are slowly developing.</p> <p>He is restless.</p> <p>He wants to do rather than watch.</p> <p>He tires easily.</p>	<p>Provide varied activities and projects.</p> <p>Provide work experiences on his level.</p> <p>Provide varied activities.</p> <p>Provide active-learning activities.</p> <p>Alternate activity and quiet times.</p>
Mental	<p>He is learning to read.</p> <p>He likes to write.</p> <p>His attention span is increasing.</p> <p>He makes false conclusions.</p> <p>He likes both fact and fancy.</p> <p>He lives in the present.</p> <p>He is curious.</p> <p>He has a good imagination.</p> <p>He has a good memory.</p> <p>He is literal-minded.</p>	<p>Provide reading experiences.</p> <p>Provide writing experiences.</p> <p>Vary the schedule.</p> <p>Challenge him; encourage when wrong.</p> <p>Use both facts and play-acting.</p> <p>Use many child experience situations.</p> <p>Answer questions as they arise.</p> <p>Let him "act out" stories.</p> <p>Provide many varied learning experiences.</p> <p>Avoid symbolism.</p>
Social	<p>He is a sociable person.</p> <p>He likes to talk.</p> <p>He wants to be grown up.</p> <p>He likes non-competitive activities.</p> <p>He is inclined to be selfish.</p> <p>He respects authority.</p>	<p>Provide both large- and small-group projects.</p> <p>Use guided conversation.</p> <p>Value his ideas and suggestions.</p> <p>Provide them.</p> <p>Provide occasions for him to share with others.</p> <p>Live worthy of his respect.</p>
Emotional	<p>He is easily excited.</p> <p>He may resist personal demands.</p> <p>He may withdraw because of shyness.</p> <p>He is impatient.</p> <p>He has many fears.</p>	<p>Speak softly. Have everything ready.</p> <p>Provide choices and expect excellence.</p> <p>Work on his level and encourage him.</p> <p>Use his contributions.</p> <p>Help him feel secure. Be consistent.</p>
Spiritual	<p>He should have prayer experiences.</p> <p>He is ready for some spiritual teaching.</p> <p>He is curious.</p> <p>He wants to be good.</p>	<p>Provide times for him to pray.</p> <p>Provide spiritual experiences on his level.</p> <p>Give simple explanations to questions.</p> <p>Teach him that Christ will help him.</p>

## Ages 9-11

Developmental	Because he is like this:	We do this:
Physical	<p>He is active and likes to do things.</p> <p>He is noisy.</p> <p>He likes challenging, competitive projects.</p>	<p>Provide a variety of learning projects.</p> <p>Arrive early. Plan a variety of challenges.</p> <p>Provide them.</p>
Mental	<p>He likes things related to the present.</p> <p>He likes to collect.</p> <p>He is inquisitive.</p> <p>He likes to read and write.</p> <p>He can think and reason.</p> <p>He has a good memory.</p> <p>He does not understand symbolism.</p>	<p>Play "now" activities and projects.</p> <p>Plan projects that require collecting.</p> <p>Help him answer his own questions.</p> <p>Provide activities that require these skills.</p> <p>Provide opportunities for making choices.</p> <p>Provide Bible games and activities.</p> <p>Avoid object lessons.</p>
Social	<p>He can accept responsibility.</p> <p>He likes an authority over him.</p> <p>He likes the "gang."</p> <p>He has varied interests.</p> <p>He is a hero-worshiper.</p>	<p>Let him help. Encourage him.</p> <p>Set limits and freedoms within the limits.</p> <p>Provide large- and small-group projects.</p> <p>Provide variety in his projects.</p> <p>Set an example and challenge him.</p>
Emotional	<p>He has some fears.</p> <p>He may be quick-tempered.</p> <p>He enjoys humor.</p>	<p>Be consistent. Help him feel secure.</p> <p>Provide a choice of projects and keep him busy.</p> <p>Enjoy humorous situations with him.</p>
Spiritual	<p>He is awakening spiritually.</p> <p>He may have some spiritual questions.</p> <p>Emotions play a part in his spirituality.</p> <p>He sets high standards for himself.</p> <p>He needs encouragement in devotions.</p> <p>He is capable of handling the Bible.</p>	<p>Approach him on his level.</p> <p>Answer simply and honestly.</p> <p>Avoid emotional appeals and pressures.</p> <p>Provide worthwhile goals for him.</p> <p>Provide devotional helps.</p> <p>Provide opportunities to use his Bible.</p>

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## Discipline and Guidance

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Many attitudes exist concerning discipline. Depending on one's personal experience, discipline can be seen as either a positive or negative force in child development. The main goal of all teaching is to help a child become a happy, whole person who can make decisions and direct his own work. Proper use and understanding of the basic principles of discipline can help a child achieve this goal.

### Why does a child misbehave?

There are a number of reasons why a child might misbehave. Listed below are some of them.

- The leader is unprepared.
- Long periods of waiting take place between activities.
- The child becomes bored with the activity.
- The activity is not suited for the child's abilities.
- The child is seeking attention.
- The child is physically or emotionally tired.
- The child may have been in conflict with a family member or schoolmate.
- A relationship conflict exists between the leader and the child.

### Discipline

For most people, discipline is first understood as punishment. Unfortunately, this common definition is misleading. The word "discipline" comes from the Latin word *disciplina* which really means to teach or to learn. Within this context, another word for discipline could be "guidance."

### Guidance

Guidance includes everything an adult does or says to directly or indirectly affect a child's behavior. Christian guidance is a plan of action based on Christian values and goals. The goal of all Christian guidance is to help children become happy individuals who can make good choices and work without being forced. Three types of guidance can be used: indirect, direct, and spoken.

1. **Indirect Guidance:** A method that directs a child's behavior through control of space, equipment, materials, and the relationships of people. Behind-the-scenes work and planning helps a child become directed.
2. **Direct Guidance:** A method of changing or directing a child's behavior by giving individual and specific actions.
3. **Spoken Guidance:** A method of changing or directing a child's behavior by speaking with the child individually and specifically.

## Guiding Royal Ambassadors

One question that RA leaders often ask is, *How do you control a group of boys and get them to respect your leadership?* The following suggestions will help you gain respect in working with boys:

- When you are the leader, be the leader that God wants you to be. Lead with confidence and make plans for each meeting. Have a back-up plan in case something goes wrong. Boys can tell when you are prepared. If you do not have a plan in place, they will quickly make their own plans.
- Boys want to be part of a boys' club. Use this knowledge to help guide them. At one of the first meetings, guide the boys to develop a set of rules that they will agree upon for the year. As they develop their list, ask them to use positive rather than negative wording, such as "Always Walk" rather than "Don't Run." Write every suggestion on a dry-erase board. Point out that God gave us the Ten Commandments, and Jesus summed up all of the law in two rules: *"Love the Lord your God with all your heart, with all your soul, and with all your mind. This is the greatest and most important commandment. The second is like it: Love your neighbor as yourself"* (Matthew 22:37-39). Have the boys review their list of suggestions and narrow it down to a few short rules that they agree upon. Have all of the members vote to live by these rules for the year. Then, post them next to the RA Pledge Poster. As a member of Royal Ambassadors, each boy agrees to live out the RA Pledge and follow the rules. Remind them any time their behavior is not in line with the rules. Enforce the rules consistently with all members.
- Arrive early and set up the room before the boys arrive to help ensure a smooth transition from one activity to another. Identify any distractions and remove them from the area. Another helpful hint is to gather the supplies that you will need for each activity and place them in a module or container prior to the meeting to eliminate any surprises.
- Give direct guidance to boys through various methods: making eye contact and raising your eyebrow, saying their names to get their attention, walking over and standing close to them, separating them from their distractions, and directing them toward appropriate actions. Boys accept guidance when they know you care about them and when they are receiving verbal praise from you as well. Strive to provide at least three positive comments for every verbal correction you give. An appropriate touch—a pat on the back of the shoulder, bump knuckles, or high five—can be an effective way to acknowledge a boy's actions, especially a boy without a male role model at home.
- Spoken guidance or correction is best done in private. At least one other adult leader should be present when you are talking with the boy to determine the situation and discuss what corrections can be made. Allow the boy to tell you what the problem is and ask him to suggest what he believes the best correction should be. Involve him in the solution and gain his respect.

## Positive Reinforcement

Boys who are obstinate, disruptive, and slow to finish may be brought into a spirit of cooperation with proper attention and positive expressions.

### Tips to Remember When Using Verbal Praise

- Whatever you choose to say, be sure you feel comfortable saying it.
- Praise both the boy and his positive behavior.
- Be sincere. Believe in what you say to the boy.

### 30 Expressions of Encouragement

Awesome!	Fantastic!	Great play!
Atta Boy!	Nice job!	Wow!
Outstanding!	Tremendous!	I'm proud of you.
Terrific!	Good going!	Thanks for helping.
Way to go!	Sensational!	Keep up the good work.
Good!	Good thinking!	You did that well.
Great job!	Perfect!	You're doing great.
Marvelous!	That's it!	You're working hard.
Super job!	Really good!	You're a hard worker.
Superb!	That is good.	I like the way you work.

### Keep Your Eye on the Ball

A small ball (or other soft object like a hacky sack or beanbag) can be used as an effective way to maintain control of a discussion with a group of boys. Tell the boys they need to listen to whoever is holding the ball. The leader asks a question and tosses the ball to a boy. Everyone listens as the boy answers the question. The boy either tosses the ball back to the leader or selects another boy to catch the ball and answer the next question.

Boys like being the center of attention. This simple method shifts the focus to individuals and allows them to express their thoughts and be the leader for a period of time.

Select objects that are unique or have ample boy appeal. "Jeremiah, the Bull Frog" has been used for years in working with boys at Texas Baptist Men Leadership Training Camp in Aquilla, Texas. The boys are told that Jeremiah likes being the center of attention, and only the person holding Jeremiah can speak. Jeremiah serves as an encourager about



being a FROG (Fully Rely On God). When boys hold Jeremiah, they are challenged to share their thoughts concerning activities they have participated in using the FROG acronym:

**F** = Feedback

**R** = Reflections

**O** = Observations

**G** = Goals

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## Attention Getters

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Attention getters are used to draw everyone's focus to the leader, allowing him to make announcements or give directions for the next activity. First, introduce the attention getters to the boys and review the appropriate responses, such as making certain gestures and getting quiet. Then, use them as needed. Teach two or three attention getters to the boys each month and vary your use of them based on the activity.

- |                                |  |
|--------------------------------|--|
| <b>One Finger</b>              | The leader stands quietly and points toward heaven with his index finger. The boys respond by getting quiet and joining the leader in pointing upward.   |
| <b>5-4-3-2-1 . . . Hello</b>   | The leader starts to count backward from five as all join in and finish with an extended "H-h-e-e-l-l-o-o-o-o."  |
| <b>Air Raid</b>                | The leader shouts, "Air Raid!" The boys hit the floor and put their hands on their heads.  |
| <b>Arrows</b>                  | The leader will need an arrow or another object that can be used as a directional pointer (such as a pencil). First, the leader points his arrow in a direction and then instructs the group to move one step in the direction he is pointing. Second, the leader points the arrow in a direction and then instructs the group to move and say the direction he is pointing. Third, the group must move in the direction of the arrow, but say the opposite direction. Fourth, the group must say the direction the arrow is pointing, but move in the opposite direction. |
| <b>Athens</b>                  | The leader says, "Athens!" The boys act like they are holding a torch overhead, run in place, and chant their country's name three times.  |
| <b>Attitude Check</b>          | The leader yells, "Attitude check!" The group responds by shouting, "Praise the Lord!"   |
| <b>Clap Return</b>             | To get the group's attention, the leader claps out a rhythm with his hands. He continues clapping out the rhythm until the entire group quiets down and begins clapping out the rhythm along with him.   |
| <b>Cowabunga, Dude!</b>        | The leader shouts, "Cowabunga!" The boys act like they are surfing and respond by shouting, "Dude!"  |
| <b>Eagles . . . Are Great!</b> | The leader shouts, "Eagles!" (or another mascot of his choosing). The group responds, "Are great!" (while doing half of a jumping jack on "are" and the second half on "great").   |

<b>Hand, Hand</b>	The leader shouts, "Hand, hand, foot, foot, hip, hip, hooray!" The boys join in with the leader as they raise one hand and then the other, and stomp one foot and then the other. Next, with hands on hips, they lean to the right and then to the left, raise their hands, and shout, "Hooray!" Then, everyone gets quiet.
<b>Hey, Yo</b>	The leader shouts, "Hey!" The boys respond by saying, "Yo, shhhh" (with finger on lips).
<b>If You Can Hear Me</b>	The leader says, "If you can hear me, clap one time. If you can hear me, clap two times. If you can hear me, clap three times. Give yourself five big claps and a round of applause." Boys should respond after each request, and then quiet down.
<b>I See or I Hear</b>	The leader says, "I see!" The group responds, "What do you see, _____ (name of leader)?" The leader gives an instruction: "I see everyone forming groups of four," "I see everyone giving a high five," "I see all players sitting in their assigned positions," "I hear total silence," etc.
<b>30-Second Shake</b>	The boys move around and shake as many hands as possible in 30 seconds. They must stop when the leader calls, "Time."



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## Grouping Activities

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<b>Anatomy Shuffle</b>	Call a number and then a body part ("3–Elbows" means three players get together and touch elbows; "5–Fingers" means five players get together and touch fingers, etc.).
<b>A-M or N-Z</b>	Divide the boys according to the first letter of their first or last name. Use A-M and N-Z for two groups; A-H, I-Q, and R-Z for three groups, etc.
<b>Birthdays</b>	Find everyone with the same birth year, month, or day.
<b>Close One Eye</b>	Have all the players close one eye. Ask them to get with one or more of the other players (depending on the size of the groups you need) with the same eye closed.
<b>Cross Arms</b>	Tell the boys to cross their arms. All the boys with their right arm on top form one team, and all the boys with their left arm on top form the other team.
<b>Gather By . . .</b>	Ask the boys to form groups based on their favorite cold drink, color, sport, etc.
<b>Hands</b>	Ask the boys to find two people with the same size hands as theirs and do five push-ups.
<b>Handshake Partners</b>	Ask two players to create a special handshake. They remain partners all day.
<b>Lace Fingers</b>	Have all of the players lace their fingers together. All the boys with their right thumb on top form one team, and all the boys with their left thumb on top form another team.
<b>Odd or Even</b>	Ask the boys to raise a hand and display the number of fingers they desire. Then, ask them to partner with someone else so that the total number of fingers between the two is either odd or even.
<b>One Leg Hop</b>	Have the players hop on one leg. Ask them to find one or more boys hopping on the same leg (or opposite leg) to form groups.
<b>Opposites</b>	Give the boys two choices. For example, you might ask, "Are you more like a boot or tennis shoe?" Divide the boys into teams according to their answer.
<b>Seasons</b>	Ask the boys to form groups according to the season in which they were born.
<b>Siblings</b>	Form groups of boys according to the number of brothers and sisters they have.
<b>Sit and Split</b>	Have boys find a partner. Ask one boy to stand and the other to

sit. All of the standing boys go to one location, and the sitting boys remain.

**Split the Clique**

If you want to split up cliques, let the players form their own groups of four or five. Ask each group to count off from one to five. Then, form separate groups by having all of the "ones" go to one location, all the "twos" go to another location, and so on.

**Toe-to-Toe**

Say, "Toe-to-toe." Two players touch shoes to become a pair for the next game.

**Thumb or Pinky**

Tell players that on the count of three, they must lift either their thumb or little finger. Form two groups accordingly.

**Vacations**

Ask the boys which one of the following vacation spots they would most like to visit: Alaska, Hawaii, Africa, or Disney World. Ask them not to share their answer with anyone. Designate areas in your meeting room to represent each vacation spot. On the count of three, the boys go to the vacation spot they have selected. (Add additional vacation spots if more groups are needed.)

**Whistle Mixer**

If you need a select number of players in a group, blow your whistle that many times and have the players form groups accordingly.

**Zoo Animals**

Ask the boys to form groups of three and select a type of animal they want to be. Next, have the groups decide on the type of sound their animal makes. Explain that one of the players in each group will be the daddy, one will be the mommy, and one will be the baby. This will be their "zoo family" for the rest of the day or week. At any time during the day, the leader can call, "Zoo families!" When this happens, all the players start making their animal's sound while trying to locate the rest of their family. Each family needs to find a place to gather (a chair, stump, bleacher, etc.) With the family all together, the daddy sits first. Then, the mommy sits on the daddy's lap, and the baby sits on the mommy's lap. The last family to get settled in its place might have to pay a penalty (e.g., do something silly like singing aloud or holding hands and skipping in a circle).

## Your Church, Royal Ambassadors, and the Law

Litigation has grown immensely in the last few decades. Churches have not been immune to this phenomenon. Do not endanger your church's ministries because you do not take the necessary precautions. We encourage you to check your state's laws and protect your church, the boys, their families, your RA leaders, and yourself.

Charitable immunity, if it ever existed, is now less than a shadow. Churches, church organizations, and ministries must operate on the assumption that they, their employees, and volunteers are subject to being sued for negligence, and for the negligence of anyone connected with them. Even churches that have successfully defended themselves have had enormous legal costs. Insurance costs have also dramatically increased.

RA ministry leaders and RA leaders need to make the best use of the resources provided by those who faithfully give to your church. You need to minimize the risks to your church. The safety of the boys must be the highest priority.

In general, you and other volunteers are held to the standard of care that prudent persons would have exercised under the same circumstances.

- Is it prudent to take 8-year-old boys camping overnight in a wilderness area?
- Is it prudent to allow RAs to jump on a trampoline?
- Is it prudent to take RAs rock climbing? If so, what safety equipment is needed? What condition is it in? Are proper safety procedures explained and followed?
- Is it prudent to load cleaning supplies and food in the same container?
- Is it prudent to allow someone to drive for the group without checking his or her driving record?
- Is it prudent to have *anyone* work with children without having a background check? (Many churches now require this routinely before anyone works in their children's ministry.)
- Do the leaders have the proper training?
- What safety procedures are in place?

Every RA activity should be appropriate for the age and experience of the boys involved. As you plan, think through safety issues. Exercise care as you plan the activity. Check the equipment. Make sure instructions to the leaders and the boys are clear. Sometimes you will need to advise parents in advance to make sure they agree to their son's participation.

Consider the proper ratio of leaders to boys. *Always* have at least two adults in the room with RAs. If only one RA attends, and the leader is not his father, you should have two adult leaders. In general, you need one adult leader for each five boys. So as you grow, add more leaders.

Sample medical permission slips and activity permission slips are in the RA Forms section. Have someone with knowledge of the legal situation in your community check them

before you use them. You may need to make adaptations based on the requirements of your community.

Courts have asked these questions about how churches select employees and volunteers:

- What did the church know about the volunteer?
- What care did the church take in making the selection?

Your duty as leader of the church's Royal Ambassador ministry includes not only making sure that leaders are good people who will be faithful to do the job. You also need to train them suitably. Training podcasts and other helps can be found on the Royal Ambassador Web site at [www.royalambassadors.org](http://www.royalambassadors.org). Material in this book may also be used in training. A page of extremely useful Risk Management Tips are in this section.

## Risk Management Planning for RA Leaders

Making a plan can help you let parents and the church know you are working to keep Royal Ambassadors safe and fun. These suggestions help you ask questions in order to locate people to contact in case of an emergency, understand the places where emergency care can be obtained, and prepare to respond quickly and effectively in an emergency. Sample Risk Management Plan and Injury Report forms are in the RA Forms section.

Find out your church's policies on dealing with emergencies, outings, and accidents. This includes what to do, where to go, and who to contact. It is useful to have RA leaders take training in first aid and cardiopulmonary resuscitation (CPR).

Have parents and boys complete a Royal Ambassador Information Form during a parent and son meeting at the beginning of the year. A sample form is included in the RA Forms section of this book. Update this information yearly.

Obtain a notarized Activity Permission and Medical Release Form (in the RA Forms section) from each boy for activities that take place away from the church. Make copies of these forms and give the extra copies to the other RA leader before the trip.

### **Risk Management Plan (sample)**

Name of activity: RA Racer Car construction Date(s) of activity: March 5, 9, 19, 2008

Age level of participants: Lads grades 1 - 3 Additional adults present: 3 fathers of RAs

Description of activity: The activity will involve the boys sanding by hand, painting, and an adult cutting a recess in each car with a Dremel power drill so weights can be inserted. The cars consist of a pine block. Adults will instruct the boys in safe procedures, especially inserting axles and wheels.

Safety needs to consider in doing the activity (include equipment, area, supervision):

#### **Equipment and supplies needed:**

- Dremel drill, sandpaper, paint, electric outlet, safety glasses, scrap wood block, hammer.
- First-aid kit with band-aids needed in case of injury. (Will be brought from church storage closet.)

#### **Safety concerns:**

- Ventilation is needed to handle the dust from the sanding.
- An adult will do the cutting of the car for the weights. A safety perimeter will be established around the drill with the adult using it. Safety glasses will be worn.

#### **Emergency response:**

- In case of injury, apply first-aid, and immediately notify parent(s) of the injured boy.
- Contact Deacon (Dr.) Joe Smith, and if needed call ambulance from Baptist East Hospital (909) 555-5555.

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## Risk Management Tips

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These tips are meant to help in planning. They are in no way exhaustive. Please consult with your church leaders and proper authorities regarding specific issues in working with children.

### **Safety Issues:**

- Do all people in charge know and practice proper safety measures?
- Is the activity strictly indoor or outdoor?
- Are the boys capable of understanding and practicing the safety rules?
- Is the area clear of obstructions that could cause harm?
- Does the activity require (in its instructions) special safety equipment?
- Is there a first-aid kit available and do all know where it is?
- Is there good ventilation and lighting for the activity?
- Is the equipment in good repair?
- Do the parents need to give permission\* to participate?
- Are there medical and physical considerations for any boys that must be addressed for them to be able to do this activity?

### **Supervision Issues:**

- Is there a proper ratio of leaders to boys? (suggestion of one leader to five younger or eight older boys)
- Are there always at least two adults with the boys?
- Have the adults been through screening procedures?
- Have the leaders received training?
- Do leaders understand their responsibilities and limitations?
- Are there procedures for emergencies in place and understood?

### **Emergency Issues:**

- Do you know where the nearest medical facility is located and the quickest route to get there?
- Are leaders trained in first aid and cardiopulmonary resuscitation (CPR)?
- Is first-aid equipment available?
- Is there an emergency plan (e.g., storms, electrical failure)?
- Is there emergency contact information to reach parents?
- Is there a phone available for calling 911 (or other emergency number)?
- Is a record-keeping procedure in place for first-aid treatment and medications given?
- Are accident-reporting procedures in place and followed?

- Have proper medical information and permission forms been received? Are they accessible?
- Has information been given to parents about their children's whereabouts when outings are planned?
- On outings away from the usual meeting place, is a cell phone available for emergency use?

**Parental Issues:**

- Have proper activity and medical forms\* (insurance) been received?
- Have parents received itinerary and contact information?
- Are leaders aware of medical needs of the boys (e.g., allergies, medications)?
- Are procedures in place for reporting mishaps or other important information to parents?

**\*Note:** In many states, permission forms are not legal unless they have been notarized. Check your local laws.





# 9 ADMINISTRATION

## SECTION CONTENTS

- Royal Ambassador Leadership
  - Shared Leadership Approach
  - Royal Ambassador Ministry Leader Job Description
  - Royal Ambassador Leader Job Description
- Leadership Skills
- Enlisting Leaders
- Developing Leaders

### Royal Ambassador Leadership

Committed leaders are at the heart of the Royal Ambassadors organization. You have the opportunity to teach boys what you know and to help them become aware of God's plan for their lives. You serve as a living example of what it means to be a man of God. Leaders determine the success or failure of any RA ministry. What kind of leader do you want to be?

A wise leader will prayerfully evaluate his leadership ability and continually seek to grow in his leadership skills. A good way to improve your leadership skills is to attend an associational or state leadership training session where you can hear from and share with other leaders.



#### Shared Leadership Approach

The expression "Two heads are better than one" is true. Three heads are even better! Having more than one leader involved in Royal Ambassadors is a great benefit. Outlined below is a simple shared leadership approach.

**RA Ministry Leader:** This person is responsible for the entire Royal Ambassadors organization. His responsibilities include registering the RA chapter, providing resources and training for other RA leaders, serving as the church's primary contact for state and associational RA activities, and helping to start new RA groups.



**RA Leaders:** These are the people who plan and conduct the meetings. Their responsibilities include understanding boys and the RA organization, learning the RA Pledge and living out the words, involving the boys in appropriate interest activities and mission projects/activities, developing meaningful relationships with the boys, and acknowledging their accomplishments.

- The **Interest Activities Leader** is someone who likes doing fun stuff. He leads the activities that catch the attention of the boys.
- The **Mission Study/Mission Action Leader** is someone who knows missions, loves missions, and desires to get people involved in missions. This person helps to plan and conduct the RA mission projects/activities.
- The **Advancement Leader** is someone who is good at keeping records. He helps to plan and conduct recognition ceremonies.

The RA ministry leader and RA leaders should get together at least once a month to evaluate current activities and to plan activities for the next month. It is a good idea for all leaders to meet once a quarter for encouragement and fellowship. Plan something fun just for leaders.

Remember that a chain is only as strong as its weakest link. Leaders work together to strengthen one another. It is possible to have more than one adult serving in these leadership positions. Youth, with supervision and training, can assist adults in these leadership roles.

The goal of Royal Ambassadors is to reach boys and keep them interested (*Interest Activities Leader*), teach missions (*Mission Study/Mission Action Leader*) and help them advance in their missions involvement (*Advancement Leader*).

## Royal Ambassador Ministry Leader Job Description

*Royal Ambassadors is an organization that exists to involve boys and their leaders in the spiritual process of developing an "on-mission" lifestyle. Royal Ambassadors utilizes activities designed to help children learn about missions and how they can be personally involved in practical missions experiences.*

### **Accountability:**

The Royal Ambassador ministry leader works with other RA leaders in cooperation with the children's ministry of the church and is ultimately responsible to Jesus Christ.

### **Length of Service:**

This position requires a yearly commitment. Developing an effective Royal Ambassadors organization requires several years of continuity within the church. During your length of service, we recommend that you prayerfully identify someone who will assist you and allow you to mentor him.

### **Desired Characteristics:**

- Has a personal relationship with Jesus Christ and serves as an ambassador for Christ
- Understands the characteristics of boys and their needs
- Understands the characteristics of leaders and encourages their leadership
- Possesses a genuine concern for others and enjoys working with them
- Emotionally mature and emotionally stable
- Available and approachable by the leaders and boys
- Physically able to participate in activities with leaders and boys
- Desires to increase personal knowledge through training opportunities

### **Responsibilities:**

- Register the RA chapter each year at [www.royalambassadors.org](http://www.royalambassadors.org)
- Become familiar with the Royal Ambassador organization and resources available
- Provide resources and orientation for other leaders
- Work with leaders in developing and expanding the Royal Ambassadors organization
- Work with Baptist Men On Mission and Challengers to coordinate Gathering,

- Grouping, and Growing (3-G) activities
- Contact the associational director of missions and represent your church at any associational RA meetings

### **Benefits and Resources:**

- This is a volunteer position and no financial compensation for services is provided. There are a number of benefits that come with serving as a leader. One is helping to shape the future of another individual.
- The greatest resource we have to accomplish the task of mission education and missions involvement is prayer. Jesus, our Teacher and Comforter, will meet our needs if we seek His guidance by faith through prayer.

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## Royal Ambassador Leader Job Description

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*Royal Ambassadors is an organization that exists to involve boys and their leaders in the spiritual process of developing an "on-mission" lifestyle. Royal Ambassadors utilizes activities designed to help children learn about missions and how they can be personally involved in practical missions experiences.*

### **Accountability:**

A Royal Ambassador leader works with the RA ministry leader and other leaders in cooperation with the children's ministry of the church and is ultimately responsible to Jesus Christ.

### **Length of Service:**

This position requires a yearly commitment. Developing an effective Royal Ambassadors organization requires several years of continuity within the church. During your length of service, we recommend that you prayerfully identify someone who will assist you and allow you to mentor him.

### **Desired Characteristics:**

- Has a personal relationship with Jesus Christ and serves as an ambassador for Christ
- Understands the characteristics of boys and their needs
- Possesses a genuine concern for others and enjoys working with them
- Emotionally mature and emotionally stable
- Available and approachable by the boys
- Physically able to participate in activities with boys and overcome any obstacles
- Desires to increase personal knowledge through training opportunities

### **Responsibilities:**

- Become familiar with the Royal Ambassadors organization and materials available
- Learn the Royal Ambassador Pledge and seek to make it come alive for the boys
- Plan and conduct weekly chapter meetings that encourage the participation of boys
- Guide and encourage the boys in advancement opportunities
- Select and engage the boys in appropriate mission projects/activities
- Involve the boys in interest activities, such as crafts, sports, camping
- Encourage the boys to develop meaningful relationships

- Acknowledge the boys' accomplishments at appropriate recognition services
- Actively promote the Royal Ambassadors organization and enlist new members

### **Benefits and Resources:**

- This is a volunteer position and no financial compensation for services is provided. There are a number of benefits that come with serving as a leader. One is helping to shape the future of another individual.
- The greatest resource we have to accomplish the task of mission education and missions involvement is prayer. Jesus, our Teacher and Comforter, will meet our needs if we seek His guidance by faith through prayer.

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## Leadership Skills

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### Planning

If you fail to plan, then you plan to fail. Try to keep your plans simple.

- Planning gives direction to the program and keeps it focused on missions.
- Planning includes setting goals and developing ways to achieve those goals.
- Planning prevents calendar conflicts. Share your plans with the church office.

Goals are an important part of planning.

- Goals are specific, concrete, measurable, and have a time frame.
- Goals guide our actions, and direct us to the future.
- The goal is to have shared goals. (Involve boys and leaders in setting goals.)

Types of goals include:

- Short-range goals—from a day to a month
- Intermediate-range goals—from a month to a year
- Long-range goals—a year or more

### Annual Planning:

Get all leaders involved in the planning process. Pray for God's leadership and wisdom as you develop your plans for RAs. Have at least five minutes of "anything goes" ideas. (Make plans with unlimited resources and leaders.)

Include these starter questions:

- What will we do with RAs this year?
- What "dream project" will we do?

Set priorities and goals for the year. Consider evangelism goals, enrollment goals, mission project/activity goals, Bible memory goals, advancement goals, leader recruitment goals, and training goals.

Use the resources below to help you develop an annual calendar for RAs.

- Church calendar (Vacation Bible School, children's ministry, children's choir, etc.)
- Associational calendar—Contact your association for associational RA events.
- State calendar—Contact your state office for state RA events.
- Royal Ambassador calendar—Visit the national RA Web site, [www.royalambassadors.org](http://www.royalambassadors.org).
- School calendar—Don't forget school holidays.

### Monthly Planning:

Schedule a monthly meeting for leaders to pray and review the month's plans. Review the lesson plans in *Lad Leader* and *Crusader Leader* magazines.

- Pray for God's leadership and wisdom in your planning.
- Review plans for the month and make assignments.
- Ensure that you have the materials necessary for the weekly plans.
- Order magazines and materials needed for future months.
- Evaluate and adjust the schedule as necessary.
- Report monthly to the church about RA activities. (An RA Leader's Report form is provided in the RA Forms section)

### Weekly Planning:

A successful meeting always begins with successful planning. Suggested lesson plans are found in *Lad Leader* and *Crusader Leader* magazines.

- Pray for current prospects as well as each person involved in RAs.
- Arrive early, be prepared, teach with confidence, and evaluate goals.

### Flexibility

Great! You have made some plans for Royal Ambassadors. Remember the following proverb: "*Blessed are the flexible for they will not be bent out of shape.*" Below are some suggestions about being flexible.

### Make Royal Ambassadors Enjoyable for Boys and Leaders

- Do not hesitate to make adjustments to the schedule or materials.
- If the boys are enjoying an activity and want to continue longer than the allotted time, then adjust the time for another part of the meeting.
- Modify activities for boys with special physical or other needs.
- Generally, the busier and more involved the boys are, the less apt they are to behave inappropriately. "*A busy boy is a better boy.*"
- Do not be afraid to ask someone to help in the meeting by assisting with one or two boys who need extra attention.
- Do not forget to thank your leaders and others who help with the RA ministry.

## Evaluating and Reporting

How do you know if your RA ministry is successful? Are the boys learning how to be ambassadors for Christ? Are the boys and leaders enjoying their experiences?

### Evaluating Plans:

After each meeting, or at least once a month, take time to evaluate the meetings with other leaders. Use the Meeting Evaluation Report form in the RA Forms section of this book to determine the strengths and weaknesses of the meetings and to plan future RA meetings.

Make several copies of the Weekly Meeting Plans and Meeting Evaluation Report forms (in the RA Forms section of this book) as two-sided pages, with one form on the front and the other on the back. This will allow you to have your meeting plans and meeting evaluation in the same place. You can also make two-sided copies of the Mission Project/Activity Plan Sheet and the Mission Project/Activity Evaluation and Report Sheet located in the RA Forms section of this book. Keep these sheets in a notebook and continue creating a great tool for an annual evaluation report.

### Reporting Your RA Ministry:

Each month, submit a report to the church that provides information about the RA ministry. RA leaders should submit a copy of the RA Leader's Report (found in the RA Forms section of this book) to the RA ministry leader. The RA ministry leader can compile the information received from these reports and send a final report to the church.

Another way you can report about the activity of your RA chapter is to send a short "digital picture" story about things your RAs have been doing, "action shots" of the RA boys doing a mission project or other activities to [royalambassadors@namb.net](mailto:royalambassadors@namb.net). Please send high-resolution digital photos (at least 300 dpi). Boys can also send art and jokes to *Lad* and *Crusader* magazines. Information included in the magazines explains how boys can do this.

### Budgeting

One of the ways the church can support Royal Ambassadors is to include RAs in the church's budget. Consider the following suggestions when establishing a budget for the Royal Ambassador program at your church:

- Pray—Seek God's wisdom and guidance in establishing an RA budget.
- Set Goals—Use the Goals for Royal Ambassadors planning sheet in the RA Forms section of this book.
- Determine Expenses—Ask for a report that lists expenses from previous years.
- Estimate Expenses—Use the Budget Plans form in the RA Forms section of this book.



- Track Ministry Expenses and Income–Submit all receipts and checks or cash received.
- Submit RA Reports–Submit reports to the church so everyone knows what the RAs are doing.

Most budgets are viewed and submitted as a “lump sum” amount. Another way to view and submit the budget proposal for the RA ministry is to calculate the amount needed on a per boy basis. The goals you have for the RA ministry should be reflected in the RA ministry budget and stated when you submit the budget proposal for consideration to the church.

As a general rule of thumb, budget at least \$100 for each boy per year to cover the following expenses: monthly magazines for boys and leaders, RA vests, awards, and teaching supplies. This amount does not include expenses for attending RA camp or interest activities such as campouts. Consider conducting fund-raisers or asking the senior men of the church to sponsor a boy to help offset expenses for large events such as RA camp.

