

**Appendix 5****LIST OF GREAT PROGRAM IDEAS****ANNUAL BANNER/POSTER**

Involve youth members in creating an annual banner or poster for the Division. Invite members to contribute drawings and paste them together on a large roll of paper to display. Add more drawings throughout the year as the banner permits. Be sure to draw and paint on your Division name.

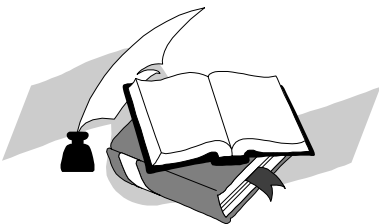


Suggested Ages: 6-16

**ANNUAL YEARBOOK**

St. John Ambulance youth programs build great memories. A great way to preserve those memories is to create an annual group yearbook. In the fall involve youth members in the planning process, set out a budget, decide what activities to focus on, determine a layout strategy, and the number of pages.

At the end of the year, youth members can buy a copy of the yearbook for a nominal amount. If you can obtain subsidization for the printing and binding, you can give the yearbooks away. Try asking local businesses to contribute a small set fee per business card reproduced on the back page. Ten cards can easily fit the back of an 8"x11" yearbook and may cover most expenses.

**GUIDELINES:**

- Be sure to include the youth members in the planning and design.
- Focus on the youth and their activities.
- Include lots of illustrations and pictures.
- Choose the highlights.
- Encourage the older Crusaders to include younger members of the St. John Ambulance community to participate.

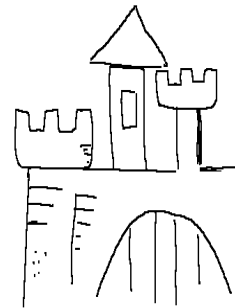
Suggested ages: 16-20

## A MEDIEVAL THEME

A great theme that can be shared by all age groups as part of teaching St. John Ambulance history.

For the castle you will need:

- various shoe-size boxes
- coloured markers
- glue sticks
- scissors
- straws
- string
- pipe cleaners
- coloured construction paper
- cardboard tubes (from paper towels and toilet paper rolls)



Wrap the construction paper around each Box, leaving about 2 cm above the box to form the “outer wall.” Have participants draw brick on the construction paper and glue cardboard tubes to make “towers.” Use pipe cleaners to make people; straws to make flags; and string to make a drawbridge.

Younger members may also enjoy making crowns, bright coloured shields and swords. Have a dress up day and at the end of the session, “knight” all those present.

This activity can include all levels as older Cadets or Crusaders gain leadership experience in guiding younger Cadets or Juniors.

Suggested ages: All levels

## CASUALTY SIMULATION

Invite a trained casualty simulator (possibly from an adult division) or a make-up artist to paint realistic gashes and bruises on members. Youth of all ages can become fascinated victims. Graphic wounds help renew interest and spark attention. This is also a non-threatening way to introduce a sense of realism into teaching first aid. Try not to make the wounds look too gruesome for the younger members. You can also apply make-up before testing first aid knowledge - to help make the scenario realistic.

Suggested ages: All levels

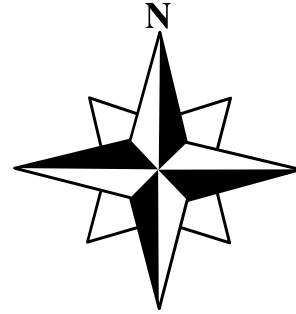
### LISTENING GAME

This game helps build trust and improves listening skills.

Materials needed:

- chalk or tape to mark two lines on the floor.

Divide members into groups of two; one member wears a blindfold and their partner stands behind a line about 15-20 feet in front of them. Line up the blindfolded youth at a starting point. Their unmasked partners stand behind the line to the left or to the right of the blindfolded friend and yell instructions to reach the line. They are, however, only allowed to yell out two words: “left” or “right.” Their blindfolded partners must identify the correct voice and then follow it to the exact person behind the line. Chaos!



Suggested ages: 11-16

### TOWERING CARDS

This game helps build coordination, concentration and team building skills.



