



Junior Youth Camp

Activities, Games, and Songs

Volume 1

Wat Ket Neighborhood, Chiang Mai, Thailand
7 November 2022

Activities, Games, and Songs

Background:

Most of the following materials on activities, games, and songs were developed in support of the junior youth camp held in the Wat Ket neighbourhood, Chiang Mai, in October 2022. They were used along with some JYSEP materials in the junior youth camp.

While not all of the materials were used due to the limited time, during the reflection with the youth who conducted the junior youth camp, the youth shared the following feedback:

Activities that really worked well:

- The Puppet Show — as a way for the youth to build their confidence and to learn to work together as a team.
- Virtues bracelet.
- The Virtues Community Tree and Flower Garden.
- Writing Cards to send home to parents as an active service.
- Making a video of the photographs which captured little acts of service that the Junior Youth were seen doing during the camp.

The best games were:

- Cooperative Juggling (hilarious!)
- The Parachute Games
- Virtues Charades
- Changing Places
- Teams on the Move
- Guess Who?
- African Rain Game

Video of some on the games are available at the following link:

<https://www.dropbox.com/sh/n96k21io4j6l7kl/AABqUzqkrDUCdXR0FczR5Trwa?dl=0>

We hope that these materials may help others in their services to their communities and that other communities can add their games and activities.

NOTE: All these same materials are available in English.

Core Team
Wat Ket, Chiang Mai

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Activities

Drama: Skits on Kindness



Objectives:

For participants:

- to practice speaking and sharing their thoughts.
- to recognize situations where there is an opportunity to show kindness.
- to reflect on what simple acts of kindness can look like.

NOTE: There are no right or wrong answers.

Directions:

1. Divide into groups of 2 or 3 people.
2. Each group picks a situation without the telling the other groups what their situation is. The group acts out the scenario in silence and the other groups guess what the scenario is, then together they discuss what ways they could show kindness in that scenario.
3. Ensure everyone has a chance to speak. If someone is not speaking, ask them what they think.

Scenarios:

- You are sitting in the school cafeteria with your friends. One new student walks into the cafeteria, nervously looks around and does not know where to sit. There is no chair for them.
- Your friend has become very quiet and sad lately. He says everything is fine, but you can tell something is wrong.
- You are in the parking lot of a grocery store. An old woman is struggling with her shopping bags. You want to help her but your friend says not to, because she looks mean.
- A new kid comes to your school, looks different, nobody wants to play with him.
- You start teasing your younger brother and he is getting upset.
- Your mother wants to donate some of your old toys to an orphanage, but you are attached to your old toy which has been stored away and you do not want to give it.
- You are busy doing your homework, your mother comes home from work and looks very tired.

- You attend a musical concert where your younger sister played the flute. At the end of the concert you don't say anything to her and just go home and get some food.
- For your birthday, you really wanted to get a new phone, but instead your parents gave you a new book

De-brief:

- What skills are needed to be of service and to show kindness?
 - Observation.
 - Compassion.
 - Understanding.
 - Thoughtfulness.
 - Courage – sometimes it takes courage to show kindness?
- Can a simple smile be an act of kindness?
- Every day we can find the chance to be of service to others.

Acts of Kindness Skits



Objectives:

For participants...

- To think of simple acts of service they could do in their family, with friends, at school or in their community.
- To use their creativity and performing arts skills
- To work as a team .

Materials:

- Simple drama props (hats, bag, glasses, etc)
- Topic area slips of paper (family, school, community)

Steps:

1. Divide into teams of three or four. Each group picks a topic area for their drama (family, school community).
2. Each team must come up with a drama to show a simple act of kindness they can really do at their home, at their school or in their community depending on the topic area they chose.
3. Each team performs their skit in front of the rest of the participants.

Debrief Questions after each Skit:

1. What qualities or skills were needed to perform the act of service? (courage, helpfulness, kindness, generosity, thoughtfulness, observation. skills, etc.)
2. How do you think the characters were feeling in this skit? The person receiving the act of service and the person doing the act of service.
3. Do you think you could do this act of service? How easy or hard would it be for you?

Video: Simple Acts of Kindness



Objectives:

For participants....

- to recognize that kindness can be shown in small ways every day.
- to recognize that kindness can spread from one person to another.
- to recognize that we are all connected.
- to reflect on what it feels like to see kindness or to carry out acts of kindness.

Materials:

- VIDEO 2: Kindness Boomerang: "One Day"
<https://www.youtube.com/watch?v=nwAYpLVyeFU>

Directions:

1. Watch the video Kindness Boomerang: "One Day"
2. Get feedback on the following questions from the whole group:
 - What did you observe happening in the video?
 - What emotions did people show in the video? (*surprise, shock, happiness*)
 - Who seemed happier: the people receiving kindness or the people giving kindness?

Key points:

- No one showing kindness expected anything in return. But the first person also benefited from his action as "society improved"
- We could see that a simple act of kindness can have a profound ripple effect – like the ripples cause by a pebbled being thrown into a pool of water. We never see the full impact of a small kindness that we do.
- We can see that kindness is also contagious: when the many selling hotdogs saw the man giving to hotdog to the person sitting on the street, he was inspired to also gave some water. The Flower seller was also inspired to give a flower!
- เราารู้สึกดีแก่เผื่อคุณที่ทำความดีๆ ให้คนอื่น!- We feel good, just watching someone do nice things for other people!
- We feel good seeing kindness being put into practice! These things connect to our hearts and souls.
- When someone does somethings nice for someone else, it benefits the recipient but also it makes the people watching happy too. Everyone feels good. **It builds unity and happiness.**
- I think we can all agree this man has love in his heart to help others.
- Do you think that people can learn to be kind? How?

What skills do you need to be kind? (observation, compassion, understanding, thoughtfulness, courage)

Alternative Method: Small Group Discussion:

- Pair share: give participants the Kindness Discussion Questions. Put them into pairs and ask them to discuss the questions at the following quotation.

Kindness Discussion Questions

1. How does being kind to someone else make **you** feel?
2. How do you think **other people feel** when you are kind to them?
4. What do you understand from the quotations? What is the difference between “kindness” and “loving kindness”?
4. Why do you think this film went viral?

Quotation:

“Do not be content with showing friendship in words alone, let your heart burn with loving kindness for all who may cross your path.”

“อย่าพอใจกับการแสดงมิตรภาพด้วยคำพูดเท่านั้นจงให้หัวใจของเจ้าลุกด้วยไฟแห่งความเมตตารักใคร่สำหรับทุกคนที่อาจเข้ามาในวิถีของเจ้า”

Have groups share their comments:

- **Share summary points:**

- เรารู้สึกดีแก่เผ้าคุณที่ทำความดีๆ ให้คนอื่น!- We feel good, just watching someone do nice things for other people!
- We feel good seeing kindness being put into practice! These things connect to our hearts and souls.
- When someone does somethings nice for someone else, it benefits the recipient but also it makes the people watching happy too. Everyone feels good. **It builds unity and happiness.**
- I think we can all agree this man has love in his heart to help others.
- Do you think that people can learn to be kind? How?
 - What skills do you need to be kind? (observation, compassion, understanding, thoughtfulness, courage)

ALTERNATIVE VIDEO 2: (most people in Thailand have seen this video!)