### **Securing Resources**

Consider the following suggestions as you prayerfully seek to secure resources for Royal Ambassadors. Many of these suggestions can assist in stretching your RA budget.

- Pray–Seek God’s wisdom and leadership in locating affordable items.
- Trust God and Tell the People–Ask members if they know anyone who could help.
- Post Needs in Bulletin–Plan ahead in securing items.
- Be Watchful–Keep an eye out for items you could use. (Check at garage sales and flea markets.)
- Search for Online Deals–Sometimes lower prices are advertised online.
- Seek Discounts and Donations–Visit local stores and ask to speak to the managers. Share with them who you are and what you are planning to do with the items you need. Often, managers will discount items or possibly have you complete a donation form and give the items as a corporate donation. Plan far enough in advance to take advantage of this.

### **Communicating**

Today we are living in the information age. People are constantly receiving various messages and evaluating the messages based on their values. Communication is the process of a messenger sending a message through the use of a medium or channel (face-to-face conversation, e-mail, phone, letter, etc.) to a receiver. Effective communication involves an active receiver listening and giving feedback concerning facts and feelings. Listed below are some methods of communication:

- Announcements
- Handouts
- Mailers
- E-mail
- Church bulletin
- Posters
- Bulletin boards
- Web page

## **Motivating**

Motivation is the energy we have to do things. Technically, leaders don't motivate anybody. Enthusiasm and a positive attitude help create a positive climate for others. Leaders strive to inform, open doors of service, and model ministry for others. The Holy Spirit guides the believer's actions. As leaders, we need to pray that God will continue to motivate the boys to respond to His invitations. Listed below are some methods used by leaders to motivate Royal Ambassadors:

- Give verbal praise for the positive actions you observe in the boy's life.
- Recognize a boy's accomplishments soon after he completes the task.
- Plan exciting events that have boy appeal.
- Set attainable goals that challenge each age group.
- Provide consistent and fair leadership.
- Use visual records (RA Advancement, attendance charts) and awards (Advancement, Bible memory, Campcraft patches) to encourage and motivate boys.
- Implement motivational award systems. (Short-term award systems are most effective.)

## **Mediating**

Conflicts are inevitable; therefore, mediators are needed. Effective leaders know that differences can enrich a group if conflict is dealt with constructively. Consequently, leaders learn to mediate conflicts over facts and to listen carefully as combatants vent differences involving feelings. Moses is a good biblical example of a mediator (see Exodus). Jesus Christ is our Mediator, interceding to God on our behalf. Listed below are some conflict resolution skills:

- Use attentive listening skills.
- Allow the boys to express their point of view without judgment.
- Allow the boys to express their opinion concerning a resolution.
- Allow the boys to agree on a resolution.

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## Enlisting Leaders

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Committed leadership is one of the most important parts of the Royal Ambassadors organization. Recruiting and cultivating leaders is crucial to establishing and maintaining a dynamic Royal Ambassadors ministry. When a person commits to become a Royal Ambassador leader, it is important that he receives training before he begins his responsibilities. Training opportunities for leaders are available through self-studies, associational training events, regional training events, and state training opportunities. Contact your state office for more information about training opportunities in your area.

### A Proven Method of Enlisting Leaders

1. Begin praying about the person God is preparing to serve as a mission education leader in your church.
2. Seek God's wisdom and guidance as you create a list of potential Royal Ambassador leaders.
3. Prayerfully consider who is best qualified to serve as a mission education leader and prioritize your list.
4. Schedule a time when you can meet with the first person on your list. Tell him you have been praying about him and that you believe he would make a good mission education leader. Provide a brief explanation about the Royal Ambassadors ministry (mission education) and what his responsibilities would entail (refer to the Royal Ambassador Leader Job Description found earlier in this section of this book). Ask him to prayerfully consider serving as a leader. Assure him that you will provide training before he begins meeting with the boys. Let him know that you will be praying for him as he considers this important matter, and that you will check back with him at a later date. When God calls a leader, the leader remains committed. When we enlist leaders, they blossom for a short while and then fade away.
5. Pray for the person as he prayerfully seeks God's leadership. Check back with him after several weeks.
6. Once he has made a prayerful commitment to become a mission education leader, schedule a time to provide training for the position. Take advantage of the various training opportunities available. After basic training, he can gain experience by working with established leaders.
7. Schedule monthly opportunities for leaders to meet for planning, support, and fellowship.

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## Developing Leaders

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You are an example, a living library of knowledge and skills that others seek to acquire. Do you currently have a “Timothy”-type person in your life? Will you prayerfully identify one or more persons to whom you can pass the torch of leadership? In doing so, you will leave a legacy of leadership that will affect subsequent generations.

### Key Principles in Developing Leaders

Do you have a concern for developing other leaders? Jesus provided a model for developing leaders that included kingdom responsibilities.

I do.—You watch.

I do.—You help.

You do.—I help.

You do.—I watch.

You do.—Someone else watches.

Leadership development is a process. Start with the end in mind.

Character Formation—The Being

Competency Training—The Doing

Cognitive Learning—The Knowing

Begin with basic biblical concepts of leadership.

Leadership development is principle-centered; methodology follows.

Leadership development takes place in the context of community.

Teach leadership skills, and then allow for application of skills.

Provide leadership opportunities that stretch them.

### Leadership Helps

The following suggestions were offered by seasoned Royal Ambassador leaders to assist current and future RA leaders.

- Enlist leaders on the basis of their relationship with God and their interest in boys.
- Ensure that leaders have adequate opportunities for periodic training.
- Ensure that leaders have the necessary materials and equipment to do their job.

- Provide opportunities for leaders and families to fellowship.
- Be known for the mission action and mission studies that Royal Ambassadors are involved with rather than accomplishments in sports and camping.
- Involve parents in as many activities as possible. They are a good resource for future leaders.

Let God put together the Royal Ambassador leadership team. Each time someone shows an interest in the Royal Ambassadors ministry, ask him to serve on the leadership team. Let the team have a major role in planning activities.



# 10 LEADER HELPS

## SECTION CONTENTS

**Bible Telling**

**Missionaries in the Bible**

**Jesus Christ: The Best On-Mission Example**

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### Bible Telling

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Bible Telling is a powerful new tool for ambassadors for Christ. It combines biblical truth with the excitement of storytelling. Bible Telling is not simply memorizing and reciting. It's incorporating God's Story into your story.

RAs will learn how to tell God's Story in a new way and earn recognition for their accomplishments.

A set of 36 Bible stories, covering God's mission from Abraham to Paul, has been written specifically for Royal Ambassadors. Each story download also includes a set of hand motions to help RAs remember the story. Think of them as memory devices, or a skeleton on which to hang the words of the story. You and your RAs may find that it is much easier to learn the stories using the motions. Each story takes about four minutes to tell. To download the mission Bible Telling stories, go to [www.royalambassadors.org/BibleTelling](http://www.royalambassadors.org/BibleTelling).

A boy will earn a Bible Telling certificate for each story he learns and is able to tell. The certificates are free downloads at [www.royalambassadors.org/BibleTelling](http://www.royalambassadors.org/BibleTelling). Recognize an RA's work with a certificate for each story he learns and tells – whether he learns one story, six, or all thirty-six.

Good news! You don't have to be an expert storyteller to help your RAs master Bible Telling. You may find you enjoy Bible Telling and excel at it as much as they do, but you do not have to for them to learn the craft and adopt the tool of Bible Telling into their lifestyle of missions and evangelism. Free tools to help you are on the RA Web site and in this *RA Resource Book* (record-keeping chart found in this section). If you need extra help, our partner in this resource is renowned Bible storyteller John Walsh. He has a video of each of the stories available (for a fee) on his Web site, [www.ChristianStorytelling.com](http://www.ChristianStorytelling.com). In fact, John will give you one Bible Telling story video for free so you can see if the tool will help you and your RAs.

Your RA resource team suggests a minimum of six stories a year. That's one story every two months. Your boys may do more, but six is a good place to start. While some grade school students may learn one story in as short a time as one week, your RAs will have two months to learn one Bible story. Options exist for choosing the order you will use the stories. You can work your way through

the stories in biblical, chronological order. You can also pick and choose, using one or two from the Old Testament, one or two from the life of Christ, and one or two from the Book of Acts, following the mission nature of Royal Ambassadors.

As your RAs learn the stories, you can help them develop by finding places they can share their stories. You may want to have them tell their stories to their RA chapter to build their confidence. They will, of course, want to share the stories with their parents and family. As they grow in confidence, you can help them find places in your church where they can tell their stories. Since the stories only take about four minutes, RAs can tell them at almost any church event, including worship. You may also want to explore opportunities for your RAs to share their stories at Christian schools, assisted living centers, libraries, homebound ministries, community events, and other ministry opportunities. Encourage your boys to tell the stories to their friends. Our prayer is that your RAs will develop into evangelistic Bible storytellers and adopt the tool as a life-long part of their on-mission lifestyle.

## Bible Telling Record-Keeping Chart

RA Name: \_\_\_\_\_ Grade: \_\_\_\_\_

	Bible Story	Date completed	Certificate Given
1	Call of Abraham		
2	Birth of Isaac		
3	The Law		
4	Crossing of Jordan		
5	City of David		
6	Jeremiah		
7	Daniel		
8	Birth of Jesus		
9	Meal and a Walk		
10	Crucifixion & Burial		
11	Resurrection		
12	Road to Emmaus		
13	Ascension & Waiting		
14	Coming of the Holy Spirit		
15	Crippled Man Healed		
16	Ananias & Sapphira		
17	Apostles & Deacons		
18	First Christian Martyr		
19	The Ministry of Philip		
20	Conversion of Saul		
21	Healing of Dorcas		
22	First Gentile Christians		
23	Christians at Antioch		
24	Jail Break		
25	First Missionary Journey		
26	From Worship to Stoning		
27	Singing in Jail		
28	Riots and Laughter		
29	Mob in Corinth		
30	Riot at Ephesus		
31	Going to Jerusalem		
32	Riot in Jerusalem		
33	Plot to Kill		
34	Felix, Festus & Agrippa		
35	Storm at Sea		
36	Shipwreck & Rome		



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## Missionaries in the Bible

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Many missionaries lived and worked during Bible times. Here are short biographies of a few of them and when they lived in Bible history. You may want to develop these missionaries and their stories as additional Bible Telling stories.

### *In the Time of the Beginnings*

**Noah:** He was a righteous man and the first vine grower. He obeyed God and built an ark in which he, his family, and the animals lived during the time of the flood. He built an altar and worshipped God after the flood. (Genesis 6–10)

### *In the Time of the Patriarchs*

**Abraham:** He was a man of great faith who left his home and country and traveled to a land that God promised to show him. He was chosen of God to be the father of a great nation of people through whom God would send Jesus. (Genesis 11–25)

### *In the Time of Egyptian Bondage, Exodus, and Wilderness Wanderings*

**Moses:** He was born to Hebrew parents who protected him from death as an infant. He was adopted, named, and reared by Pharaoh's daughter. He killed an Egyptian for beating a fellow Hebrew and fled Egypt. He lived in Midian for 40 years. Following God's call from a burning bush that was not consumed, He returned to Egypt and led the Hebrew people to freedom. He was leader of the Hebrews during their 40 years of wanderings in the wilderness. (Exodus, Leviticus, Numbers, and Deuteronomy)

### *In the Time of the Judges*

**Gideon:** He obeyed the Lord's instructions. He tore down an altar to Baal in his town and selected only 300 men from 32,000 Israelites to fight against the Midianites. (Judges 6–8)

### *In the Time of the United Kingdom*

**Samuel:** He served in the tabernacle from the time he was a small boy. He was a judge, a priest, and a prophet, and he established schools of the prophets. He anointed two kings of Israel. (1 and 2 Samuel)

**Nathan:** He was the prophet who confronted King David about his sin with Bathsheba. He served both David and Solomon. (2 Samuel 12)

**David:** He was a shepherd who killed a lion and a bear. He was anointed to be king of Israel when he was a boy. He defeated Goliath in battle with a sling. He was known as a

man after God's own heart. (1 and 2 Samuel, 1 Chronicles 11–29, and Psalms)

**Solomon:** He was considered the wisest person in the Bible since God granted his request for wisdom. The temple in Jerusalem was built during his reign as king of Israel. (1 Kings 1–11, 2 Chronicles 1–9, Proverbs, and Ecclesiastes)

### ***In the Time of the Divided Kingdom***

#### ***(Northern Kingdom–Israel)***

**Jonah:** He was a prophet who disobeyed God's calling to go to Nineveh and preach against its wickedness. After spending three days inside a big fish, Jonah obeyed God and went to Nineveh. (Jonah)

**Elijah:** He was a prophet who told kings that they had done wrong. At one time, he was fed by ravens. He performed great miracles as God's prophet. He proved to the priests of Baal that God was the one true God. He was taken up to heaven by the Lord in a chariot of fire and horses of fire. (1 Kings 17–2 Kings 2)

**Elisha:** He took Elijah's place. He performed miracles and told kings what God wanted them to do. (1 Kings 19–2 Kings 13)

**Jewish Maid:** She told the lady she worked for about the man of God in her country who could cure Captain Naaman of his leprosy. (2 Kings 5)

**Amos:** He was a farmer and shepherd from the town of Tekoa. He called for the people of Israel to repent of their sins. (Amos)

**Hosea:** He preached about God's faithful love for people and His desire to help people who were sorry for their sins. He also preached about God's punishment. He had an unhappy life. (Hosea)

#### ***(Southern Kingdom–Judah)***

**Micah:** He preached that God would punish the wicked people in Jerusalem. He liked country folk and was concerned about the difficult lives they lived. (Micah)

**Isaiah:** He was from a well-to-do family. He was married and had two sons. He preached against the worship of idols. He urged the people to trust in God and foretold the coming of Jesus. (Isaiah)

**Jeremiah:** He was from a family of priests and was born near Jerusalem. He warned the Jews of punishment for their sins, but very few listened to him. He died in Egypt. (Jeremiah)

### ***In the Time of the Babylonian Captivity***

**Daniel:** He was taken captive into Babylon. He always did right and worshipped the true

God. He taught that God would win over evil. (Daniel)

**Ezekiel:** He was taken captive into Babylon. He preached that the people of Jerusalem would be punished for their sins and also preached about hope for the future. (Ezekiel)

### ***In the Time of the Return From Babylonian Captivity***

**Haggai:** He lived in Jerusalem and encouraged the rebuilding of the temple. (Haggai)

**Ezra:** He was a priest and scribe who taught God's law. He helped to bring God's people back to worship and repentance. (Ezra)

**Zerubbabel:** He was the governor of Judah who led the people to rebuild the temple. (Ezra)

**Nehemiah:** He was an officer of a Persian king who permitted him to leave his position and return to Jerusalem to help his fellow Jews. He led the people to rebuild the walls of the city. (Nehemiah)

### ***In the Time of Jesus***

**Shepherds:** An angel appeared to them and told them about the birth of Jesus. When they saw Jesus, they spread the word about what they had seen and heard. (Luke 2:8-20)

**John the Baptist:** He was Jesus' cousin and lived in the desert. He preached for people to turn away from their sins and be baptized. He baptized Jesus. Herod Antipas beheaded him. (Matthew 3-4)

**Jesus:** He is God's Son. He was born of the Virgin Mary. He was baptized by John the Baptist. He was tempted in the wilderness. He called men to be His special helpers known as apostles. He preached, taught, and healed the people. The religious leaders had Him put to death on a cross. He was buried in a tomb. On the third day, He rose from the dead. He returned to His Father in heaven. He is our Savior. (Matthew, Mark, Luke, and John)

**Andrew:** He was a fisherman who lived at Bethsaida, near the Sea of Galilee. He became one of Jesus' apostles. He brought his brother, Simon Peter, to see Jesus. (John 1:35-42)

**Apostles:** These twelve men were chosen by Jesus to be His special helpers. They were sent by Jesus into towns to preach and heal. (Luke 6:12-16)

**Woman at the Well:** She was a Samaritan who lived in Sychar. She had many husbands. She chose to visit the well at noon, during the heat of the day, to get water. She met Jesus at the well and became a believer. She invited all the people of her village to listen to Jesus. (John 4:1-42)

### ***In the Time of the Early Church***

**Peter:** He was a fisherman who became one of Jesus' apostles. He was the spokesman for the group. After Jesus was arrested, he denied knowing Jesus three times. He became a great Christian leader. He traveled as a missionary to the Gentiles as well as the Jews. (Acts 2–12)

**John:** He was the son of Zebedee. He was a fisherman who became one of Jesus' apostles. He had a fiery temper, but he later became the apostle of love. He was Jesus' special friend. He cared for Mary, the mother of Jesus. (Mark 1:16-20, Luke 9:51-56, John 19:26-27)

**Philip:** He was one of seven men chosen to help the apostles. He preached to Samaritans and to an Ethiopian court official. (Acts 6:1-7; 8:4-8, 26-40)

**Stephen:** He was one of seven men chosen to help the apostles. He was a leader of the church in Jerusalem and spoke boldly for Christ. He was the first person to die for the cause of Christ. (Acts 6–7)

### ***In the Time of Telling the World About Jesus***

**Barnabas:** He was from Cyprus. He was generous with his money. He befriended Saul (Paul). He helped with the church in Antioch and went with Paul on his first missionary journey. He helped to collect money for the poor Christians in Jerusalem. He was an encourager. (Acts 4:36-37; Acts 11–15)

**Paul:** He was born in Tarsus. His name was changed from Saul to Paul. He was a strict Pharisee and well educated. He was on a journey to Damascus to persecute Christians when he had an experience with Jesus that changed his life. He converted to Christianity and became a great missionary. He went on three missionary journeys. He wrote much of the New Testament. (Acts 8–28)

**Silas:** He helped Paul as well as Peter. He was an important member and leader in the church in Jerusalem. (Acts 15:40; 18:22)

**Timothy:** He was the son of a Greek father and a devout Jewish mother. He became Paul's dear friend and helper. He helped organize the offering for the poor Christians in the church at Jerusalem. (Acts 16:1-5)

**Apollos:** He was a great preacher and teacher. He preached during the same time as Paul. (Acts 18:24-28)

**Aquilla and Priscilla:** They were tentmakers who helped Paul and taught Apollos. (Acts 18)

**John Mark:** He lived in Jerusalem and was Barnabas' nephew. He started on the first missionary journey with Paul and Barnabas but did not complete the journey. He became a great Christian worker. He wrote the first book about Jesus. (Mark, Acts 12:25–13:13)

**Titus:** He was pastor of several churches and a missionary. (2 Corinthians 2:13, Titus)

## Jesus Christ: The Best On-Mission Example

God had planned for Jesus to be a missionary even before the world was created. God wanted people to know Him and what He is like. When the time was right, God sent Jesus to earth. He came into the world as a baby. He was born in Bethlehem and grew up in Nazareth. When He was about 30 years old, He began to preach, teach, and go about doing good.

John the Baptist baptized Jesus in the Jordan River. Jesus then went into a desert where He spent 40 days and nights. There the devil tempted Him to do wrong. Jesus refused. Following the time in the desert, Jesus went to live in Capernaum, a town located near the Sea of Galilee. He chose four fishermen—Peter, Andrew, James, and John—to be His special helpers. Jesus went throughout Galilee. He taught in synagogues. He preached the good news about God.

News spread quickly about Jesus. Great crowds gathered to hear Him. One day when a crowd was around Him, Jesus went up on a hillside, gathered His disciples around Him, and began to teach them. Some great lessons Jesus taught can be found in Matthew 5–7. Jesus helped people understand that God loved them. He did that by telling stories, often called parables. One story Jesus told is found in Luke 15:11-32.

A man had two sons. The younger son wanted to leave home. He said to his father, *"Give me the share of the estate I have coming to me"* (v. 12). The father agreed. Soon after, the young son left home. He traveled to a distant country where he wasted his wealth in careless and unwise living. When he had no money or friends left, he got a job feeding pigs. He was alone and hungry. He began to think about his father, his brother, and the servants who had taken care of him. He decided to go back home. Before the son reached home, his father saw him in the distance and ran to meet him. He threw his arms around his son, hugged and kissed him, and cried tears of great joy. The father told his servants to bring the best robe and dress his son, put a ring on his finger, and shoes on his feet. He even had a party to welcome the son back home.

Those who heard the story realized Jesus was saying that God was like the loving father. God is our loving Heavenly Father. He patiently waits with open arms, ready to forgive us when we do wrong. He joyfully welcomes us home, offers us all that He has, and He does not bring up our past wrongs.

Jesus told other stories that helped the people understand God's love for them (Luke 15:1-10). Jesus taught that God loved everyone. The people did not like hearing this because they thought that God only loved Jewish people. Read what happened in Luke 4:20-30.

Jesus went back to His hometown of Nazareth. He was invited to preach at the synagogue. After reading a Scripture passage from Isaiah, Jesus rolled up the scroll. He gave the scroll to the keeper of the synagogue, sat down and began to talk. The people became angry when Jesus explained that God loved all people and was concerned about them. They were so mad that they pulled Jesus from the synagogue and dragged Him to the top of a cliff outside of town. They wanted to

kill Him, but Jesus walked through the crowd and went away.

Jesus also taught about how God wants people to treat each other. (Read Matthew 25:31-46 to learn what Jesus said about this.) Everywhere Jesus went, He did good. He healed people who had all kinds of diseases. He made blind people see. He made lame people walk. He fed those who were hungry. He even made dead people live again.

Jesus was kind. One day some parents brought their little children to see Jesus (Luke 18:15-17). The disciples fussed at the parents for bothering Jesus, but Jesus called the little children to Him: *"Let the little children come to Me, and don't stop them"* (Luke 18:16). He took them in His arms, placed His hands on them, and blessed them.

As Jesus went about preaching, teaching, and doing good, He saw many people who were sad, worried, and helpless. He needed others to help Him. He told His disciples there were so many people who needed help, but so few people to help them. He told them to pray that God will send out workers to help the people (Matthew 9:37-38). Later Jesus sent out His twelve disciples to preach the kingdom of God. He told them to heal the sick, bring the dead back to life, heal people with skin diseases, and drive out demons. He told them not to receive pay for what they did and not to carry money in their pockets. He told them not to take extra clothing, shoes, or a walking stick because the people should give them what they need. (See Matthew 10:5-10 and Luke 9:1.) With these instructions, the disciples went off to teach and to preach to the people who lived in the nearby towns.

On another occasion, Jesus sent out other helpers to teach, preach, and do good. He sent them out in pairs. He sent them to towns where He would later visit. Their instructions were much like those He had given to His disciples when He sent them out. (See Luke 10:1-7.) When they returned, they were pleased about how well people received them. They said, *"Lord, even the demons submit to us in Your name"* (Luke 10:17).

From time to time, Jesus sent out individuals to tell the Good News. Jesus had just calmed a storm on the Sea of Galilee, and He and His disciples sailed on across the lake. There, a wild man met them. For a long time this man had gone without clothes. He would not stay at home. He lived among the tombs in the caves. He cut himself with stones. He was so strong, he broke the chains that were being used to bind him. Jesus healed the wild man. When Jesus and His disciples got ready to leave, the man begged to go with Jesus. Jesus sent Him away and replied, *"Go back to your home, and tell all that God has done for you"* (Luke 8:39).

Jesus was crucified in Jerusalem. God raised Him from the dead. For 40 days, He appeared to various groups and individuals. He told His disciples to go to a hill in Galilee. Jesus met them there and gave them these instructions: *"All authority has been given to Me in heaven and on earth. Go, therefore, and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe everything I have commanded you. And remember, I am with you always, to the end of the age"* (Matthew 28:18-20).

Then, Jesus ascended to His Father in heaven. Since that day, people who love Jesus have tried to obey these words. That is the reason we have missionaries. That is the reason missionaries go and tell, teach, and preach about Jesus. Today these instructions are



known as "The Great Commission." Have you memorized these instructions? Take time right now to learn the words of these verses so that you can say them from memory.

Jesus also said that those He called would be equipped for service: *"But you will receive power when the Holy Spirit has come upon you, and you will be My witnesses in Jerusalem, in all Judea and Samaria, and to the ends of the earth"* (Acts 1:8). If Jesus had not given these instructions, there would be no RA chapters. Royal Ambassadors come together to learn how to carry the message of Christ around the world, and they work with others in sharing Christ.



Many missionary biographies can be found online if you want additional missionary stories to those that are in the RA magazines.



# 11 RA EVENTS AND CEREMONIES

## SECTION CONTENTS

RA Commissioning Service

RA Commissioning Service Script

Royal Ambassador Kick-Off Celebration

RA Week

RA Week Ideas

Recognition Service

Sample Recognition Service

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## RA Commissioning Service

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### Items Needed:

- RA Bible
- RA Flag
- Five white candles
- One red candle
- Six candleholders
- Table
- Masking tape

### Preparation:

1. Drape the RA Flag over the table.
2. Arrange the RA Bible and candles.
3. Mark each step for boys with masking tape.
4. Light the red candle before the service.
5. Position RAs five steps from the table.
6. Dim the lights.
7. Read the script.

### Tips:

- RA leaders stand behind the table facing the audience.
- RAs stand facing the table, five steps away from their final position in front of the table.
- Parents sit at the front of the room near the table.



## RA Commissioning Service Script

**RA Ministry Leader:** You have come to be a part of this chapter in the service of our Lord as a Royal Ambassador. You have completed all requirements for becoming a member of the *(name of chapter)* Royal Ambassador Chapter of *(name of church)*. After I say part of the Royal Ambassador Pledge and a candle is lit, you will step forward and respond, "I will do my best."

There are five parts of the Royal Ambassador Pledge. The five white candles represent these five parts. The single red candle in the center represents Jesus Christ. This light is always lit. We are ambassadors for Christ and want to let His light shine in our lives to everyone everywhere.

*(A leader lights one of the white candles from the red candle.)*

We lit the light of a follower because, as Royal Ambassadors, we will do our best to become well-informed, responsible followers of Christ.

**Royal Ambassadors:** *(RAs take one step forward.)* I will do my best.

**RA Ministry Leader:** *(A leader lights the second candle.)* We lit the candle of concern because, as Royal Ambassadors, we will do our best to have a Christlike concern for all people.

**Royal Ambassadors:** *(RAs take another step forward.)* I will do my best.

**RA Ministry Leader:** *(A leader lights the third candle.)* We lit the candle of learning because, as Royal Ambassadors, we will do our best to learn how to carry the message of Christ around the world.

**Royal Ambassadors:** *(RAs take one step forward.)* I will do my best.

**RA Ministry Leader:** *(A leader lights the fourth candle.)* We lit the candle of working because, as Royal Ambassadors, we will do our best to work with others in sharing Christ.

**Royal Ambassadors:** *(RAs take one step forward.)* I will do my best.

**RA Ministry Leader:** *(A leader lights the fifth candle.)* We lit the candle of cleanliness because, as Royal Ambassadors, we will do our best to keep ourselves clean and healthy in mind and body.

**Royal Ambassadors:** *(RAs take one step forward.)* I will do my best.

**RA Ministry Leader:** As each light was lit and the light became more brilliant, so it will be with your life when, as a Royal Ambassador, you follow the Royal Ambassador Pledge. You must let Christ's light shine in you and before others, so they may see His good works and glorify God. Our challenge is found in the Royal Ambassador Motto. Let's recite it together.

**Royal Ambassadors and Leaders:** We are Ambassadors for Christ.

**RA Ministry Leader:** You have committed yourselves to do your best to live out the

Pledge as Royal Ambassadors.

*(Present membership pins or patches, membership cards, chevrons, RA patches, Lad or Crusader patches, certificates, and other awards. Be sure that all RAs receive something to place on their vests.)*

**RA Ministry Leader:** *(Ask the boys' parents to join their sons.)* Parents, we commission you as helpers in instructing and leading your sons in the adventure of Royal Ambassadors. Please join me in reciting Hebrews 12:1.

**RA Ministry Leader, Parents, and Other Leaders:** "Therefore since we also have such a large cloud of witnesses surrounding us, let us lay aside every weight and the sin that so easily ensnares us, and run with endurance the race that lies before us" (Hebrews 12:1).

*(Close with a prayer of dedication.)*

## Royal Ambassador Kick-Off Celebration



Date: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_

Food: \_\_\_\_\_

Food prep team: \_\_\_\_\_

Publicity: (list plans for how you will publicize this event within the church and especially to the community at large)

\_\_\_\_\_

Publicity team: \_\_\_\_\_

Program events: (include things that are fun for the boys and fun for the parents. Suggestions would be the boys' favorite RA activities from past meetings, an RA racer build-and-race event, a swim party, and so forth. Don't forget to have some type of registration that people turn in so you have contact information. One of the best ways to do this is to have a small prize drawing. To enter the drawing, participants turn in their registration forms.)

Program events team: \_\_\_\_\_

Inspirational speaker: \_\_\_\_\_  
(a very brief devotional or object lesson that addresses an aspect of the RA Motto or RA Pledge)

Follow-up recruitment team: \_\_\_\_\_  
(current RA members, leaders, and other volunteers who will follow up with phone calls, e-mail, or mail.)

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## Royal Ambassador Week

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Royal Ambassador Week, also known as "Mission Education Week," takes place the first week of November each year. This is a great time to display the accomplishments of your RA ministry. It is also an opportunity to enlarge the membership of your ministry and inform the church about the benefits of Royal Ambassadors for boys and their leaders. RA Week can be a time of recognizing individual and chapter achievement and a time when others receive ministry from RA members.

Take advantage of this special time to inform the church about the RA ministry and what the RAs are doing each week at chapter meetings. Be sure to schedule this week on the church calendar during your annual planning. Enlist the church staff to help promote the week and encourage involvement of prospective members and potential leaders. RA Week is also an ideal time to recognize current workers and those who have helped to make the RA ministry a success.

### **Promote the Importance of Mission Education**

Take this opportunity to convey the importance of mission education to the life of the church. Mission education is a *process* rather than a *program*. The purpose of mission education is to help Christians discover how they "fit" into God's mission. Many missionaries today credit Royal Ambassadors as helping them develop an on-mission lifestyle and preparing them to serve on the mission field.

### **Begin Planning Early in the Church Year**

Appoint leaders to plan the activities for the week. Keep in mind the two objectives in observing RA Week:

- To provide meaningful and memorable experiences for the boys enrolled in RAs, and
- To develop church awareness and support of the RA ministry.

Plan activities that will be meaningful to the boys while helping them realize they are the missionaries of their generation. Keep the activities simple and within the age-level capabilities of the boys.

### **Publicity: The Key to a Successful Week**

Publicity is vital. Plan to target the following groups with publicity about the RA ministry:

- Potential members
- Potential leaders
- Current members

Using posters, pew cards, mailings, and handouts, publicize the RA ministry: its purpose, activities, benefits, and needs. Creating undated promotional materials will enable you to use these pieces throughout the year. Include information such as the purpose of the ministry; dates, times, and locations of the meetings; special events to be held during the year; and names and contact information of RA leaders where additional information can be obtained.

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## RA Week Ideas

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Listed below are some ideas you can choose from to conduct RA Week.

- As part of RA Week, assign RAs to assist during the worship service. Along with the leaders, boys can lead in prayer, read Scripture, or give testimonies about being a Royal Ambassador. Boys can serve as ushers—collecting the offerings, distributing bulletins, and greeting members before and after the service. Consider presenting a brief drama or skit about RAs. The members should wear their RA vests and be prepared to answer questions about the awards they have received and what it means to be an ambassador for Christ. Display the RA Flag during the worship service.
- Have RAs sit together or in a special area with their families during worship. Recognize them. Have the group recite the RA Pledge. Include a special prayer for the boys.
- Recognize new members who have completed the membership requirements. Present the RA Membership Card, RA Membership Patch, and RA vest during the welcoming ceremony.
- Present the RA Membership Pin to boys and leaders who have learned the RA Pledge.
- Present to the church any RAs who have participated in mission projects or achieved unique levels of performance (e.g., perfect attendance, reaching the rank of Knight).
- RA Week is a great time to plan a mission project. The basic rule of a mission project is to minister to specific people in a way that helps them become receptive to the message of salvation.
- Throughout RA Week, provide times for completing interest activities that strengthen relationships within the chapter and attract prospects.
- Set up a display table of RA materials, crafts, and magazines in a high-traffic area of the church.
- Hold an RA Racer derby using racecars, linegliders, or sailboats.
- Have a lock-in. Include campcraft activities, missionary speakers, and games.
- Plan a hike or campout. This gives your RAs a chance to bring lost friends to an outdoor setting. Include campcraft training as an activity.

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## Recognition Services

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Recognition services provide opportunities to recognize the accomplishments of each Royal Ambassador member. They also provide an opportunity for people to become acquainted with the Royal Ambassadors ministry.

Listed below are several key factors to remember when planning recognition services.

- **Keep the service simple.** Consider the age level (expected capability) of the participants.
- **Maintain dignity.** Let the boys know that dignity is honorable and the expected behavior as ambassadors for Christ.
- **Conduct the service in a reasonable time frame.** Give consideration to the attention span of the Royal Ambassadors and audience.
- **Plan and rehearse the service.** Determine the purpose of your service, when and where it will be conducted, and who is responsible for each aspect of the service. Allow time for participants to practice before conducting the ceremony so that boys and leaders know what is expected from them.
- **Promote the service.** An important aspect in conducting a recognition service is to always invite the people who are most significant in a boy's life (parents, pastor, others) to witness him being recognized.

Recognition services can be conducted on a quarterly basis. Recognize boys for the following:

- **First Quarter (September-November):** Welcoming ceremony for new RAs and for Lads promoting to Crusaders; RA awards earned; state mission study; World Hunger Patch
- **Second Quarter (December-February):** Welcoming ceremony for new RAs; RA awards earned; activity patches; International Mission Study Patch
- **Third Quarter (March-May):** Welcoming ceremony for new RAs; RA awards earned; North American Mission Study Patch; yearly pins/patches earned
- **Fourth Quarter (June-August):** Welcoming ceremony for new RAs; RA awards earned; physical fitness patches; Campcraft patches; Bible Memory Medals

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## Sample Recognition Service

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### People Involved:

- Royal Ambassadors
- Parents
- Children's Minister
- Pastor
- RA Ministry Leader & Other RA Leaders
- Soloist

### Room Arrangement:

Church auditorium or large room with stage area

### Service:

Prelude (mission hymns)

Welcome .....RA Ministry Leader

Prayer Calendar ..... Crusaders

Special Mission Song .....Soloist

Royal Ambassador Recognition .....Pastor and RA Leaders

· RA Awards      · Other Awards      · Special Awards

Royal Ambassador Song..... RAs and RA Leaders

Benediction ..... Children's Minister

### Types of Recognition Services

Following is a list of recognition services. These services can be conducted separately or combined.

**Welcoming Ceremony:** A welcoming ceremony can be as simple as recognizing and introducing the new member to the other Royal Ambassadors, or it can be impressive and detailed. Boys desire to be a part of the group and need to know that they are welcome. Have the RA members voice their approval of the new member and shake his hand at the close of the ceremony. Impress upon the RAs that they are responsible for helping the new member become an ambassador for Christ.

**RA Commissioning Service:** A commissioning service is an impressive ceremony built upon the RA Pledge. Many RA groups conduct this service before the entire church during RA Week (first week of November). A RA Commissioning Service and RA Commissioning Service Script is found in this section.