Materials needed:

Decks of playing cards or index cards

Ask youth members to build a tower made from playing cards. Break youth into groups of three to six. Watch how elaborate they can make their creations. This game requires a steady hand. For an older group - break into groups, and see which one can build a tower to hold an object (book, glass of water) with the fewest cards. Or which group can build the tallest free-standing tower. As a variation, use index cards and masking tape.

Suggested ages: 11-16

### BEE STING TAG

This is a good game to play before or after teaching how to give first aid for bee stings.

Outline a “lawn” area clearly. Choose one “bee”; all other players are people running from the “bee.” All people who get tagged leave the “lawn” area and

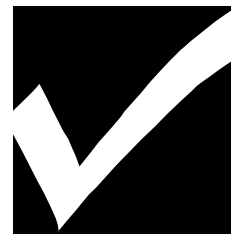
run around outside the “lawn” area. The last person stung is the bee for the next game.

Suggested ages: 6-10

### QUESTION AND ANSWER QUIZ

Make a question and answer quiz. Questions can include things like:

- fill in the blanks (ie: list four types of burns)
- “yes” or “no” questions (ie: you should put butter on a burn)
- explanation questions (ie: why shouldn’t you cover a burn with cotton wool or other fluffy material?)



Pick a topic/theme (First Aid, History of the Order, the local community, riddles, etc.) and allow the members to create individual quizzes with a maximum and minimum number of questions (ten questions are usually good). Ask each member to share their quiz with the group, or create one quiz and solicit questions from the group. Try mixing and matching various themes. Other ideas are to ask the older youth members to write quizzes for the younger students or to turn the game into a variation of popular television game shows (eg. “Jeopardy”) or trivia board games.

Suggested ages: 11-20.

### SCENARIOS

Realistic scenarios capture youthful imaginations and help the learning process. Ask members to “spin a story” and then ask students to describe how they would respond. Ask members what they need to do first. After they have practised responding to the problem, offer alternatives. Emphasize how to do each one safely.

**Variation:** Break into groups, and have each group spin a story, in writing. Then collect and redistribute the stories. Each group would then role play the scenario and their response.

Example:

We are at the beach playing volleyball when suddenly, Jason lands on the sand and drops to the ground in pain. As we approach, we find him grasping his left ankle and grimacing with pain.

Suggested ages: 11-20

## ROLE-PLAYING

Once members feel comfortable with a certain first aid topic, challenge each of them to role-play an injury (may be done in conjunction with the Scenarios). Monitor each group and then discuss what they did and how they could improve their future performance. You may wish to use make-up and draw cuts for wounds and then ask youth to bandage the casualty.

### Examples:

- Severe nose bleed
- burns from a stove top or bad sunburn
- cuts
- broken arm

Suggested ages: 11-20

## RESCUE RELAY

Two exercises to use after teaching about lifting techniques and transportation. Don't forget to emphasize safety.

1. Divide your first aiders into teams. Each team must move its players from one end of the room then back using a different lifting technique each time. As they transport their friends, ask them to describe their lifting technique and the circumstances under which each would be used. *Some techniques may be too difficult for younger members.*



2. Divide your first aiders into teams. Each team must make improvised stretchers with material close at hand. Let them experiment with jackets (sturdy ones only!) or blankets for support between two flag poles or broom handles. After each team has made a *safe* improvised stretcher, get them to manoeuvre through an obstacle course (one or two teams at a time) carrying an "injured" friend on the stretcher. Award points to teams who properly care for their casualty. If a team drops a "casualty" they must return to the starting point or lose five points.

Suggested ages: 11-20

## HOME SAFETY

Get youth to inspect their homes for dangerous situations or conditions: toxic chemicals, matches, lighters within easy reach of children, poisons that are not properly labeled, oily rags in the basement, etc. Have them identify where the first aid kit is kept.

Suggested ages: 6-16

## FIRST AID KIT GAMES

Review the contents of a first aid kit and explain the purpose of each object.

- Taking turns, have each member pretend to be an item in the first aid kit through mime or charades. The rest of the class must guess what the object is.
- Blindfold youth members and get them to identify items in the first aid kit by touch.
- “Kim’s Game” - Play this memory game using first aid kit contents. Place all contents of a first aid kit on a tray. Have members look at the tray and ask them to remember as many objects as they can. Cover the tray with a towel or cloth and ask members to list as many of the items as they can remember.