Unsung Hero. <https://www.youtube.com/watch?v=uaWA2GbcnJU&t=37s>

Supplemental Videos:

Revolution of Love: <https://www.youtube.com/watch?v=4o2B7j4ZXiA>

Life Vest Inside “Show you Care” Song: <https://www.youtube.com/watch?v=P4mSkTzxIb8>

“One Day” by Matisyahu

Lyrics

Sometimes I lay under the moon
And thank God I'm breathin'
Then I pray don't take me soon
'Cause I am here for a reason

Sometimes in my tears I drown
But I never let it get me down
So when negativity surrounds
I know someday it'll all turn around because

All my life I been waitin' for
I been prayin' for, for the people to say
That we don't want to fight no more
They'll be no more wars and our children will play

One day, one day, one day
One day, one day, one day

It's not about win or lose
'Cause we all lose when they feed
On the souls of the innocent, blood-drenched pavement
Keep on movin' though the waters stay ragin'

And in this maze you can lose your way
It might drive you crazy, but don't let it phase you, no way
No way

Sometimes in my tears I drown
But I never let it get me down
So when negativity surrounds
I know someday it'll all turn around because

All my life I been waitin' for
I been prayin' for, for the people to say
That we don't want to fight no more
They'll be no more wars and our children will play

One day, one day, one day

One day, one day, one day

One day this all will change, treat people the same
Stop with the violence, down with the hate
One day we'll all be free and proud to be
Under the same sun singing songs of freedom like

One day, one day, oh
One day, one day

All my life I been waitin' for
I been prayin' for, for the people to say
That we don't want to fight no more
They'll be no more wars and our children will play

One day, one day, one day
One day, one day, one day

The Lion and the Mouse

CHARACTERS:

- Narrator
- Mouse
- Lion
- Hunter 1
- Hunter 2



Option: It is possible to have a Narrator 1 and Narrator 2 for the two parts to increase the number of participants.

PART ONE

NARRATOR: Once upon a time there was a strong and fierce lion. Lion had a lot of confidence and he boasted that nothing could harm him.

LION: I'm not afraid of anything. I am the King of the Jungle and all the creatures look up to me.

NARRATOR: In the jungle also lived a little mouse. Mouse was not confident. Mouse was easily frightened by everything. Mouse felt small and insignificant.

MOUSE: I am so small compared to all the other creatures. I cannot do anything to help anyone.

NARRATOR: One day the Lion was taking a nap when little mouse happened to be running by. The Lion woke up and placed his huge paw upon the mouse and opened his big jaws to swallow him. Little mouse trembled and said:

MOUSE: I am so sorry Mr. Lion! Please d-d-d-don't eat me! Please forgive me this time, and I will never forget your kindness. I promise one day to help you.

LION: Ha, ha, ha, you who are so tiny think you can help me? That is impossible! I should just eat you for a nice afternoon snack.

MOUSE: Oh please let me go. I wish you no harm. I can be your friend.

LION: You be my friend? You are too small to be my friend. But you make me laugh. It is good to laugh so I will let you go this time.

NARRATOR: A few days later, some hunters caught the mighty King of the jungle.

HUNTER 1: Hey, look what we've got here! This lion is so big and strong. Let's take him to our King.

HUNTER 2: He doesn't look so powerful to me. Look at him trembling. Let's tie him to that tree over there and put a net over him while we go to get a wagon to carry him to the King.

NARRATOR: Lion groaned as he tried to remove the tight ropes. He pulled and pulled but could not get free.

LION: I'll never get free from these ropes. I am doomed. All my strength and power is useless.

PART TWO

NARRATOR: Just then, the little mouse was passing by.

MOUSE: Da-da-da-da. Oh, my, it's my friend, Mr. Lion! I am so sorry to see you all tied up.

LION: Oh, my! Please friendly mouse can you help me escape before the hunters come back for me.

MOUSE: Well, as you said, I am too small to help anyone. I am not sure if I have the strength to cut through your ropes.

LION: I was wrong to say that little mouse. You can be strong. Be confidant, little mouse. You can do it! Please try your best to help me. I am sorry I ever underestimated you.

NARRATOR: The mouse nodded and then began eating the ropes tying up the Lion. The ropes were very thick, but Mouse did not get discouraged.

LION: Keep going little mouse. You are doing really well. Thank you for your kind help little friend.

NARRATOR: Thread by thread, Mouse chewed through the ropes. Mouse did not give up until there was a hole in the net and the Lion was free!

MOUSE: I may be small, but I could still help you.

LION: Yes, little mouse, you persevered and never gave up. I admit, I learned a very good lesson from you today. I misjudged you, my little friend. I only looked at your tiny appearance. I should have

looked for the best in you. Your friendship turned out to be more valuable than all my power and strength.

MOUSE: I misjudged you too. I never thought you would be the one to encourage me to find my confidence. Thank you, Mr. Lion.

NARRATORS: The End

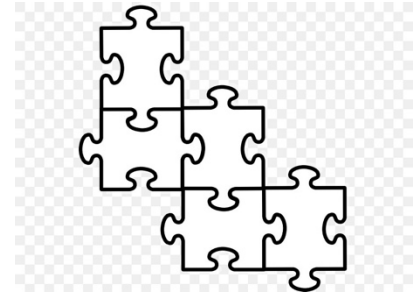
Quote:

“One must see in every human being only that which is worthy of praise. When this is done, one can be a friend to the whole human race.”

DISCUSSION QUESTIONS:

1. How would you describe Mouse? How would you describe Lion?
3. What made Mouse scared? What made Lion scared?
5. What did Mouse do to help the Lion? What did Lion do to help Mouse?
6. What lesson did Lion learn? What lesson did Mouse learn?
8. What makes you feel scared?
9. What gives you confidence?
10. Can you give an example of a time when you thought you were not capable to do something? What helped you gain confidence to do it?
11. Did you ever misjudge anyone before? What helped you change your view?
12. Do you think Mouse and Lion can be friends? Why or why not?
13. Has anyone ever shown great confidence in you? What did they say or do? How did you feel?
14. Have you ever underestimated someone else? What helped you to learn more about them?

Team Puzzle Building



Objective:

For participants...

- to practice working and consulting together
- to discover the importance of looking at problems from a new perspective.
- to use their creativity

Instructions:

1. Divide participants into 3 teams and explain:

“Teams must work together to make a puzzle.

The puzzle must always be a symmetrical geometrical shape.

We will give your team different pieces of a puzzle and you must add the pieces to your puzzle until you have used all your pieces to make a geometrical shape.

Good luck!”