**Signature Service:** A signature service is a simple ceremony built upon the RA Pledge where the boys sign their names and date the bottom of the RA Pledge symbolizing their commitment (pledge, covenant) to serve as ambassadors for Christ. Discuss the importance of each person's name and signing a covenant. The RA Pledge can be framed and placed on the chapter wall. Make a copy for each boy's RA Member Notebook if you are doing them (see RA Member Notebooks section). Some churches issue metal "dog tags" to the boys at the conclusion of the service. The tags are engraved with the boys' names and serve as a reminder of their commitment to live out the words of the RA Pledge.

**Award Ceremony:** An award ceremony provides a formal setting to acknowledge the accomplishments of the boys and their leaders. (Make sure boys wear their vests with pins and patches to this ceremony.) Traditionally, awards are presented to the boys during the award ceremony. However, another option is to present the awards to the boys during a chapter meeting soon after they have earned them. At the award ceremony, have each boy step forward when you call his name and acknowledge the awards that he has earned since the last award ceremony. Never give a boy an award that he has not earned if you want him to respect his accomplishments.

**Knighting Ceremony:** A knighting ceremony is an impressive way to acknowledge a boy's completion of the requirements for the highest rank in Royal Ambassadors. A wooden sword is constructed from plywood. During the ceremony, the boy steps forward when his name is called and kneels before the RA leader. The leader tells the audience that the boy has completed the requirements for the following ranks (Page→Squire→Knight) and is being "knighted" (the leader lightly taps the boy on each shoulder with the flat part of the blade). When the boy arises as a Knight, he is presented with the sword. This serves to remind him that as an ambassador for Christ, he is to perform knightly deeds as stated in the Crusader Motto: "Help Others in Jesus' Name."

**The Father's Blessing:** The father's blessing ceremony is an opportunity for boys to be affirmed by their dads and other godly men. It can serve as a rite of passage to mark the transition points in the boy's life (from infancy to early childhood, to older childhood, to youth). Boys need to hear the prayers of their fathers. Keep the prayers simple (see Genesis 27:26-29).





# 12 RA MEMBER NOTEBOOKS

## SECTION CONTENTS

**RA Member Notebook Directions**

**Missions Learning Activity Suggestions**

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### RA Member Notebook Directions

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Each boy should create his own RA Member Notebook (1-inch, three-ring, clear-view, economy binder) to record his reflections on mission stories and missions testimonies, and his participation in mission projects/activities. This notebook will serve as a scrapbook of missions memories. Additional items, such as photos of the boys participating in mission projects/activities and interest activities, can be included in the notebook along with other worksheets he may do. Each boy can personalize the cover-page insert of his notebook.

Items to include in the RA Member Notebook:

- Personalized cover-page insert (listing the boy's name and grade)
- A copy of the RA Individual Advancement Record\* or the Advancement Record Chart with Incremental Incentives\*
- A copy of the RA Membership Requirements\* or the Lad Membership with Additional Requirements\* or the Crusader Membership with Additional Requirements\*
- A copy of the Awards Chart listing the requirements for each award (in the Advancement section of this book)
- Copies of the Mission Story Sheet\* and Missions Testimony Sheet\* (one sheet for each mission story or missions testimony)
- Copies of the Mission Project/Activity sheets found with the mission projects/activities found in the Mission Projects/Activities section of this book (one for each mission project/activity)
- Copies of learning activity sheets from the activities in the Missions Learning Activity Suggestions section
- Photos of the boys participating in mission projects/activities
- Any additional items the boy would like to include in his notebook of reflections

\*This form may be found in the RA Forms section of this book.

## Missions Learning Activity Suggestions



These missions learning activities will help RA understand how to pray, how to pray for missionaries, how the Cooperative Program works, and the biblical basis for missions. They will also be challenged to be part of a Speak Out for Missions, to learn Bible verses, and to consider what they will do to answer God's call.

These activities will help strengthen the missions foundation you are laying in Royal Ambassadors. You can use the worksheets for the boys to fill out and place in their RA Member Notebooks or many of the activities can be done without using the worksheets if you are not doing the notebooks.

## "All About Me" Book



Create a book that tells all about you. After you have completed your book, share it with your RA leader. Keep your book in your RA Member Notebook.

### Directions:

- 1 Stack three to five sheets of construction paper to make the pages of your book. Each sheet can be a different color. Punch two holes on the left side of the paper and tie the pages together with yarn or string. Or, you can staple the pages together.
- 2 Use pictures, photographs, drawings, or stories that tell about you. Glue them on the pages of your book. On the front cover of your book, write these words: All About Me.

### Use the book to tell about:

- Your Friends—friends your age, youth friends, adult friends.
- Your Family—parents, grandparents, brothers, sisters, and where they live.
- Your Talents—things that you are good at doing.
- Your Likes—sports, food, hobbies, or other likes.
- Your Dislikes—things that you do not like.
- Your Plans—for the near future and for when you are grown.
- Your Experiences—things that you have done.
- Your Appearance—what you are like.
- Anything else that makes you special!

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# **"All About Me" Book**

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## **Leader's Notes**

### **Suggested Ages:**

This activity is appropriate for Lads and Crusaders.

### **Suggested Time:**

This activity can be completed in about 45 minutes.

### **Materials Needed:**

- Copies of the "All About Me" Book sheet (three-hole punched)
- Pens or pencils
- Construction paper
- Magazines
- Drawing paper
- Scissors
- Glue sticks
- Crayons or markers
- Yarn or string
- Hole punch
- Stapler

### **Activity Suggestions:**

- Distribute copies of the "All About Me" Book sheet and pens or pencils to the boys.
- Provide materials and allow time for boys to create their "All About Me" books.
- After they have completed the books, allow time for each boy to share his book with you and the other RA leaders. Consider allowing boys to create their books at one meeting and share them at the next. You can also encourage them to bring items from home that fit in their books.
- Have the RAs put their "All About Me" books in their notebooks.
- Have the RAs sign and date the "All About Me" Book sheet and put it in their notebooks.

**Mission Field(s):**

This activity relates to the following mission field(s): *My Life*.

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To become a well-informed, responsible follower of Christ.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- God knows each person. (Psalm 139)
- God knew us even before we are born. (Jeremiah 1:5)
- God created man in His image and blessed him. (Genesis 1:27-28)
- God will complete His good work in you. (Philippians 1:6)

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## The Great Commission

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Traffic lights, also known as traffic signals, are placed at road intersections to help safely control the flow of traffic. They play an important role in daily driving. Traffic lights consist of a set of three standard colors—red, amber, and green—and use a universal color code that is understood around the world.



Let's think about traffic lights in terms of how we live our lives. God has placed signals in our lives to help direct us. We only have to look to His Word to find out what they are.

**Red** means \_\_\_\_\_. *"Stop (your fighting)—and know that I am God, exalted among the nations, exalted on the earth" (Psalm 46:10).* Sometimes we are so busy doing, we forget to stop, get out of the "traffic" in our lives, and focus on who God is and what He has done for us.

**Amber** (yellow) means \_\_\_\_\_. *"How can a young man keep his way pure? By keeping Your word" (Psalm 119:9). "Pay careful attention, then, to how you walk—not as unwise people but as wise" (Ephesians 5:15).* With so much traffic around us, it's easy to lose our way. God wants us to proceed with caution and use His map, the Bible, to guide our lives.

**Green** means \_\_\_\_\_. *"Then Jesus came near and said to them, 'All authority has been given to Me in heaven and earth. Go, therefore, and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe everything I have commanded you. And remember, I am with you always, to the end of the age'" (Matthew 28:18-20).* God has called us to go and tell others about Him. These verses are known as the Great Commission. Read the verses again. Prayerfully consider joining Christ in the Great Commission.

As an ambassador for Christ, will you do your best to live out the Great Commission? \_\_\_\_\_

\_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# The Great Commission

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## Leader's Notes

### Suggested Ages:

This activity is appropriate for Lads, Crusaders, and RA leaders.

### Suggested Time:

This activity can be completed in about 30 minutes.

### Materials Needed:

- Copies of the Great Commission sheet (three-hole punched)
- Bible
- Pens or pencils
- Three tennis balls or three sheets of colored paper (red, yellow, and green)

### Activity Suggestions:

- Purchase a set of tennis balls in a plastic tube. Remove the outer wrapping from the tube. You need one red, one yellow, and one green tennis ball. Dye them, if necessary, and allow time for drying. Or, use three pieces of colored paper to represent a traffic light.
- Lead the boys in a discussion about traffic signals and how the colored lights provide direction. Display the set of tennis balls in the tube (similar to a traffic light). Take out the red ball and ask the boys what the color means (Stop). Read Psalm 46:10. Ask the boys: "Is there anything God wants you to stop doing?" Tell them not to answer out loud.
- Take out the yellow ball and ask the boys what the color means (Caution). Read Psalm 119:9 and Ephesians 5:15. Ask: "Are there areas of your life where you need to proceed with (or use) caution." Ask them to share their answers with the group.
- Take out the green ball and ask the boys what the color means (Go). Read Matthew 28:18-20. Distribute copies of The Great Commission sheet and pens or pencils to the RAs. Allow the boys to write what each color represents. Ask the boys to follow along as you read the verses of the Great Commission. Have the boys underline action words in these verses. Ask them to pray about joining Christ in the Great Commission and to write their response on The Great Commission sheet.
- Have the RAs put The Great Commission sheet in their notebooks.

**Mission Field(s):**

This activity relates to the following mission field(s): *My Life* and *My Church*.

**RA Pledge:**

This activity relates to the entire RA Pledge.

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- God loves us and gave His Son for us. (John 3:16)
- God demonstrated His love for us. (Romans 5:8)
- God wants us to tell others about the difference He has made in our lives. (Mark 5:19-20)



# ACTS 1:8 CHALLENGE



*"But you will receive power when the Holy Spirit has come upon you, and you will be My witnesses in Jerusalem, in all Judea and Samaria, and to the ends of the earth" (Acts 1:8).*

Who spoke these words? \_\_\_\_\_

What is a witness? \_\_\_\_\_

Take a closer look at these four locations where you are to be a witness:

Where is your Jerusalem? \_\_\_\_\_

Here are some facts: \_\_\_\_\_

Where is your Judea? \_\_\_\_\_

Here are some facts: \_\_\_\_\_

Where is your Samaria? \_\_\_\_\_

Here are some facts: \_\_\_\_\_

Where is the ends of the earth? \_\_\_\_\_

Here are some facts: \_\_\_\_\_

Pray for each of these locations where you are called to be a witness. Remember: Think globally and act locally.

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## Acts 1:8

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads, Crusaders, and RA leaders.

#### Suggested Time:

This activity can be completed in about 30 minutes.

#### Materials Needed:

- Copies of the Acts 1:8 sheet (three-hole punched)
- Bible
- Pens or pencils

#### Activity Suggestions:

- Use the Internet to find information about each of your mission fields: Jerusalem (Your Community), Judea (Your State/Province), Samaria (Your Nation), and the world. (Note: The current world population exceeds 6.5 billion and is expected to reach 7 billion by 2012). Compile information you can share with the RAs (population, ethnicity, other interesting facts). Visit [www.peoplesgroups.org](http://www.peoplesgroups.org) for information about people groups in North America and around the world.
- Distribute copies of the Acts 1:8 sheet and pens or pencils to the boys.
- Have the RAs complete the Acts 1:8 sheet and put it in their notebooks.

#### Mission Field(s):

This activity relates to the following mission field(s): *My Life* and *My Church*.

#### RA Pledge:

This activity relates to the following part(s) of the RA Pledge:

- *To become a well-informed, responsible follower of Christ.*
- *To have a Christlike concern for all people.*
- *To learn how to carry the message of Christ around the world.*

- *To work with others in sharing Christ.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- God loves us and gave His Son for us. (John 3:16)
- God demonstrated His love for us. (Romans 5:8)
- God wants us to tell others about the difference He has made in our lives. (Mark 5:19-20)

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## Pick Me

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Have you ever shouted: "Here I am! Pick Me!"



Read Isaiah 6:1-8.

What did Isaiah realize when he saw the Lord? (v. 5) \_\_\_\_\_

Did Isaiah receive forgiveness for his sins? (v. 7) \_\_\_\_\_

What questions did he hear the Lord asking? (v. 8)

\_\_\_\_\_  
\_\_\_\_\_

How did Isaiah respond? (v. 8) \_\_\_\_\_

As a Royal Ambassador, pray about your response to these questions.

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## Pick Me

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

#### Suggested Time:

This activity can be completed in about 30 minutes.

#### Materials Needed:

- Copies of the Pick Me sheet (three-hole punched)
- Bibles
- Pens or pencils

#### Activity Suggestions:

- Distribute copies of the Pick Me sheet, pens or pencils, and Bibles to the boys.
- Have the boys locate the story of Isaiah's call (Isaiah 6:1-8), read the story, and answer the questions on the sheet.
- Review the questions Isaiah heard the Lord asking? Encourage the boys to pray about their response to these same questions.
- Have the RAs complete the Pick Me sheet and put it in their notebooks.

#### Mission Field(s):

This activity relates to the following mission field(s): *My Life*.

#### RA Pledge:

This activity relates to the following part(s) of the RA Pledge:

- *To become a well-informed, responsible follower of Christ.*
- *To have a Christlike concern for all people.*
- *To learn how to carry the message of Christ around the world.*
- *To work with others in sharing Christ.*

### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- God loves us and gave His Son for us. (John 3:16)
- God demonstrated His love for us. (Romans 5:8)
- God wants us to tell others about the difference He has made in our lives. (Mark 5:19-20)

---

## Choose You This Day

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Life is full of choices. You will make many decisions on your journey through life.



What did Joshua encourage the people to do? (Joshua 24:14) \_\_\_\_\_

In Joshua 24:15, Joshua told the people, *"If it doesn't please you to worship the Lord, choose for yourselves today the one you will worship."* What did Joshua tell the people he was going to do?

What can help to guide you on your journey? (Psalm 119:105) \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## Choose You This Day

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

#### Suggested Time:

This activity can be completed in about 30 minutes.

#### Materials Needed:

- Copies of the Choose You This Day sheet (three-hole punched)
- Bibles
- Pens or pencils

#### Activity Suggestions:

- Distribute copies of the Choose You This Day sheet, pens or pencils, and Bibles to the boys. Allow time for them to locate the Bible verses and answer the questions.
- Review the questions with the boys. Ask: Why do you think Joshua encouraged the people to choose the Lord?
- Share your personal testimony with the boys—what God has done for you.
- Share other Scripture passages where God has given direction to those who sought His help.
- Have the RAs complete the Choose You This Day sheet and put it in their notebooks.

#### Mission Field(s):

This activity relates to the following mission field(s): *My Life*.

#### RA Pledge:

This activity relates to the following part(s) of the RA Pledge:

- *To keep myself clean and healthy in mind and body.*



### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Choose life: Love and obey God. (Deuteronomy 30:11-20)
- Stand at the crossroads and ask for God's guidance. (Jeremiah 6:16)
- Wait patiently for the Lord. He hears our cries for help. (Psalm 40)
- Memorizing and obeying God's Word is important. (Psalm 119:9-11)

# ***Speak Out for Missions***

Participate in a Speak Out for Missions. Choose one of the following topics and present a two- to three-minute speech on how you can be involved in missions. Your speech will be judged by a group of men from the church.

## **Speak-Out Topics:**

- Lad Motto: Learn and Do in Jesus' Name
- Crusader Motto: Help Others in Jesus' Name
- RA Motto: We are ambassadors for Christ
- RA Pledge: Recite the RA Pledge. Select one of the five parts of the pledge for your topic. Tell what it means to you and how you are involved in missions.
- RA Virtues: Choose one of these virtues and tell what it means to you.
  - » Loyalty
  - » Friendship
  - » Courage
  - » Responsibility
  - » Honesty
  - » Faith
  - » Compassion
  - » Perseverance
  - » Teamwork
  - » Self-discipline

Listed below are some tips to help you prepare your speech.

- Write your speech on a piece of ruled paper.
- Read over your speech and make any needed corrections.
- Read your speech out loud. Practice hearing yourself speaking.
- Speak loud enough that you can be heard by the person sitting in the back of the room.
- Practice your speech in front of a mirror.
- Practice your speech in front of your RA leaders and/or parents.

List the topic that you selected for the Speak Out. \_\_\_\_\_

Record the names of the people who judged the Speak Out. \_\_\_\_\_

\_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# Speak Out for Missions

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## Leader's Notes

### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

### Suggested Time:

This activity will require more than one chapter meeting. It could be conducted during a missions lock-in at the church or a weekend retreat.

### Materials Needed:

- Copies of the Speak Out for Missions sheet (three-hole punched)
- Pens or pencils
- Ruled writing paper (three-hole punched)

### Activity Suggestions:

- Discuss the importance of speaking out for missions. (Most men and boys struggle with writing and speaking assignments. Consider offering incentives for participation.)
- Offer two divisions for the Speak Out for Missions: Lads and Crusaders.
- Distribute copies of the Speak Out for Missions sheet, pens or pencils, and writing paper. Encourage the RAs to write their speeches and participate in the Speak Out.
- Have the RAs practice their speeches with one or more of the RA leaders. Wise RA leaders will remain neutral in helping each boy prepare for the Speak Out.
- Select three men from the church to serve as judges (pastor, retired missionary, deacon, etc.). Instruct the judges that at the end of each speech, they are to share things the boy did well and offer one suggestion for improving the next time. After the boy leaves the room, each judge grades the speech (50 percent for content, 50 percent for presentation). Scores are added together with a maximum of 300 points. After the last speech, the judges should rank the boys in their respective divisions. All scores are kept confidential.
- Acknowledge everyone who participated in the Speak Out for Missions. Present awards based upon the judges' decisions. Celebrate being on mission with Christ. Ask your pastor if the first-place winner could present his speech during a Sunday evening service.

- Have the RAs complete the Speak Out for Missions sheet and put it in their notebooks.
- Have the RAs put a copy of their speech in their notebooks.

**Mission Field(s):**

This activity relates to the following mission field(s): *My Life*.

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To learn how to carry the message of Christ around the world.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Get the word out. Be an example for the believers in your speech. (1 Timothy 4:11-16)
- God wants us to tell others about the difference He has made in our lives. (Mark 5:19-20)

## Lord, Teach Us to Pray

Read the story about Jesus teaching His disciples how to pray (Luke 11:1-13). Jesus taught His disciples a simple prayer known as the Lord's Prayer. Prayer is simply talking to God. It's having an honest conversation with Him.

The Lord's Prayer is also found in Matthew 6:9-13 (NIV):

*"Our Father in heaven,  
hallowed be your name,  
your kingdom come,  
your will be done  
on earth as it is in heaven.  
Give us today our daily bread.  
Forgive us our debts,  
as we also have forgiven our debtors.  
And lead us not into temptation,  
but deliver us from the evil one."*



In Luke 11:9-10 (NIV), Jesus emphasized that we need to do the following things as we pray:

*"Ask and it will be \_\_\_\_\_ to you; seek and you will \_\_\_\_\_;  
knock and the door will be \_\_\_\_\_ to you."*

Why do you think Jesus encouraged us to do this? \_\_\_\_\_

Use the letters PRAY to help you remember how to pray.

P: \_\_\_\_\_ Verse: \_\_\_\_\_

R: \_\_\_\_\_ Verse: \_\_\_\_\_

A: \_\_\_\_\_ Verse: \_\_\_\_\_

Y: \_\_\_\_\_ Verse: \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# Lord, Teach Us to Pray

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## Leader's Notes

### Suggested Ages:

This activity is appropriate for Lads, Crusaders, and RA leaders.

### Suggested Time:

This activity can be completed in about 30 minutes.

### Materials Needed:

- Copies of the Lord, Teach Us How to Pray sheet (three-hole punched)
- Bibles
- Pens or pencils

### Activity Suggestions:

- Distribute copies of the Lord, Teach Us to Pray sheets, Bibles, and pens or pencils to the boys.
- Encourage the boys to find the Lord's Prayer in both Luke 11:1-13 and Matthew 6:9-13, and read these verses.
- Encourage the RAs to fill in the missing words on the Lord, Teach Us to Pray sheet related to Luke 11:9-10. Ask them why Jesus encourages us to do these things.
- Use the following information to review the PRAY acrostic with the boys:
  - P**—Praise Him. (Psalm 100)
  - R**—Reflect on your relationship. (Psalm 46:10)
  - A**—Ask Him anything. (John 14:14)
  - Y**—Yield yourself. (Proverbs 3:5-6)
- Have the RAs put the completed Lord, Teach Us to Pray sheet in their notebooks.

### Mission Field(s):

This activity relates to the following mission field(s): *My Life* and *My World*.

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To become a well-informed, responsible follower of Christ.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Ask Jesus to teach you how to pray. (Luke 11:1)
- Believe God will grant your prayer request. (Mark 11:24)
- Pray continually; give thanks always. (1 Thessalonians 5:17-18)
- God will meet all your needs. (Philippians 4:19)

## TARGET Practice

Prayer is an honest conversation with God. Like most things in life, if you want to improve your prayer life, you have to practice. Use the TARGET acrostic below to help you pray.



T: \_\_\_\_\_ Verse: \_\_\_\_\_

A: \_\_\_\_\_ Verse: \_\_\_\_\_

R: \_\_\_\_\_ Verse: \_\_\_\_\_

G: \_\_\_\_\_ Verse: \_\_\_\_\_

E: \_\_\_\_\_ Verse: \_\_\_\_\_

T: \_\_\_\_\_ Verse: \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_



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## TARGET Practice

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads, Crusaders, and RA leaders.

#### Suggested Time:

This activity can be completed in about 30 minutes.

#### Materials Needed:

- Copies of the TARGET Practice sheet (three-hole punched)
- Bibles
- Pens or pencils

#### Activity Suggestions:

- Distribute copies of the TARGET Practice sheet, Bibles, and pens or pencils to the boys.
- Use the following information to review the TARGET acrostic with the boys:
  - T**–Thank God specifically.  
(Psalm 9:1) *Ask the boys to think of specific things for which they are thankful.*
  - A**–Admit your failures.  
(Romans 3:23) *Ask the boys to reflect upon their failures (sins, faults, shortcomings).*
  - R**–Request God's help.  
(Psalm 40:1) *Ask the boys to think about areas of their lives where they need God's help.*
  - G**–Get a word.  
(1 Samuel 3:10) *We need to listen to God. God speaks through His Word, through prayer, circumstances, and other people.*
  - E**–Engage your faith.  
(Hebrews 11:6) *We need to put into practice what we believe.*

T–Trust Him.

(Psalm 37:5) *We need to allow God to work in and through our lives.*

- Allow the RAs an opportunity for "TARGET Practice" by praying the TARGET acrostic.
- Have the boys put the completed TARGET Practice sheet in their notebooks.

**Mission Field(s):**

This activity relates to the following mission field(s): *My Life* and *My World*.

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To become a well-informed, responsible follower of Christ.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Ask Jesus to teach you how to pray. (Luke 11:1)
- Believe God will grant your prayer request. (Mark 11:24)
- Pray continually; give thanks always. (1 Thessalonians 5:17-18)
- God will meet all your needs. (Philippians 4:19)

## How to Pray for a Missionary

Missionaries are people like us. They face daily struggles, temptations, and challenges. They become lonely and discouraged. They have fears and questions. They face health issues. They need courage, strength, encouragement, and help.

As Christians, God has called us to be a part of His mission. We may not be able to serve on a mission field away from home, but we are still an important part of God's work around the world. When we pray for missionaries, we are participating in their missions work. We are partnering with them in reaching people for Christ. Our prayers make a difference in the world and in the lives of missionaries!

Answer the questions below to help you develop a plan to pray for missionaries. (There are no wrong answers.) Let's make it a priority to pray for missionaries each day.

**When will you pray?** *(Examples: Pray during family worship time, your private prayer time, in the morning when you get up, at night before bed, and so on.)*

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**Where will you pray?** *(Examples: Pray in your room, at the dinner table, outdoors, at your church, and so on.)*

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**How will you pray?** *(Examples: Pray alone, in a group, with a prayer partner, out loud, silently, write a prayer in your prayer journal, and so on.)*

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**For whom will you pray? Which specific missionary(ies) will you partner with in prayer?** *(Examples: Pray for missionaries from your church, those you study about in RAs, missionaries you have met, and so on.)*

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**What will your prayers for the missionary(ies) include?** *(Examples: Thank God for the missionaries, ask God to give them strength and courage, ask God to help them be bold in their witness and effective in their work, ask God to protect them from danger, and so on.)*

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Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## How to Pray for a Missionary

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

#### Suggested Time:

This activity can be completed in about 30 minutes.

#### Materials Needed:

- Copies of the How to Pray for a Missionary sheet (three-hole punched)
- Missionary prayer calendar, or a short list of missionaries with information about their work and prayer requests
- Missionary stories found in *Lad* and *Crusader* magazines
- Pens or pencils

#### Activity Suggestions:

- Secure a missionary prayer calendar, missionary stories found in *Lad* and *Crusader* magazines, or compile a short list of missionaries with information about their work and prayer requests.
- Distribute copies of the How to Pray for a Missionary sheet, and pens or pencils to the boys.
- Ask the boys to think about ways they can pray for missionaries, and then complete the How to Pray for a Missionary sheet.
- Have the boys put their completed sheets in their notebooks.
- Provide an opportunity for the boys to pray for specific missionaries using one or more of the missionary prayer resources you have secured.

#### Mission Field(s):

This activity relates to the following mission field(s): *My Life, My Association, My State/Province, My Nation, and My World.*

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To become a well-informed, responsible follower of Christ.*
- *To work with others in sharing Christ.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- God wants us to pray to Him. (Jeremiah 29:11-13)
- Jesus has given us a model for praying. (Matthew 6:5-15 and Luke 11:1-4)
- Jesus asks us to pray for more laborers. (Matthew 9:35-38 and Luke 10:1-2)
- Jesus prays for all believers. (John 17:20-26)
- God desires for us to pray continually. (1 Thessalonians 5:17)
- We must pray for our brothers and sisters in Christ. (1 Thessalonians 5:25)

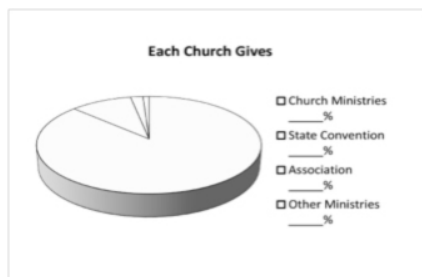
## The Cooperative Program

The Southern Baptist Convention (SBC) began in 1845 and has always had one mission: to fulfill the Great Commission (Matthew 28:19-20). In the early years of the Convention, each SBC entity made special offering appeals to the churches. This did not work well because more time was spent raising money than reaching lost people. It caused severe financial shortages and greatly hindered the expanding ministry opportunities God was giving Southern Baptists.

The Cooperative Program (CP) began in 1925. This partnership of missions support depends upon individuals, churches, state conventions, and SBC entities cooperating—working toward a common goal of sharing the gospel with every person on the planet.



How does the Cooperative Program work? It starts with you! First, you give yourself to God (2 Corinthians 8:5). Then, out of obedience and love for God, you commit to give back to Him, through your church, a portion of what He provides. This is called a tithe, and it represents 10 percent of your income (Leviticus 27:30, Malachi 3:10).



Next, your church prayerfully decides how much of its undesignated gifts (money that has not been set apart for a specific purpose) will be committed to reaching people in your state and around the world through the Cooperative Program. This money is then sent to your state Baptist convention.

During the annual meeting of your state convention, messengers from your church and other churches across your state decide what part of the Cooperative Program gifts given by local congregations will stay in your state to support local missions and ministries, and what portion will be sent to the Southern Baptist Convention to support North American missions, international missions, and other ministries.

At the annual meeting of the Southern Baptist Convention, messengers from across the country decide how the gifts received from the states will be distributed among SBC entities. These gifts are used by Southern Baptist entities to send and support missionaries; train pastors, missionaries, and other ministry leaders; provide relief for retired ministers and widows; and address social, moral, and ethical concerns relating to our faith and families.

Bottom line: The Cooperative Program starts with you and ends with people across your state and around the world hearing the gospel and receiving Christ.

(Note: Your local Southern Baptist association does not receive Cooperative Program gifts directly. It ministers through gifts received directly from churches and often receives Cooperative Program gifts indirectly in the form of support from state conventions and the North American Mission Board.)

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# The Cooperative Program

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## Leader's Notes

### Suggested Ages:

This activity is appropriate for Lads, Crusaders, and RA leaders.

### Suggested Time:

Each of these activities can be completed in about 30 minutes.

### Materials Needed:

- Copies of The Cooperative Program sheet (three-hole punched)
- One dollar in change per boy
- Two bowls
- Marker
- Copy of the church's budget
- Ingredients to make a simple dessert

### Activity Suggestions:

Choose one or more of the following activities to help RAs learn about the Cooperative Program. Don't forget to have the RAs put their completed Cooperative Program sheets in their notebooks.

- Give each boy one dollar in change. Discuss the importance of tithing and ask each boy to place 10 percent of his money in a bowl marked "Church." Discuss how Southern Baptist churches in your state give part of the money they receive to your state Baptist convention. Take 10 percent of the money out of the "Church" offering bowl and move it into a bowl marked "State Convention." Then, demonstrate how the state convention gives a portion of its CP gifts to the Southern Baptist Convention to support North American missions, international missions, and other ministries.
- Invite the pastor to a chapter meeting to discuss the importance of the Cooperative Program. Ask him to bring a copy of the church's budget showing the total amount of money received from church members and the percentage given to the Cooperative Program. Have the RAs write this percentage on their Cooperative Program sheet.

- Work together to make a dessert. Choose a simple dessert that can be made during your meeting time. Give each boy an ingredient required in the recipe. Then, ask each boy to share what he has so that together the boys can complete the dessert. Allow the boys and leaders to celebrate cooperating by enjoying the dessert.

### **Mission Field(s):**

This activity relates to the following mission field(s): *My Life, My Church, My Association, My State/Province, My Nation, and My World.*

### **RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To work with others in sharing Christ.*

### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Jesus has commanded us to go into the world and make disciples. (Matthew 28:18-20)
- We must give ourselves to God first and then to others. This is what God wants. (2 Corinthians 8:5)
- Abraham gave 10 percent of everything. (Genesis 14:18-20)
- Bring the full 10 percent of your earnings to God. (Malachi 3:10)



## "If I Had a Hundred Dollars . . ."

What would you do if you had \$100? Think of all the things you could do with the money. Write your answers in the space provided.



What you would do if you had \$100?

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What happens when you give?

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Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## "If I Had a Hundred Dollars . . ."

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

#### Suggested Time:

This activity can be completed in about 30 minutes.

#### Materials Needed:

- Copies of "If I Had a Hundred Dollars . . ." sheet (three-hole punched)
- Pens or pencils

#### Activity Suggestions:

- The purpose of this activity is to help boys become aware of the importance of tithing and help them understand that when we give, great things can happen (e.g., Cooperative Program).
- Ask, "What would you do if you had \$100?" Distribute copies of the sheet "If I Had a Hundred Dollars . . ." and pens or pencils to the boys. Allow the boys five minutes to answer this question.
- Explain the concept of tithing and how God has commanded us to give back to Him at least 10 percent of what we have received.
- Write these facts on a chalkboard or whiteboard and review them with the boys. Have the boys write them on their sheets under the question, "What happens when you give?"
  - » When one person gives \$10 (10 percent), Southern Baptists are able to provide one water purification filter, serve three disaster relief meals, and print five Bibles.
  - » When two people give \$10 (\$20), Southern Baptists are able to\*
  - » When five people give \$10 (\$50), Southern Baptists are able to\*
  - » When 10 people give \$10 (\$100), Southern Baptists are able to\*
- Have the RAs complete their sheet and put it in their notebooks.

*\*Have the boys multiply to get the totals for each item.*

**Mission Field(s):**

This activity relates to the following mission field(s): *My Life, My Church, My Association, My State/Province, My Nation, and My World.*

**RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To become a well-informed, responsible follower of Christ.*
- *To work with others in sharing Christ.*

**Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

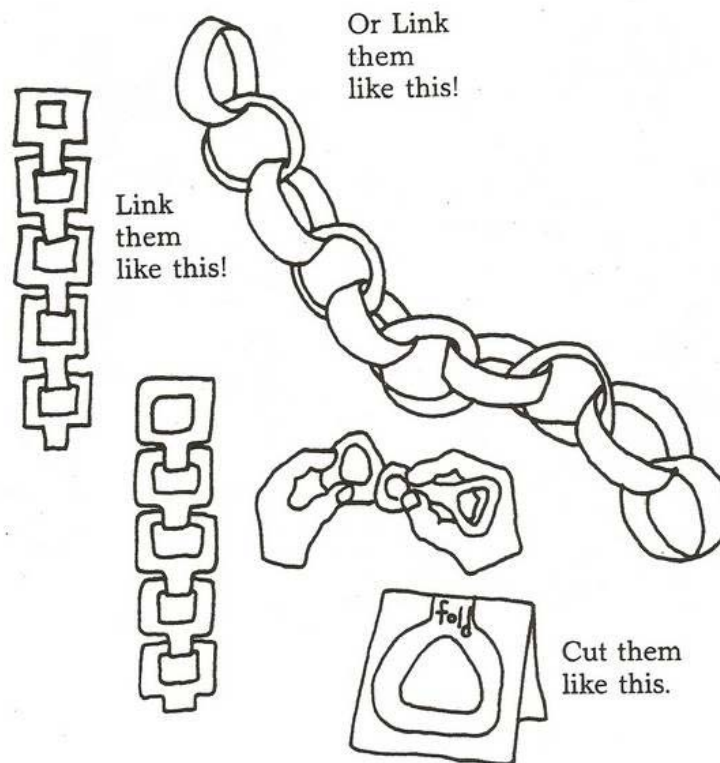
- Jesus has commanded us to go into the world and make disciples. (Matthew 28:18-20)
- We must give ourselves to God first and then to others. This is what God wants. (2 Corinthians 8:5)
- Abraham gave 10 percent of everything. (Genesis 14:18-20)
- Bring the full 10 percent of your earnings to God. (Malachi 3:10)
- Honor God with all that you own. Give Him your first and best. (Proverbs 3:9-10)
- God's thoughts and ways are not like ours. (Isaiah 55:8-9)

## Bible Verse Link

A neighbor is someone who lives near us. Jesus said a neighbor is also anyone who needs our help. There are many verses in the Bible that teach about showing God's love. Listed below are a few of them. Read the verses. Then, use your Bible to find other verses like these to create a Bible verse chain.

- John 14:18
- 1 John 3:23
- Romans 12:10
- Matthew 5:44
- 1 John 3:18
- 1 John 4:7

You will need construction paper, scissors, a pencil, tape or a glue stick. Fold a piece of paper. Draw the outline of a link or strip. (See examples below.) Write the Scripture reference and a few words of the verse around the edge of the link or strip. Cut the link or strip. Make multiple links or strips, and then link the pieces together. Find as many verses as you can that talk about showing God's love.



Pray about ways you can help your neighbors. Discuss these ideas with you parents.