Suggested ages: 6-10.

## FREEZING

Try the following game in conjunction with studying about hypothermia.

Youth run around the room or field. When the leader blows the whistle, all kids must “freeze” where they stand. Those who move after the whistle blows are “out” and can help identify members moving the next time the whistle blows. Finish the game with two “winners.”

Suggested ages: 6-10

PANEL DISCUSSIONS

Set up a pro/con style debate over a specific topic. Youth may wish to choose the topics, pick a side and research the topic.

Suggested ages: 16-20

SKELETON



Adapted from  
**Badger News:**  
 Penny Gill, Hedge  
 End Badgers,  
 Hampshire, *Youth  
 Services Department,*  
 St. John  
 Ambulance, UK

Play this game before or after reviewing the skeletal structure.

Materials needed:

- One set of skeleton pieces per player
- Die

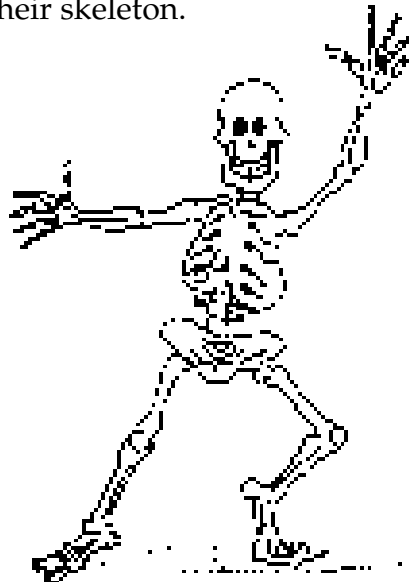


Divide members, preferably into groups of four.

Copy the large skeleton on the following page for each player and cut into pieces.

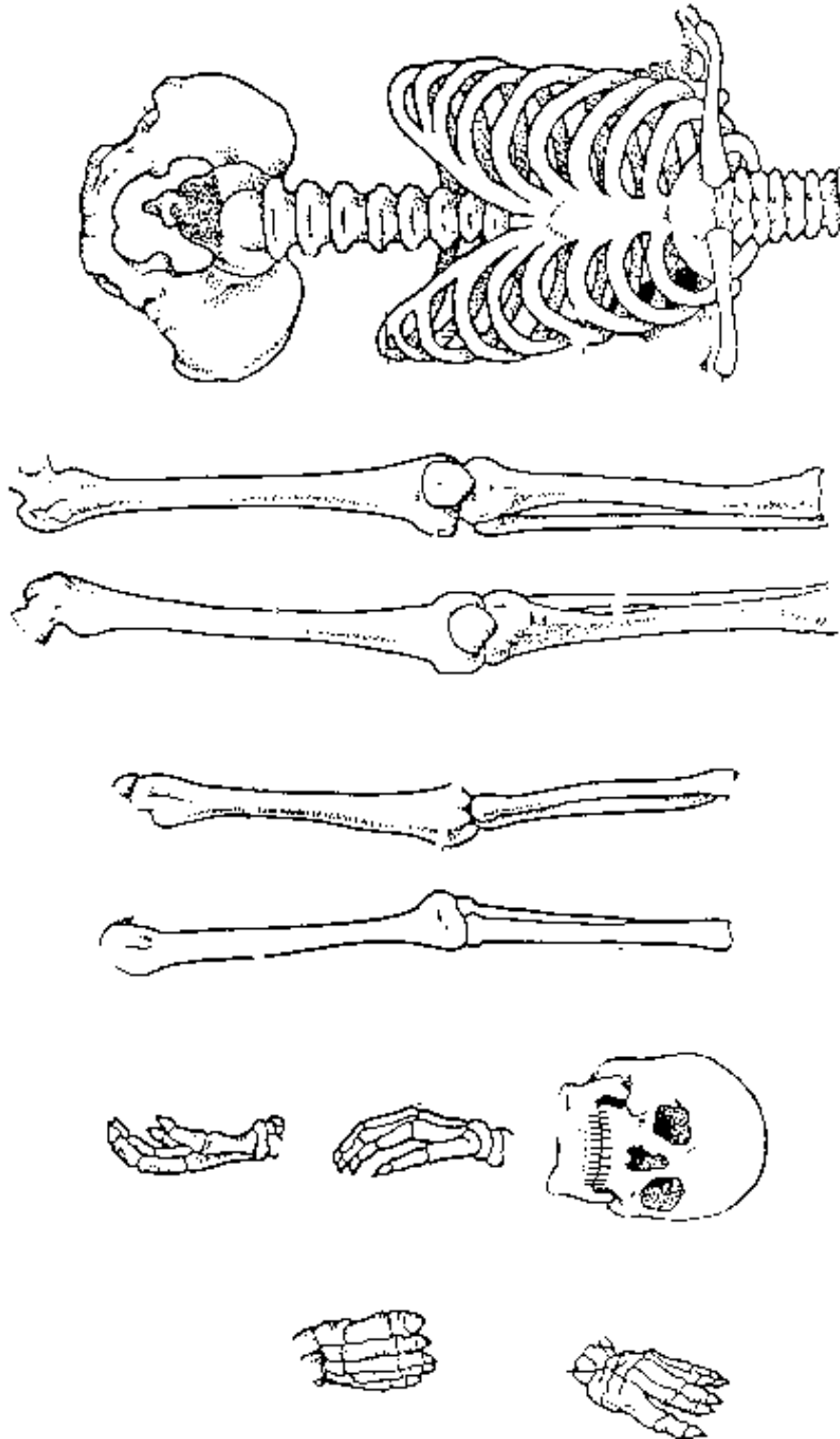
Begin by throwing the die. Players must throw a six before continuing. They must then throw the appropriate numbers needed to create a skeleton. The winner is the first to complete their skeleton.