2. Give pieces in the following order and give the teams time to finish their puzzle before giving them the next piece(s) (See attached picture)

- First give pieces 1 and 2
- The give piece 3
- Then give pieces 4 & 5
- Then give piece 6

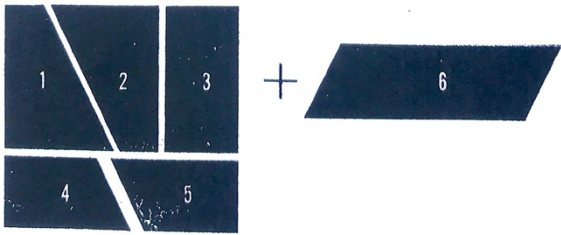
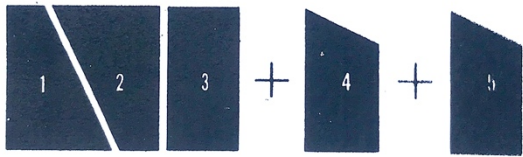
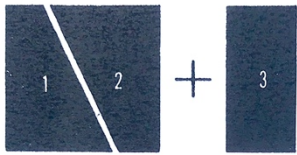
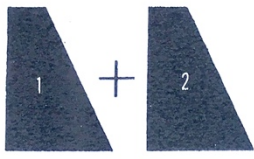
Debrief:

- How was the exercise in the beginning?
- What happened in your team when you received piece 6?
- How did you resolve the problems with piece 6?
- How well do you think you worked as a team? Did everyone participate?

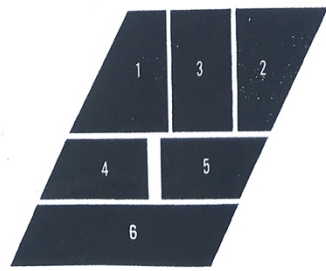
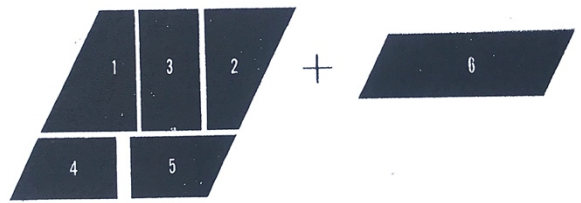
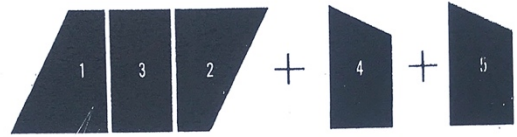
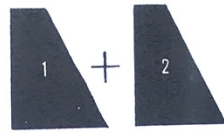
Share Key points:

- Sometimes in life in order to solve a problem we need to look at the situation and look at our condition in new ways.
- In these situations it can also be helpful to consult with and work with other people.
- In this exercise we can see the benefit of working in a team.





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Collective Poster Summary



Objective:

For participants...

- to summarize key learning from the camp.
- to practice expressing their thoughts.

Directions:

- Ask each participant to draw a picture of something that they learned from all the stories they studied during the camp, or something they left a strong impression on them during the camp.
- When everyone has finished their drawing, they can paste them on to a collective poster that can summarize the camp.
- Everyone can stand to admire the collective poster and each person can share something about what they drew and what the picture represents to them.

Debrief:

How will you use what you have learned in the camp?

Virtues Recognition Activity: Putting on New Glasses

(NOTE: this exercise was developed and used in a team building workshop for the National Office for the Baha'i Faith staff and for the team involved in community building in the Thepleela neighborhood in Bangkok)

Objectives:

1. To recognize the purpose of life as explained by 'Abdu'l-Baha
2. To practice looking for the good in each other.
3. To practice acknowledging virtues seen in others.
4. To help build team unity.

Time: 90 minutes

Materials / Preparation:

Handouts:

- List of Virtues
- Virtues Acknowledgement Form
- Virtue Acknowledgement Examples
- Flower Sheet
- See Me Beautiful Song lyrics เห็นฉันสวยงาม
- Cleaning our Windows Story
- Quotes on Looking for the Good in Each Other
- Sets of leaves (can have some butterflies also)
- Coloured paper
- Poster of quotes

NOTE:

This activity works very well after participants have had time to get to know each other a bit.

Steps:

[1] Share Quotes

1. Share and discuss quotes on virtues (Make posters to post around room)

NOTE: Can give different views on understanding on what virtues means.

“What is the purpose of life?”

จุดมุ่งหมายของชีวิตคืออะไร

Abdu’l-Baha responded:

“To acquire virtues”.

เพื่อพัฒนาคุณลักษณะทางธรรม

NOTE: Participants can share their views and understandings on what virtues means.

“To look always at the good and not at the bad. If a man has ten good qualities and one bad one, to look at the ten and forget the one; and if a man has ten bad qualities and one good one, to look at the one and forget the ten.”

- ‘Abdu’l-Bahá

พระอับดุลบาสาอธิบายว่า:

จงมองดูในสิ่งที่ดีเสมออย่ามองดู แต่สิ่งที่ไม่ดีถ้าผู้ใดมีความดีสิบอย่าง แต่มีความไม่ดีอยู่ อย่างหนึ่งจงมองดูที่ความดีทั้งสิบของเขานั้นและละลืมความไม่ดีเพียงอย่างเดียวของเขาเสีย และถ้าเขามีความไม่ดีอยู่สิบส่วน แต่มีความดีเพียงส่วนเดียวก็จงมองดูที่ความดีส่วนเดียวนั้นและละลืมความไม่ดีสิบส่วนของเขาเสีย

The friends must overlook their shortcomings and faults and speak only of their virtues and not their defects.

- ‘Abdu'l-Baha

มิตรสหายต้องมองข้ามข้อบกพร่องและข้อด้อยของพวกเขา และพูดแต่คุณความดีไม่ใช่ข้อเสีย ของพวกเขา

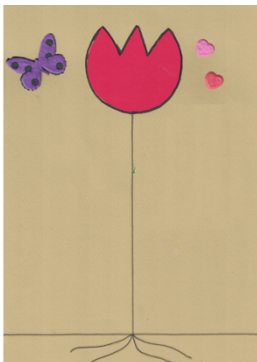
- พระอับดุลบาสา

Explain:

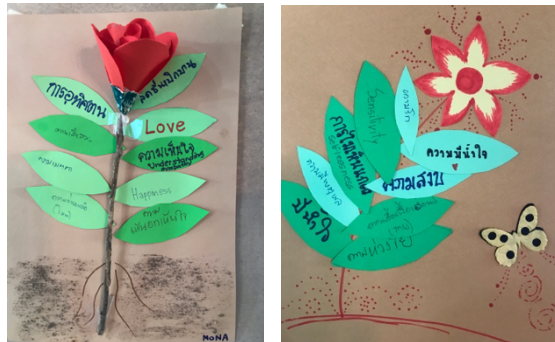
- The purpose of life is to develop our spiritual qualities, our virtues. The development of our virtues has impact on every aspect of our life. Our studies, work, marriage, children, and community.
- Today we are going to become more aware of the virtues in ourselves and in others so we can learn to work together and bring out the best in each other.
- Each of us is like a beautiful flower in the garden of humanity. Each of us has unique talents and qualities. Some of our qualities are developed more than others. Some virtues are developed more naturally than others. We can call these our **strength virtues**. Others qualities we will want to spend more time develop and polishing. We can call these our **growth virtues**.