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## Bible Verse Link

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### Leader's Notes

#### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

#### Suggested Time:

This activity can be completed in about 30 minutes or extended over two chapter meetings to allow the boys more time to find additional Scripture references.

#### Materials Needed:

- Copies of the Bible Verse Link sheet (three-hole punched)
- Bibles
- Construction paper
- Rulers
- Scissors
- Glue sticks or tape
- Pens or pencils

#### Activity Suggestions:

- Gather supplies needed to make the Bible verse links.
- Distribute copies of the Bible Verse Link sheet, pens or pencils, and supplies. Demonstrate to the boys one or more ways to create the chain links.
- Encourage the boys to locate verses in the Bible that teach about showing God's love (being a good neighbor). Tell them to write the Scripture reference and a few words of each verse on separate Bible verse links.
- Encourage the boys to find as many verses as possible to create a chain with many links.
- Allow the boys to take their Bible verse chains home and discuss with their parents all the ways they can be a good neighbor.
- Have the RAs complete the Bible Verse Link sheet and put it in their notebooks.

#### Mission Field(s):

This activity relates to the following mission field(s): *My Community*.

### **RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*

### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Love your neighbors and your enemies. (Matthew 5:43-48)
- Jesus told the rich young ruler to give up his belongings and follow Him. (Matthew 19:16-30)
- The greatest commandment is to love the Lord above everything else and next is to love your neighbor as yourself. (Matthew 22:36-40, Mark 12:28-34)
- The Good Samaritan saw the injured man and felt compassion for him. (Luke 10:25-37)
- Love your neighbor. (Romans 13:8-10)
- Look after the good of your neighbor and build him up. (Romans 15:2)
- Tell your neighbor the truth. (Ephesians 4:25)

## Senior Adult Birthday Outing

Arrange a birthday outing for a senior adult in your church. Find out where the honoree would like to go on his or her special day. This person may suggest a visit to an old friend, a trip to a former neighborhood, or another place of special interest. Alert others in your church and ask them to acknowledge this person's special day with phone calls, personal visits, or birthday cards. Be sure to pray for this person.



Who did you honor with a birthday outing? \_\_\_\_\_

Where did you take this person? \_\_\_\_\_

How did you pray for this person? \_\_\_\_\_

\_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# Senior Adult Birthday Outing

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## Leader's Notes

### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

### Suggested Time:

Schedule at least a half day to accomplish this activity.

### Materials Needed:

- Copies of the Senior Adult Birthday Outing sheet (three-hole punched)
- Pens or pencils
- Party supplies (paper plates, napkins, disposable cups and utensils, decorations, etc.)
- Birthday cake and drinks

### Activity Suggestions:

- Select a senior adult to honor with a birthday outing. Find out where the honoree would like to go on his or her special day. This person may suggest a visit to an old friend, a trip to a former neighborhood, or another place of special interest.
- Secure party supplies and refreshments. Include the RAs in making plans for the senior adult birthday outing.
- Be sure to invite friends who were mentioned or encourage them to send a note to be read during the outing if they cannot attend.
- Conduct the outing as planned. If possible, celebrate with cake and drinks.
- Encourage the boys to pray for the senior adult being honored.
- Have the RAs complete the Senior Adult Birthday Outing sheet and put it in their notebooks.

### Mission Field(s):

This activity relates to the following mission field(s): *My Community*.



### **RA Pledge:**

This activity relates to the following part(s) of the RA Pledge:

- *To have a Christlike concern for all people.*

### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Praise be to God who has blessed us and adopted us as His sons through Jesus Christ. (Ephesians 1:3-5)
- Seek first God's kingdom and righteousness. (Matthew 6:33-34)
- I was sick and you took care of Me. (Matthew 25:36)
- Anything you did for the least of My people, you also did for Me. (Matthew 25:40)
- Let's go and visit our friends in Christ and see how they are doing. (Acts 15:36)
- We must care for those who are hurting. (James 1:27)

## My Baptist Association

What do you know about your Baptist association? What is its purpose? Find out about the missions work your association is doing. Find out how you can support the work of your Baptist association through prayer or personal involvement.

Name of the Baptist association: \_\_\_\_\_

Name of the director of missions: \_\_\_\_\_

Name of the associational RA leader: \_\_\_\_\_

What did you learn about your association? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How can you pray for your association? What specific prayer requests did they have?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

---

# My Baptist Association

---

## Leader's Notes

### Suggested Ages:

This activity is appropriate for Lads and Crusaders.

### Suggested Time:

This activity can be completed in about 30 minutes during a chapter meeting. Or, schedule a field trip for your RAs to visit the associational office.

### Materials Needed:

- Copies of My Baptist Association sheet (three-hole punched)
- Pens or pencils

### Activity Suggestions:

- Invite the director of missions or another associational worker to visit your group and share about the work of the association. Or, schedule a field trip to the associational office and meet with some of the staff members.
- After a brief presentation, encourage the RAs to ask questions. Be sure to ask how your group can pray for the association (i.e., specific prayer needs).
- Have the RAs pray for the staff of the Baptist association and the work that they are doing.
- Have the boys complete My Baptist Association sheet and put it in their notebooks.

### Mission Field(s):

This activity relates to the following mission field(s): *My Association*.

### RA Pledge:

This activity relates to the following part(s) of the RA Pledge:

- *To become a well-informed, responsible follower of Christ.*
- *To work with others in sharing Christ.*

### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- It is wonderful when brothers can live together in peace. (Psalm 133:1)
- Accept the good council of others and your plans will succeed. (Proverbs 15:22)
- When two or more people are committed to each other, there is greater protection and support. (Ecclesiastes 4:12)



# 13 RA FORMS

## SECTION CONTENTS

### RA Leader Forms

Royal Ambassador Information  
Chapter Registration Form  
Goals for Royal Ambassadors  
Budget Plans  
Weekly Meeting Plans  
Meeting Evaluation Report  
RA Chapter Attendance  
RA Membership Requirements  
Lad Membership with Additional Requirements  
Crusader Membership with Additional Requirements  
RA Chapter Advancement Record  
Individual Awards List  
Order Tally Sheet  
Mission Project / Activity Plan Sheet  
Mission Project / Activity Record Form  
Mission Project / Activity Evaluation and Report Sheet  
Opportunity Now Contribution Record  
Activity Permission and Release Form  
Injury Report  
Risk Management Plan  
RA Leader's Report  
RA Annual Report to the Church

### RA Member Forms\*

RA Individual Advancement Record  
Advancement Record Chart with Incremental Incentives  
Bible Memory Record Sheet  
Mission Story Sheet  
Missions Testimony Sheet  
World Walk for Missions Pledge Sheet  
Hike or Bike for Missions Pledge Sheet  
Punt, Pass, or Kick Pledge Sheet  
Shoot-out for Missions Pledge Sheet  
Generic Pledge Sheet

\*Leaders may use any of these forms.

## Royal Ambassador Information

Boy's Name: \_\_\_\_\_ Preferred Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ ZIP/Postal Code: \_\_\_\_\_

Home Phone: (\_\_\_\_) \_\_\_\_\_ E-mail: \_\_\_\_\_

Birth Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Allergies: \_\_\_\_\_ Medical Concerns: \_\_\_\_\_

### Parent or Legal Guardian Contact Information

Dad's Name: \_\_\_\_\_ Preferred Name: \_\_\_\_\_

Address (if different): \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ ZIP/Postal Code: \_\_\_\_\_

Cell Phone: (\_\_\_\_) \_\_\_\_\_ E-mail: \_\_\_\_\_

Mom's Name: \_\_\_\_\_ Preferred Name: \_\_\_\_\_

Address (if different): \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ ZIP/Postal Code: \_\_\_\_\_

Cell Phone: (\_\_\_\_) \_\_\_\_\_ E-mail: \_\_\_\_\_

### Sibling Information: (Please list all brothers and sisters.)

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Do you have any pets? \_\_\_\_\_ If so, what kind of pets? \_\_\_\_\_

What are their names? \_\_\_\_\_

What kind of things do you like to do? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Chapter Registration Form

### Register each year

You may register instead online at [www.royalambassadors.org/register](http://www.royalambassadors.org/register).

\*Year Chapter Started: \_\_\_\_\_

\*Name of Church: \_\_\_\_\_

\*Street Address: \_\_\_\_\_

\*City: \_\_\_\_\_

\*State/Province: \_\_\_\_\_ \*Country: \_\_\_\_\_ \*ZIP/Postal code: \_\_\_\_\_

\* Phone (Example: 770 555-5555): \_\_\_\_\_

E-mail: \_\_\_\_\_

Your RA Chapter Web site Address: \_\_\_\_\_

\*RA Ministry Leader/Director: \_\_\_\_\_

\*Address: \_\_\_\_\_

\*City: \_\_\_\_\_

\*State/Province: \_\_\_\_\_ \*Country: \_\_\_\_\_ \*ZIP/Postal code: \_\_\_\_\_

\* Phone (Example: 770 555-5555): \_\_\_\_\_

E-mail: \_\_\_\_\_

\* Number of Lads (boys in grades 1-3): \_\_\_\_\_

\*Number of Crusaders (boys in grades 4-6): \_\_\_\_\_

Name of Lad Chapter (missionary name): \_\_\_\_\_

Name of Crusader Chapter (missionary name): \_\_\_\_\_

\*Which resources do you use in your RA program? (Check all that apply.)

☐ *Lad/Lad Leader* magazine

☐ *Crusader/Crusader Leader* magazine

☐ *RA Resource Kit*

☐ Patches/Awards ☐ *Sons of Virtue*

Submit this form to:

Royal Ambassador Registration, 4200 North Point Parkway, Alpharetta, GA 30022;

or FAX to (678) 624-3412

We will notify your state convention office. Allow 60 days for processing.

\*Required information

## Goals for Royal Ambassadors

In the second chapter of his letter to Titus, Paul encouraged Titus to "speak what is consistent with sound teaching" (Titus 2:1). He admonished him to "encourage the young men to be sensible about everything. Set an example of good works yourself, with integrity and dignity in your teaching" (Titus 2:6-7). Just as Paul planned for success with the gospel by sending Titus to Crete, RA leaders can plan for success by setting goals they would like to see accomplished with the RAs this year.

Prayerfully list the goals you would like to see accomplished with the RAs this year.

Goal	Persons Responsible	Resources Needed	Completion Date

### Sample Goals for RAs

Goal	Persons Responsible	Resources Needed	Completion Date
Each boy accepts Christ as Savior and Lord.	RA leaders share the plan of salvation.	God's Word, prayer, and the Holy Spirit	In God's timing
Each RA learns how to share the plan of salvation.	RA leaders	Make Power Bands and learn the "Roman Road"	
RAs learn how to serve as ambassadors for Christ.	RA leaders	Missions projects	
RAs attend RA camp this summer.	RA leaders and dads	Camper fees	
RAs and their dads participate in interest activities such as a fall campout and RA Racecar event.	RA leaders and dads	Camping equipment RA Racecars	

Make copies of this sheet as needed and continue to pray about the goals established.



## Budget Plans

Use this form to prepare a budget for your Royal Ambassador ministry.  
Complete the form in time to receive consideration by your church budget planning team.

Item/Activity	Amount Needed	Cost**	Total
<b>Magazines/Periodicals*</b>			
<i>Lad</i> (1 per boy)			
<i>Crusader</i> (1 per boy)			
<i>Lad Leader</i> (1 per Lad Leader)			
<i>Crusader Leader</i> (1 per Crusader Leader)			
Annual RA Resource Kit (1 per chapter)			
<b>Books</b>			
<i>Royal Ambassador Resource Book</i>		Free Download	
<i>Sons of Virtue</i>		Free Download	
<i>Campcraft—Outdoor Living Skills</i>		Free Download	
<b>Awards</b>			
RA Vest (1 per boy)			
RA Membership Awards (Patches, Pins, and Cards)			
Lad Awards (Patches, Pins, Bars, and Stars)			
Crusader Awards (Patches, Pins, Bars, and Stars)			
Physical Fitness Patches			
Bible Memory Medals			
Mission Study Patches			
Activity Patches			
Campcraft Patches			
Dated Chevrons			
Other Awards (RA Bibles, RA knives, etc.)			
<b>General Supplies</b>			
Chapter Supplies (glue, paper, pencils, etc.)			
<b>Activities</b>			
Enlistment Event			
Missions Activities			
Interest Activities			
Associational Events			
RA Camp			
RA Week			
State Congress			
State Mission Rally			
Miscellaneous Expenses			
<b>Total Amount Needed</b>			\$

Order Royal Ambassador materials online at [www.nambstore.com](http://www.nambstore.com) or call 1 866 407-NAMB (6262).

\*Call for subscription options. \*\*Check current prices of items online.

## Individual Awards List

Name \_\_\_\_\_ Year \_\_\_\_\_

This form can be used to record each individual's awards. In addition to the pins and patches listed below, other awards can be given. Use the blank spaces below to list other items you need to order. For example, you might want to give a vest, RA Bible, or RA Knife from Specialty Imprints ([www.lifeway.com/specialtyimprints](http://www.lifeway.com/specialtyimprints)). Or, you might give a craft kit from the MakeTracks Company ([www.royalracers.com](http://www.royalracers.com)). Using this form in conjunction with the Award Tally Sheet should help you to order everything you need. Order awards at least two months before you need them to be sure you receive them by the time you need them.

AWARD	QTY
RA Membership Patch	
RA Membership Pin	
_____ Dated Chevron Patch	
_____ Dated Chevron Patch	
One Achievement Bar	
Two Achievement Bar	
Service Star	
LAD	
Lad Membership Patch	
Lad Chevron Patch	
Lad 1 Pin	
Lad 1 Patch	
Lad 1 Bar	
Lad 1 Physical Fitness Patch	
Lad 2 Pin	
Lad 2 Patch	
Lad 2 Bar	
Lad 2 Physical Fitness Patch	
Lad 3 Pin	
Lad 3 Patch	
Lad 3 Bar	
Lad 3 Physical Fitness Patch	
CRUSADER	
Crusader Membership Patch	
Crusader Chevron Patch	
Page 4 Pin	
Page 4 Patch	
Page 4 Bar	
Page 4 Physical Fitness Patch	
Squire 5 Pin	
Squire 5 Patch	
Squire 5 Bar	
Squire 5 Physical Fitness Patch	
Knight 6 Pin	

AWARD	QTY
Knight 6 Patch	
Knight 6 Bar	
Knight 6 Physical Fitness Patch	
BIBLE MEMORY MEDALS	
Bronze	
Silver	
Gold	
CAMPCRAFT PATCHES	
Discoverer 1	
Discoverer 2	
Discoverer 3	
Hiker	
Camper	
Woodsman	
MISSION STUDY PATCHES	
International Mission Study	
North American Mission Study	
MISSION ACTIVITY PATCHES	
World Walk Patch	
World Hunger Patch	
RA RACER PATCHES	
Racecar	
Lineglider	
Sailboat	
RA ACTIVITY PATCHES	
Sports	
Campout	
Missions Activity	

## Order Talley Sheet

Item	Number Needed
Lad magazines (grades 1-3)	
Lad Leader magazines	
Crusader magazines (grades 4-6)	
Crusader Leader magazines	
RA Resource Kit	

AWARD	QTY	AWARD	QTY
RA Membership Patch		Knight 6 Patch	
RA Membership Pin		Knight 6 Bar	
_____ Dated Chevron Patch		Knight 6 Physical Fitness Patch	
_____ Dated Chevron Patch		BIBLE MEMORY MEDALS	
One Achievement Bar		Bronze	
Two Achievement Bar		Silver	
Service Star		Gold	
LAD		CAMPCRAFT PATCHES	
Lad Membership Patch		Discoverer 1	
Lad Chevron Patch		Discoverer 2	
Lad 1 Pin		Discoverer 3	
Lad 1 Patch		Hiker	
Lad 1 Bar		Camper	
Lad 1 Physical Fitness Patch		Woodsman	
Lad 2 Pin		MISSION STUDY PATCHES	
Lad 2 Patch		International Mission Study	
Lad 2 Bar		North American Mission Study	
Lad 2 Physical Fitness Patch		MISSION ACTIVITY PATCHES	
Lad 3 Pin		World Walk Patch	
Lad 3 Patch		World Hunger Patch	
Lad 3 Bar		RA RACER PATCHES	
Lad 3 Physical Fitness Patch		Racecar	
CRUSADER		Lineglider	
Crusader Membership Patch		Sailboat	
Crusader Chevron Patch		RA ACTIVITY PATCHES	
Page 4 Pin		Sports	
Page 4 Patch		Campout	
Page 4 Bar		Missions Activity	
Page 4 Physical Fitness Patch			
Squire 5 Pin			
Squire 5 Patch			
Squire 5 Bar			
Squire 5 Physical Fitness Patch			
Knight 6 Pin			

## RA Membership Requirements

Use this form to keep track of boys as they complete their membership commitments.

	RA Motto	Date Completed	RA Pledge	Date Completed	Date Received Membership Card, Patch, Pin
<b>Name:</b> <b>Address:</b> <b>Phone:</b> <b>E-mail:</b>					
<b>Grade:</b> <b>Date Joined RAs:</b>					
<b>Name:</b> <b>Address:</b> <b>Phone:</b> <b>E-mail:</b>					
<b>Grade:</b> <b>Date Joined RAs:</b>					
<b>Name:</b> <b>Address:</b> <b>Phone:</b> <b>E-mail:</b>					
<b>Grade:</b> <b>Date Joined RAs:</b>					
<b>Name:</b> <b>Address:</b> <b>Phone:</b> <b>E-mail:</b>					
<b>Grade:</b> <b>Date Joined RAs:</b>					
<b>Name:</b> <b>Address:</b> <b>Phone:</b> <b>E-mail:</b>					
<b>Grade:</b> <b>Date Joined RAs:</b>					
<b>Name:</b> <b>Address:</b> <b>Phone:</b> <b>E-mail:</b>					
<b>Grade:</b> <b>Date Joined RAs:</b>					

## LAD Membership with Additional Requirements

LADS	DATE COMPLETED				
Use this form to keep track as boys complete their membership requirements.	RA Pledge	RA Motto	Lad Motto	Lad Patch	Welcoming Ceremony
Name: _____ Grade: _____ Address: _____ Phone: _____ Date Joined RAs: _____ E-mail: _____					
Name: _____ Grade: _____ Address: _____ Phone: _____ Date Joined RAs: _____ E-mail: _____					
Name: _____ Grade: _____ Address: _____ Phone: _____ Date Joined RAs: _____ E-mail: _____					
Name: _____ Grade: _____ Address: _____ Phone: _____ Date Joined RAs: _____ E-mail: _____					
Name: _____ Grade: _____ Address: _____ Phone: _____ Date Joined RAs: _____ E-mail: _____					
Name: _____ Grade: _____ Address: _____ Phone: _____ Date Joined RAs: _____ E-mail: _____					
Name: _____ Grade: _____ Address: _____ Phone: _____ Date Joined RAs: _____ E-mail: _____					
Name: _____ Grade: _____ Address: _____ Phone: _____ Date Joined RAs: _____ E-mail: _____					

# Crusader Membership with Additional Requirements

CRUSADERS	DATE COMPLETED				
Use this form to keep track as boys complete their membership requirements.	RA Pledge	RA Motto	Crusader Motto	Crusader Patch	Welcoming Ceremony
Name: _____ Grade: _____ Address: _____ Phone: _____ Date Joined RAs: _____ E-mail: _____					
Name: _____ Grade: _____ Address: _____ Phone: _____ Date Joined RAs: _____ E-mail: _____					
Name: _____ Grade: _____ Address: _____ Phone: _____ Date Joined RAs: _____ E-mail: _____					
Name: _____ Grade: _____ Address: _____ Phone: _____ Date Joined RAs: _____ E-mail: _____					
Name: _____ Grade: _____ Address: _____ Phone: _____ Date Joined RAs: _____ E-mail: _____					
Name: _____ Grade: _____ Address: _____ Phone: _____ Date Joined RAs: _____ E-mail: _____					
Name: _____ Grade: _____ Address: _____ Phone: _____ Date Joined RAs: _____ E-mail: _____					
Name: _____ Grade: _____ Address: _____ Phone: _____ Date Joined RAs: _____ E-mail: _____					

# RA Individual Advancement Record

Name \_\_\_\_\_ Year \_\_\_\_\_

## Membership Requirements

RA Motto \_\_\_\_\_

Date \_\_\_\_\_ Signature \_\_\_\_\_

RA Pledge \_\_\_\_\_

Date \_\_\_\_\_ Signature \_\_\_\_\_

Other Chapter Requirements (if any) \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Circle Achievement Level:

Lad 1

Lad 2

Lad 3

Page 4

Squire 5

Knight 6

## Requirements for Age-level Achievement Awards

(Check boxes as actions are completed.)

Mission Projects/Activities

Bible Verses

Mission Stories/Testimonies

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

Bar Requirements (12 from any of the three age-level areas)

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

First Star Requirements (12 from any of the three age-level areas)

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

Second Star Requirements (12 from any of the three age-level areas)

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

Third Star Requirements (12 from any of the three age-level areas)

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

## RA Chapter Advancement Record

Year		Age-Level Achievement		
Name	Circle Achievement Level	Mission Projects/ Activities	Mission Stories	Bible Verses
	Lad 1      Lad 2 Lad 3      Page 4 Squire 5    Knight 6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Lad 1      Lad 2 Lad 3      Page 4 Squire 5    Knight 6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Lad 1      Lad 2 Lad 3      Page 4 Squire 5    Knight 6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Lad 1      Lad 2 Lad 3      Page 4 Squire 5    Knight 6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Lad 1      Lad 2 Lad 3      Page 4 Squire 5    Knight 6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Lad 1      Lad 2 Lad 3      Page 4 Squire 5    Knight 6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Lad 1      Lad 2 Lad 3      Page 4 Squire 5    Knight 6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Lad 1      Lad 2 Lad 3      Page 4 Squire 5    Knight 6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Lad 1      Lad 2 Lad 3      Page 4 Squire 5    Knight 6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Lad 1      Lad 2 Lad 3      Page 4 Squire 5    Knight 6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Lad 1      Lad 2 Lad 3      Page 4 Squire 5    Knight 6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



## RA Chapter Advancement Record

Additional Achievements			
Bar	Star	Star	Star
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# Advancement Record Chart with Incremental Incentives

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Each member keeps a notebook that shows the mission stories/testimonies and mission projects/activities completed. When a member completes two mission stories/testimonies and two mission projects/activities and memorizes two Bible verses, he earns a colored bead. **When a member completes 12 mission stories/testimonies and 12 mission projects/activities and memorizes 12 Bible verses, he earns his advancement pin or patch.**

Colored Bead	Advancement	List each item completed.	RA Leader or Parent Signature	List the date completed.
Yellow	Mission Story/Testimony			
	Mission Story/Testimony			
	Mission Project/Activity			
	Mission Project/Activity			
	Bible Verse			
	Bible Verse			
Black	Mission Story/Testimony			
	Mission Story/Testimony			
	Mission Project/Activity			
	Mission Project/Activity			
	Bible Verse			
	Bible Verse			
Red	Mission Story/Testimony			
	Mission Story/Testimony			
	Mission Project/Activity			
	Mission Project/Activity			
	Bible Verse			
	Bible Verse			

Colored Bead	Advancement	List each item completed.	RA Leader or Parent Signature	List the date completed.
White	Mission Story/Testimony			
	Mission Story/Testimony			
	Mission Project/Activity			
	Mission Project/Activity			
	Bible Verse			
	Bible Verse			
Blue	Mission Story/Testimony			
	Mission Story/Testimony			
	Mission Project/Activity			
	Mission Project/Activity			
	Bible Verse			
	Bible Verse			
Green	Mission Story/Testimony			
	Mission Story/Testimony			
	Mission Project/Activity			
	Mission Project/Activity			
	Bible Verse			
	Bible Verse			

Each boy receives a leather strap when he joins RAs. Colored beads can be placed on the strap and attached to the boy's RA vest. Mission stories/testimonies and mission projects/activities can be completed individually or as a group. Bible verses are completed individually.

# Bible Memory Record Sheet

You can earn Bible Memory Medals for memorizing God's Word.

You earn a Bronze Bible Memory Medal when you learn 25 Bible verses in one year.

- You earn a Silver Bible Memory Medal when you learn a total of 50 Bible verses in one year.
- You earn a Gold Bible Memory Medal when you learn a total of 75 Bible verses in one year.
- You earn Silver Stars to place on the ribbons of the Bible Memory Medals by repeating these requirements in future years.



Bible Verse Reference	Date Learned	Leader's Initials
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

# Mission Story Sheet

Use this sheet for mission stories not found in *Lad* and *Crusader* magazines.



Person's Name: \_\_\_\_\_ Date of Story: \_\_\_\_\_

When did this person become a Christian? \_\_\_\_\_

Where did this person serve as a missionary? \_\_\_\_\_

How long did this person serve as a missionary? \_\_\_\_\_

What were some of the things this person experienced? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What did you like about this story? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your Name: \_\_\_\_\_ Grade: \_\_\_\_\_

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# Mission Story Sheet

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## Leader's Notes

### Suggested Ages:

This story and recall activity is appropriate for all RAs and their leaders. Missionary stories may be found online or boys may read biographies of missionaries.

### Suggested Time:

This story and recall activity can be completed in about 15 minutes. Some mission stories can be told in a series. You read part of the story one week, and then tell the boys they have to come back next week to find out more.

### Materials Needed:

- Copies of the Mission Story Sheet (three-hole punched)
- Pens or pencils
- Map of the world to show where the missionary served

### Mission Story Suggestions:

- Photocopy the Mission Story Sheet for each boy.
- Present the mission story to the RAs using one or more of the methods listed in the RA Chapter Meeting section. Try to make the story come to life for the boys.
- Allow the boys an opportunity to ask questions at the end of the story.
- Distribute copies of the Mission Story Sheet to the RAs and allow time for them to complete the sheet.
- Allow the RAs an opportunity to share what they wrote on the sheets.
- Have the boys put this sheet in their RA Member Notebooks.

### Mission Field(s):

The leader might share which mission field(s) the story relates to: *My Life, My Family, My Church, My School, My Neighborhood, My Association, My State/Province, My Nation, My World*. (The mission story could conceivably cover all or part of the nine mission fields, depending on the missionary's experience and the story told.)

### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Remember the leaders who taught you about God. Follow their godly examples of faith. (Hebrews 13:7)
- God sees everything you do and every path you take. (Proverbs 5:21)
- One friend sharpens another. (Proverbs 27:17)
- God will give you understanding. (2 Timothy 2:7)

## Missions Testimony Sheet

Invite a man to be a special guest at one of your RA meetings. Ask him to share his personal testimony about being involved in missions and about the RA virtues for that month.

Name of Special Guest: \_\_\_\_\_

Date of Special Guest's Visit With the RA Group: \_\_\_\_\_



Circle the RA virtues he talked about.

Loyalty	Faith
Friendship	Compassion
Courage	Perseverance
Responsibility	Teamwork
Honesty	Self-discipline

What did he say these virtues mean to him? \_\_\_\_\_

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What was your favorite part of his testimony? \_\_\_\_\_

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Your Name: \_\_\_\_\_ Grade: \_\_\_\_\_



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# Missions Testimony Sheet

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## Leader's Notes

### Suggested Ages:

This testimony and recall activity is appropriate for all RAs and their leaders.

### Suggested Time:

This testimony and recall activity can be completed in 15-30 minutes (depending on the length of the testimony).

### Materials Needed:

- Photos and items of interest that your special guest would like to display
- Copies of the Missions Testimony Sheet (three-hole punched)
- Pens or pencils

### Missions Testimony Suggestions:

- Photocopy the Missions Testimony Sheet for each boy.
- Invite a man who would be willing to briefly share his personal testimony about how he became a Christian and how he has responded to God's invitation to be on mission with Christ. He will also discuss the RA virtue for the month.
- Let your guest know that he will have about 10 minutes to share with the RAs.
- Allow the boys an opportunity to ask questions at the end of your special guest's testimony.
- Distribute copies of the Missions Testimony Sheet and allow time for the boys to complete it.
- Allow the RAs an opportunity to share what they wrote on their sheets.
- Have the boys put this sheet in their RA Member Notebooks.

### Mission Field(s):

The leader might share which mission field(s) the testimony relates to: *My Life, My Family, My Church, My School, My Neighborhood, My Association, My State/Province, My Nation, My World*. (The person's testimony could conceivably cover all or part of the nine mission fields, depending on his missions experience.)

### **Devotional Thoughts:**

Choose one of these devotional thoughts to share with the boys during the leader's time.

- Remember the leaders who taught you about God. Follow their godly examples of faith. (Hebrews 13:7)
- God sees everything you do and every path you take. (Proverbs 5:21)
- One friend sharpens another. (Proverbs 27:17)
- God will give you understanding. (2 Timothy 2:7)

YEAR: \_\_\_\_\_

# RA CHAPTER ATTENDANCE

NAME:	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
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YEAR: \_\_\_\_\_

# RA CHAPTER ATTENDANCE

NAME:	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
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# Weekly Meeting Plans

(Copy this page to plan each week's meeting.)

Date: \_\_\_\_\_

Aim: \_\_\_\_\_

Mission Focus: \_\_\_\_\_

Meeting Part	Allotted Time	Activity	Person Responsible
Opening <ul style="list-style-type: none"><li>• a game, song, puzzle, or campcraft to engage the boys as they arrive and lead toward the meeting</li><li>• Motto, Pledge, prayer, taking attendance, any business</li></ul>	(5-10 min.)		
Virtue Exploration <ul style="list-style-type: none"><li>• mission story, testimony, or other activities that explore the virtue for the month (or the RA Motto if it is September or March)</li></ul>	(10-15 min.)		
Mission Games and Activities <ul style="list-style-type: none"><li>• fun crafts or games that help RAs learn about the virtue or learn mission skills</li></ul>	(10 min.)		
Advancement <ul style="list-style-type: none"><li>• work on preparation for mission project/activity</li><li>• memorize Bible verses</li><li>• leaders give any help that is needed</li></ul>	(15 mins.)		
Closing <ul style="list-style-type: none"><li>• help the boys remember the mission story and how it applies to the virtue</li><li>• prayer for boys' concerns, missionary kids (MKs), and missionaries</li><li>• a game or other activity while the boys wait to be picked up</li></ul>	(5-10 mins.)		

# Meeting Evaluation Report

(Copy this page for each week, or whenever you evaluate meetings.)

Date of Meeting(s): \_\_\_\_\_

Number Present: \_\_\_\_\_ Number Enrolled: \_\_\_\_\_ Number of Guests: \_\_\_\_\_

What was the strongest part of the meeting(s)? \_\_\_\_\_

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What area of the meeting(s) should be strengthened? \_\_\_\_\_

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How could we improve this area of the meeting(s)? \_\_\_\_\_

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How were members involved in the meeting(s)? What improvements are needed?

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How was the aim of the meeting(s) accomplished? \_\_\_\_\_

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What should we do to prepare for the next meeting(s)? (See *Lad Leader* and *Crusader Leader*.)

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What materials are needed for next week? Next month? (See *Lad Leader* and *Crusader Leader*.)

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## RA Leader's Report

(Copy this page each time you report.)

Month: \_\_\_\_\_ Year: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Name of Chapter: \_\_\_\_\_ Grades/Ages: \_\_\_\_\_

Leader: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_

Assistant Leader: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_

Members enrolled at first of month: \_\_\_\_\_ Members enrolled at end of month: \_\_\_\_\_

List the number of meetings or activities conducted and brief details. (What and When)

Weekly Chapter Meetings \_\_\_\_\_

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Mission Projects/Activities \_\_\_\_\_

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Interest Activities \_\_\_\_\_

(Camping/Sports/Etc.) \_\_\_\_\_

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Recognition Services \_\_\_\_\_

Number of awards earned: \_\_\_\_\_ Type of awards earned: \_\_\_\_\_

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Number of RA leaders: \_\_\_\_\_ Number of RA leaders trained this month: \_\_\_\_\_

Number of additional leaders needed: \_\_\_\_\_ Volunteers needed: \_\_\_\_\_

Indicate any chapter needs: \_\_\_\_\_

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Special recognition(s) or significant events: \_\_\_\_\_

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## RA Annual Report to the Church

Compile results from your monthly reports to submit to the church.  
If possible, make the report to the church in person.

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST
RA Enrollment												
RA Total Attendance												
New Enrollees												
Awards												
Participants in Mission Projects												
Number of new Christians: _____												
Total RA awards earned: _____												
Total Bible verses learned: _____												
Total mission projects: _____												
Total mission project participants: _____												
Mission partnerships (for example, with GAs): _____												
Other significant accomplishments: _____												
_____												
_____												



## Mission Project/Activity Record Form

Mission project/activity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

Participants: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What I did to help plan the mission project/activity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What I did during the mission project/activity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What we did: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How I felt and what I learned: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

RA Chapter Name: \_\_\_\_\_

# Mission Project/Activity Plan Sheet

(Copy this page for each mission project/activity.)

To achieve its purpose, an on-mission project/activity must be well-planned. Involve the chapter members in planning the project/activity, and incorporate their ideas into the plans.

Project/Activity: \_\_\_\_\_ Scheduled Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Purpose: \_\_\_\_\_

☐ Meeting a missions need

☐ Telling someone about Jesus directly

☐ Supporting someone who tells people about Jesus

☐ Meeting a ministry need

**Check to make sure the project/activity meets the following criteria:**

☐ Meets a real need

☐ Does not conflict with activities of another group

**Are funds required for this project/activity?** ☐ YES ☐ NO

If yes, how much? \_\_\_\_\_

If no, how will the funds be obtained? \_\_\_\_\_

**Other resources needed:** \_\_\_\_\_

**Possible partnerships for this project/activity:** \_\_\_\_\_

Assignment	Person Responsible	Preparation Time Needed	Date Completed

# Mission Project/Activity Evaluation and Report Sheet

(Copy this page for each project.)

After a project/activity has been completed, evaluate to determine whether it accomplished its goal.

EVALUATION	PARTICIPANTS/AWARDS list names below	DATE received award
What was accomplished by this project/activity?	Leaders:	
What areas of the project/activity needed strengthening?	Royal Ambassadors:	
Were the resources (finances, materials, etc.) sufficient?		
What spiritual growth was realized from the project/activity?		
Other ideas and comments:	Adult/Youth Helpers:	

# Opportunity Now Contribution Record

Use this form to record the name of each person and the amount given to Opportunity Now. Collect monies and send one check made payable to North American Mission Board (NAMB). Mail to NAMB, P. O. Box 116543, Atlanta, GA 30368-6543. Your church will receive a special Opportunity Now patch or chevron for each person on your Contribution Record who gives \$10 or more (monies must be sent to NAMB to qualify for patches/chevrons). Please copy this form as needed.

Church \_\_\_\_\_ RA Leader \_\_\_\_\_  
 Address \_\_\_\_\_ Shipping address (if different): \_\_\_\_\_  
 City \_\_\_\_\_ Address \_\_\_\_\_  
 State \_\_\_\_\_ ZIP \_\_\_\_\_ City \_\_\_\_\_  
 Phone: ( ) \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Royal Ambassador's Name	Address	Amount \$ Given (Aluminum Can)	Amount \$ Given (Activity 2)	Total \$	Check (✓) if over \$10

This is to certify that the names listed above have participated in and given the amounts indicated for Opportunity Now. Enclosed is a check for the total amount given.