- One**            Hand
- Two**            Head
- Three**        Arm
- Four**            Leg
- Five**            Skull
- Six**             Body



Suggested ages: 6-10

# 'SKELETON'



## ANNUAL MASCOT



As part of a meeting, have a “BRAINSTORMING” session whose purpose is to select an annual mascot for the Division.

1. Generate all the possible ideas from the members without evaluating and write them where everyone can see them.

Avoid attaching ideas to people. Don’t be judgmental of any ideas - sometimes the most off-the-wall suggestions lead other members of the group to more creative ideas.

2. Set the criteria for a successful mascot. Identify acceptable and unacceptable qualities/criteria. Ensure you have agreement (at least in theory).
3. Rank the brainstorming ideas according to anticipated success.
4. Review all possible suggestions and select a mascot that will best satisfy all concerned. Avoid “straw” voting.
5. Develop an action plan. Ensure that each member has the responsibility at some time for the “maintenance” of the mascot.

Suggested ages: 6-16

## SPECIAL NEEDS



Adapted from  
**The Leader:**  
*Wheelin’, Rockin’  
 and Twistin’- A Walk  
 in Special Needs  
 Shoes* by Allen  
 Macartney, Vol. 27,  
 No.7, March 1997

To help your group appreciate the problems faced by those who struggle with special needs, the following are ideas to help youth learn the value of what makes each of us unique.

Be sure to use discretion when running activities which might spotlight the special needs of a child in your group.

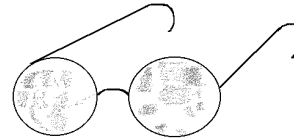
### Ophthalmic Challenge

To stimulate awareness on the challenges faced by people who are visually impaired, prepare four sets of eye glasses and set up an easy obstacle course for youth to negotiate while wearing the glasses. After everyone has had an opportunity to try out all four pairs of glasses, ask the participants how they felt during and after wearing the glasses.

Using old goggles or glasses, prepare the following:

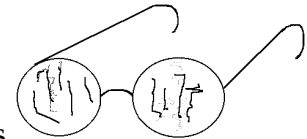
To demonstrate poor overall vision:

Rub slightly grimy fingers, or gel over both lenses.



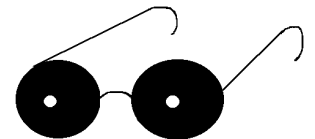
To demonstrate vision impaired by cataracts:

Use old scratched up glasses or rub sandpaper over both lenses.



