

# Nature Bingo

Special

by Julian Celms



*Note: Although this activity was originated for the Cub section, it can be adapted for older youth by adjusting the difficulty and breadth of questions.*

## Summary of the Activity

As a camp activity, the children can play a very special kind of “bingo”. In order to be able to mark down each number that is called out and complete the different patterns on the bingo card, each six has to pass fun kinds of tests relating to the outdoors, plants and animals. Suggested duration: Three hours.

## Objectives of the Activity

1. To promote teamwork.
2. To help the children become observant and learn how to find things.
3. To develop effective problem-solving skills.
4. To develop the ability to follow written instructions.
5. To help the children to interact with nature and to respect and help preserve its balance.

## Educational Objectives

### Mid-childhood

I know the main trees, plants, animals, fish and birds in the area where I live.

### Late childhood

1. I know the main animals and plants of my country which could disappear if we don't do something to help them.

2. I look after trees and plants in the places where I live, work and play.

## Materials:

Bingo cards, a tombola (something to mix up the test papers with), pieces of paper with “tests” on them, a board on which to post the tests that have already been called out, a sign with possible bingo patterns, prizes or other incentives of some type, and other materials as needed for the activity, depending on what types of tests the children are to “pass”. Additional instructions for this activity are provided in the technical appendix, “Nature Bingo Cards”.

## Description:

### Before leaving for camp

As the scheduled departure date approaches for the camp outing during which this activity is going to be held, leaders should prepare the necessary materials:

- Bingo cards. Guided by the examples provided in the technical appendix “Nature Bingo Cards”, the leaders can make up similar cards, keeping in mind the following:
  - The cards used for each game should have different kinds of tests. If all the cards have the same tests, even if they are in a different order, all the groups will get bingo at the same time.
  - Some of the tests can be used more than once by changing the order in which they appear on

the cards. This will prevent two groups from completing the same pattern at the same time.

- When making new cards, an effort should be made to have the tests take about as long as the ones on the existing cards.
- Pieces of paper to serve as bingo “balls”. The papers should have all the tests needed for the game written on them.
- A “tombola”.
- A sheet of paper with examples of different patterns that can be used on the bingo cards. Some of these patterns could be: **L**, **T**, **U**, a **diagonal line**, an **X**, etc. Giving the groups that complete patterns some sort of prize will make the game more fun.
- A board upon which leaders can post tests that have already been called out.
- Appropriate materials for the groups’ tests.
- Prizes or awards.

### During camp

Before holding the activity, prepare the site. The “tombola” should be set up on a flat surface and the “balls” should be put into it. To one side of the tombola, place the board for posting tests that have already been used. In a place where it can be easily seen by all the participants, hang up the sheet showing the different bingo patterns that will be used. There should be enough room in front of this equipment for all the groups to sit comfortably.

Illustration: Interamerican Region

When the pack has gathered together, the activity has been explained to them and any questions have been answered, the children should be divided up into the same number of small groups as there are different bingo cards. They should then sit down in front of the tombola in the area that has been prepared for them. Each group should be given a bingo card and a pencil for crossing out the squares once they have passed the tests for each one. The materials they will need to use during the game can be placed in one location the same distance from each group.

To begin the game, the leader in charge of the activity will spin the "balls" in the "tombola", pull one out at random and read it out loud. Each group looks on their card to see if they have the number and, if so, what test they must perform. If they have the test number, they will divide up the tasks involved in carrying it out within the allotted time. Once they have passed the test, they can cross off the corresponding number and the leader will call out another. Not all the members of each group have to perform the test. They can divide up the work so that the game does not have to be suspended while one group completes a test.

Once the number of the test has been called out, that number cannot be returned to the tombola. The test for that number will be posted on the board beside the tombola so that it can be

checked in case the marks on a bingo card need to be verified.

When one of the groups completes a pattern, a member of that group should raise his or her hand and call out "pattern!" The game will be halted and a leader will move over to that group in order to see whether all the tests have been completed.

If they have, the leader will give the group a prize of some sort. The pattern they completed will be marked on the poster and cannot be called out again.

When a group has crossed out all the numbers on the entire card, one of its members should raise his or her hand and call out "Bingo!" The card will be checked in the same way as it was when the group completed a pattern. If the bingo is right, the game is over and that group is the winner. If not, tests will continue to be read out until a group does make bingo and wins the game.

While presenting the prize to the winners and awards to all the participants, the leaders can encourage the children to talk among themselves. By listening to this informal conversation, leaders will be able to learn what the children thought about the activity. These comments can supplement the leaders' observations during the bingo game itself. All of this

information will be very useful to them when the time comes to work with the children in assessing how they are progressing in their personal development.