\_\_\_\_\_  
 Signature of RA leader

The Opportunity Now fund will allow the North American Mission Board to respond quickly with volunteer disaster relief. If every Royal Ambassador could give \$10 each, more than 2 millions dollars would be raised for Opportunity Now. Such a small amount from each child can make a great impact on the North American Mission Board's ability to respond to disaster mission needs!

**Total Amount Enclosed** \_\_\_\_\_

**Total Patches** \_\_\_\_\_  
 (for members without patches)

**Total Chevrons** \_\_\_\_\_  
 (for members who earned a patch or chevron in a previous year)

**Chevrons for year** \_\_\_\_\_  
 (combined number of patches and chevrons cannot exceed total number of names listed)

## Activity Permission and Medical Release Form

As a Royal Ambassador, I will do my best to follow the directions and leadership of my RA leaders and work together with the other Royal Ambassadors during this activity.

\_\_\_\_\_ Date: \_\_\_\_\_

*(Royal Ambassador's Signature)*

I hereby give my permission for \_\_\_\_\_ *(boy's name)* to accompany RA leader \_\_\_\_\_ *(leader's name)* and participate in \_\_\_\_\_ *(name of activity)* at \_\_\_\_\_ *(place)* on \_\_\_\_\_ *(date)*.

**List any health concerns the boy may have** *(allergies, diabetes, heart problems, etc.):*

\_\_\_\_\_  
\_\_\_\_\_

**List any medications the boy is currently taking:** \_\_\_\_\_

\_\_\_\_\_

**Please list the information for primary care physician:**

Physician \_\_\_\_\_

Phone \_\_\_\_\_

Address \_\_\_\_\_

**Medical Insurance Information:**

Insurance company or plan \_\_\_\_\_

Policy number \_\_\_\_\_

**In case of emergency, please contact:**

Name \_\_\_\_\_

Home Phone (\_\_\_\_) \_\_\_\_\_ Cell (\_\_\_\_) \_\_\_\_\_

**In the event of an accident or unexpected illness, the attending physician or hospital has my permission to administer medical care to my son as they see necessary.**

Parent or Guardian *(type or print name)* \_\_\_\_\_

Parent or Guardian Signature \_\_\_\_\_

Address \_\_\_\_\_

Home Phone (\_\_\_\_) \_\_\_\_\_ Cell (\_\_\_\_) \_\_\_\_\_

**Notary Public** *(type or print name)* \_\_\_\_\_

Signed before me this \_\_\_\_\_ day of \_\_\_\_\_ year \_\_\_\_\_

Notary public signature: \_\_\_\_\_ My commission expires: \_\_\_\_\_

## Injury Report

Name of injured RA: \_\_\_\_\_

Date/time of injury: \_\_\_\_\_

How did the injury occur? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Person(s) present when the injury occurred: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

First aid/treatment administered: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Person(s) giving first aid/treatment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Person who reported the injury to the parent or guardian: \_\_\_\_\_

Date/time reported to parent or guardian: \_\_\_\_\_

Person who reported the injury to the church: \_\_\_\_\_

Date/time reported to the church: \_\_\_\_\_

Person completing the injury report: \_\_\_\_\_

Date/time injury report was completed: \_\_\_\_\_

## Risk Management Plan

Date(s) of activity: \_\_\_\_\_

Name of activity: \_\_\_\_\_

Age level of participants:

\_\_\_\_ Lads (grades 1-3) \_\_\_\_ Crusaders (grades 4-6) \_\_\_\_ RAs (grades 1-6)

\_\_\_\_ Other (describe): \_\_\_\_\_

Leaders present: \_\_\_\_\_

Description of activity: \_\_\_\_\_

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Safety needs to consider in doing the activity (including equipment, area, and supervision):

Equipment and Supplies Needed

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Safety Concerns

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Emergency Response

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# Hike or Bike for Missions Pledge Sheet

Hiker/Biker: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Church: \_\_\_\_\_

RA Leader: \_\_\_\_\_ Phone: \_\_\_\_\_

**Note: Be sure members clarify the pledge as "per mile/lap" or "total pledge."**

**OR**

Sponsor	Address	\$ Total Pledge	\$ Per Mile/Lap Pledged	Total \$ Due After Activity



## Punt, Pass, or Kick for Missions Pledge Sheet

Name of RA: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Church: \_\_\_\_\_

RA Leader: \_\_\_\_\_ Phone: \_\_\_\_\_

**Note:** Be sure members clarify the pledge as "per yard" or "total pledge."

**OR**

Sponsor	Address	\$ Total Pledge	\$ Per Yard	Total \$ Due After Activity

## Shoot-Out for Missions Pledge Sheet

Name of RA: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Church: \_\_\_\_\_

RA Leader: \_\_\_\_\_ Phone: \_\_\_\_\_

**Note: Be sure members clarify the pledge as "per basket" or "total pledge."**

**OR**

Sponsor	Address	\$ Total Pledge	\$ Per Basket	Total \$ Due After Activity

## Pledge Sheet

Name of RA: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Church: \_\_\_\_\_

RA Leader: \_\_\_\_\_ Phone: \_\_\_\_\_

**Note: Be sure members clarify the pledge as "per activity" or "total pledge."**

**OR**

Sponsor	Address	\$ Total Pledge	\$ Per Activity	Total \$ Due After Activity

# World Walk for Missions Pledge Sheet

**Walker:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Church:** \_\_\_\_\_

RA Leader: \_\_\_\_\_ Phone: \_\_\_\_\_

**Note:** Be sure members clarify the pledge as “per mile” or “total pledge.”



OR

[illegible]



# 14 BIBLE MEMORY GAMES AND ACTIVITIES

## SECTION CONTENTS

### Bible Memory Games and Activities

**A Boy's Version of the Bible Verse:** Distribute paper and pencils. Let the boys read in unison the Bible verse on display. Next, let each boy write in his own words what the Bible verse means to him. When all have finished, let them share their verses. In closing, let them quote the verse.

**Zing:** Display the Bible verse on a chalkboard or whiteboard. Have the boys read the verse together several times. Erase the verse. Begin writing it on the board again, but purposely write it incorrectly. As soon as a boy detects an error, he calls out, "Zing!" Erase the board and begin again. Continue going through the verse several times before you write it correctly.

**Active Verse:** Display the Bible verse and have the boys say it together. Next, ask the boys to say the verse in each of these ways:

- At a normal pace while standing
- In fast-forward while jogging in place
- In a whisper while tiptoeing
- Shouting while marching
- In slow motion while jogging in slow motion
- In a normal voice while walking backward

**Amazing Verse:** Write each word of the Bible verse on a separate piece of paper. Cut a piece of yarn long enough to wrap around the room. Punch a hole or two at the top of each piece of paper and string the words in order on the yarn. Wind the yarn around the room to create a maze. The boys must find the pieces of the verse by following the string.

**Backward—Forward:** Display the Bible verse on a chalkboard or whiteboard and allow the boys time to read it silently. Enlist a boy to stand with his back to the board and quote the verse backward. Other boys can check for correctness. When he quotes it correctly backward, he should then quote it forward. Continue until each boy has a turn.

**Backward Verse:** Print the Bible verse with the letters written backward on a piece of paper. The boys must try to write the words correctly. Use a mirror to read the verse correctly.

**Basket Relay:** Gather the following items: a small laundry basket, sock beanbag or small beach ball, and masking tape or chalk. Place the basket against a wall and put a line of masking tape or

chalk on the floor several feet away from it. Make a sock beanbag by filling the foot of a sock with dried beans and tying a knot in the top of the sock. Fold the sock top back over the foot and stitch it closed. (This part is optional, but it eliminates the "tail" which may encourage boys to sling the beanbag unsafely.) Consider printing the Bible verse in large letters where the boys can see it as they play. Before playing the game, read the Bible verse to the boys and ask, "How can you obey this verse?" or "What are the most important words in the verse?" Instruct the boys to line up behind the marked line and take turns tossing the beanbag (or beach ball) into the basket. As they do so, each boy must say one word of the Bible verse. Keep track of the number of tries it takes to get through the verse. Play again, but this time remove the verse so the words are not available to the boys. If your boys enjoy low-key competition, decide on a plan to play the game as teams.

**Beanbag Ball:** Make a 2-foot square on the floor with masking tape. Connect the opposite corners inside the square with tape to form an "X." Give each section a number value. Divide the boys into two teams. Each boy takes a turn throwing a beanbag into one of the sections. If he can say the Bible verse correctly, his team's score will be the number of the section.

**Bean Verse:** Learn the Bible verse. Use a poster board to make a verse poster. Write the verse in large letters. Glue beans or other material to the letters. Hang the bean verse in your meeting room.

**Beat the Clock:** Write the words of the Bible verse on 3-inch paper circles. Learn the verse. Have one boy hold a timer or watch. On the timer's cue, have another boy scatter the circles in a small area of the floor and assemble the verse. Record each boy's time to assemble the verse. Repeat the activity to reinforce the verse.

**Before and After:** Make a flash card of each word in the Bible verse. Hold up the cards, one at a time. Boys must say the word that comes before the word on the flash card and also the one that follows. Continue until all the words have been recalled and boys can quote the entire verse correctly.

**Bible Bounce:** Secure a playground ball. Before playing, review the Bible verse with the boys. After you have said the verse several times as a group, begin the game. Have the boys stand in a circle. The first boy that you bounce the ball to must say the verse. If he is unable to say the verse, he bounces the ball back to you. If he says the verse correctly, he bounces the ball to another boy who says the verse. The game continues until all the boys have had a chance to say the verse.

**Bible Concentration:** Divide the Bible verse into nine parts. In jumbled fashion, write each part on poster board and cover each part with separate sheets of paper numbered from one to nine. Let the boys play concentration until the proper verse order is learned.

**Bible Pass:** As the boys stand in a circle, one boy starts by reading the first word of the Bible verse. He then passes the Bible to the person on his left or right, and that boy must read the second word. The game continues in this fashion until the verse is complete.

**Bible Verse Hopscotch:** Using masking tape or chalk, mark off a hopscotch grid in an open area. Write the words of the Bible verse on separate cards. Place a card in each

square of the grid. Boys will take turns completing the hopscotch grid and saying the verse until all have learned the verse.

**Bible Verse Night Lights:** Instruct each boy to lightly print the Bible verse in large letters on a sheet of paper. Using a small paintbrush, have the boys paint over the penciled letters with florescent paint. Frame the sheets by taping them to a larger piece of construction paper. Boys can hang the verse on their bedroom walls to read in the dark.

**Bible Verse Relay:** Print the Bible verse on a large piece of paper. Read the verse together and then hide the verse. Divide the boys into teams. Give each team a Bible and a marker. Attach one piece of paper per team to the wall. A boy from each team runs to the paper, writes the first word of the verse and runs back to his team. He hands the marker to another boy who runs to the paper and writes the second word. Teams must continue until the verse and reference are written. If a team member needs to look at the verse, the whole team must look up the Bible verse. The first team to complete the verse wins.

**Bible Verse Roll Call:** Have each boy respond with a Bible verse when you call roll. You may choose for them to respond consecutively with one word of the verse.

**Blank Verse:** Write the Bible verse on a chalkboard or whiteboard, leaving blanks in place of some of the words. List all the words omitted on the board in a random fashion. Ask one boy to go and write a word in the proper blank. Repeat until the verse is completed. This can be done several times until all boys have the verse memorized.

**Break the Code:** Prepare a simple code where one letter is assigned to one number. Write the code on a large piece of paper, a chalkboard, or whiteboard. Write the Bible verse in code form with a blank line under the number. Prepare enough copies for each boy. Boys are to break the code and complete the Bible verse.

**Buried Treasure:** Write the entire Bible verse on yellow poster board circles (like gold coins). Boys dig for buried treasure in a bucket of sand. Let each boy read the verse to the group from his "found" coin.

**Can Game:** Wrap empty, clean soft drink cans with white paper. Write the words of the verse on individual cans. Scramble the "word" cans on a flat surface. Let the boys take turns arranging the cans to form the verse. This can be done as a group or individual project.

**Catch a Verse:** Draw a large catcher's mitt on poster board. Cut out the center of the mitt and attach the outline to a yardstick. Write the words of the Bible verse on a chalkboard or whiteboard in random order. Hold the mitt over the first word of the verse. Boys must say the next word of the verse so you can catch it. Continue until the Bible verse has been completed. Boys can then take turns catching the words in order as they say the Bible verse.

**Check Out:** Write the Bible verse on a chalkboard or whiteboard, inserting incorrect words between some of the words of the verse. Boys take turns "checking out" an incorrect word. When all the incorrect words have been "checked out," let the boys read the verse together. Erase the verse and let each boy quote the verse.

**Color Verse:** Give each boy a sheet of paper and crayons. Have each boy cover his entire

sheet of paper with colors other than black. Then, have each boy color over his sheet with a black crayon as dark as possible. Have each boy use a wooden craft stick to scratch the Bible verse into the colors. The verse will appear in bright colors.

**Cut and Glue a Verse:** Write the Bible verse on construction paper and tape it to the wall. Give the boys some magazines, scissors, and glue sticks. Ask them to find and cut out letters to the words of the verse and glue them under the words on the wall. Quote the verse when all the letters have been found.

**Divide the Verse:** Write the words of two Bible verses on separate index cards. Mix all the cards together. Have the boys assemble both verses as a group or individual activity. You could also time each boy as he assembles the verses.

**Domino a Verse:** Write the words of the Bible verse on the backs of several dominoes. Lay them faceup on a table. Boys turn them facedown and arrange them in correct order to form the verse. Boys say the verse. Afterward, they can "domino the verse" by arranging standing dominoes to fall.

**Dot the Verse:** Write the words of the Bible verse in random order on a sheet of paper with a dot in front of each word. Make a copy for each boy. Provide pencils and have the boys connect the dots in proper order. Repeat until each boy can quote the verse.

**Double Express:** Explain that *express* means to "say something clearly." It can also mean "traveling at high speed." Ask for volunteers to "express" what the verse means. Then, have the boys be an "express" train and say the verse at "high speed." Boys line up with hands on the shoulders of a boy in front of them and quote the verse rapidly. Repeat.

**Envelope Race:** Write words of the Bible verse on separate index cards. Prepare a second set of verse cards. Place each set in a separate envelope. Divide the group into teams and give each team an envelope. The first team to arrange the words of the verse in proper order wins.

**Fading Verse:** Write the Bible verse on a chalkboard or whiteboard. Erase one important word at a time while repeating the verse each time. Continue until all the words are erased and the verse is learned.

**Feather Relay:** Divide the boys into two or three groups. Have the groups stand in lines at one end of the room. A leader will stand at the other end of the room. Give the first boy in each line a paper plate holding a feather or feather-shape made from tissue paper. When the leader says "go," the boys with the plates must walk to the other side of the room, recite the Bible verse to the leader, return to the original line, and pass the plate to the next boy. If the feather or tissue falls off the plate, the boy starts over. Continue until all have learned the Bible verse.

**Fill in the Blanks:** Draw a blank on the chalkboard or whiteboard for each letter in the Bible verse. Group the blanks for each word. Let the boys take turns guessing the letters until someone can solve the puzzle and recite the verse.

**First Letter:** Write the first letter of each word in the Bible verse on a chalkboard or whiteboard. Let the boys verbally complete as many words as they know. Repeat until all have learned the verse.



**Fish for Verses:** Bring a fishing pole with a magnet tied to the end of the line. Bring a bucket of water and resealable plastic bags. Write the Bible verses on separate strips of paper. Place a verse, goldfish-shaped crackers, and a weight in each bag. Squeeze the air out of the bags and seal them. Attach several paper clips to the outside of each bag. Let boys take turns fishing for verses. When they "catch" one, they read it and eat the crackers.

**Flip the Word:** Use 8 ½- x 11-inch sheets of poster board or heavy paper. Print one word of the Bible verse on each sheet. Punch two holes in the top of each sheet and fasten the sheets together in proper sequence of the verse with rings or yarn. Use this flip chart to help boys memorize the verse. See how many words you need to flip before each boy can quote the verse.

**Flip a Verse:** Write the Bible verse on a large sheet of poster board. Cover each word with a small piece of colored paper and attach a piece of removable tape at the top. You should be able to lift the piece of paper to see the word underneath. Also, write the words of the verse on separate index cards. Turn these upside down and place them beside the poster. Allow the boys to take turns flipping the index cards and then lifting a piece of colored paper on the Bible verse poster to reveal a word. When a match is found, remove the piece of paper covering the word. When the verse is completely uncovered, lead the boys in quoting the verse.

**Flying Verse:** Use a flying disc to learn a Bible verse. Have the boys stand in a large circle. Throw the flying disc to one boy. That boy must say the first word of the verse. He will then throw the disc to another boy who must say the next word of the verse. When a boy misses a word, the group must start over at the beginning of the verse. See how long it takes to complete the verse. No boy will be dropped from the game. Just keep trying until the verse is complete. *Variation:* Divide the boys into two teams. Have the teams stand in a straight line across from each other. (The boys should stand side by side.) Give one boy a beanbag or small ball. The boy must say the first word of the verse and then toss the ball to someone on the other team. The person catching the ball must say the next word, and so on.

**Go Fishing:** Write the Bible verse on a sheet of construction paper and display the verse. Read it together. Remove the verse and cut apart the words of the verse. Attach a paper clip to each word card. Boys take turns "fishing" for words of the verse and placing them in the correct order. The "fish" are the word cards with paper clips attached. The fishing pole could be a ruler with a string and magnet attached.

**Jumbled Verse:** Write the Bible verse on a chalkboard or whiteboard with the words jumbled. Ask one boy to find the first word and draw an arrow from it to the next word, repeating both words. The next boy draws an arrow connecting the second word to the third word and repeats all three words. Continue until all words are connected and all boys have learned the verse.

**Hand Down:** Display the Bible verse. Let the boys read the verse aloud. Remove the verse. Tell each boy to raise his right hand. Ask a volunteer to lower his hand if he knows the first word of the verse. Let him say the first word. Write it on a chalkboard or whiteboard. Follow the same steps with each word until the entire verse is again

displayed.

**Hang the Verse:** Print each word of the Bible verse on a separate 3- x 5-inch card. Stretch a small rope between two chairs. Use clothespins to pin each word in random order on the rope. Have the boys alternate moving one word at a time one space per move to put the verse in order. Repeat until all the boys have learned the verse.

**Have a Heart:** Prepare a paper heart with the Bible verse on it for each boy. Cut the heart into two puzzle pieces. Hide one half in the room. As the boys arrive, give them one half of the paper heart and ask them to find its partner. When all are found, repeat the verse until each boy can say it.

**Hidden Verse:** Print the Bible verse on a sheet of paper, inserting the word "others" between each word in the verse. Make one copy for each boy. Give the boys pencils and ask them to cross out the word "others" to discover the verse. Ask the boys to use the sheet to practice saying the verse until it is memorized.

**Hide and Seek:** Write words or phrases of the Bible verse on strips of construction paper. Place the strips around the room. Have the boys search for the pieces. As they find them, they should gather in the front of the room, line up in the proper order, and read the verse aloud. Repeat the search several times.

**Hook a Verse:** On a sheet of white paper, create separate sections for each word of the Bible verse and reference. Draw a fish in each section. Print one word of the Bible verse inside each fish (the reference counts as one word). Make four copies of the sheet. Cut apart the sections and attach a paper clip to each one. Make four fishing poles by hanging small magnets on strings and attaching the strings to the ends of four dowel rods (or pencils). Practice saying the Bible verse together. When the boys are familiar with the order of the words, scatter the paper fish on the floor. Give four boys each a fishing pole. Invite them to catch only fish needed to complete their Bible verse. If they catch a word they already have, they must throw it back. Set a timer for a few minutes and see who can catch the right words and complete the verse first. If you have a larger group of boys, organize into teams and rotate fishers for each word caught. When time is up, see how many boys have caught the right words and completed the verse. Say the verse together again.

**I Am a Verse:** Divide the Bible verse into parts equal to the number of boys. Write each part on a separate sheet of paper. Jumble the sheets and give one sheet to each boy. Holding the sheet in front of him, each boy must line up in proper sequence and call out his part. Repeat until the verse is memorized.

**Illustrated Verse:** Give each boy a sheet of paper and crayons. Ask the boys to draw pictures that represent words in the Bible verse. This will help them remember the words. Have the boys put the drawings together and repeat the words using their visual clues. Continue until all the boys have learned the verse.

**Invisible Verses:** Using small paintbrushes or cotton swabs, have the boys write the Bible verse on tablet paper or newsprint with grapefruit juice. Allow time for the papers to dry. Heat the papers gently over a light bulb. The verse will appear. Use caution with the hot light bulb.

**It's Time:** Display the Bible verse. Have the boys read it together several times. Remove the verse. Have the boys count off and form a circle. The boys must walk around in a circle until a timer rings and you say, "It's time." Then, boy No. 1 must say the verse. Continue until each boy has quoted the verse.

**Jigsaw Puzzle:** Print the Bible verse on a poster board. Cut it into puzzle pieces. Mix the pieces and let the boys put the puzzle together. Each boy says the verse and repeats it until learned. *Variation:* Use cardboard strips instead of poster board.

**Knot That Verse:** Take a 3-foot length of yarn and tie a knot in the center. Beginning at each end, tie knots at 3-inch intervals until there are six knots on each side of the center knot. Cut three construction paper flags and punch a hole in the corner of each flag. Tie one flag at the center knot to mark the center. Tie the other two flags at the first knot on the opposite ends of the yarn. Divide the boys into two teams. Have one player from each team hold an end of the "rope." Take turns reciting the Bible verse. Each time a team member says the verse correctly, the team moves its flag one knot closer to the center. The first team to reach the center knot is the winner.

**Memory Magnet:** Give each boy a clothespin, small pompom, two wiggle eyes, and a small piece of magnetic tape. Have the boys attach the magnetic tape to the back of the clothespin and create a face on the front using the other materials. Tell them to put the clothespin on their refrigerator at home and use it to hold this week's memory verse.

**Mirror Writing:** Have the boys practice "mirror writing" using a Bible verse. You will need a small mirror, a pen, sheets of paper, and a thick book (like a dictionary). Stand the book up and attach a sheet of paper to the front of the book. Position the mirror in front of the paper. Boys must look into the mirror to see their sheet of paper and write the verse. Younger boys can write one word of the verse each. Use a mirror to decode the words.

**Missing Words:** Write key words of the Bible verse on separate index cards. Write other words of the Bible verse on a chalkboard or whiteboard, omitting the key words on the cards. Give each boy a word card. Ask boys to place their word cards in the proper order as they say the verse. Shuffle cards and repeat until all have learned the verse.

**Monk Style:** Print the Bible verse on separate cards, leaving no spaces between the words. (The words should run together.) Give each boy a verse card and pencil. Have the boys separate the words in the verse by drawing a line between them. Once everyone has figured out the words in the verse, have the boys say the verse aloud until all have memorized it.

**Now You See It:** Write the Bible verse on a poster board. Cover the verse with another poster board by taping across the top edge. Do not allow the boys to see the verse before the game. For the first round, reveal the verse to the boys for five seconds. See if any boy can repeat the verse. Increase the exposure time on future rounds until all the boys have learned the verse.

**On Line:** Make a flash card for each word in the Bible verse. Display the Bible verse on a chalkboard or whiteboard. Have the boys read the verse together. Remove the verse. Distribute the flash cards to the boys. Ask the boys to arrange themselves "on line" in the correct order. They should hold their flash cards in front of them. Let a monitor check the

verse to see if the words are in the correct order. If not, the monitor will rearrange the boys. Have all the boys read the verse. Then, have them turn their cards over and quote the verse from memory.

**Paint a Verse:** Give each boy a sheet of manila paper and a white crayon. Have the boys write the verse on their paper with the white crayon. Next, have them brush diluted blue tempera paint over their paper to reveal the Bible verse. Say the verse aloud several times. Discuss its meaning. After the paint dries, tape the verse paintings on the wall.

**Pass the Ball/Penny/Object:** Have the boys form a circle. Start passing a ball around the circle as music plays. When the music stops, the boy with the ball must recite the Bible verse. The game ends when time is called or when everyone has had a turn saying the Bible verse.

**Pass the Thimble:** Write a few words of the Bible verse on a small strip of paper. Practice saying the Bible verse. Place the strip of paper in a thimble. Play the game "Thimble, Thimble" by dropping the thimble into the cupped hands of a boy. The boy tries to say the verse by using the key words. If the boy says the verse, he becomes "it" and gets to place the thimble in someone else's hands.

**Photograph a Verse:** Write the words of the Bible verse on separate sheets of construction paper. Take pictures of each boy holding a word sheet. Download the pictures onto a computer. Boys then use the pictures to arrange the words of the verse in the proper order.

**Picture It:** Draw simple pictures that begin with the same first letter as each word of the Bible verse. Display the pictures and help boys guess the Bible verse word that starts with the same letter as the picture. Write the word below the picture.

**Picture Verses:** Display a Bible verse for all to see. Distribute paper and markers or crayons. Let each boy draw a picture of what the verse means to him. Ask each boy to describe his picture to the group, and then quote the verse.

**Pop Verse:** Write sections of the Bible verse on separate strips of paper. Roll the paper strips and insert each one into a balloon. Have the boys blow up the balloons and throw them in the air. Let them spend a few minutes trying to keep the balloons in the air. Afterward, have each boy grab a balloon, pop it, and retrieve the verse strip. Let the boys work together to put the verse in order and then say it. Use the strips to prompt the boys to repeat the verse until memorized. *Variation:* Divide the boys into teams. Provide balloons for each team (one color per team). Place strips of paper with sections of the Bible verse written on them in different balloons and blow them up. Put inflated balloons in boxes according to team color. Boys must race to their team box, pop a balloon, retrieve the verse strip, and then tag the next teammate. Teams must put the strips in order after all balloons are popped.

**Quote That Verse:** Let boys study the Bible verse. Afterward, have each boy determine how many words of the verse he would like the leader to say before he can complete the verse. (For example, if a boy is confident that he knows the verse, he might tell the leader to say only the first word of the verse. Then, the boy says the rest of the verse.) Continue until all the boys can say the verse without help.

**Read and Write:** Display the Bible verse for all to read. Remove the verse. Let one boy at a time go to the chalkboard or whiteboard and write one word of the verse, beginning with the first word. When the entire verse is written, have the boys read it together. Then, erase the verse and quote it.

**Record a Verse:** Record the verse on a tape recorder. Play the verse several times. Then, stop the tape in the middle of the verse and allow the boys to complete it. Continue in this fashion until all the boys can say the verse without the tape.

**Sandy Verse:** Obtain a bag of play sand and enough shoebox lids to equal the number of words in the Bible verse. Write the Bible verse in large letters on a chalkboard or whiteboard. Line up the shoebox lids on a table or the floor of the meeting room. Ask a boy to use his finger to write the first word of the verse in the sand in a shoebox lid. The next boy writes the second word in another shoebox lid, and so on. Have the boys walk past the sandy verse and read it.

**Scrambled Letters:** Write the Bible verse on a chalkboard or whiteboard, scrambling the letters of most of the words. Boys must unscramble the letters to find the words of the Bible verse.

**Scrambled Verse:** Write the Bible verse on a small sheet of paper with the words in incorrect order. Make a copy for each boy. Help the boys learn the verse. Then, give each boy a copy of the scrambled verse, along with scissors, glue, and a full sheet of paper. Have the boys cut the words out, put them in the correct order, and glue them to the sheet of paper.

**Scripture Acrostic:** Write the first letter of each word of the Bible verse on a chalkboard or whiteboard in the form of an acrostic. Give each boy a sheet of paper and pencil, and let him write out the words of the verse. Allow them to use the Bible, if necessary. Let them repeat the verse until each boy can recite it.

**Scripture Song:** Write the verse on a poster board. Help the boys put the verse in song form and sing it. Sing it over and over until each boy has memorized the verse.

**Share a Verse:** Have the boys sit in a circle. Whisper the first word of the Bible verse to one boy. He will then whisper the word to the next person, and so on. When it gets to the last boy, he must say the word. Whisper each word to the first boy as soon as he passes the previous word on. Can the last person say the entire verse without any mistakes?

**Show Me:** Let the boys read the Bible verse together. Then, let each boy act out what the verse means to him. Other boys will guess what he is doing. The boy who guesses correctly must then quote the verse. Repeat until all the boys have had a turn.

**Sing a Verse:** Write the Bible verse on a sheet of paper or poster board and allow the boys a few minutes to review it. Cover the verse so the boys cannot see it. Ask for volunteers to sing the verse, making up hand motions, if possible. *Variation:* Instead of singing, have the boys say the verse together slowly, and then faster and faster.

**Skip It:** Write the Bible verse on a chalkboard or whiteboard, or display a printed verse. Have the boys read the verse together several times. Remove the verse. Ask a boy to say



the verse, skipping every other word. (For example: "Freely \_\_\_\_ received, \_\_\_\_ give.") The next boy skips the words just quoted and says the other words. All the boys "skip" through the verse and then quote the entire verse together.

**Spill the Verse:** Write or print the Bible verse several times on construction paper. Cut each verse into several pieces and put them in separate baby food jars or other containers. Tape the Bible reference to the outside of the jars. Boys must spill the verse onto the table and try to put it together. They can check the verse by looking up the Bible reference.

**Spin the Verse:** Write the Bible verse on a piece of paper and tape it to the outside of a soda bottle. Have the boys sit in a circle. Select one boy to be "It." Have him sit in the center of the circle and spin the bottle. Whoever the bottle points to when it stops spinning must read the verse aloud to the group. That person then becomes "It." The game continues until everyone has had a chance to be "It."

**Stained Glass Verse:** Have the boys use finger paints and 2-liter plastic bottles to create a hanging Bible verse reminder. Ask the boys to remove any paper from the bottle. Then, have them write the verse around the bottle using different colors of finger paint. Use string to hang the bottles.

**Step on It:** Write each word of the Bible verse in large letters on separate sheets of paper. Tape the sheets in random order on the floor, close enough for succeeding words to be reached in a step. Boys should step on one word at a time in the proper order to quote the verse. Repeat until all the boys have "stepped on it."

**String Verse:** Write the Bible verse on poster board using colored yarn or string. Lead the boys to write the verse with glue, and then write the verse with the yarn or string along the glue lines. Boys can cut the yarn or string into small pieces or work with one long piece.

**Tic-Tac-Toe:** Divide the boys into two teams: the "X's" and "O's." Draw a tic-tac-toe grid on the chalkboard or whiteboard. Have the team members recite certain portions of the Bible verse, eventually reciting the verse in its entirety. Each time the team members correctly recite the specified portions as well as the entire verse, mark an "X" or "O" on the grid until a team gets three in a row.

**Tie Up a Verse:** Write each word of the Bible verse on separate 3- x 5-inch cards. Make a set of cards for each boy. Punch a hole in the top of each set and jumble the cards. Give each boy a piece of yarn and a set of cards. Ask the boys to thread their cards onto the yarn in proper order of the verse. Repeat until each boy can say the verse from memory.

**Token Recall:** Say the Bible verse together as a group. Then, have the boys close their eyes. Place a token (small tokens or inexpensive items such as candy, erasers, pencils, etc.) under the chair of one of the boys. Signal for the boys to look under their chairs by asking, "Who's got the token?" Whoever has the token stands and says the verse aloud. If he says it correctly, he gets to put the token under another boy's chair. Give him a token to keep for saying the verse. Be sure to reward each boy for attempting to say the verse, even if he does not say it perfectly.

**Total Recall:** Write the Bible verse on the chalkboard or whiteboard. Let all the boys read the verse together several times. Erase the verse. Call out, in random order, a letter that begins one of the words in the verse. Boys must raise their hands and say the correct word that begins with the letter called. Write the word on the chalkboard or whiteboard. Each time a letter is called, the boys will have to say the verse to themselves to recognize the word. Continue until the entire verse is again on the chalkboard or whiteboard.

**Touch a Verse:** Stuff a long-sleeve shirt and a pair of jeans with hay, cloth, or newspaper. Pin the shirt and pants together at the waist. Seat this "person" in a chair. Write the words of the Bible verse on separate 3- x 5-inch cards. Pin them in random order on the "person." Boys must touch the cards in the correct order and say the words of the verse.

**Triazzle:** Write the Bible verse on a 3- x 5-inch card for each boy. Cut each card into three triangles. Mix all the triangles on a table. Let each boy find three triangles that, when put together, contain the entire verse.

**True/False:** Say the Bible verse together several times. Then, change words in the verse and read it aloud to the boys. Let the boys determine if the reading is true or false. If it is false, they should identify which words were added or removed.

**Undercover Verses:** Write the Bible verse on a piece of construction paper. Cut another piece of construction paper into eight jigsaw pieces. Number the puzzle pieces one to eight. Cover the Bible verse with the jigsaw pieces, attaching them with a small piece of removable tape on the back. Let each boy have a turn calling out a number. Remove the puzzle piece. See if the boy can quote the verse. If not, then re-attach the puzzle piece and let another boy call out a number. Continue until each boy has had a turn and someone can quote the entire verse. The same jigsaw pieces can be used on a number of different verses.

**Verse-a-Round:** Draw a large circle on a piece of poster board. Write the Bible verse, one letter at a time, around the circle. Cut circles or squares from construction paper to cover each letter. Use coins as playing pieces and one numbered cube. Each boy will take a turn throwing the cube and moving his game piece around the circle the number of spaces shown on the cube. One letter will be exposed. The player will guess the word and then attempt to say the whole verse. The letters will be re-covered if the response is not correct. The player who can say the whole verse correctly wins the round.

**Verse Art:** Give each boy a blank sheet of paper and access to crayons or markers. Ask the boys to draw a large circle on their paper. Lead the boys to write the words of the verse around the circle. Help younger boys as needed. Instruct the boys to draw a picture related to the verse in the middle of the circle. Encourage the boys to memorize the verse while drawing the picture.

**Verse Bracelets:** Print the verse on separate strips of paper and tape the ends together to form a bracelet (hospital bracelets will work well for this activity). Ask the boys to wear the bracelet until they can say the verse without looking at it. Allow the boys to decorate their bracelets if they so choose.

**Verse Chain:** Print the words of the Bible verse on separate 1- x 6-inch strips of paper. Give each boy one strip. Recite the verse several times with the boys. Then, ask them

to assemble a chain by linking the word strips together in the correct order of the verse. Staple or tape the chain links.

**Verse Chase:** Write each word of the Bible verse on separate 3- x 5-inch cards. Help the boys learn the verse. Tape one card on the back of each boy. Have the boys assemble the verse on their own by lining up so that each boy can see the word in front of him. Have the boys repeat the verse by reading the cards one at a time. The first boy in line can give the verse reference.

**Verse Cube:** Find directions for making a milk carton cube in a craft book or online. Collect enough empty milk cartons so that each boy can make a cube. Have each boy cover his cube with paper and write the Bible verse on the cube. Let boys pass their cubes and practice the verse until all the boys have memorized it.