Making a Virtues Flower:

- Have participants choose a color piece of paper to make a flowerhead to represent themselves. They can cut the flowerhead into any shape they wish. Then have each person stick their flowerhead onto a sheet of paper and draw a stem. Show an example.
- Explain other people will give them the leaves later which they can glue on to their virtues flower.



Starting Flower



Virtues Flowers!

[3] Putting on our “Virtue Glasses” to Look for the Virtues in each other.

Step 1: Explain:

- Now we will practice looking for the best qualities in each other as 'Abdu'l-Baha advised us to do.
- Everyone will need to slip on “special virtue glasses” to help us look for each other’s strength virtues. Facilitator exaggerates pretending to put on his/her own virtues glasses.
- Facilitator says, “Everyone was born with virtues glasses, but sometimes people don’t know that they have them.” Facilitator asks everyone to reach into their

pockets and pull out their own special imaginary virtues glasses and put them on.

- Did you know that these virtues glasses block out shortcomings? They are really powerful glasses. These glasses have the power to focus on people's strength virtues. But we must make sure we wipe them clean first so we can see clearly.
- Here is a story that talks about that. Hand out the Cleaning Our Windows story to the participants. Ask a participant to read the story out loud. (See Annex)
- We can use these virtues glasses to look at everyone in our lives...with our friends, family, work colleagues, children, etc.
- Everyone needs others to notice their strengths rather than having their weaknesses pointed out. We must train our eyes to look for these virtues. It is helpful to become familiar what are the different kinds of virtues that exist.

Step 2: Review Virtues List:

- Hand the list of virtues. Read it out as a group by going around the room and each person reads out a virtue.
- Briefly go over the list of virtues asking if any virtue needs more explanation.

Step 3: Acknowledging virtues in others:

- Reflect while we listen to music what virtues we have noticed in the different members of our team. You need to pick one virtue for each person and think specifically in what situation you saw that virtue practiced.
- For example: You saw one of your team helping another team member learn how to use an application on their phone to help them send reports. So you choose the virtue helpfulness and virtue in action was helping teach someone a new skill.
- Hand out the Virtues Acknowledgement Form. Show how to use the Virtues Acknowledgement Form to write down one virtue for each team member and the specific situation where you saw the virtues practiced.
- After everyone is finished filling out the form, hand out a set of leaves of six leaves to each participant. Ask each participant to write the virtue they picked for each of the other participants on a leaf (put the participant's name on the back of the leaf for them so the leaves don't get mixed up)

Step 4: Review how to giving a virtues acknowledgement

- Next we will learn how to give a **Virtues Acknowledgement** to each other. When giving a **virtues acknowledgement** you are noticing a virtue that someone has demonstrated or practiced. You can do **virtues acknowledgements** for your family, children, work colleagues and among friends.

- A virtues acknowledgement has three parts:
 1. Opening phrase of acknowledgement
 2. Naming of the virtue
 3. Sharing how you have seen the virtue demonstrated.

Your observations can be very simple – just sharing one simple incident. It is important to give evidence of where you have seen the virtue demonstrated.

- Note the difference between the following:

“You did a good job with that children’s class”

versus

“I liked how you showed patience with Somchai in the children’s class when he did not want to put on his shoes. Your patience encouraged him to try to tie his shoes all by himself.”

Applying Virtues to Appreciate Behavior

Some examples of the beginning phrases you can try using:

- *"Your **reliability** has been really helpful. I can always count on you to be on time."*
 - *"That took a lot of **determination** to complete this project to the end."*
 - *"You used a lot of **courage** to share with me how you feel. Thank you."*
 - *"I noticed your **kindness** to Alek when you helped him find the crayons."*
 - *"You were very thoughtful to close all the windows in my room when it rained."*
 - *"I appreciated your compassion to bring me food when I was sick."*
-
- ความน่าเชื่อถือของคุณเป็นประโยชน์จริง ๆ ฉันวางใจได้ว่า คุณจะตรงเวลาเสมอ
 - ฉันต้องใช้ความตั้งใจอย่างมากในการทำให้โครงการนี้เสร็จสมบูรณ์
 - คุณใช้ความกล้าหาญมากในการแบ่งปันกับฉันว่าคุณรู้สึกอย่างไร ขอขอบคุณ.
 - ฉันสังเกตเห็นความใจดีของคุณที่มีต่อ Alek เมื่อคุณช่วยเขาหาสีเทียน
 - คุณแสดงให้เห็นถึงความคิดเอาใจใส่ที่จะปิดหน้าต่างทุกบานในห้องเมื่อฝนตก
 - ฉันชื่นชมความกรุณาของคุณที่จะนำอาหารมาให้ฉันตอนที่ฉันป่วย

Step 5: Share virtues leaves

- Ask each participant to move around the room to share a virtue leaf with each participant and give a Virtue Acknowledgement. It is important to look into the person's eyes with sincerity when sharing the acknowledgement.

Optional Step: Identifying Growth Virtue

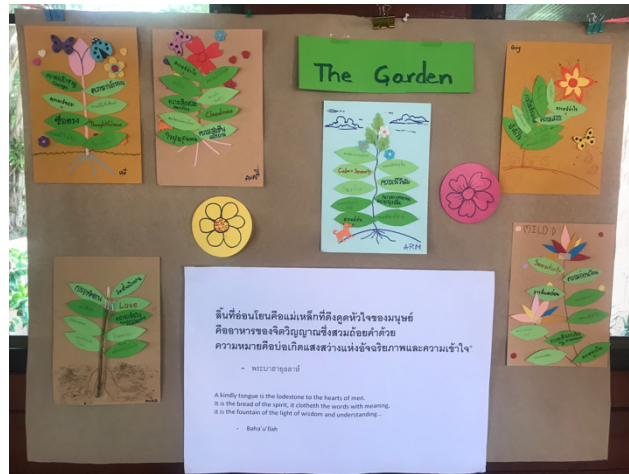
Ask participants to reflect on two virtues that they have that they want to make stronger.

They can write this under the flower like "roots" for the flower.

Step 6: Complete flowers and plant them in the garden

- After everyone has received all their virtues acknowledgment, they can paste the leaves onto their flower. Each participant will then end up with leaves on their flower stem.
- Ask all the participants to post all their beautiful flowers in the Team Unity Garden poster.

- OPTION: Each participant can put a sticker beside the virtue that they want to develop even more. It is useful to reflect on our virtues and to think which we need to develop more.



Step 7: Discussion on the virtues flower exercise

Ask participants to share their feedback on the exercise.

Was it hard to:

- To think of the virtues and share where you saw it practiced?
- To give feedback to others?
- To receive feedback from others?
- What was harder, giving or receiving?
- What did people learn for this exercise?

When we follow what Abdu'l-Baha says, these things become easier and easier and will become a habit. It will become natural to look for virtues in each other and acknowledge them.