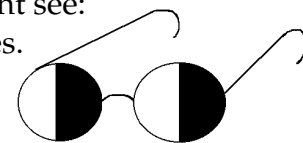
To demonstrate tunnel vision:

Apply black paint or tape around the circumference of both lenses.



To demonstrate what a person who has suffered a stroke might see:

Apply black paint or tape to only one side of each of the lenses.



### Hand-Eye Challenge

To stimulate awareness on the challenges faced by people who have difficulty with their hands and fingers, have youth wear oven mitts while trying to:

- thread a needle
- tie their shoe laces
- button their shirt/coat
- pick up a piece of string
- put a puzzle together.

Have youth speak about their experiences and how someone with such a challenge could make an interesting friend.

### One Hand Challenge

To stimulate awareness on the challenges faced by people who can only use one hand due to muscle problems, amputation, arthritis or paralysis, ask youth to try doing the following using only one hand:

- tie and untie a shoe
- button a shirt or jacket
- pick up a pamphlet, a pencil, or a piece of string
- thread a needle

### Tongue Challenge

To stimulate awareness on the challenges faced by people who have a significant speech impediment.

Ask youth to say the following phrases as fast as they can:

- real rear
- wheel drive
- yellow leather, red weather
- several selfish shellfish

Ask youth to place the word “ah” between each word (e.g. she ah sells ah sea ah shells ah on ah the ah sea ah shore). Do they find it frustrating?

Discuss if speech impediments make people appear bright or incompetent.

Depending on the availability of resources, try wheelchair basketball, soccer on crutches, or walking with improvised splints.



To demonstrate balance, have youth balance on masking tape along the floor after turning around in circles five times. Explain how people with cerebral palsy or muscular dystrophy find it hard to keep their balance.

Suggested ages: 6-20

## HISTORY BOARD GAME

This game helps members learn the history of the Order. Involve youth members in creating a board game from St. John Ambulance’s history. This game also offers a great opportunity for leadership/guidance by Crusaders or older Cadets.

Determine the size of the board.

Select a number of historical events; each event will require a drawing that would be pasted onto a large cardboard.

Ask youth members to contribute a drawing for the board.

For each historical event, write 5 or more questions on an index card (preferably 1 question for each player).

In order of historical occurrence, place each drawing on the board. Add brief description of the event under each drawing. Players roll the die and land on certain pictures. A question is read from the index card. Players who answer their question correctly, can roll the die again. If they answer incorrectly, they lose a turn. First to get across the board wins.

Sample

Materials needed:


- large cardboard/Bristol board
- paper
- coloured markers
- glue sticks
- scissors
- index/cue cards
- die (to play the game)

Suggested ages: 6-20

**Card # 1**


1. Who did Pope Gregory the Great ask to set up a hostel for pilgrims? A) Abbot Probus
2. Who did Haroun al Raschid, the legendary Caliph of the Arabian Nights permit to enlarge the hostel?  
A) Emperor Charlemagne
3. Who burned to the ground all Christian buildings during his reign of terror? A) El Hakim
4. Who bought the site of the hostel and built a new church and hospital for pilgrims? A) merchants of Almalfi
5. What did the Benedictine monks who served in the new hospital wear as their symbol?  
A) the eight pointed cross

1




600 A.D. - Hospital of St. John started

2



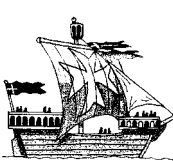
1099 - Christians capture Jerusalem in first Crusade

3




1113 - The Pope recognizes The Order of St. John as a holy order

4




1530 - Knights of St. John settle on Malta

8



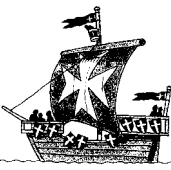
1798 - Napoleon captures Malta

7




1540 - King Henry VIII abolishes the Order of St. John in England

6



1291 - Knights of St. John leave the Holy land

5




1504 - Thomas Docwra completes St. John's Gate

9




1877 - St. John Ambulance Association started

10




1882 - St. John Ophthalmic Hospital started in Jerusalem

11



1887 - St. John Ambulance Brigade started

12



1887 - British Order of St. John becomes a Royal Order of Chivalry