**Verse Flash Cards:** Make flash cards for each word of the Bible verse. Use the cards to help boys memorize the verse.

**Verse Garden:** Provide small stones for each boy to form the letters of the Bible verse on the ground. The smaller the stones, the less space will be needed. The boys could work together with larger stones to make one verse. Say the verse together.

**Verse Grab Bag:** Write the words of the Bible verse on small pieces of paper (one word per piece of paper). Put the pieces in a bag. Help the boys learn the verse. Then, let them take turns removing a word from the bag. See who can be first to repeat the verse in its entirety.

**Verse in the Dark:** Locate several pieces of red and blue construction paper. Write the words of the Bible verse on the red construction paper. Cut the words apart. Follow the same procedure with the blue construction paper. Tape the pieces randomly on the walls of the meeting room. Darken the room. When the boys enter the room, assign each one to a red or blue team. Give a flashlight to each team. Tell them the number of words in the verse. Instruct them to find all the words in their team's color. When they find all the words of the verse, they must arrange them in order and shout the verse together.

**Verse Kites:** Secure directions for making a simple kite from a craft book or craft store. Help the boys make their kites. Provide markers for them to write the Bible verse on their kites. As boys complete their kites, have them read the verse aloud. Then, let them go outside and fly their kites.

**Verse Map:** Have the boys draw an outline map of their country. Help them write the Bible verse in the middle of the map. As you help the boys learn the verse, ask them to think about people who live in their country. In reference to the verse learned, ask the boys how God wants us to treat others.

**Verse Place Mats:** Give each boy a large sheet of construction paper and crayons or markers. Instruct him to write the Bible verse on his paper and illustrate it. Help each boy cover his sheet with clear contact paper. Encourage the boys to use their place mats throughout the week at mealtimes to help them remember the verse.

**Verse Pop:** Write the words of the Bible verse on small strips of paper (one word per strip). Prepare two sets of the verse strips. Roll each strip, insert it into a balloon, and



inflate the balloon. Divide the boys into two teams. Learn the verse. Have each team attempt to collect the entire verse by sitting on the balloons and popping them to retrieve the word strips.

**Verse Rebus:** Make a rebus of the Bible verse on poster board. (A rebus is a puzzle that uses pictures or symbols to represent words. You can find directions for making a rebus in a craft book or online.) Help the boys solve the rebus. Use the rebus to help each boy recall and memorize the words in the verse.

**Verse Relay:** Learn the verse. Divide the boys into two or more teams. Have the teams form lines across from a chalkboard or whiteboard. Place an eraser and a good piece of chalk (or dry-erase marker) at the board in front of each team. At your signal, have the first boy in each line run to the board, write the first word of the verse, and then run back to his team's line. The next boy in line runs to the board and writes the second word, and so on. See which team can finish first. Allow all teams to finish before playing again.

**Verse Reverse:** Write the Bible verse on a chalkboard or whiteboard in reverse order (with the last word first). Give each boy a sheet of paper. Let him write the words of the verse in the correct order. When all the boys have finished, let them read the verse together. Then, have the boys turn their papers over and quote the verse.

**Verse Search:** Write the words of the Bible verse on individual cards. Hide the cards around the room before the meeting. Help the boys learn the verse. Then, instruct the boys to search the room for the words and put the verse together.

**Verse Scramble:** Print one word or phrase of the Bible verse on a half sheet of construction paper. (Treat the Scripture reference as one phrase.) Punch a hole through the top corners of each sheet and attach a piece of yarn that is long enough to slip loosely over a boy's head. Mix up the sheets and put one around each boy's neck. Instruct the boys to "unscramble" themselves and line up so that the words of the verse are in correct order. The boys may need to look up the verse in a Bible to make sure. For younger boys, you may write the verse on a chalkboard or whiteboard. *Variation:* Designate one or two boys without words or phrases to place the others in order.

**Verse Team:** Divide the boys into pairs. Each pair should work quickly to memorize the Bible verse. Have each pair say the verse aloud when they signal that they have learned it.

**Verse Vowel Code:** Write each word of the Bible verse on a sheet of paper, omitting the vowels. Make a copy of this sheet for each boy. Print a vowel code of some kind on the chalkboard or whiteboard. Ask the boys to fill in the vowels using the code. Use the sheets as recall activities until each boy can quote the verse.

**Who's Got the Star?:** Make a star out of construction paper. Help the boys learn the Bible verse. Have the boys sit in chairs in a circle. Instruct the boys to close their eyes. Place the star under someone's chair. Signal for the boys to look under their chairs by asking, "Who's got the star?" Whoever has the star stands and says the verse aloud. If he says the verse correctly, he gets to place the star under someone else's chair. The game is played until everyone gets a turn. *Variation:* A coin or other token could be used in place of a star.

**Winner's Circle:** Write the Bible verse on the chalkboard or whiteboard. Below the verse, write all the letters of the alphabet about 6 inches apart. Boys take turns going to the board and circling each letter in the verse in consecutive order. The "Winner's Circle" will be the letter with the most circles drawn around it.

**Word Chain:** Have the boys read the Bible verse together. Remove the verse. Let one boy say the first word of the verse. The boy standing next to him adds the second word. Continue in this manner until the entire verse is quoted. Repeat until all the boys have learned the verse.

**Word Clue:** Write key words of the Bible verse on separate index cards and define the words. Give each boy a card and ask him to share the word and its meaning with the group. Then, ask him to write the word on a chalkboard or whiteboard. Have the boys repeat the verse, using word clues as reminders, until the group has memorized the verse.

**Word Pockets:** Glue six open envelopes to a piece of poster board. Divide the Bible verse into six parts and write each part on the top end of a card that will stick out of an envelope. Scramble the cards. Let the boys put the cards in proper sequence in the envelopes. Scramble the cards again and repeat the activity until all the boys have learned the verse.

**Word Sequence:** Write each word of the Bible verse on separate strips of paper. Number each strip in proper sequence and mix them up. Give one or more strips to each boy. Have the boys read the word strips in proper sequence. Then, have each boy pass his strip(s) to the person on his right. Repeat until each boy can quote the verse.

**You Choose:** Write the Bible verse on a chalkboard or whiteboard. Have the boys read the verse several times. Erase the verse. Write the words in random order on the board. Ask a boy to identify the first word in the verse and write it on the board. Ask another boy to identify the second word in the verse and write it next to the first word. Continue until the entire verse is written correctly.



# 15 GAMES AND ACTIVITIES

## SECTION CONTENTS

**Leading Games and Activities**

**Group Games**

**Got a Minute?**

**Games to Play After Dark**

**Rainy Day Games and Activities**

**Activities From a Backpack**

**Summer Camp Olympics**

**Other Camp Games and Activities**

This section contains games and activities that you can choose from to use with your Royal Ambassador group. Carefully consider the ages and experiences of the boys you are working with in selecting activities. Other games and activities are listed in the *Lad* and *Crusader* magazines or you can find them in books and online. Choose games and activities that reinforce the concepts you are teaching.

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## Leading Games and Activities

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### Differences Between Sports and Games

- With sports you have a definite set of rules, only a certain number of players can play at the same time, and the emphasis is on winning.
- With games you make the rules to fit the situation, any number of players can play at the same time, and the emphasis is on having fun.

### Leading Games Successfully

- Plan a program of games ahead of time. (More than you think you will need.)
- Have ready all of the things that you will need to play the game.
- Get the entire group's attention before giving the instructions or starting the game.
- Outline the rules of the game simply and loud enough so all can hear.

- Demonstrate the game if possible.
- Stop the game or activity while everyone is still having fun.
- Adapt the rules to meet the situation and the needs.
- Be fair, positive, and enthusiastic!
- Always keep safety first!

Wise RA leaders keep a short list of games (both outdoor and indoor) and the supplies that they need ready to use with the boys for fun times, recreation, and rainy days. Look for ways to incorporate games into the chapter meetings and opportunities to share biblical concepts as the boys play the games.



## **Modern Concepts of Play**

Play is child's work. Play is the way a child learns what no one can teach him. It is the way he explores and orients to the world in which he lives. It must be recognized that play is a major contribution to the education and development of boys. Educators report that the best and most lasting learning takes place when the learner enjoys what he is doing.

Through play, a boy learns and develops basic social standards. He learns that getting along with others is important. He learns that he cannot always have his own way; he must give as well as take. He learns that there are rules of a game that cannot be violated without receiving a penalty. He learns to abide by the decisions of the group or referee. He finds that every game has the element of success and failure, and an opportunity to deal with both appropriately. He learns to cooperate, accept responsibility, lead, and follow. All of these experiences enable him to adjust to the social requirements of life.

## How Children Play

There are some differences in the way that children play. Suggestions for appropriate games and interest activities are located in the *Lad Leader* and *Crusader Leader* lesson plans.

**Lads** are full of energy and have active imaginations. They enjoy expressing their imaginations through play. Lads prefer basic rules and will quickly change the rules to meet the needs of the group. Choose games and activities carefully, with consideration of motor skills required. Try to ensure that the Lads will complete the activities with satisfaction; otherwise, they will lose interest and become frustrated.

**Crusaders** have a competitive nature and enjoy games and activities that are challenging to their skills. Crusaders require established rules that apply to everyone, and they do not like for the rules to change. Crusaders tend to prefer games and activities that call for teamwork.

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## Group Games

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**3-N-1 Tag:** When the boys are tired of playing the same old tag games, introduce 3-N-1 Tag to them. Take three of their favorite tag games and play them at the same time. For instance, you might tell the boys they are going to play "Freeze Tag," "Endangered Species," and "Toilet Tag" at the same time. Select a person to be "It." Whoever is "It" must tag others and tell them what they have to do (i.e., an activity that is part of the stated games). In order to be saved, the tagged players must do the activities. It sounds complicated, but give it a try and see how it goes!

**Goofy Softball:** For this game, you will need a baseball bat, a volleyball that is three-fourths full, and two bases (one positioned at home plate and the other positioned in the field). Divide the boys into two groups. The team that is up to bat must furnish its own pitcher. This person pitches the ball to one of his teammates. The batter can either hit the ball or catch it. If he catches the ball, he can hit the ball in any direction. There are no foul balls. Once the batter has hit the ball, he must run to the only base located in the field. He can either stay on that base or continue back to home plate. He can continue running back and forth between the bases while the other team is retrieving the ball. Once play has finished on his turn at bat, he can only return home. He cannot run between the bases when another person is batting. (There is no stealing.) Each time a player touches home plate, he scores one point for his team. A batter is put out in one of three ways:

1. The ball he batted is caught in the air.
2. He is hit with the ball *from the shoulders down* while running between bases.
3. The ball beats the batter to the base.

**Weird Volleyball:** Divide the boys into two equal teams (on opposite sides of a gym) for a game of "Weird Volleyball." If possible, secure a large beach ball for this game. Make sure there is a clearly defined line separating the two teams. The ball can be hit as many times as needed by a team before crossing over to the other side. All hits at the centerline must be above the heads of the opposing team. If the ball hits the ground on a team's side, the other team gets a point. Plays made off of walls and backboards are OK.

**All vs. All:** This is an all vs. all game. Give each player a ball or balloon and have players scatter throughout a marked off area. When the signal is given, each player must try to kick the other players' balls out of the marked area while protecting his ball from being kicked out. All players must dribble their balls and keep the play moving. The last player in the circle with his balloon or ball is the winner. This game moves quickly, so there won't be much waiting between games. *Variation:* Play the game in teams (Team A vs. Team B and Team C vs. Team D). Winning teams challenge each other and play down to the final player.

**All Rise:** Everyone lies on their back on the floor with their arms crossed over their chest. On the signal to "Go," all try to stand without using their hands. The first person up is the winner.

**Arkansas Rocks:** Arrange 15 stones or other objects in the following pattern—3 stones in the first row, 5 stones in the second row, and 7 stones in the third row. Two players



take turns removing one or more stones from one of the rows. A player can only remove stones from one row at a time. During his turn he has to remove at least one stone but he can choose to remove several or all of the stones in one row. The object of the game is to force your opponent to pick up the last stone.

**Amoeba Race:** Divide the boys into teams. Tie a long rope around each team. Set a course for the teams to run, perhaps to one end of the room, over an object, and back again. Race two teams at a time until you have a winner.

**American Turkey:** Establish a large playing area, such as a field, for this game. Designate a "safety line" at each end of the playing area. Select one person to stand in the middle of the playing area. All players line up on one safety line. When the signal is given, they must run across the playing area to the other safety line. The person in the middle must try to grab a runner and hold him still while yelling "123 American Turkey." The person tagged must stay in the middle of the playing area for the remainder of the game. The rest of the players can continue to cross over safely. Continue playing until everyone has been tagged and is in the middle.

**Asteroids and Ankle Biters Tag:** Divide the boys into two groups: the "Asteroids" and the "Ankle Biters." Give each Asteroid a sword (one-half of a swim noodle). The Asteroids must scatter throughout the designated playing area. The Ankle Biters must remain stationary, either sitting on the floor or kneeling on one knee. When the signal is given, the Asteroids must try to tag one another with their swords *either below the waist or on the backside only*. If a player is tagged, he must throw his sword into the air or to a nearby Ankle Biter. He then becomes an Ankle Biter and the Ankle Biter with the sword becomes an Asteroid. Play continues until all participants are out of breath! (Note: If you don't have swim noodles, you can use foam balls or socks that have been rolled into balls.)

**Backhand Tag:** Each player puts one hand behind his back and tags with the other. When the signal is given, all players have 30 seconds to touch as many backhands as possible. This is a great warm-up game where no one is eliminated.

**Balloon Basketball:** Inflate several balloons. If one balloon burst, continue the game with another balloon. Line up chairs facing each other so that when the boys are seated across from each other their knees nearly touch. Have a player or an adult stand at each end of the chairs to serve as goals by making a circle with their arms. Assign each team a goal. Players have to remain seated, with all four legs of their chairs on the floor, during the entire game. Team members try to pass the balloon anyway they can from one player to another to score a goal. If the balloon is knocked out of bounds, a leader can pick it up and put it in play by dropping it in the center of the line.

**Balloon Relay:** Divide the boys into teams and have them line up in single file at one end of the room. At the opposite end of the room, place one chair facing each team. Give each boy a balloon to inflate and tie. When the signal is given, one person from each team must run to the opposite end of the room, sit on his balloon and pop it. He must then run back to his team and tag the next player, who does the same. The team that completes the relay first wins.

**Balloon Volleyball:** Tie a piece of rope or yarn between two chairs. Inflate a large round balloon. Boys sit on the floor in teams and play volleyball with the balloon. The balloon

must go over the rope or yarn. When the balloon touches the floor, the opposite team gets a point. When a team lets the balloon touch the floor, the balloon goes to the other team. Eleven points is a game.

**Bat Ball:** For this game, an outdoor area or gym works best. Mark a home base and draw a line 20 feet away that is parallel to the home base end line. Then, mark a base about 80 feet from home base. Divide players into two teams. One team takes the field; the other team bats. The first batter tosses up a soccer ball or volleyball and hits it with his hand or fist. If he does not hit the ball over the 20-foot line, he gets another try. If he fails the second time, he is out. After hitting the ball, he must run around the far base and return home while trying not to get hit or tagged by the ball, which is thrown at him by the other team. Members of the team in the field have no definite positions. They must scatter about the area beyond the 20-foot line. They try to put the batter out by hitting or tagging him with the ball. They must only hit or tag *from the shoulders down*. The fielders may not take more than one step while holding the ball and may not hold the ball for more than three seconds. They must pass it to another fielder who is closer to the runner. The batter may not run wider than the extent of the end line. Three outs retires a team. Any predetermined number of innings may be played.

**Beanbag Toss:** Cut several holes in a piece of cardboard. Assign a number for each hole. Give a greater value to smaller holes. Lean the cardboard against the wall so it will be sloping. The boys take turns tossing beanbags through the holes. Keep score for each toss.

**Beat the Clock:** Divide the group into teams of eight to 10. The object of the game is to move your team around in a complete circle formation and back to starting position in the quickest time. Teams will compete to see which one can beat the clock. One at a time, have the teams form a circle and hold hands, a rope, or a kid's play parachute. Choose someone to be the team's leader and mark a spot on the floor in front of him. When the signal is given, the leader will move his group around the circle to the starting mark and shout, "Reverse!" When the leader gets back to the starting mark, he yells, "Stop!" The time is recorded and the next team tries.

**Birdie on the Perch:** Have your group start this game in a double circle, with the boys in the outer circle facing inward and the boys in the inner circle facing outward. The boys facing each other will become partners. The players in the inner circle are the "birdies" and the players in the outer circle are the "perches." Have the boys in the inner circle move in the opposite direction from the boys in the outer circle. Each person should keep an eye on his partner. At the sound of a whistle, all the perches must stop and kneel down on one knee, making a place for the birdies to land. At the same time, the birdies must move quickly to their perches. The object of the game is to not be the last "Birdie on the Perch." If you are the last birdie to sit on your perch, you and your partner must go to the center of the circle and sing the Barney song, do a five-second Chicken Dance, or whatever the group decides. Play additional rounds with the players shifting over one place and taking on a new partner. (Note: There is a lot of action in this game with people moving quickly and in close proximity to each other. Make sure all the players understand that there is no running. Quick walking is OK. Tell them to keep their hands raised in front of their chest to avoid a collision.)

**Bologna and Cheese Sandwich (Grouping Game):** Divide the group according to their birthdays. If they were born during the months of January through June, they are the



"bread." If they were born during the months of July through September, they are the "bologna," and if they were born during the months of October through December, they are the "cheese." Whenever you need groups of four, call out "Bologna and Cheese Sandwich." All the players need to get into groups of two breads, one bologna, and one cheese to make a sandwich. Have the players move to the side once they have made a sandwich. One point is awarded if the players can make a sandwich when the command is called.

**Boundary Bombers:** Divide the group into two equal teams on opposite sides of a playing area. Set up five to 10 empty two-liter bottles behind each team. Establish a "slide zone" between the teams. Give each team 10 beanbags. The object of the game is to knock down as many of your opponent's bottles as possible in 30 seconds of play. Each team's beanbags must make impact with the slide zone before entering into the opponent's area. Play five rounds to see which team is able to knock down the most bottles and win.

**Capture the Flag:** This game is best played on a football field (or at least in a large playing area). Divide the group into two teams and assign each team one half of the field. Each team guards its territory and designates one of the corners as its "fort." Each team places a flag in its fort. The object of the game is to try to rush across your opponent's territory, enter its fort, and take the flag without being tagged by a member of the opposing team. If a player is tagged, he must sit in the enemy's fort until his team captures the flag. When the flag is captured, all the prisoners in the fort get to go back to their team and the team gets one point. If the flag is captured and there are no prisoners in the fort, then the capturing team receives five points.

**Circle Croquet:** Divide the group into teams of five to eight players. Have each team form a circle. Place a ball (a slightly deflated one works best) in the center of the circle of players. Each player must make a fist with one hand and straddle his legs so that his feet are touching the feet of his neighbors. When the signal is given, players use their fist to try to knock the ball through another player's legs. The players can protect their "straddle zone" with their fist and their knees. Each player has three chances to stay in the game. The first time a ball goes through a player's legs, he gets an "O." The next time, he gets a "U." The next time, he gets a "T," and the player is "OUT" of the game. The game continues until only two players remain. They are the co-champions of that round.

**Dragon's Tail:** Divide the group into equal teams. (There can be any number of teams.) Assign one person from each team to be the "dragon head" and another to be the "tail." The rest of the team members form the dragon's body. Each team should form a line, and members should put their hands on the shoulders of the person in front of them. (The dragon head is at the front of the line and the tail is at the back.) A bandana is hung from the belt loop or back pocket of each team's tail. When the signal is given, the head of each dragon tries to capture the tails (bandanas) from other dragons, while the dragon bodies try not to break apart. A team is out when it loses its tail or the team breaks apart.

**Elbow Tag:** Divide the boys into groups of two or three for a game of tag. Each group must link together at the elbows. Arrange the groups into a circle with plenty of running room. Choose one group to break apart, and select one person from that group to be "it." The other member(s) of that group will be chased by "it." All of the other groups remain where they are located, arms linked, and form "bases." By linking arms with a group, the person being chased is safe from being tagged. The person on the opposite side of the

group he linked up with suddenly becomes the person being chased. The new person being chased must link up with another base to be safe, and the game continues in this fashion. Change the person who is "it" often since this is a fast-moving tag game.

**Electronic People Machine:** One by one, each person in the group connects to the "Electronic People Machine." The object is to make something that looks and sounds like a working piece of machinery with everyone in the group. When everyone is part of the machine, the leader can make the machine get louder and louder and work faster and faster until it wears out. At this point, the people machine starts slowing down, becoming more and more quiet until it stops. The leader has control over the "Electronic People Machine." Following are the only rules: When you connect to the people machine, you must always be touching another person in some manner. And, you must do some kind of action and make a consistent sound at all times.

**Endangered Species Tag:** Ask the members of your group if they can name an animal that is endangered. From the animals they list, they must select one (the bald eagle, for example) for this tag game. Select several players to be the hunters. They become "it." The other players become bald eagles. The game is played like most tag games. All the players are told the boundaries of the playing area. The bald eagles must try to stay away from the hunters. If a hunter tags an eagle, the endangered bird has to freeze in place. The eagle can only be set free if two other eagles make a circle around it with their arms and move around the eagle two times saying, "You are free! You are free!" These three players are safe from the hunters as long as their arms are around the center eagle. This tag game can go on and on. Remember that boys love to save each other. Let them save as long as they want.

**Everybody's "It" Tag:** Just as the name says, everybody's "it"! The object of the game is to tag without being tagged. Once someone has been tagged, he must squat down and is temporarily out of the game. The "tagged" player can resume play when the person who tagged him is tagged. Note: If two players tag each other simultaneously, they both must

**Fill Your Hoop:** Divide the boys into teams with up to five players. Have them line up behind a hoop or box. Separate the teams by 10 to 20 feet, depending on the age group playing. Five or six retrievable objects are placed 15 feet from the front line of the teams. When the signal is given, a member of each team runs to retrieve an object and returns to his team. He then places the object in the team's hoop. The next person in line has two options for retrieving an object. He can either run and take an object from an opposing team's hoop, or he can run to the common area and retrieve an object. The first team to get three objects in its hoop wins the match. Teams cannot guard their own hoop. squat and count to 60 before they can resume play. Honesty is the key.

**Filling Everybody's Shoes:** Divide the group into two or more teams. Have each team sit in a circle. When a signal is given, each person must remove his shoes and pass them to the person on his right. The boys must put on the other person's shoes (they don't have to tie them) and then remove them again, passing them to their right. This continues until everyone receives his shoes back again, laces them up, and stands. The first team with all its members standing wins.

**Four-way Relay:** Divide the boys into four teams and have each team go to a different corner of the gym. Place one plastic hoop in the center of the court with four basketballs

in it. One player from each team must run to get a ball, dribble to his designated hoop, make a basket, dribble back to the plastic hoop, replace the ball, and run to tag the next player. The game continues until all the players have had a turn.

**Fowl Play Game:** This game is best played in a large, open area. Set boundaries for the game based on the number of players. All the players except one (ask for a volunteer to be "it") line up at one end of the playing area (like a small football field or gym). When the signal is given, all the players must run across the playing area and cross a finish line on the other side. The person who is "it" must block one or more players and try to make them cross the finish line last. The last player to cross the finish line must join "it" and prepare to block other players in the next group of runners. (This is a NO TOUCH game. When blocking players, neither the person who is "it" nor the player must touch at any time. The game is called "Fowl Play" because those who are blocking must hold their arms outstretched like birds.) The game continues until the last two players in the group are running for their win. *Variation:* Have the players dribble a basketball across the playing area. The person who is "it" cannot hit the ball or take it away. He can only block.

**Freeze Tag:** Designate boundaries for the playing area. Choose one or more boys to be "it." They must try to tag as many players as possible. Once a person has been tagged, he must freeze—like a statue—and remain frozen until another player releases him by gently landing on him like a pigeon (hop on his back or sit on his knee). Statues with pigeons on them are safe from being tagged. Players who have not been tagged but have chosen to remain motionless run the risk of becoming statues if the leader calls "Ice Age." The last person frozen becomes "it" in the next game.

**French Fire Line Tag:** Divide the group into two teams. Have teams lie on their stomachs facing each other with about 10 feet between the teams. The centerline of the basketball court makes a good dividing line. Each team has a safety line—the end line of the court under the basket. Designate one team as the British and the other team as the French. When the command "Fire!" is given, a team will clap on the floor as if firing at the opposing squad. When the command "Charge!" is given, members of a team will stand and try to touch players directly across from them before the opposing players can stand and run to their safety line. The leader can mix up commands to try to confuse the teams. He could say, "British, fire! French, fire! French, fire! British, fire!" Then, he could quickly say, "French, charge!" If a player catches an opponent, that person becomes a member of the other team. Play for a set amount of time. The team with the most players when time is called wins.

**Frog Zigzag:** This is a three-person challenge or race. Divide the boys into groups of three. Have the boys line up with their team on one end of a gym and put their hands on the shoulders of the player in front of them. They should face the other end of the gym. The teams will have a series of movements to do (e.g., move left, right, back, jump, jump, jump). As the players hold on to each other's shoulders, they must jump in unison to the left, and then to the right, and then back, and then forward three times. They must continue this series of actions until they cross the finish line. Give each group some time to practice. The challenge is for players to make it across the finish line without letting go of the person in front of them. Or, you could have several groups compete in a race to the other side of the gym. Run heats and then have finals. The boys will enjoy this low-key, non-skilled competition.

**Hat Relay:** Divide the group into relay teams of five to seven players. Place one hat per player on the opposite end of the gym. Each team must join hands to form a circle. When the signal is given, teams must run to the other end of the gym and put on hats without using their hands or arms. Everyone's hands must stay off the floor at all times. The first team back to the starting line (with hats on!) wins the round.

**Have a Ball:** Divide the boys into two groups of 10 to 15 players. Have the groups line up facing each other with 10 feet between them. Count off the players in one group as No. 1, No. 2, No. 1, No. 2, and so on. Count off the players in the other group as No. 2, No. 1, No. 2, No. 1, and so on. Give each leader (the first person in each line) a ball. When the signal is given, each leader must toss the ball to a player on the other side (No. 1's to No. 1's and No. 2's to No. 2's). Players continue tossing their ball back and forth, zigzagging down the rows until their ball reaches the end player on the other side. The end players must toss their ball back to the starting player. The first team to return the ball to the starting player wins the point. Play to a set number of points or for a set amount of time.

**Heads and Hands:** Divide the group into two teams and give each team a beach ball. The object of the game is for teams to get as many points as they can in a one- to two-minute time period. Points are only awarded for "headers" (balls hit with the head). In this game, one of the players on each team needs to be the "counter." When the signal is given, a beach ball is tossed into the air to each group. From that point on, each team must try to keep its ball in the air by using heads or hands. A point is scored for each head hit. If the ball hits the floor, a player can pick it up and hit it by hand to start the action again or you can choose to take a point away each time the ball hits the floor. After a set amount of time, call time and have each team announce its total points. Then, ask teams to try again to better their previous score. *Variation:* Play "Heads and Hands Volleyball." For this game of volleyball, no net is used. There is only a centerline dividing the two teams. Each time the ball is put into play, you must call out a number between one and five. This indicates the number of headers each team must have before the ball can be sent to the other side. There are no spikes in this game. All return hits can be done with the head or hands, and all hits at the centerline must be above the heads of the opposing team. A point is scored when the ball hits the floor. Play is usually to 11 points. The serve always goes to the team that is not getting the point.

**Herding the Sheep:** For this game, each player will have three to five inflated balloons of one color (e.g., Billy—red, Bob—green, Frank—yellow). Place the balloons in front of each player. The balloons represent sheep, and the players are the sheepdogs. When the signal is given, each player must bump his balloons (sheep) to a predetermined area of the room without using his hands. (He can only use his head, elbows, knees, or feet to "herd" his sheep.) No player may kick or bump another player's sheep. The first player to get all his sheep into his "pen" wins the points. *Variation:* In addition to letting the boys move their balloons forward, mix things up a bit by having them move their balloons from north to south and east to west. This causes the boys to cross paths with others as they go.

**Hold the Rope:** Divide the group into equal teams of five or six players. Give each team a jump rope. Members of each team must hold onto their rope with both hands for the complete game cycle. Line the teams up at one end of the playing area. Place one hat per player in a pile at the opposite end of the playing area in line with each team. (Fried chicken buckets can also be used as hats and are easy to store.) This is a cooperative form



of race where each team must run from one end of the playing area to the other while holding the rope. They must put on the hats without using their hands. (Players can use their elbows, feet, teeth, etc.) When every member has a hat on his head, the team can run back to the finish line. If a hat is dropped on the way back to the finish line, the team must stop and help the player get his hat back on (without using hands). If you don't have enough hats for multiple teams to compete at once, consider timing each team to see which one is fastest.

**Hoop Soccer Tag:** Give each player a plastic hoop and scatter the players throughout the gym or playing area. Select two to three players to be "it." These players have specially marked "poison" hoops (a different color than the rest of the players' hoops or marked with color tape). At your signal, everyone must soccer kick his hoop away from the poison hoops. If the players who are "it" can kick their poison hoops into other players' hoops, then they get to trade hoops with those players. Play continues with those players becoming "it."

**Human Knots:** This game can be played with a group of six to 16 players. To begin, have players form a circle, face inward, and extend their right hands. All players should grasp the hand of a player across the circle. Next, have the players extend their left hands into the circle and grasp the hand of a different player across the circle. After players are in this position, continue giving directions. Ask them to work together to untangle their arms and form a group circle without letting go of the other persons' hands. *Variation No. 1:* Have players hold a bandana or nylon stocking in their right hands and grab the bandana or stocking of a player across the circle with their left hands. *Variation No. 2:* Have the group play the game without talking. Sometimes it is impossible for a group to successfully complete this initiative, so allow the group to perform "first aid" by permitting a "one hand break" and then rejoining hands.

**Human Spring:** Tell the boys to find a partner. Have them face each other about an arm's distance apart and stand with their feet spread shoulder-width apart. Tell them to hold their hands up in front of them, palms facing forward. Next, they must keep their bodies as rigid as possible and lean toward one other at the same time, catching each other and rebounding to a standing position with a spring-like action. If that's too easy, have the boys take a short step back and try again.

**In the River (Listening Game):** This game should be played in a circle. Use a rope or a line on the floor to mark the circle. All players start on the outside of the circle. When the leader says, "In the river," all the boys must jump into the circle (the river). When the leader says, "On the bank," all the boys must jump out of the circle. If a player makes a mistake or is the last to do the correct action, he has to either get in the center of the circle and watch for others to make mistakes or he can run a lap around the group and get back in the game. From time to time, the leader should mix up commands to confuse the players. He might say, "On the river" or "In the bank" just to see which player executes the incorrect call. This game challenges the boys to listen closely to the commands.

**Jolly Green Giant Tag:** This game is similar to the swimming pool tag game called Sharks and Minnows. Two lines need to be established about 40 yards apart. Players start from behind one of the lines. Two group members are chosen to be "giants." The giants stand between the lines. When the giants say, "Jolly Green Giant," the rest of the group must

run to the other line, trying to avoid being tagged by the giants. If a player gets tagged, he becomes a "sprout." Sprouts must get down on their knees. They can tag others with their hands, but they cannot move from their permanent position. When the remaining players are at the appropriate end, the giants continue to repeat, "Jolly Green Giant!" The last two players to avoid being tagged become the giants in the next game.

**Jump Stick Relay:** For this game, you will need a large playing area such as a gym. Divide the group into relay teams. Have the teams line up at one end of the gym. A player on each team is given a stick or swim noodle. When the signal is given, these players must run to a line that is 30 feet away, touch the line with a foot, and run back to their team. Players will hand one end of the stick (or swim noodle) to the next team member. Together, they will lower the stick to about 6 inches from the ground and slide it back as their teammates jump over the stick. When the last player jumps the stick, the original runner stays at the back of the line. The other player runs to the far line, touches it with a foot, and returns to repeat the action. Play continues until all team members have had a chance to run and the original runner is once again at the front of the line. *Variation:* Players form relay columns and stand behind the starting line. The first two players in each team's column hold the ends of a stick that is about 2- to 3-feet long. Holding the stick close to the ground, they must run the length of their team's column, and each player in the line must jump over the stick as it reaches him. When the two players with the stick reach the back of the line, the first player lets go of the stick and takes a place in the back of the line. The second player runs back to the head of the line and teams up with the third player. Together, they repeat the action. Then, the third player teams up with the fourth, and so on, until all players on a team have run with the stick. The first team to finish is the winner.

**Kaboom Reaction Game:** During a rocket attack, a rocket makes a certain whistling sound before impact. Select a player who is a good whistler to be the leader. The rest of the players should stand in front of him. The leader will make the sound of a whistling rocket. As soon as he stops whistling (when the rocket makes impact), players must quickly hit the ground. The last player to hit the ground when the whistle stops is out until the next game and must stay on the ground. The leader can vary his whistles (give long whistles, short whistles, etc.) to fake out the players. If any part of a player's body touches the ground before the leader has stopped whistling, the player must stay down for the remainder of the game. Continue until only one player is left standing. He is the winner.

**Knight's Tag:** Use masking tape or chalk to mark a grid on the floor. The grid can range in size (four squares by six squares, six squares by six squares, six squares by eight squares, eight squares by eight squares, and so on). The larger the grid, the more room the boys will have to move around and the longer the game can be played. Divide the boys into two teams. Have members of one team stand in squares of the grid across from the other team (like a game of chess). The goal for each team is to capture all the members of the other team by moving into squares containing players from that team. The boys advance through the grid by moving like a "knight" piece in the game of chess—one by two squares or two by one squares. You can allow the boys to work together as a team to decide which member should move next, or you can number each team's members and have them take turns moving as their number is called. In this case, each player decides where he will move. Teach the boys the importance of strategy and planning ahead.

**Knock Off:** Give each player a penny, a pebble, or another small object that can sit on

the back of one of his hands. Have all the players scatter throughout the playing area. During the game, players must keep one hand behind their backs at all times. The small object should be placed on the back of their free hand. When the signal is given, all the players must challenge one another to a game of Knock Off. Each player must try to knock the object off of the hand of his opponent using only his free hand (the hand that has the item on it). If the small object is knocked off of either player's hand, he must pick it up and move to the sidelines for the remainder of the game. A player can only touch the hand of other players during the game. He cannot touch other parts of their bodies.

**Kubic Kids:** Divide the group into teams of equal size and give each team a plastic hoop. Each team tries to see how many boys can fit inside the hoop. If plastic hoops are not available, use thick ropes tied into a circle. If the boys enjoy this mixer, try packing them into other objects (tractor tires, refrigerator-size cardboard boxes, or other safe objects).

**Look Up, Look Down:** Divide the group into teams of six to 12 players. Each team forms a circle with players standing close to each other. Designate someone from each team to be the "caller." This person will start the game by saying, "Look down!" Upon hearing this, the other teammates lower their heads and look down at the floor. When the caller says, "Look up," all the players must raise their heads and look at another player in the circle. If two players are looking directly at each other, they are out of the game. These players must back away from the circle, and the circle closes up. The commands are given once again, and players continue to drop out until there is only one or two players left. It's quick and easy.