[4] Closing Quote:

Once 'Abdu'l-Bahá was asked, 'Why do all the guests who visit you come away with shining countenances?' 'He said with his beautiful smile: "I cannot tell you, but in all those upon whom I look, I see only my Father's Face." '

- Honnold, Annamarie, Vignettes from the Life of 'Abdu'l-Bahá, p.

ครั้งหนึ่งมีคนถามพระอับดุลบาสฮาว่า “เหตุใดแขกที่มาเยี่ยมท่านจึงกลับออกไปด้วยสีหน้ายิ้มแย้มแจ่มใส?”

ท่านตอบด้วยรอยยิ้มอันสดใสว่า “จะบอกอย่างไรดี ทุกคนที่เรามอง เราเห็นแต่พระพักตร์ของพระบิดาของเรา”

Cleaning Our Windows

Two friends moved into a new neighborhood. The next morning while they are eating breakfast, Friend A saw her neighbor hanging the wash outside.

"That laundry is not very clean", Friend A said. "She doesn't know how to wash correctly."

Friend B looked on, but remained silent. Every time the neighbor would hang her wash to dry, Friend A would make negative comments and roll her eyes.

One month later, Friend A was surprised to see a nice clean wash on the line and said to Friend B: "Look, our neighbor has finally learned how to wash clothes correctly. I wonder who taught her?"

Friend B said, "Actually, I got up early this morning and cleaned our windows."

And so it is with life. What we see when watching others depends on the purity of the window through which we look. We must first clean our own window to be able to notice the virtues reflected in others.

See Me Beautiful

เห็นฉันสวยงาม

Red Grammer

See me beautiful
Look for the best in me
It's what I really am
And all I wanna be
It may take some time
It may be hard to find

But see me beautiful
See me beautiful
Each and every day
Could you take a chance
Could you find a way
To see me shining through
In everything I do

See me beautiful
See me beautiful

Look for the best in me
It's what I really am
And all I wanna be
It may take some time
It may be hard to find but see me
beautiful...

เห็นฉันสวยงาม
มองหาสิ่งที่ดีที่สุดในตัวฉัน
มันคือสิ่งที่ฉันเป็นจริงๆ
และทั้งหมดที่ฉันต้องการ
อาจใช้เวลาสักครู่
มันอาจจะหายาก

แต่เห็นฉันสวยงาม
เห็นฉันสวยงาม
ทุกวัน
คุณมีโอกาสได้ไหม
คุณสามารถหาวิธี
หากต้องการเห็นฉันส่องแสงผ่าน
ในทุกสิ่งที่คุณทำ

เห็นฉันสวยงาม
เห็นฉันสวยงาม

มองหาสิ่งที่ดีที่สุดในตัวฉัน
มันคือสิ่งที่ฉันเป็นจริงๆ
และทั้งหมดที่ฉันต้องการ
อาจใช้เวลาสักครู่
อาจจะหายาก แต่เห็นฉันสวยงาม ...

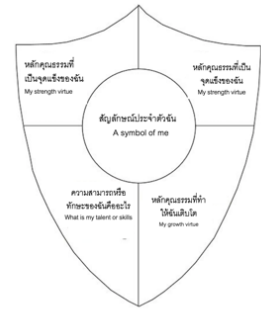
See the song on YouTube:

<https://www.youtube.com/watch?v=o3F-qZChiAo>

VIRTUES ACKNOWLEDGEMENT FORM

ชื่อ Name	คุณธรรม. Virtue	การกระทำที่แสดงให้เห็น Action noticed	การสื่อถ้อยคำชื่นชม Acknowledgement Statement
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Personal Virtues Shield



Objectives:

For participants:

- To reflect on and identify their own strength virtues and a growth virtue.
- To recognize that everyone has strength virtues and that we are all growing and developing, no matter what our age.
- To get to know other in the group better.
- To use their creativity and artistic talents.

Directions:

- In the upper left and right quadrants, write the name of two Strength Virtues - one in which you have excellence, one of your best. Then, draw a symbol or picture to represent this virtue.
- In the lower left quadrant your "talent and skill" -- and draw a symbol or picture.
- In the lower right quadrant, write a Growth Virtue – a virtue which is a challenge for you. One you need to grow and cultivate, and draw a symbol or picture for it.
- In the center, draw a symbol that represents you. Example: If you love dogs, draw a dog.
 - My Strength Virtue #1
 - My Strength Virtue #2
 - Symbol of Me
 - My Talent or Skills
 - My Growth Virtue
- Participants can be creative in decorating their shield!

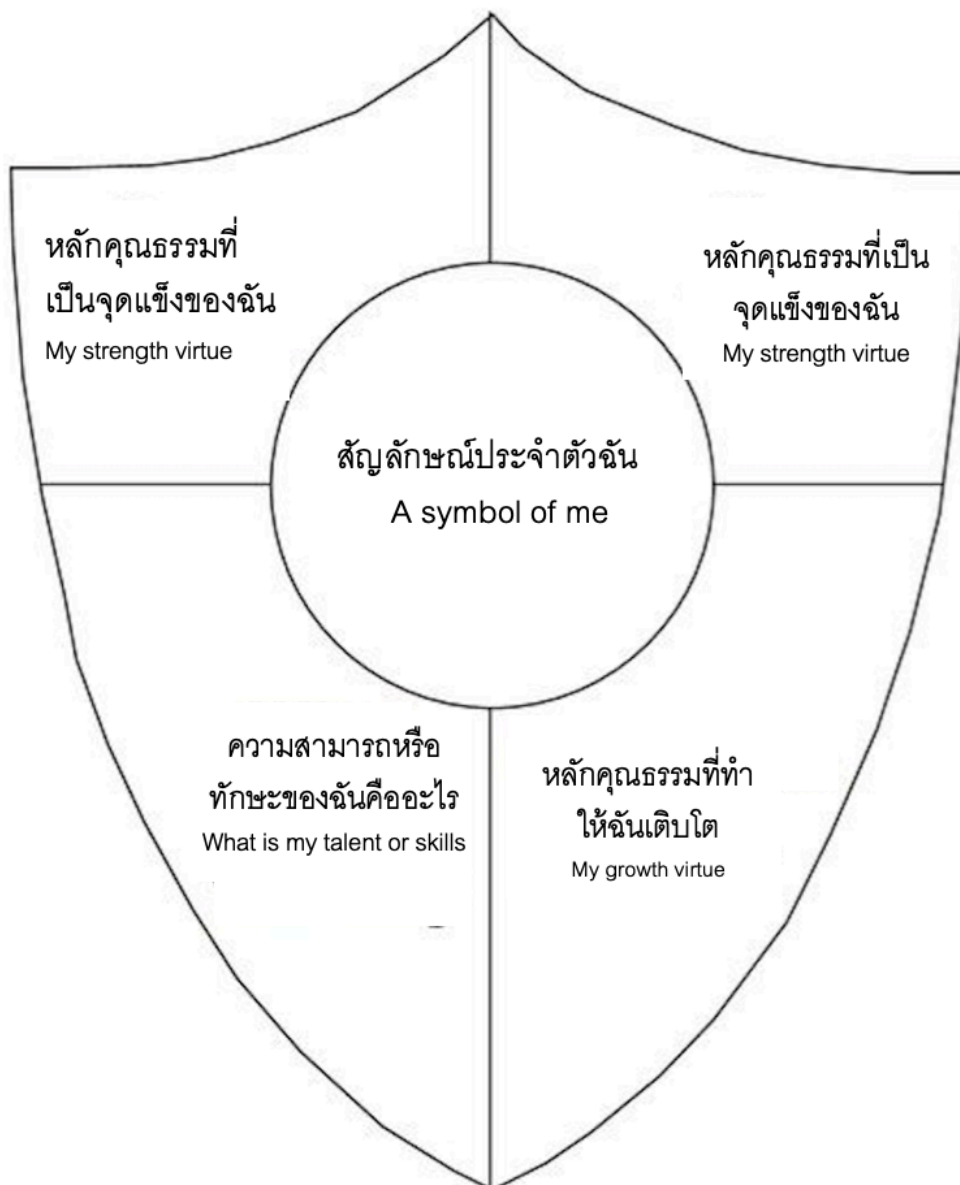
Debrief:

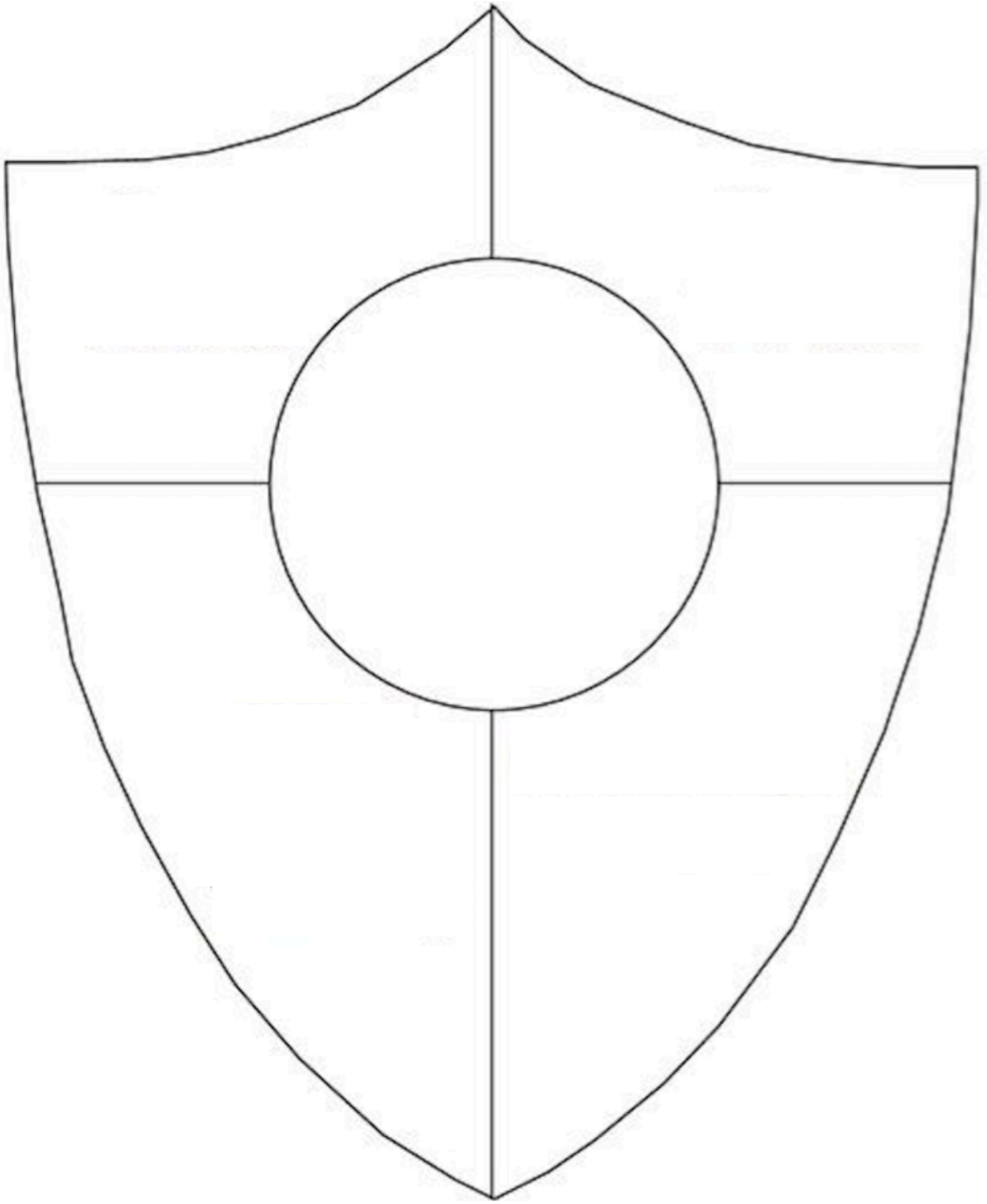
- Ask each participant to present and talk about their shield.
- After each child presents, the facilitator or the children should give the presenter some positive feedback on some thing that impressed them. (a "virtues acknowledgement")
- Point out that
 - everyone has strength and we are all growing and developing, no matter what our age.
 - it can help our development to be aware of our growth virtue.
 - all the strengths that individuals have are virtues in our group.

Alternatives:

Instead of one of the “My Strength Virtues”, or instead of “My talent or skills”, and depending on the circumstances, it is possible to substitute:

- “MY Family Virtue” - Write a virtue in which your family shows excellence and draw a symbol or picture for it.
- “What gives me joy” - Write and draw a picture of “What gives me joy”





Discussion on the Virtue of Courage



Objective:

For participants...

- to reflect on the virtue of Courage to understand what it looks like in practice, why it is important, and how we can develop it.

Materials:

- Copy of the Virtues card on Courage.
- Copy of discussion questions.
- Poster paper.
- Marker pens.

Directions:

- Explain that Courage is an important virtue for all of us and is one of the virtues we'll explore in the youth camp
- Divide participants into groups of 3 or 4 and give them copies of the virtues card description of "Courage" and the discussion questions.
- Suggest that they read over the virtues card and then given everyone to share any reflections they have on it.
- Then discuss the questions and make a poster to show the main points from the discussion to be shared with the larger group.

NOTE:

(1) The quotes on the Virtues Card can be changed as appropriate.

(2) In time we want to make change in the English (as noted) and in the Thai.

(3) The Wat Ket Neighborhood Core Team has translated 64 Virtues cards which are available upon request)

De-Brief:

- We need to use our courage when we are trying something new which take us out of our comfort zone.
- We can also use prayer to help us get courage.

ความกล้าหาญ

Courage



คำถามอภิปราย:

1. อะไรคือประเด็นหลักที่ดึงดูดความสนใจของคุณ?
2. เหตุใดคุณจึงคิดว่าความกล้าหาญเป็นคุณธรรมที่สำคัญ
3. ความกล้าหาญยอมให้ทำอะไรได้บ้าง?
4. เราจะทำอะไรได้บ้างเพื่อให้มีความกล้ามากขึ้น?
5. คุณธรรมอื่นใดที่เกี่ยวข้องกับความกล้าหาญ?