Photo: Greater Toronto Council



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# Nature Bingo Cards

## Technical Appendix

Thirty fun tests or tasks, divided into four bingo-card categories, are listed below. You can use the tests outlined here, or you can make up others that will be suitable for your group and will fit in with the physical surroundings in which the bingo game will be held.

Remember that when you make new game cards, it is important to distribute the tasks appropriately so that the patterns cannot all be completed at the same time by more than one group of children.

You may also wish to review the recommendations regarding the preparation of the bingo cards that are given in the accompanying "Nature Bingo" activity sheet.

We hope that the following suggestions are helpful either in providing you with actual tests or in helping you think up new, creative challenges.

## Tests or tasks

1. Pick up four differently shaped leaves from the ground.
2. Sing a song that has the word "tree" in it.
3. What is the greenhouse effect? If you don't know, ask the leaders and write down what you have learned on a sheet of paper.
4. Draw an endangered animal.
5. Collect four rocks of different colours.
6. Sing a song that has the word "nature" in it.
7. Shout as loud as you can.
8. What is erosion? If you don't know, ask the leaders and draw a picture that shows what you have found out.
9. "Wheelbarrow" a companion for one lap around all the other members of your group.

10. Stand up, shake the hand of the person who is next to you and say, "You and I are of one blood".
11. Draw a picture illustrating a case of water pollution.
12. Choose a nearby tree, walk up to it and say in a loud voice, "This [name of the tree] is our friend."
13. Sing a song that has the word "forest" in it.
14. Draw a picture illustrating a case of air pollution.
15. Draw a picture showing something that you can do to help protect the environment.
16. Name a flower that is typical of our country.
17. Name a tree that is typical of our country.
18. Name an animal that is typical of our country.
19. Make up an animal, name it, draw it and describe it.
20. Make up a plant, name it, draw it and describe it.
21. Sing a song that has the word "river" in it.
22. Why do forests prevent erosion? If you don't know, ask the leaders and draw a picture that shows what you have found out.
23. Invent a water purifier, draw it and tell the others about how it works.
24. Invent an air purifier, draw it and tell the others about how it works.
25. Say two things that people can do in their homes to conserve water.
26. Say two things that people can do to save paper.
27. What is the ozone layer? If you don't know, ask the leaders and write down what you have learned on a sheet of paper.
28. Sing a song about animals.
29. Make a drawing that shows how to prevent erosion.
30. Make a drawing that shows how to help clean up the environment.

**Note:** See opposite page for bingo cards for photocopying.

## A Valuable Resource:

**Source:** Educational Activities for 7 to 11 year olds. **Original idea:** Carmen M. Rodriguez. This and 60 other Cub activities are available on the WOSM site ([www.scout.org](http://www.scout.org)). This originally was part of a book published by the World Scout Bureau, Interamerican Region, for adult leaders in Cubs and educators that work with children from 7 to 11 years old. There are 10 activities suggested with an emphasis in each of the six growth (development) areas (physical development, creativity, character, affective development, social development, spiritual development). Congratulations to the Interamerican Region for developing such a comprehensive and useful resource.

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*Leave only footprints,  
take only garbage*

## Card 1

<b>1</b>	<b>11</b>	<b>21</b>
<b>2</b>	<b>12</b>	<b>23</b>
<b>3</b>	<b>15</b>	<b>25</b>
<b>7</b>	<b>19</b>	<b>27</b>
<b>10</b>	<b>18</b>	<b>29</b>

## Card 2

<b>2</b>	<b>14</b>	<b>22</b>
<b>5</b>	<b>15</b>	<b>23</b>
<b>8</b>	<b>16</b>	<b>26</b>
<b>9</b>	<b>18</b>	<b>28</b>
<b>10</b>	<b>19</b>	<b>30</b>

## Card 3

<b>1</b>	<b>13</b>	<b>21</b>
<b>3</b>	<b>14</b>	<b>24</b>
<b>4</b>	<b>15</b>	<b>26</b>
<b>6</b>	<b>17</b>	<b>27</b>
<b>10</b>	<b>20</b>	<b>29</b>

## Card 4

<b>4</b>	<b>11</b>	<b>22</b>
<b>5</b>	<b>15</b>	<b>24</b>
<b>6</b>	<b>16</b>	<b>25</b>
<b>8</b>	<b>17</b>	<b>28</b>
<b>10</b>	<b>20</b>	<b>30</b>