**Loose Caboose Group Tag:** Have the boys get into groups of three to start this tag game. Enlist several boys to be "it." (These boys should not be part of a team.) For this game, members of each team must hold onto the shoulders or shirt of a teammate in front of them, forming a train. Have the teams scatter throughout a large playing area. When the signal is given, the boys who are "it" must try to tag the "caboose" of each team. When they make the tag, they shout, "Go!" They become the new caboose and the first player in line must now join the boys who are "it" and begin tagging other cabooses. The teams are always on the lookout, trying to keep those who are "it" away from their caboose. Since the teams are always changing, the boys get to cooperate with many different people in the game.

**Napoleon's Circle Sit:** The players stand in a circle facing in one direction. They step sideways into the center of the circle until they are tightly packed together. When the command "Sit!" is given, each player must sit down on the knees of the player behind him (like sitting on a chair). If the players manage this without collapsing, then the next stage is to have them hold their arms out while sitting on the knees of the player behind them. If this is achieved, they can try walking a few tentative steps in this position. This game requires confidence, and players may need to persevere a few times to get it right. (Note: If you have not played this game before, it may seem like this will not work. Be assured that it does! The last record held for Napoleon's Circle Sit was over 1,800 players!)

**Nature Scavenger Hunt:** Form teams and go on a nature scavenger hunt. Hunt for items such as these:

- |                     |                           |
|---------------------|---------------------------|
| 1. bird feather     | 7. round rock             |
| 2. branch with buds | 8. insect                 |
| 3. seedpod          | 9. wildflower             |
| 4. pecan            | 10. berry                 |
| 5. smooth stone     | 11. five different leaves |
| 6. acorn            | 12. clover                |

**Newspaper Walk:** Players line up behind a starting line (about 15 feet from another line that is the turning point). Give each player two squares of newspaper. When the signal is given, the first person in line places his newspaper squares on the floor, moving one in front of the other until he reaches the turning point. Then, he returns to the starting line (carrying his newspaper squares) and the next person goes. This can be done as a relay.

**Oh, Fido! (or Oh, Fiddlesticks!):** Have all the players form a large circle and mark their spot with an old sock, a piece of paper, a wad of paper, or masking tape. Select one player to be "it" (or two players, if the circle is large). This player must move to the center of the circle. He is given the name "Fido." At any time during the game, two circle players (across from each other) can look at each other and nod their heads, making a nonverbal agreement to exchange places within five seconds. Fido must try to take one of the empty places left by a circle player. Often, several people are exchanging places at the same time, which causes confusion and gives Fido a chance to take the place of a circle player. More action happens because other players can move and occupy any empty spot while the players are trying to switch. Give Fido special powers, so that he does not get discouraged (in case he cannot take a circle player's spot). At any time during the game, he can yell, "Oh, Fido!" When this happens, every player must exchange spots with another player who is at least two spots away. *Variation:* Random Fido–Mark spots throughout the playing area instead of in a circle. (To ensure everyone's safety, have players raise their open hands in front of their chin for protection.)

**Batter Up:** Set up home plate and first base in a large playing area or field. One player is the batter; the others are catcher, pitcher, and fielders. If the batter makes three strikes or when a fly or foul ball is caught, he is out. If the batter makes a hit, he must run to first base and return home before the catcher receives the ball and touches home plate (putting him out). When the batter is out, all of the players move up in rotation and the batter moves out to right field. If a player catches a fly ball, he gets to replace the batter.

**One Pitch Softball:** This is a fast-moving game played on a regular softball diamond. Any number of people can play. Divide the group into teams. The team in the field has a catcher, four or five infielders, and any number of outfielders. The pitcher is a member of the team at bat. He does not field a batted ball. He wants his teammates to hit the ball. Each team establishes its own batting order. Each batter is allowed only one pitch. The batter runs on a fair ball; anything else is an out (e.g., foul ball, strike, or ball). As soon as the third out is made, the batting team runs to its fielding positions. As soon as the pitcher and batter are in position, they may start play, even if the fielders are not ready. All players must observe a counterclockwise rotation plan to get from "up to bat" position to "in the field" position. If any player fails to run on the outside of first or third base, all



the players must go back and run around the bases.

**Pass and Squat:** Divide the group into equal teams for this relay. Have the boys designate a leader for their teams. Have the teams stand facing the same direction with the leader of each team on the same starting line. The players should be about 3 feet apart from each other. When this formation is established, have the leaders move 10 feet in front of their teams and turn to face them. The leaders are given a basketball (or another object that can be tossed safely). When the signal is given, the leader tosses the basketball to the first player. This player returns the ball to the leader and squats down. The leader then tosses the ball to the second player in line. He tosses it back and also squats down. This continues until the last player has passed the ball back to the leader. This could end the round, or the game could continue with the last player receiving the ball and running to the front of the group to take the place of the leader. The former leader then moves forward and turns to receive the ball from the new leader. All the other players move back a spot. Continue until the original leader has returned to the front.

**Pass Tag:** Designate a safety line on opposite ends of the playing area. Have your group pair up. Give each pair a ball. Ask them to stand about 8 feet apart from one another in the center of the playing area. They will pass the ball back and forth until a whistle blows. When the whistle blows, the player who is not holding the ball must turn and run to his safety line, which is located behind him. The player who is holding the ball when the whistle blows must try to tag the other player before he reaches his safety line. (Be sure to tell the players to run in straight lines to their safety lines. They should not run all over the area, possibly causing a collision with other players.) A point is awarded to each player who makes it to his safety line without being tagged. Play an equal number of times, and then form new pairs and play again.

**Pile Up:** In this chair-switching game, everyone is assured a place to sit, but there is no reserved seating or any guarantee of single occupancy. Set up a line of chairs for the players. The game begins with one person sitting in each chair. Now, pose questions to the group that can be answered with a "yes" or "no," such as "Are you left-handed?" or "Do you have a sister?" Whoever answers "yes" to a question must move one chair to the right. Whoever answers "no" must stay in his chair. If a player must move and the chair next to him is already occupied, he must sit on the lap of the occupant. If possible, keep asking questions until all players are again sitting in one chair.

**Reverse Basketball:** Divide the boys into teams. Follow the regular rules of basketball with one exception: To score, the ball must go through the underside of the hoop. Play to a set score and then move on to another fun basketball game.

**Roll and Run:** Divide the boys into teams. Have teams line up with about 4 feet between each player. Ask players to straddle their legs. The lead player rolls the ball through his teammates' legs. The last player receives the ball, dribbles to the front of the line, and passes the ball under the players' legs again. Play until the team is back to its original formation.

**Roll and Zig Relay:** Divide the boys into teams. Have teams form a line with about 5 to 6 feet between each player. Ask players to straddle their legs. The lead player rolls the ball under his legs and through his teammates' legs. The last player in line receives the ball and dribbles zigzag through the other players to the front of the line. Then, he bends over and rolls the ball under his legs and through the players' legs again. Play until the team is

back to its original formation.

**Shoe Pile:** Have the boys (or campers) take their shoes off and place them in a pile at one end of the playing area. Make a starting line on the opposite end of the playing area. Have the boys line up at the starting line. When the signal is given, they must dash to the pile, find their shoes, put them on, and return to the starting line. The first boy to cross the line wins.

**Shuffle Your Buns (Grouping Game):** Here's a fun game your group can play over and over again. Arrange chairs in a circle. Provide a chair for each player. Ask for two volunteers. Each player except the two volunteers sits in a chair around the circle. The two volunteers leave their chairs and stand in the middle of the circle. When you say, "Go!" they try to sit in the two vacant chairs. The people in the chairs keep moving from chair to chair to prevent the two from sitting down. If one or both of the volunteers manage to sit in a chair, the person to their right must replace them in the middle of the circle. Continue until every player has had a turn in the middle of the circle.

**Snake in the Grass:** Designate the boundaries of a small playing area, approximately 15 yards by 15 yards. All of the players should stay within the boundaries. Designate two players to be the "snakes." They must lie down on their stomachs. To start the game, players gather around the snakes and fearlessly touch them. (One finger will be enough. You don't want to get too close to a snake!) When "Snake in the grass!" is yelled, the players try to get away from the snakes. The snakes crawl on their bellies and try to tag as many players as possible. When a player is tagged, he becomes a snake, too. Play until everyone is a snake.

**Square Relay:** Make a large square with four teams. (Each team sits in a line to form one side of the square). Place a cone in the center of the square. Give a ball to an end player on each team's line. The players pass the ball from person to person to the opposite end player. This end player stands, dribbles the ball around the cone in the center, and returns to his line, assuming the position of the first end player. Each player shifts down a space as the end player is dribbling around the cone. When this player sits down, he passes the ball down the line to the opposite end player. This action repeats itself until the teams are back to their original formation.

**Stand Up:** Ask the boys to find a partner. Have them sit on the ground back to back with their partner, knees bent and elbows linked. Once they are in this position, they must stand up. With a little bit of practice, they should be able to make it. Next, have the boys try to stand with three, four, five people, and so on!

**Strength Ball Relay:** Divide the boys into four (or more) equal teams of four to six players. Teams line up on the end line of a basketball court facing the center line. Four plastic hoops or flying discs are placed on the center line (one in front of each team) with a ball in each of them. Four chairs are placed around the basket, equal distance from the hoop. (The chairs should be placed on vinyl dots or carpet squares to protect the floor.) A player on each team runs to his team's ball, dribbles to a chair, sits down and tries to make a basket (no more than three shots), dribbles back to the plastic hoop or flying disc, replaces the ball, and runs to tag the next player. This action continues until all the players on each team have had a turn.

**Tangled Web Relay:** Divide the boys into two equal teams. Have each team form a circle. Designate a leader for each team and give him a ball of twine. The leader must wind the twine around himself and then pass the twine to the next player, who does the same. This action continues until each player in the circle is wound with twine. When the ball of twine reaches the end of the circle, the direction is reversed, and the players must unwind the twine wrapped around themselves. The first team to finish wins.

**Teeth Teasing:** Have the group sit in a circle. Explain that the object of this game is to never show your teeth. To speak, players must pull their lips inward around their teeth to hide them. One person starts by asking the player next to him, "Is Mrs. Mumble home?" The person responds, "I don't know. I'll have to ask my neighbor." This keeps going around the circle. If someone's teeth shows, he is out of the game. (Smiling is permitted provided the teeth do not show.) When asking a question or answering, making faces is OK to try to cause the other player to laugh.

**Three Ball:** This game is similar to softball. The fielding team scatters on the field, while the batting team has one player at bat at a time. The batter has a kickball, football, and soccer ball. (Other balls may be used in place of one of these.) The batter kicks or throws the balls anywhere on the field, then runs around the bases trying to make it back to home plate. The fielding team gathers the balls and returns them to the catcher. The catcher puts them in a bag and runs them to the pitcher's mound. If the fielding team completes this action before the batter makes it back to home plate, the runner is out. If not, the batting team scores a point. Each team gets three outs. There is a five run per team per inning rule.

**Three Down (from France):** Have the group form a circle. Four clubs/empty two-liter bottles are arranged in a square about 3 feet apart in the middle of the circle. Two players are "pinsetters" and stand in the middle of the square. Circle players roll or throw two balls at the clubs/empty two-liter bottles, attempting to knock them down. At the same time, the pinsetters keep setting the clubs back up. When three clubs are down, the circle players call, "Three down." The pinsetters then choose two new pinsetters and the game continues. *Variation 1:* If pinsetters are too good, only have one pinsetter. *Variation 2:* Throw, roll, or kick the ball. *Variation 3:* Use beanbags and allow five circle players to be in action at one time.

**Drie Stok or "Three Sticks" (from South Africa):** A player places three sticks on the ground about 1 foot apart. Players must step over each stick without touching them, and only one foot can be placed between the sticks during each try. If a player touches a stick, he is eliminated from the game. The last player to perform this action will take an extended step over the last stick. The last stick is then placed where that player's heel landed. The players compete in the same order each time, with the last player in line marking the new spot to move the last stick. As players fail to jump over the last stick, they are eliminated. Play continues until one player is the winner.

**Tic-Tac-Toe Basketball:** You will need one basketball and Tic-Tac-Toe grid for each game, and four colored beanbags or plastic chips for each team (a different color per team). Divide the boys into two teams: the X's and O's. Use floor tape or chalk to mark a grid on the floor in front of the free-throw line (closer for younger boys). Give four same colored beanbags or plastic chips to each team. Have teams line up on the free-throw line. To

begin, a player on one team shoots a free throw, rebounds the ball, and gives the ball to a player on the other team. If a player makes a basket, he gets to place a beanbag or chip on the grid. The goal is to have three chips in a row before the other team.

**Tillicum (from the Native American Indians):** The word *Tillicum* is a Chinook word meaning "friend." This is the Indian Rock, Paper, Scissors game. Have the group pair up. Have the pairs sit and face one another with hands clasped in their laps. Together they must say, "Ya-ta-hey!" as they raise their hands on each syllable. "Ya-ta-hey" is a Navajo greeting. On the last syllable ("hey"), players will make one of these Indian signs:

- **Earth**—Put your hand in front of chest, palm down and fingers together, like a flat surface.
- **Fire**—Hold your hand up with fingers separated, like flames coming up.
- **Water**—Bend your arm at the wrist with your hand pointing down and fingers separated, like a waterfall.

Earth absorbs water, water puts out fire, and fire burns the Earth. This is the native cycle. Play this game with small stones as counters. The first player to take five stones is the winner and will move on to challenge another player. When a player wins the five stones, he will say the Cherokee word *Oste* (O-sta), which means "good," as he raises his hand in the air.

**Toilet Tag:** This is a simple tag game that boys enjoy. Select several players to be "It." Everyone else scatters throughout the playing area. When the signal is given, those who are "It" try to tag the players. When tagged, a player must kneel down and raise one hand over his head. To save a kneeling player, another player must sit on his knee (lightly) and push his raised hand down while making a flushing sound—"Buuuuusssshhhhh!" Both players are safe while in this kneeling/sitting position. They can split up and continue playing once the tagger has moved on.

**Toss Across:** This game is played with three teams of five to 10 players. Team A and Team B line up facing each other with about 15 feet between them. Team C forms a line in the center of the area between teams A and B. A basketball is given to Team A. The object of the game is to bounce pass the ball to the opposite team (A to B or B to A) without being intercepted by Team C. Team C receives a point for each interception. Allow 10 passes per round with each team having an equal number of times in the center. The team with the most interceptions (steals) wins the game.

**Toss and Dribble:** Players toss a softball (any ball will do) in the air repeatedly while dribbling a basketball from one point to another or through an obstacle course of cones. This works well with players who are overly confident in their basketball skills. Challenge them to better themselves.

**Toss It to Me Tag:** This is a variation of tag that promotes communication, cooperation, and fitness. Select two or three boys to be "it" and give each one a bandana. They must carry their bandana as they chase the other players. Have the players scatter throughout the gym or playing area. Give two of the players an object that can be safely tossed from player to player (a rubber chicken, a stuffed animal, etc.). If a person who is "it" tags someone, he drops his bandana and becomes one of the players. The person who was tagged becomes a tagger. He picks up the bandana and tries to tag another player. When a player is holding one of the objects being tossed around, he is safe. Players should try



to toss the objects to players who are about to be tagged. The boys are constantly yelling, "Toss it to me. Quick!" This is an endless game that involves lots of throwing and catching skills.

**Total Involvement:** Divide the group into teams of eight players. Have each team form a circle of six players holding hands. The other two players will get in the center of the circle. Mark a starting line and another line 30 to 50 feet away. When the signal is given, all teams must power walk to the far line while remaining in their circle formation. (Some of the players will be moving backward.) When the teams reach the far line, they reverse the action and power walk back to the starting line. (Players who were moving forward are now moving backward.) The team that reaches the starting line first is the winner.

**Tractor Relay:** This relay has been around forever, but boys still enjoy doing it. Divide the group into teams of three to five players for this relay. Have the teams lie down on their stomachs side by side, with about 2 feet between each player. If you are in the gym and using the long sideline of the basketball court, you can have 10 groups participating at one time. When the signal is given, the first player in line stands up, steps over all the other players on his team, and quickly hits the deck (leaving 2 feet between him and the last player). As soon as he steps over the second player, that player may stand and step over the entire group as well. The relay continues until all the players have crossed the far sideline. *Variation:* Don't allow the second player to start until the first player is on his stomach.

**T-shirt Tag:** This is an all vs. all activity. Everyone is against everyone! Have the group scatter throughout the gym and freeze in place when they select their spot. In this game, if a player pulls on another player's T-shirt (gently!), he must sit down right where he is tagged. The tagged player can still pull the shirts of passing players and make them sit as well. Play continues until there are only two players left. They are awarded three points each. Play again and again. The winner is the player with the most points. *Variation:* The player who wins the round must sit out during the next round. This gives other players a chance to win.

**Trafalgar Square Relay:** Divide the group into four teams and position each team in a corner of the court. Place several cones throughout the court. Give each team a basketball. When the signal is given, a player from each team dribbles around each cone and then back to his team. He hands off the ball to another teammate who does the same. This continues until each player has participated in the relay. The first team to finish and sit is the winner.

**Trash Can Basketball:** Set up large trash cans on opposite ends of the room or playing area. Use a soft children's ball about 8 inches in diameter. Use general basketball rules, with these exceptions:

- There is no dribbling. All movement of the ball is made by passing.
- No running with the ball.
- If you touch a player with the ball, it is a foul. The fouled player gets a free shot.
- Draw a ring around the trash cans about 6 feet out. No one is allowed in this space.

**Trash Ball Juggle:** This is a variation of "Group Juggle" that uses trash balls made from newspaper, plastic grocery bags, and masking tape. Divide the boys into teams and have them form circles. (You will need at least three trash balls per team.) Players establish a pattern of tossing and catching until each player knows *who* he is tossing to and *who* is tossing to him. The sequence has five variations, so it is crucial for boys to remember the pattern. Remind the players that balls should be thrown while moving from one formation to the next. There is constant tossing.

- **Round 1: Original Circle/One Whistle**—Begin with each player tossing and receiving a ball from someone across the circle from him. (Players cannot toss a ball to the person next to them.) The player with the ball must call out the name of the person he is tossing to *before* tossing the ball. Have each team practice with one ball first. As the teams improve, they should add one or two more balls and continue juggling.
- **Round 2: Change/Two Whistles**—The leader shouts, "Change!" Everyone in the circle moves to a different place in the circle and continues juggling.
- **Round 3: Scatter/Three Whistles**—The leader shouts, "Scatter!" All players scatter (spread out) throughout the playing area. Players continue to juggle, but now they are tossing at a much greater distance and not in a circle formation.
- **Round 4: Quiet Scramble/Verbally Call**—Players cannot talk. The sequence is played the same as above, but players cannot call out names.
- **Round 5: Giant Circle/Four Whistles**—All players make a giant circle and continue to toss to the same people. The leader should call out the commands in order to start the game, but as the players learn the commands, the leader should call them in random order from time to time.

**Triple Softball:** Everyone knows how to play softball with two teams, but why not try playing with three teams? Divide the group into three teams with at least five players per team. The general rules of softball apply. The game starts with team 1 at bat and teams 2 and 3 out in the field. After team 1 has three outs, team 2 is at bat and teams 1 and 3 play the field. After team 2 has three outs, team 3 is at bat and teams 1 and 2 play the field, and so on. After each team has been at bat three times, tally each team's score and declare the winner.

**Tunnel Over Relay (from Africa):** This game is from Uganda and is similar to a game from Belgium called "Tunnel Relay." Divide the group into teams. Have teams form relay lines with each player about 4 feet from the player in front of him. The lead player of each team (the first in line) will roll a ball back, with each player assisting the ball until it reaches the last player in line. As players roll the ball back, they should get down on their stomachs, lying sideways in the line. The last player steps over each of the prone players until he reaches the front of the line. At this point, all the players stand and repeat the process. Continue until the lead player is back in position at the front of the line. Assign points for 1st, 2nd, and 3rd place. Play again!

**'Ulu Maika (Traditional Hawaiian Game):** In Hawaii, players would drive two wooden stakes in the ground and roll a *maika* stone (shaped like a hockey puck) through the

stakes for points. It was somewhat similar to bowling. Use two 2-liter plastic soda bottles (filled with a little water) for the stakes and hockey pucks to roll. To set up the game, place the bottles about 1 foot apart and mark two lines about 15 feet away from the bottles. Give each player or team three stones (hockey pucks) to roll. The object of the game is to roll the stones between the two stakes. Teams must stand on their line and take turns rolling all three stones. If a stone knocks down a bottle, the other team gets a point. Teams take turns rolling the stones until one team has scored 11 points. This game can be designed for younger boys as well as older players. Have younger boys roll tennis balls instead of hockey pucks and let the boys move closer to the stakes to roll the balls. You can also move the bottles farther apart to make it easier.

**Volley Baseball:** Volley baseball is played on a small diamond area, using a soft children's ball instead of a baseball. The general rules of baseball are followed with these exceptions:

1. Instead of the ball being pitched, it is batted with the fist of the person on home plate.
2. If a player catches or recovers the ball, he must freeze at the spot where he got the ball. The player is not allowed to run with the ball. Instead, he must try to hit the runner with the ball or toss it to another player who is in a better position to tag or hit the runner. The player who is tossed the ball is not allowed to move either.
3. A batter is out when a player who has the ball is able to tag or hit him with the ball while he is off of a base.

**Wackeyball:** This game gets its wacky name because there is no telling how the ball will bounce when it is hit. You'll need a Nerf football, a softball bat, and bases. Lay out the bases in a square, approximately 30 feet apart. Divide the group into two teams. For each team, you will need a pitcher, a catcher, a shortstop, basemen, and outfielders. Play the game much like softball, pitching the Nerf football underhand. Allow only two outs per team to keep the game moving.

**Wrestling With a Handkerchief (from Greece):** Give each player a bandana ("flag"). Have each player tuck the bandana into his belt line in the back. Have the boys pair up. When the signal is given, each player tries to disengage his opponent's flag. After the round, have all the players find new partners and play again. (If both players remove the flags at the same time, a tie is called.) *Variation:* Each time a round is over, allow the winners to find new partners. Those who lost the round must sit and watch until an overall winner is declared. Then, play resumes again for everyone. The overall winner cannot play the next round. The winner of the second round will play the winner of the first round to determine the "Best of the Best."

**Wrist Pass (from England):** Divide the boys into two equal teams. Have the teams line up facing each other. Players put their hands in front of their bodies at waist level and grasp the left wrist of the person on their right. Thus, each player is holding the wrist of one player with his right hand and is being held at the wrist by the player on his left. When teams have joined hands in this manner, give a beanbag (or paper plate) to the captain of each team (who holds it in his free hand). When the signal is given, the beanbag is passed from free hand to free hand down the line without letting go of the wrists. If the beanbag is dropped, it must be retrieved without team members breaking

their holds. (The entire team may have to stoop so the beanbag can be retrieved by the player who dropped it.) The first team to pass the beanbag correctly to the end of its line wins. *Variation:* Divide the boys into equal teams and have each team form a circle. Select a boy to be the captain of each team. Place several objects in front of each captain. First, have teams pass the objects around the circle, starting and ending with the captain. Second, have teams pass the objects around the circle twice. Third, have teams pass one object at a time around the circle. When each object gets back to the captain, he must toss it into a central hoop for a score. There are tons of ways to change this game. Let the group suggest ideas.

**Zip-Zap-Zoe Circle Game (from the United States and Northern Wales):** Have all the players in your group form one large circle. (It is best to have a circle of 20 to 50 players for this game.) Several players are selected to stand inside the circle. These players act independently of each other and move around the circle trying to "zip" circle players. (They do this by pointing to a circle player and saying, "Zip!") When a circle player is "zipped," he should duck down quickly, and the player on either side of him should try to be the first to "zap" the other. (He does this by pointing to the other player and saying, "Zap!") The last player to turn, point, and "zap" the other must switch places with the player from inside the circle. If the circle player who is "zipped" does not duck down, he will be "zapped" by the players on either side of him and have to exchange places with the player inside the circle. A player inside the circle can also point to a circle player and say, "Zoe." If this occurs, the circle player should freeze. If he moves, he must switch places with the player from inside the circle. This is a game that grows on kids. They learn to be sneaky about who they point to, making the game more fun. The game is special because the group dynamics are forever changing with players always getting new neighbors. Feel free to add other commands as the game progresses. (What would happen if a center player pointed and said, "Zing"?) Let the players make suggestions and then play their way.

**"Zoom"—"Erk"—"Beep, Beep"** Divide the group into teams of six to 12 members and have each team select a leader. Explain that in this game the word "zoom" will signify the sound of a car moving quickly around the group, and "erk" will signify the sound of a car putting on its brakes and reversing direction. To start the game, the leader turns to the person immediately to his left or right and says, "Zoom." (This sets the sound of the car in motion). The person who received the "zoom" command has two choices: He can either continue the "zoom" direction by "zooming" the next person in line, or he can reverse the direction by looking back at the person who just "zoomed" him and saying, "Erk." A "zoomed" player can also say, "Beep, beep." This allows the "zoom" to skip over one player and move to the next.



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## Got a Minute?

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### Quick and Easy Games and Activities

Use these games and activities for "filler" or "sponge fun." If you only have a minute or so with an individual or group, try a couple. Your boys will love them!

#### Add an Action

The players sit in a circle, and one begins by performing some simple action (clapping hands, waving arms, crossing arms, etc.). The next person must repeat this action and add a new one. Play continues with each person repeating all the previous actions in the right order and adding one. Anyone who cannot remember the previous action or who is laughing too hard to continue, has to drop out of the game. The actions can go around the circle several times until only one player is left.

#### Ah-So-Ko-No

All stand in a circle, first player says, Ah!, with either right or left hand overhead pointing either right or left, whomever it is pointing to has to say, So!, with either right or left hand under their chin and whomever it is pointing at must say, Ko!, with both hands, palms together, pointing to anyone in the circle. The person pointed at can cross their arms over their chest and say, No!, which sends it back to the player that sent the Ko!, who must start the action again with an Ah!, or the person that received the Ko!, can accept it and start the action with his own Ah!

#### Ant, Elephant, Man

African Rock/Scissors/Paper, Ant= little finger, Elephant = pointer, man = thumb. Elephant can crush man, man can crush ant and ant can crawl up the elephant's nose and tickle him to death.

#### Arise

Everyone is on their back on the floor with arms crossed over chest, on signal to "go", all try to stand without using hands, first up wins.

#### Baby Bull

Explain that Baby Bull is having a horrible day and wants to be comforted; ask everyone to indicate who the Baby Bull turns to—Mama Bull or Papa Bull; almost everyone will say Mama Bull; they are wrong—bulls are males.

#### Back to Back

Two players stand back to back (no linking elbows), they lower slowly until their seat touches the floor and back up again. If successful, add another player and do again, keep adding if successful. How many can you get together?

#### Balance Boxing

Two people face one another with one foot directly in front of the other (heel to toe); there should be about 10 inches between the front toe of each person; each person tries to knock the other person off balance by hitting the other persons hands (palm to palm); there is not to be any grabbing, pushing, etc.; feinting is allowed.

### **Bang, Gotcha**

Facing a big group, say "Bang, Gotcha" and ask them who was shot; the person you shot is the first person who speaks; continue until the group figures out how someone is shot.

### **Ben Calling Bob**

Circle your group up, the circle will start with Ben then Bob, then 1, 2, 3, etc. The play start with Ben saying "Ben calling 5 (any number or Bob). 5 then, "5 calling 8, 8 calling Ben, Ben calling 4, etc. If someone makes a mistake or is slow to respond, they move to the last place or number in the circle and everyone else moves up a place. Everybody has new numbers now and the game starts with the highest number making the first call.

### **Big Lantern**

This is a quick circle game from Japan. All players sit in a circle on the floor. Designate one player as the leader, who will start by saying, "Little Lantern," spreading his hands apart. The next player says, "Big Lantern," placing his hands close together. This continues around the circle as quickly as possible to try to confuse the players. Eliminate players when they make the wrong hand motion with the saying. The last person in the circle is the winner.

### **Birdseed Search**

Fill up a clear plastic container (soda pop containers work best) with birdseed and several small objects; put on the cap; hunt for small objects; record how many you are able to find.

### **Break My Nose**

Clasp hands over nose and put thumbnail behind front teeth, pull thumb forward to make a snapping noise, sounds like your nose is broken.

### **Business Card Flip**

Hold a business card in each hand between thumb and index finger with the text facing inwards; raise the cards upwards and lower quickly as you blow on the cards; as you lower the cards, switch cards from one hand to the other by grasping the card in the right hand with the left thumb and index finger and the card in the left hand with the right thumb and index finger; the text will magically be facing outwards.

### **Cat on the Fence**

Two players face each other with feet one in front of the other, heel touching toe. The object here is to make the other person loose balance and fall. With open hands, push or faint the other player's hands only (no body touches).

### **Clapping Songs**

One player claps, or taps with a stick, the rhythm of a familiar song, giving to each syllable the correct time value. The other players try to name the song. The first one who names it correctly has the next turn.

### **Clap Return**

Have someone stand in front of the group and make a short rhythmical clap series. Everyone in the group waits until he is finished and then does exactly what the leader did. This is repeated several times with other leaders or with each player in the circle taking a turn (add turns, sounds, stomps, etc.).

### **Clap Through**

Two players face each other, 1 player has hands in front with palms facing each other about 6 inches apart and elbows at side. The other player will attempt to karate chop through the open area of the hands without that player clapping the hand that is coming through. Once through, chop back up through if you can. The karate chopper can fake the other player out and see how long you can go before getting clapped, when caught, switch roles.

### **Coin Grab**

Place a coin in someone's hand and ask them to hold their hand flat with their palm facing up; place your hand palm down (about 12 inches above their hand); tell them that you are going to try and grab the coin out of their hand before they can close their fingers around the coin; you will be able to grab the coin almost every time.

### **Crazy Digits**

Two players face each other. One player will reach both hands forward, cross the hands, turn your hands down and lace fingers. Now, bring your hands toward your chest and pull them up under your chin. The other player points to (but does not touch) one of your digits. The player with the mixed up hands tries to move the digit being pointed at.

### **Dollar Drop**

Ask someone to hold out their hand with their thumb and index finger about 3 inches apart; hold a dollar bill on its end about six inches above the gap between their thumb and index finger; tell the person you are going to drop the dollar bill and they are to catch it between their thumb and index finger; it looks easy, but is very difficult.

### **Eleven Fingers**

Did you know that I have 11 fingers? Hold out your hands and count backward from 10 to 6 on one hand and then say 6 plus these other 5 equal 11.

### **Fantasy Story**

Make a circle with your group. The story you are about to build can be on any subject matter the leader chooses. Each player will add to the story as it gets to him or her. If someone gets stumped, the player that added that part of the story can help out. For example, 1<sup>st</sup> player, "A rose," 2<sup>nd</sup> player, "A rose in a garden," 3<sup>rd</sup>, "A rose in a garden in Spain," 4<sup>th</sup>, "A rose in a garden in Spain with lovely red petals, etc.

### **Finger Playoffs**

A good test for quick thinking, this game involves a series of one-to-one "playoffs." After dividing the group into pairs, have partners face one another with their hands behind their backs. At the count of three, they hold up both hands in front of their faces, holding a number of fingers on each hand. A closed fist means zero on that hand. The first player to voice the total number of fingers held up on all four hands wins the round. Each player should go the best two out of three. Winners from each pair are then matched up for additional playoffs until it winds down to a championship match between two people. Give the winner a prize that can be shared with everyone like finger foods.

### **Fire Ants**

Two players face each other and hold hands. On the signal to start, each player is trying to tap the toe of the other player with his toe 3 times to win. This takes on the look of a wild country dance.

### **Gardening**

Divide the group into two parallel lines about 10 feet apart. A leader stands at the head to call out the names of the vegetables. When "corn" is called, the campers grasp their ears. For "onion" they hold their nose; for "potatoes" they point to their eyes; for "cabbage" they hold their heads. Another leader referees to see which line responds first with the desired action. The first line to have all its members perform the correct actions scores a point. The winner is the line that scores 10 points first.

### **Grammar Test**

Ask someone to indicate which one is correct 8 and 7 *is* 13, or 8 and 7 *are* 13; when they say either "is" or "are," tell them 8 and 7 equals 15.

### **Grocery Line**

Have two equal teams sit facing each others with about four feet between them. The leader will walk to the first two facing each other and say, "Give me something you find in a grocery store that starts with the letter "L" (or any letter). The first player to correctly respond gets a point for their team. The leader continues down the line asking the same question but maybe this time it's something you find in your car, or your closet, or at church, or in a school room, etc. First team to 20 wins.

### **Hands**

This is an old Indian way to measure distance. Make equal teams. The distance will be measured in hand widths (the leader's). The leader will ask each group how far you think it is between the door and this desk, or this wall to that door, or how many hands is it around the waste paper basket, or how many hands is it from the floor to the top of Joe's head, etc. Each group guesses and then the measurement is made. Give a point for the closest guess.

### **Hand Simon**

Have your group sit at a table or just in a circle. The first player does something with his hands (maybe clap). The second player must clap and then add something else such as a clap, the double thumbs up sign. The third player would clap, double thumbs up, and snap their fingers, etc. This continues until a person can't remember all the signs. This is like the game of Simon.

### **How Many are Touching You?**

Two players face each other. One player closes his eyes and the other player touches the other's forearm with one, two, or three fingers at the same time. The other player tries to guess how many fingers are touching him. He guesses and then looks to see if correct. Also, several players can touch the selected player with one or two fingers. One might touch with two fingers on his forehead, another with one on his hand, another with two on his neck—then he guesses again.

### **Human Tic-Tac-Toe**

Place nine socks on the floor in the form of a tic-tac-toe grid. Divide the group into two teams (one will be X's and the other O's). This is a non-verbal game. Any prompting from another teammate will cause an automatic loss of game. Each team sends one player at a time onto the grid to stand on a sock and make either an X or an O. The choice of where to stand is up to that player only. Play until a group wins or the cat wins. The players on the grid go to the end of their team line and the next player starts the next game.

### **I'm Going to Montana**

Hi...I'm Mike and I'm going to Montana and I'm taking \_\_\_\_\_ (pantomime the item; comb, cola, etc.) Next player says, Hi...I'm Billy and I'm going to Montana with Mike and we are going to take \_\_\_\_\_ and \_\_\_\_\_ (pantomime both). This continues with each repeating all the names and pantomiming all the items they will take.

### **Levitating Cup**

Poke a hole in the side of a Styrofoam® cup; place thumb in hole and hold cup with fingers; with the hole facing away from others, remove fingers, the cup levitates.

### **Light in the Darkness**

Players sit in chairs in a circle. Leader turns off the lights. While the lights are off the players may move from chair to chair to their right. When the lights come on, anyone still moving is out for this round. The winner is the last boy to be caught moving. After you play a round, you can talk about how missionaries bring the light of Jesus to dark places where the people do not know Him.

### **Look Sharp**

Two players face each other and look each other over very closely. Have them turn back to back or go to another area (so they can't see each other) and change three things about their appearance. Watch on the other arm, shoes on the opposite feet, shirt buttoned differently, etc. Have them turn around or bring them back together and allow them one minute to tell each other what has changed. Get new partners (don't change anything), look at each other (mixed up) and go make changes again. This can keep going and going and going.