Discussion Questions:

- 1.** What are any main points that catch your attention?
- 2.** Why do you think courage is an important virtue?
- 3.** What things does courage allow up to do?
- 4.** What can we do to get more courage?
- 5.** What other virtues are connected with courage?

Courage



Courage transforms fear into determination. It is embracing life fully, without holding back, doing what must be done even when it is difficult or risky. When we are tempted to give up, courage supports us to take the next step. It allows us to face adversity with confidence. Courage opens us to new possibilities and gives us the strength to sacrifice for what we love. Courage is needed when we try new things. At times we need courage to accept the truth, and to pick ourselves up after a mistake, ready to make amends and try again. Courage gives me the strength to do the right thing. make my life's journey with all my heart.

*"Heart, be brave. If you cannot be brave, just go.
Love's glory is not a small thing"*
Jalal'u'Din Rumi (Poet, Islam)

*"...do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen
you and help you..."*
The Bible, Isaiah 41:10 (Christianity)

The Practice of Courage

- I reach beyond my comfort zone.
- I welcome new challenges.
- I do what I know is right regardless of the costs.
- I face the truth with humility and openness.
- I don't allow my fears to hold me back.
- I fully accept life's invitations.
- I trust in my inner skills and strengths to handle any situation that life brings.

***I am thankful for the gift of Courage.
It allows me to spread my wings.***



Making Appreciation Cards for Parents

Purpose:

For participants:

- to recognize virtues in their parents or caregiver.
- to perform an act of kindness by making and sending a card to their parents or care-giver.
- to practice their written expression.
- to explain some of the things they have been learning.

Materials:

- Paper
- Pens
- Art supplies

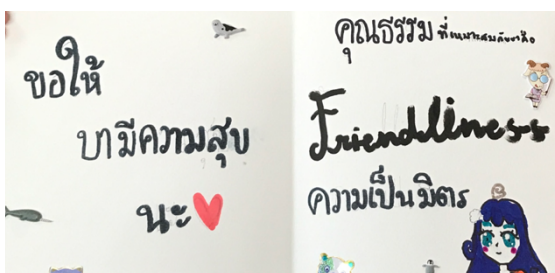
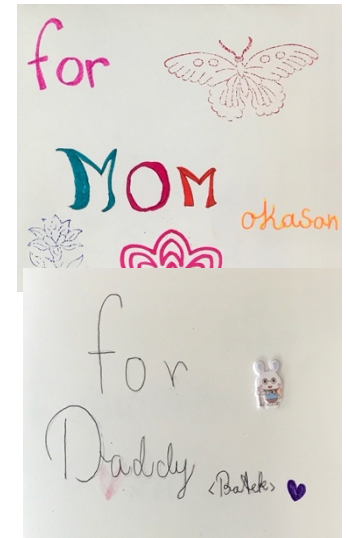
Directions:

- Explain the importance of service and that we can do acts of kindness and service in many places: at home, at school, with friends, with strangers.
- Share a quote about the importance of parents.

Say, O My people! Show honour to your parents and pay homage to them. This will cause blessings to descend upon you from the clouds of the bounty of your Lord, the Exalted, the Great.

Bahá'u'lláh, Lights of Guidance, p. 229

- Our parents and one way to show kindness is with words and expressions of love.
- Ask the children to think about the virtues they see in their parent, or virtues their parents have taught them or shown them.
- Then they can make a card to take their mother, father, or caregiver to point these virtues and to thank them.



Making a Virtues Bracelet



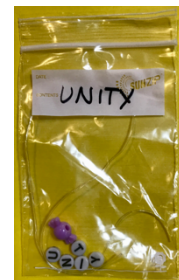
Purpose:

For participants:

- to become more familiar with the virtues.
- to encourage creativity and artistic talents

Materials:

- letter beads (from Lazada)
- beads (from stationary / art supply store)
- nylon string
- small plastic bags



Preparation:

- Put letter beads in a small bag to spell out different virtues and label the bags (This preparation can save time and confusion)

Directions:

- Present the different virtues bags to the group (can ask them what the name of the virtue is in their own language) Or can combine this with virtues charades and who can guess it gets to make the bracelet for that virtue.
- Invite the participants to choose one virtue to make as a bracelet.
- Participants can help each other when it comes to tying the nylon string.



NOTE: The "letter beads" are available online from Lazada and are very inexpensive

Community Virtues Tree and Garden

Purpose:

For participants:

- to review the list of virtues to become more familiar with them.
- to reflect on their strength virtue.
- to recognize that their strength virtue is something they can contribute to their community.



Materials:

- colored paper
- scissors
- marker pens
- tape

Preparation:

- Make a poster of a tree and add flower stem and leaves at the bottom of picture for participants to paste their flowers. (See photo)



Directions:

- Distribute the handout list of virtues.
- Ask participants to review the list of virtues and to decide which is their strength virtue – their strongest virtue – which they can bring to the youth group and to the community.
- Participants can cut out a colored flower or a fruit, write their strength virtue on it and then post it on the tree or on the stem of a flower in the garden below the tree.



คุณธรรม - Virtues



1. การยอมรับ - Acceptance
2. ความรับผิดชอบ - Accountability
3. ความรู้สึกขอบคุณ - Appreciation
4. ความหนักแน่น - Assertiveness
5. ความห่วงใย - Caring
6. ความสะอาด - Cleanliness
7. ความผูกมัดตน - Commitment
8. ความเห็นอกเห็นใจ - Compassion
9. ความมั่นใจ - Confidence
10. ความร่วมมือ - Cooperation
11. ความพึงพอใจ - Contentment
12. ความกล้าหาญ - Courage
13. มารยาท - Courtesy
14. ความคิดสร้างสรรค์ - Creativity
15. การปล่อยวาง - Detachment
16. ความมุ่งมั่น - Determination
17. การอุทิศตน - Devotion
18. ความหยั่งรู้ - Discernment
19. ความรู้สึกร่วม - Empathy
20. ความอดกลั้น - Endurance
21. ความกระตือรือร้น - Enthusiasm
22. ความศรัทธา - Faith
23. ความเต็มใจศรัทธา - Faithfulness
24. ความยืดหยุ่น - Flexibility
25. ความอดทน - Forbearance
26. การรู้จักให้อภัย - Forgiveness
27. ความทนทาน - Fortitude
28. ความเป็นมิตร - Friendliness
29. ความเอื้อเฟื้อเผื่อแผ่ - Generosity
30. ความอ่อนโยน - Gentleness
31. ความกตัญญูทศเวที - Gratitude
32. การให้ความช่วยเหลือ - Helpfulness
33. ความซื่อสัตย์ - Honesty
34. ความหวัง - Hope
35. ความมีมนุษยธรรม - Humanity
36. ความอ่อนน้อมอ่อนตน - Humility
37. ความมีอิสระเสรี - Independence
38. การยึดถือหลักคุณธรรม - Integrity
39. ความเบิกบาน - Joyfulness
40. ความยุติธรรม - Justice
41. ความรัก - Love
42. ความจงรักภักดี - Loyalty
43. การเปิดกว้าง - Openness
44. การมองโลกในแง่ดี - Optimism
45. ความอดทน - Patience
46. ความสงบสุข - Peacefulness
47. ความบากบั่น - Perseverance
48. ภาวะแห่งการสวดมนต์ - Prayerfulness
49. ความบริสุทธิ์ - Purity
50. การมีเป้าหมายที่ชัดเจน - Purposefulness
51. ความเชื่อถือได้ - Reliability
52. ความยืดหยุ่น - Resilience
53. ความเคารพนับถือ - Respect
54. ความรับผิดชอบ - Responsibility
55. การมีวินัยในตนเอง - Self-Discipline
56. การรับใช้ - Service
57. ความเรียบง่าย - Simplicity
58. ความจริงใจ - Sincerity
59. การรู้จักกาละเทศะ - Tact
60. ความรู้สึกขอบคุณ - Thankfulness
61. ความอาทร - Thoughtfulness
62. ความอดทนอดกลั้น - Tolerance
63. ความไว้วางใจ - Trust
64. ความน่าเชื่อถือ - Trustworthiness
65. วาจาสัตย์ - Truthfulness
66. ความเข้าใจ - Understanding
67. ความสามัคคี - Unity
68. ความมีสติปัญญา - Wisdom