### **Lou – Lou**

This is a Hawaiian strength test. Two players face each other and hook index fingers together. On the signal to start, they pull until one player's finger straightens out. The winner is the player that can keep his hook.

### **Magic 7 or 11**

Have two players face each other with one hand behind them (for lucky seven) or two hands behind them (for lucky 11). On the signal to "Go!" each player will bring out a hand with any number of digits out. They are trying to make a total of seven (with one hand) or 11 (with two hands). The catch is that they must show a different number each time. Do this with each other for a while and then switch partners. How many lucky sevens or 11s did you have?

### **Muk-Jee-Bba (Korea)**

This unique game is played using the feet to form the rock, scissors, and paper. Two players face each other with about three feet between them. They count to three and jump into the air at the same time. If a player lands with his feet together, he has played a "rock." If he comes down with his feet apart, he has played "scissors." If he lands with his feet one in front of the other, he has played "paper." The players jump as high as possible and wait until the very last instant to move their feet to their selected position.

### **Name and Tell**

Make a circle with your group and play this simple game. The selected leader starts and says; "A is for Air–We breathe it." (A could have been anything–awkward–that's how I feel right now, etc.). Next player, "B is for Balloons–We blow them up." Next player, "C is for cookies–We eat them." etc. This should move around the circle fairly fast. Encourage the boys to plan ahead what they are going to say.

### **One to Ten the Hard Way**

This unique challenge had always made a hit with kids. It is one of those activities that will work on a rainy day or in the bus or just sitting under a tree relaxing after a hot soccer match. The game is best played with from 8 to 12 people per group. The object of the game is for the group to count out loud from one to ten without any two players saying the same number at the same time. No special order can be set. The calls must be random. Anyone can start by simply saying "one." If someone else said it at the same time, the group starts over at one again. This isn't as easy as it sounds. Remember, if any two players say the same number at the same time the group has to start over.

### **On Your Cheek**

Ask others to do exactly what you say; while doing it yourself, ask them to make an "O" with the thumb and index finger of one hand; while doing it yourself, ask them to place their hand under their chin; placing your hand on your chin, ask them to place their hand on their cheek; they will invariably put their hand on their chin–they are not doing exactly what you say.

### **Pass the Mask**

Make groups of 4 to 8 and sit in a circle. The selected first player simply turns to the player on the left and makes a silly face of some kind. This face is passed around the circle and back to its owner who repeats it and then the next player passes the mask, etc. After everyone has passed a mask, do it again with a mask, a sound, and an action. This gets very busy and is so fun to watch.

### **Pig**

Select equal groups. Scatter the groups out around the leader. The leader will then give the groups a word such as "comb." The groups then must go and find items that will spell that word. They may find a clip (for C), an orange (for O), etc. The first group to get the word spelled with items in the correct order gets three points. The second team to complete–two points, the third team gets one point. Play this with different words until a team scores 15 points. Great team effort.



### **Pygmy**

This is an observation game. Someone is selected to go first. This player must find a place for his invisible, pygmy friend to hide. The pygmy is about two-inches tall so you must find a special hiding spot. Once hidden (in a mug, shoe, your pocket, etc.) everyone takes a turn to find the pygmy. The one finding it hides the next pygmy.

### **Quick Straw**

This activity is one you might use to fill some time and to give the children a good laugh. Give five to eight players a soda straw and have them stand in front of the group sitting on the floor or in chairs. Have the players place their lips on one end of the straw. On the signal to go, the players try to move the straw from one end to the other by using lips, teeth, tongue, angles, and gravity or by whatever means possible. The player that moves the straw to the other end the fastest can now be called "The Quickest Straw in the West."

### **Remove the Quarter**

Palming a quarter in one hand, place a second quarter on a table under a glass. Tell someone that you can remove the quarter without touching the glass; wave your hand without the palmed quarter over the glass, say a few magic words, and then reach under the table with the other hand; acting as if the quarter has moved through the table, open your hand with the palmed quarter and show the other person the quarter; they will assume you used a second quarter and pick up the glass; at this time you pick up the quarter and say "I told you I could remove the quarter without touching the glass."

### **Rubber Wrist**

This is a way to find out if the person you are dealing with is flexible or not. By placing both of your hands on the wrists of the other player (like holding a pipe) with about three inches between your hands, squeeze slightly and move your hands together and then apart. This makes the loose skin on their wrists look like it shrinks and grows. Repeat action several times and say, "Are you made of rubber?"

### **Shoe Drop**

Have your group circle up. Each will take off their shoes and hold them chest high. On the count of three, everyone drops their shoes. Points: shoe with sole down=one point, shoe on side=two points, shoe upside down=three points and if they are touching each other you can add one more point. Do this for five tries and see who has the most points.

### **Shoe Stacking**

Make equal teams of five to 10 players each. On the signal to begin, each group has to stack their own shoes (off their feet) as high as possible. It's not as easy as it sounds.

### **Shoe Tie for Time**

When you need a quick activity to fill a few minutes, this is a great way to challenge the group. Have everyone sit down with their feet in front of them. Have all players untie one shoe and lay the laces out to both sides. Place their hands on top of their heads and on the signal to go, tie their shoe (designate the type of knot they have to use) as quickly as possible. The instant they are finished, they should throw their hands in the air and

shout "Done!" Recognize the winner and play again. Don't let the winner play this round and have a challenge between all the winners at the end of the activity. You could have different divisions as well. All the students born in winter months, all the students with blonde hair, all the students with brown eyes, etc. Keep them busy.

### **Spot Check**

Place a sticker or draw a small circle on the ground. Have each player find a marker, a stick, a stone, or whatever will do. Draw a circle around the spot and place the players around the circle. They all study the spot and then close their eyes. On "Go!" they walk slowly forward and place their stone where they think the spot is. Five points for the closest, four for the next closest, etc.

### **Stone Teacher**

Select a player to be the first teacher. Draw a line directly in front of them as a dividing line. The group stands in front of the teacher. He puts his hands behind him and places a stone either in his right or left hand. He brings them forward for the group to observe. They make their choice and move to the right or left side of the line. The teacher opens his hand and if they guessed incorrectly, they move off to the side and the others play again until the last player is left. This player is now the new teacher for the next round.

### **Stupid Human Tricks**

Everyone has something crazy they can do. Touch their nose with the tongue, do a back flip, wiggle their eyeballs, etc. Challenge the group to come up with 10 unusual tricks. Get your video camera out for this one!

### **Throwing Fist**

This is another rainy day game. Select a leader. All put one hand behind their back. On "Go", everyone brings their hands forward quickly with one, two, or three fingers out. If it matches the leader, they get a point. Play this game to ten.

### **Tie Fun**

Get in groups of three. One player stand with one shoe untied. The other two players have to tie the shoe (select the style of knot to be used by all) using only one hand each. This is a timed event so go for the gold and set a new group record.

### **Tie-U-Die**

Have your group partner up. Have the pairs stand back to back. In a moment, they will jump around and make a sign towards the other player. The signs are:

- Gorilla–Up on toes, arms raised, and growling
- Man–Hands on hips and say "Oh, yeah!"
- Slingshot–Act like you are shooting a slingshot and say, "boink!"

Man controls the slingshot so the man wins. Slingshots can "Boink!" (Shoot) the Gorilla so the Slingshot wins over the Gorilla. Gorilla can crush the Man so the Gorilla wins over the Man. If both players make the same sign = tie, you both die! Count to three and all the players will turn and make their sign. The winners remain standing, find another player that is standing and challenge them. Continue to do this until one player is left as the winner. This happens very quickly and seldom will a player repeat as a back-to-back winner.



### **Tommy's Mother**

Holding a penny, nickel and dime in your hand, indicate to someone that Tommy's mother has three kids; as you place the penny down, indicate that the first child is a girl and her name is ... (they will say Penny); as you place the nickel down, indicate that the second child is also a girl and her name is ... (they will say Nicole); as you place the dime down, indicate that the third child is a boy and his name is ... (they will be very confused – Diamond, Dean, etc); the name of the third child is Tommy.

### **Tongue Twisters**

Ask your group if they know any. Have a few challenges and then ask them to make up some more. Try these: Peggy Babcock, Unique New York, Red Leather/Yellow Leather, A sure sign of sunshine, A black bug's blood, Brown bed spread–say these three times quickly for the best effect.

### **Twenty Questions**

Select a player to go first. This person thinks of something that can be held in his fist. The group gets 20 questions to figure out what is in the hand. The person making the correct guess is the next to be the presenter. Have the players raise their hands or go in order. This has been around forever, but it still works on a rainy day.

### **Vegetables**

Each player selects a fruit or vegetable that they want to be in the game. The player selected to go first will say their selected name three times and then another's selected name three times. This person then says their name three times and someone else's name three times. Boring!!!! Now for the fun secret. This time you play; no one can show his teeth at any time. If they do, they are out of the game. This game seldom last long because it is so funny and everyone cracks up. Experiment with words to use. Try other subjects as well – Super Heroes, Countries, etc.

### **Whoosh Ball Game**

Each group should be about eight to 12 players each. In this game, an imaginary ball is passed around the circle in various ways. Select a player to start with the ball. A player may pass the ball to the next player by giving them the imaginary ball and saying, "Whoosh." Once a player has the ball he may put his hands together as if praying and say, "Boing, boing, boing." Everyone in the circle will put their hands together the same way and all will bend their knees on each "Boing" and say "Boing" all together. A player may pass the ball to another player in the circle by calling their name and then saying "Gargle," and then act as if they toss it across the circle. Also, a player may refuse the "Whoosh" by raising both hands and saying, "Whoooooooooo." A player may toss the imaginary ball in the air and say, "Funkadelic." On this command, all players move to another place in the circle while doing the "Funkadelic Dance." The player that tossed the ball then acts like he catches it and then passes it on again. Feel free to add new commands to keep the game fresh and exciting.

### **Word Association**

Sit in a circle with your group. The leader can start this simple game by saying any word he likes. The second player must give a word that rhymes with that word or an associated word. For example: Red, bed, shed, tools, fools, spools, thread, sewing, needle, ouch, pouch, money, bunny, etc. Just see how long it will go!

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## Games to Play After Dark

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### **Zap**

Played after dark (usually without flashlights) with boundaries! Two campers have flashlights (off). They are "it." Other campers hide while the "Its" count to 50. "Its" then walk around in the dark to find other campers. If they find someone, they ZAP them (by flicking on their flashlight). Once ZAPPED a camper then takes the flashlight (now off) and he becomes "It" and continues to look for other campers. Meanwhile the camper that has been it has a chance to hide.

### **Sardines**

Played after dark (without any flashlights) with boundaries! One person goes to hide. Then the others go out looking for him. The idea is that if someone spots whoever is hiding they do NOT SHOUT but rather discreetly join them and not necessarily the instant they spot them because hopefully they should lose whoever might be walking near or with them. One by one the campers join—become packed like sardines (thus the title) and inevitably giggle or say shhhhh—which leads the others to locate them. The last to find them—becomes the one to hide the next time!

### **Seekers**

Played after dark (without any flashlights) with boundaries! Is another Hide and Seek night game—best to wear dark clothes! One person has a flashlight (on) and is at home base. They count out loud to 25 while the others hide. The "It" goes out and searches. Meanwhile the others try to reach base without being seen. If "It" sees you and calls your name, you are caught! I have seen campers switch jackets, shoes, etc. to fool "It."

### **Night Lines**

Played outdoors at night. It must be dark! Equipment needed: each team must have a flashlight. The person leading the game must have made up before hand, 8 cards per team, with a design on the card in light reflecting tape (reflective tape can be purchased at most hardware stores). Map tack or laminate the cards in advance as well so as to be able to use the game again! The designs could be three lines, two triangles, four triangles, one circle, etc. Preparation: The cards must be hidden, in a certain area while no one else is watching. The rules: Each team is assigned a kind of card that they are looking for. The boundaries of the game must be described to all players. Each team sends out one member at a time, with the flashlight to find and bring back one of their cards. (At that time they may find cards of the other teams, just leave them undisturbed.) When the first team member finds one card, they return and hand the flashlight to the next team member. The first team to find all their cards wins. This is a lot of fun. You can use 3- x 5-inch index cards. Consider using dark color cards so that they are only spotted by the reflective tape.

## **Night Trek**

Lay a trail during the day. Use duct tape. It reflects light. Set a number of stations along the trail and have a person man them during the trek. To make this truly a team event, arrange groups by lining up by height—small to large. Then count off one through the number of stations that you have. Rules: No flashlights are to be turned on during trek—only in an emergency. Walk only in single file. (Yes, you have to hang on to each other.) You may use anything you have on you to help complete your stations. Game: Start by leading all groups around the trail dropping off one group at each station. Game begins when a whistle is blown to start and change stations. Give enough time to complete each station and walk to the next station.

Possible activities for each station:

1. The leader says, "You are trying to escape from Alcatraz. The piece of newspaper on the ground is your boat. You have to keep parts of your bodies on it at all times to escape." (Newspaper is ½ sheets.)
2. Three candles and one squirt bottle of water. Task: From behind a line, put out all three candles.
3. Tie a ribbon as high up around the trunk of the tree as you can.
4. We arrived at this station to find no leader until we tripped over the leader on the ground and realized we had learned emergency CPR earlier in the day so we went into action.
5. The leader gave us two 2 x 4s (Econo studs) and some rope, showed us a deep ravine marked by duct tape on the ground. Our job was to get from one side to the other. Only one person could be on the 2 x 4 at a time. The 2 x 4s were not long enough to cross the ravine so a person had to move them, stand on one and push the other out in front of you, then hop on it, then move the one behind you out in front.

Add more stations as your setting and participants allow. After the game ends, you can all come together for evaluation. Talk about what the participants experienced. Who were the leaders? How did they work together? What did they learn?

## **Capture the Flag**

Capture the flag at night. Let boys know that they will be playing this game at night so they can dress for the occasion. Divide into two teams. Each team guards one half of the field and designates one of the two corners of their field as the "fort." Each team places a flag in their fort. The object of the game is to try to rush across the opponent's field, enter their fort and take the flag without being tagged by a member of the opposite team. If a player is tagged, they must sit in the enemy fort until the flag is captured by their team. When the flag is captured, all the prisoners in the fort from which the flag is taken go back to their team and the team gets one point. If the flag is captured and there are no prisoners in the fort, then the capturing team receives five points.

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## Rainy Day Games and Activities

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In every camper's life a little rain will fall, resulting in changes to the camper's schedule. Being prepared for this as a leader can make all the difference in the attitudes of the campers and in turning a bum experience into a positive one. Leaders should prepare a bag of activities—a "Bum Bag"—before camp and show the bag to the campers at the beginning of the week. Without revealing the contents, let campers know that this special bag will only be opened in the event of rain.

Many games and activities can be modified for indoor play or rainy days. Listed below are some suggestions. Remember: A leader's enthusiasm and positive attitude are magnified in the lives of the campers!

1. Run progressive games from cabin to cabin.
2. Play table games in the cabin.
3. Play charades.
4. Go on an indoor treasure hunt.
5. Conduct a scavenger hunt, in or out of the cabin.
6. Run an indoor track meet.
7. Hold a Bible quiz.
8. Make puppets.
9. Plan a skit.
10. Sing and harmonize.
11. Work on handcraft projects.
12. Try tumbling.
13. Write letters to missionaries.
14. Send round-robin letters to missionaries.
15. Spin yarns (made-up stories).
16. Invent a cabin cheer.
17. Hold discussions and bull sessions.
18. Try indoor wrestling.
19. Exchange experiences (e.g., "My most embarrassing moment . . .").
20. Practice campcraft skills.

21. Practice lifesaving techniques.
22. Learn star constellations and stories about them.
23. Practice first aid and work out problems.
24. Write a song about your camp or cabin.
25. Read or write poetry.
26. Exchange riddles.
27. Sketch or draw.
28. Read a good book or have someone read out loud.
29. Make funny hats.
30. Make up a progressive story, with each person adding to it.
31. Play gossip (i.e., each person passing on a statement to see what is said by the time it reaches the last person).
32. Act out situations described on folded sheets of paper.
33. Practice fire building in the rain.
34. Hold an indoor cookout in the fireplace.
35. Learn the proper use of a knife.
36. Practice orienteering.
37. Play map and compass games.
38. Have a hymn sing.
39. Learn Native American legends or the history of Native Americans in your camp area.
40. Role-play situations campers may face when they go home.
41. Whittle.
42. Play indoor golf.
43. Dress up your leader.
44. Collect autographs and analyze handwriting.
45. Bake cookies in the fireplace.
46. Put together a cabin newsletter.
47. Have prayer time.
48. Discuss topics led by your leader.

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## Activities From a Backpack

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Consider carrying the items listed below in a small backpack. Use them to lead games and activities with Royal Ambassadors.

### **Bandana**

Bandanas can be used in a variety of ways for recreational activities. Use them for games (Capture the Flag), as sweatbands, to cover food and keep bugs away, to tie into a ball for play, and so on.

### **Beach Ball**

Use for all volleyball-type games. Give each player an inflated beach ball. Players hold the ball with their hands and use it to hit another beach ball back and forth. Go for a maximum number of hits or play over a net like regular volleyball.

### **Bead and Leather Strips**

Keep enough supplies in your bag to make friendship or "thank-you" bracelets. Make one and give it to a camper who has done something exceptional that day. Have a ceremony to present the bracelet(s).

### **Button Buzz Saw**

Using a large button, tie a string (about 40 inches long) in a loop through the buttonholes. Loop the ends of the string around your thumbs. (The button should hang in the middle.) Spin the button until the string is tightly wound. You can make the button spin rapidly by pulling the string taut. Then, relax the string a bit to let the button spin in the other direction. Repeat this action to keep the buzz saw spinning.

### **Checkers**

Keep some checkers in your bag at all times. Use them to play tic-tac-toe, Knock Off, lots of other games.

### **Clothespins**

Keep 10 to 12 clothespins in your bag to play "Clothespin Tag." Select two teams and give each player a clothespin to clip on the tail of his shirt. When the signal is given, all players have 30 seconds to collect as many clothespins as possible from the other team. Count how many each team has, return the clothespins, and play again.

### **Clown Nose, Funny Teeth, and Silly Hat**

You never know when you will need to cheer up a camper or dress up for a funny photo with campers.

### **Coins**

Use for coin games. Stack a few on your right elbow and try to catch them with the same hand. (Go for the record!) Tap coins from the end of the table to point zones on the other end of the table. How many coins can you spin before one comes to a stop or goes off the table?

### **Compass**

Use for orienteering activities.



**Feathers**

Use small feathers for blowing games. How long can your group keep a feather in the air before it touches the ground? Play Contest of the Winds, where each player tries to blow a small feather across a finish line before the other players.

**Finger Puppet**

Place the puppet on the little finger of your dominant hand. Bend the little finger down to the palm and cover it with the other hand. By moving the little finger up and down, the puppet will come out to visit those around him and then retreat back into his "hand house."

**First-Aid Kit**

First-aid supplies should always be available. You never know when an emergency will arise.

**Wooden Craft Sticks**

Use these as counting sticks during games where you need to keep score. *Another idea:* Give each boy a stick and allow him to decorate one side of it. All players stand in a circle and toss their sticks in the air. If the colored side lands facing up, that player remains in the game. If the blank side lands facing up, that player is out of the game. Continue until one player is declared the winner.

**Ink Pad and Paper**

Use an ink pad (child-safe and washable) and paper to create fingerprint art. Give each boy a sheet of paper. Have boys press various fingers in the ink and then press their fingers on the paper. Provide pens so boys can add eyes, legs, shoes, horns, etc., to create their own fingerprint creatures.

**Jersey Loops**

Use these to keep score. Give each players 10 cotton jersey loops and then create various challenges for the group. If a player wins a challenge, his opponent has to give him a jersey loop. Players continue to challenge each other. The player with the most loops after 10 to 15 minutes of play wins the challenge.

**Measuring Tape**

Use this for a guessing game. Ask each player or team how many inches they think it is around another player's head. The leader will measure and give the results. The player or team closest to the correct measurement gets a point. How far is it from this table to the wall? Each player or team guesses. The leader measures to see which player or team is closest, and so on.

**Mirror**

Use a mirror for signaling, to start a fire (by shining a beam of sunlight at a fuel source), or for making sure you don't have part of your lunch stuck in your teeth.

**Paper Clips**

Always a handy item to keep in your bag for organizing papers.

### **Pen and Paper**

Great for taking personal notes, keeping score during games, etc.

### **Pencils**

These come in handy for lots of reasons. Put a rubber band around two pencils and twist the pencils around and around. Release the pencils and watch them dance about.

### **Photo Canisters**

Keep a few of these in your bag for collecting small items, bugs, special stones, etc., or to use for guessing games. Fill them with various items (coins, paper clips, rocks, etc.) and put the lids back on. Let campers shake each canister and guess what's inside. Can your team guess the contents of all five canisters?

### **Poppers**

These are great for filler fun. Campers will come up with dozens of ways to use them.

### **Prism Kaleidoscope**

This is a small looking glass with a crystal prism on the end that magnifies and distorts the image viewed. Use on a bright day to look at a variety of colorful objects.

### **Puzzles**

Include a small nail puzzle, a tangram (Chinese puzzle), or small number slide puzzle in your bag to keep campers busy on a long trip or while waiting for their next activity.

### **Q-tips**

Have players put a Q-tip in a straw and shoot it for distance. Use them for Q-tip Archery. Dab the end of the Q-tip on an ink pad and shoot at a target.

### **Rubber Bands**

Use to keep things together or organized. Shoot them for distance or accuracy, and so on.

### **Ruler**

Keep a 6-inch ruler in your bag to measure things. Who has the widest smile? Who has the longest pointer finger, fingernails, hair, etc? Measure to find out.

### **Short Ropes (three feet long)**

Great for tying knots.

### **Spoons**

Have fun hanging a spoon from your nose, cheek, ear, or chin. Use for spoon races. Use for spoon flipping. (Use two spoons to flip a spoon into a bowl.)

### **Stickers**

Use these as rewards for good behavior. Hide them in the woods for campers to collect.

### **Sticks**

The players sit in a circle with three small sticks in their laps. Each player hides one or more of the sticks in his hand (however many he chooses) and then holds his fist out in front of him. When everyone is ready, players guess how many sticks they think are in the other players' hands. After all have guessed, players open their hands and count the sticks. The player who guessed correctly or was closest to the actual number gets a point. Continue until one player has five points.



**Stones**

Play Kidz Rock. The leader places his hands behind his back and hides a polished stone in one of them. He then holds his closed hands out in front of him for all to see. Without speaking, campers guess which hand has the stone in it and move to that side of the leader. The leader then opens his hands displaying where the stone is located. If a camper guesses correctly, he gets to play again. Play until one camper remains. This camper becomes the leader and has a chance to hide the stone.

**Stopwatch**

Keep one handy for all timed challenges. How fast can the group pass the stopwatch around the circle? One boy starts the timer and passes the stopwatch around the circle to the last player, who stops it. Challenge other groups.

**String or Yarn**

This is great for a variety of jobs, crafts, and activities.

**Straw**

Use a straw to suck up a small paper fish and return it to a bowl for a point. Use a straw to blow a feather across a finish line or for "Q-tip Archery." Have a "Quickest Straw in the West" contest.

**Whistle**

Whistle three times to get campers in groups of three, four times to get campers in groups of four, and so on. Use to start and stop games. Use to signal trouble.

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## Summer Camp Olympics

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Here are a few ideas that you can use at Summer Olympics or weekly chapter meetings. These games can be played indoors, so they are great for a rainy day event. Consider putting together a special box of the materials so you will always be prepared for special events or needs. Ask your campers to create special events for their Olympic Games. They will be glad that you asked and will come up with some creative ideas. Remember, kids embrace what they create!

### **20-Yard Dash**

Create a starting line and a finish line in your playing area. Each player puts the end of a plastic spoon in his mouth and sets a table tennis ball in the spoon. Have players line up at the starting line. When the signal is given, they must race to the finish line. Players are not allowed to use their hands to keep the table tennis balls from falling. If a ball is dropped, the player stands where it dropped. Whoever crosses the finish line first or makes it the farthest before dropping his ball is the winner. Use this guideline to determine second- and third-place winners as well.

### **Sure Shot Put**

Blow up a balloon and tie it. Players try tossing (or "putting") the balloon as far as possible using the open-hand technique for throwing a regular shot put.

### **Dingy Discus**

Each player tries to toss a paper plate as far as possible as if they were throwing a discus.

### **Heave a Javelin**

Each player tries to throw a toothpick or straw as far as possible.

### **Quarter-Smile Dash**

Each player is given a quarter and a yardstick (a straw will also work). Players must push their quarter across the finish line as quickly as possible.

### **Contest of the Winds**

Each pair of players is given a string that passes through a paper funnel. All strings are tied to a volleyball standard. Each string is 25 feet long. One player holds the string at head level and his partner must blow the paper funnel to the standard as quickly as possible. Reverse roles and do it again. Lowest combined time wins.

### **Spider Limbo**

Players see who can limbo the lowest. Players may go under the limbo bar any way they like as long as nothing on their body touches the bar and only their feet touch the ground.

### **Team Broad Jump**

Divide the group into teams. Team members participate in a broad jump event to see which team can jump the farthest. This is a team effort. Player No. 1 broad jumps and marks where his heels land. Player No. 2 places his toes at the heel mark of Player No. 1 and then jumps. Player No. 3 places his toes at the heel mark of Player No. 2 and then jumps. Continue until each player has jumped and marked his distance. The team with the longest group jump takes the gold.

### **Harry's Hammer Throw**

An inflated balloon is tied to the end of a string. Each player throws the "hammer" by the end of the string. The player who throws the farthest wins the gold.

### **Team Jump Race**

Two-person teams line up at the starting line with one member in front of the other. The team member in back puts his hands on the shoulders of the player in front of him. When the signal is given, teams race to the finish line jumping on two feet. If team members break apart, they must stop where the break occurs.

### **Team Feather Blow**

Divide the group into teams of three to five players. Have teams blow a small feather as far as they can in 15 seconds.

### **Pong Football Game**

Teams stand along opposite sides of a table and a table tennis ball is placed in the middle. Each team tries to blow the table tennis ball off of the opponent's side of the table. No hands are allowed on the table.

### **Another Discus Throw**

A paper plate is thrown from a chalk line. The plate must be held flat in the hand and thrown like a discus, not sailed with thumb and fingers. The player who throws the farthest wins.

### **Heel-Toe Race**

Mark a starting line and a finish line for this race. Each player must cover the distance required by traveling heel to toe. Every step must be made by moving one foot in front of the other as quickly as possible.

### **Hot-Shot Da Beans**

Give each player 10 navy beans. Players attempt to throw each bean into a quart jar from a chalk line on the floor. The player with the most beans in the jar wins.

### **Rolling Archery**

Draw a target on the floor with chalk. Give each player three to five tennis balls. Players must attempt to roll their tennis balls into the target area from 15 feet away. Total the score of the balls that were rolled and declare the winner.

### **Q-Tip Archery**

Put a poster on the wall with a target drawn on it. Players will need a Q-tip, a plastic straw, and an ink pad. Draw a line 10 feet away from the target (closer if the players are young). Have each player dab his Q-tip on the ink pad, load it into his straw, and blast the Q-tip toward the bull's eye by blowing a strong puff of air into the straw. Allow each player three to five shots.

### **Liquid Laughter or Water Drinking Relay**

Players will need to pair up for this relay. Each team is given an 8-ounce glass of water and a plastic spoon. When the signal is given, one player spoons the water into the other player's mouth as quickly as possible. The first team to empty its cup of water wins.

### **Blow Cup Relay**

This relay is like a horse race. It is usually played on a long table (like the ones in a school cafeteria). Give each player a plastic foam cup. Have two players stand along one end of the table and place their cups upside down on the table. When the signal is given, each player must try to blow his cup across the table and off the other end. If the cup falls off during the race, that player must start over at the beginning.

### **Flippin' Kippers**

Give each player a 6-inch paper fish and a magazine with the pages taped shut. Have the players line up at the starting line and place their paper fish on the line. When the signal is given, each player will attempt to move his paper fish across the finish line by using wind power only. Players must throw their magazines on the floor behind their fish to force air under them and make them move. The fish cannot be hit with the magazines.

### **50-Yard Swim**

Each player must hop on one foot while carrying a paper cup filled with water to the finish line. The first player over the finish line or the player with the most water left in his cup wins. You decide.

### **Funny Feather-Blowing Event**

For this event, give each player a small feather or a 1-inch square piece of toilet paper. See which player can be the first to blow his feather (or toilet paper square) across a finish line that is 15 feet away.

### **Table Bowling**

Place 10 two-liter plastic bottles on a table in the shape of a half-diamond (like pins at a bowling alley). Draw a line 10 feet away and give each player three flying discs (or a Nerf ball, stuffed socks, etc.). The players have three tries each to clear the table. If they knock all 10 bottles off with the first toss, they get a strike. If they knock them all off with the second toss, they get a spare! If there are bottles on the table after the third toss, give points for the number of bottles knocked off.

### **Cherry Hunt**

Set a cherry (with a stem) on three separate paper plates (in various areas of each plate—not always in the center). Fill the plates with whipped cream and set them on a table. Each player stands in front of his plate with hands behind his back. When the signal is given, each player tries to be the first to find the cherry and hold it in his teeth by the stem.

### **Lemon Lane**

Set up three cones about 6 feet apart. Each player uses a stick to roll a lemon around the cones and back to the starting line.

### **Rock Rolling**

Each player finds a stone as round as possible and about the size of an egg. Mark off a grid similar to a giant shuffleboard table. Each player rolls his rock to score points. Give three tries and total.

### **One-Eyed Basketball**

Have each player shoot free throws with one eye closed, or make a patch for them to wear during this difficult event.

### **Elbow Coin Catching**

Players bend their arms toward their shoulders (hands facing up) and stack coins on their elbows. With a quick swipe, they try to catch the coins. If the coins are stacked on the right elbow, the right hand must be used to catch them. Start with one coin. If a player is successful in catching it, add another. What will be the maximum that a player catches without dropping any?

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## Other Camp Games and Activities

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### Missions Activities:

- Talk with missionaries.
- Pray for missionaries.
- Write letters to missionaries.
- E-mail missionaries.
- Study and learn Bible memory verses.
- Play Bible memory games.
- Collect autographs.
- Create memories.
- Participate in mission projects/activities.
- Raise money for missions offerings.
- Talk to missionaries via ham radios.
- Participate in a missions banquet or missions fair.

The missions coordinator will organize and schedule projects that will help campers study about, pray for, give to, and participate in missions. A variety of mission projects/activities are provided in the Mission Projects/Activities section in this book. They can also be found in *Lad* and *Crusader* magazines. Some activities might include cleaning the campgrounds, establishing a prayer garden, or making care packages for shut-ins.

Conduct a missions banquet at camp.

- Coordinate a special meal with the camp administrator or manager.
- Invite area, associational, and retired missionaries.
- Have older boys help decorate, arrange tables, and clean up.
- Include special music in your program.
- Have boys dress up for the meal and stay for the missions program (special speaker, film, etc.).

### Hikes:

- Nature Hike
- Exploration Hike
- Backward Hike
- Bunny Hop Hike
- Blind "Faith" Hike
- Leap Frog Hike

- One Leg "Hopping" Hike
- Pick Up Trash Hike
- "Snake" Hike
- Moonlight or Night Hike
- Sunrise Hike

## **Hunts:**

You can organize a variety of hunts for your campers. Designate the object to be found and establish the boundaries. Decide if the hunt will be conducted as an individual or group activity. Set clear rules before beginning. Ensure that the campers do not rush off in a stampede and injure each other in the pursuit of the quarry. The prize may be the object, a special award, or just simple bragging rights. Set the rules clearly before beginning. One alternative is to assign both positive and negative values to the objects and wait until everyone has returned to reveal them.

Following are some examples of hunts:

- Gold Rush Hunt—Use pebbles painted gold.
- Trash Hunt
- Peanut Hunt
- Candy Bar Hunt
- Leader Hunt—(Notify leaders beforehand so they can begin scouting out where to hide. Have an assembly for the campers and provide some entertainment. During the assembly, call a "special meeting" with the leaders so that they can go to their hiding places. Then, have someone announce that all the leaders are missing and the campers need to find them. Let the campers know the boundaries for the hunt and that they must return when the whistle blows. Have them dismissed in an orderly manner to avoid excited campers running over each other.

## **Special Place:**

On the last day of camp, have the campers select a special place where they can go to reflect on the week's activities. Tell them to leave a small object there—one that will last for the one year. Next year, at the end of camp, they will return to their special place to reflect on the week's activities and look and see if their object is still there and remember some of their experiences from this year's camp.

## **Goodbye Letters:**

Have the campers write a letter to themselves recording some of their positive special experiences from camp. Mail the letters to the campers two months before the next camp.

**Time Capsules:** Have the camp construct a time capsule. Seal it and place it somewhere in camp. Decide when you will reopen the capsule—After one year, two years, or three?

**Talent Show:** Have the campers conduct a talent show. Or, conduct a game show in which several campers and leaders participate. Look for ideas in skit books. How about a Bible trivia game show?

**Campers vs. Camp Leaders Tug-of-War:** Yes, over a mud pit! Organize this fun event to raise money for a missions offering. Let campers designate which leader they would like at the front of the line. The camp leaders always lose, but the entire camp wins!

**Dog Patch Relay:** These events are done on a voluntary basis. Campers form teams. One team member completes an event, runs to the next event, and tags another team member. That team member completes his event, runs to the next event, and so on, until the race is won. Following are event ideas:

- Riflery
- Hop-jump-skip
- Archery
- Three-leg race
- Canoeing
- Egg toss
- Swimming
- Wheelbarrow race
- Bubblegum blow
- Tug-of-war
- Eat a cracker and whistle.
- Drink a carbonated beverage and burp.

Come up with other creative ideas for conducting the relay race. Instead of passing a baton from camper to camper, why not pass a banana and require the last camper in the relay to eat the banana? How about conducting the relay James Bond-style? Have relay members pass a one-liter bottle of soda instead of a baton. The last person in the relay has to open and drink a designated amount of the soda to complete the race.

**Wild West:** For this event, you will need bags of gold (small pebbles painted gold), tube socks, and colored arm bands (one color per team). Divide the group into four teams: cowboys, settlers, miners, and outlaws. Give each player a tube sock and a colored arm band distinguishing his team. (Players should tuck the tube sock in a back pocket or belt loop.) The object of the game is to find the bags of gold hidden within the boundaries of the campground and take the gold safely to the bank—being careful of others out to get you! Cowboys can only get outlaws, outlaws can only get miners, miners can only get settlers, and settlers can only get cowboys. If an opposing team member removes your tube sock (no tackling allowed!), you are escorted to Boot Hill where you must wait three minutes before you can be released. You can then re-enter the game. Scorekeepers are needed at the bank and at Boot Hill. Every player who removes a tube sock from an opposing team member scores 1,000 points for his team. For every bag of gold that is successfully brought to the bank, a team receives 5,000 points. No one is allowed to guard the bank. The game is over when every bag of gold has been found.