Eleven Virtues Activities



1. Virtues Interactive Interview:

Choose a partner and take turns interviewing one another.
Use your compassion and detachment, your trust and respect.
Do not write or take notes. Just be fully present and listen with open curiosity.
Choose one of the following to discuss:

1. Name someone you admire. This person may be a figure in history or a person in your life. What is the core virtue this person practices? What attracts you to this virtue?
2. Name one of your own strength virtues, one that is well-developed in you. One that you can turn to often and share with others. Say a few words about how you use this virtue in your life.
3. Name a virtue you would like to grow, one that is not so easy for you. Say a few words about how you need this virtue in your life and how you are working on developing it.
4. What is one of the biggest challenges in your life right now? What virtue would help you meet that challenge?
5. What are your hopes for this year?
6. What is a source of joy in your life at this time?

Virtues Acknowledgment: Interviewer, please give your partner a virtues acknowledgment by telling him/her a virtue you notice in him/her and specifically how you saw it.

“ I want to acknowledge you for the virtue of _____
and the way you showed it by _____ .”

2. Help me find my virtue - Helper/seeker game:

Each individual gets the name of a virtue placed on their back (seekers). As seekers, they don't know what the virtue is on their back. They find people in the group to help them determine what it is. Each person that helps them (helpers) can say only one thing that describes the virtue without using the virtue word or any derivative. The seeker guesses and the helper responds with a yes or no. If the seeker guessed correctly, they take the virtue off their back, place it on their front and help other seekers. If they guessed incorrectly, they find another helper. (If the answer is no, say “No, that sounds like it could be the virtue, but it isn't the one on your back”)

Each participant starts out as both a seeker and a helper at the same time.

Before the event, you could print out the virtues on cards. (Decorate if you wish)

Attach a loop of ribbon to each card so that they could easily be draped around the neck. When the virtue is identified flip the card from back to front. OR put masking tape on the cards and stick them on the person's back being mindful of not harming clothes. (The cards are plastic-coated and the tape can be rolled off carefully without harm to the cards)

3. Inspirational Walk

Go for an inspirational walk around the school grounds or home. Find an object such as a flower, spider, tree, leaf, the sky, etc., and focus your attention deeply on it.

You may wish to write some thoughts about it, or write a poem about it.

- What does the object say to you?
- What lessons does it offer?
- Ask "What is your gift for me?"
- "What virtue do you show me?"

Example: If you focus on ants, you may write a short poem about the virtues of Diligence and Unity and how they would help you in your life right now.

The boundaries for this activity are:

- Do this by yourself.
- Remain silent.
- Focus your full attention on the object.
- Use paper and pen if you choose to.

Return to the meeting place and write about your experience for a few minutes. Then share with a partner or in a small group what your experience was like.

Do this as a Virtues Sharing Circle, with complete silent attention to each other, followed by Virtues Acknowledgments after each person shares. For Example: "Somchai, I see your humility to learn from the ants."

4. Virtues String Toss:

This activity is a good summary at the end of workshop.

Form a large circle. Someone holds a ball of string in one hand and holds and keeps the end in the other hand, then tosses it across the circle saying "I now commit to the virtue of..."

The person who catches it holds the line taut, keeps a hold on it and tosses the ball to someone else saying "I now commit to practice the virtue of ..." Alternative "I release (something opposite the virtue you wish to claim, example: fear) and claim my (the virtue you wish to develop, example: courage)." The tossing of the yarn continues until there is a large weaving across the circle. Children like to get under the canopy of yarn. Play a song when the toss is over while people wave the yarn canopy, moving it up and down.

At the end all the participants will be connected by strong which reminds us that we are all spiritually connected.

5. Virtues of Animals:

Divide participants into groups. Assign a different animal for each group:
Possible animals: tiger, elephant, dog, alligator, water buffalo (kwai), chicken

The small group works together to brainstorm all the virtues they can think of related to their animal.

- Tell what brings that animal joy/happiness/ what is it grateful/thankful for.
- Identify the 3 strength virtues of that animal.

In a big group, the smaller groups take turns sharing the three strength virtues of their animal and others try and guess what the animal is. They can ask other questions until they can guess the animal, but the questions can only be answer by “yes” or “no”.

6. Drawing Community and Where can use Virtues:

Divide into small groups of 2 or 3 people.

On a large poster, they can draw their community – people and places. Then can write where (the places) they can use or promote virtues and name the three most important virtues to show in each place or with each person (e.g. home, school, playground, friends, older people, teacher etc..)

7. Virtues Charades:

Taking turns, assign participants a virtue to act out in silence. Participants try to guess their virtue.

Suggested virtues:

love, generosity, forgiveness, cooperation, joyfulness, openness, helpfulness, gentleness, enthusiasm, courage, courtesy, compassion, cleanliness, caring, hope, unity, service, self-discipline.

8. Virtues Drama:

Break participants into groups of 3 or 4. Ask them to choose a virtue and then develop a 4 minute drama to show the virtue in action and the impact of using that virtue. It is good if there are drama props also.

9. Personal Virtues Shield

In the upper left quadrant, write the name of a Strength Virtue - one in which you have excellence, one of your best. Then draw a symbol or picture to represent this virtue.

In the upper right quadrant, write a virtue in which your family shows excellence and draw a symbol or picture for it.

In the lower left quadrant, write the virtue "Joy" and draw a symbol or picture of what gives you joy.

In the lower right quadrant, write a Growth Virtue - one which is a challenge for you. One you need to grow and cultivate, and draw a symbol or picture for it.

In the center, draw a symbol that represents you. Example: If you love dogs, draw a dog.

In a Virtues Sharing Circle, or with the class as a whole, talk about your shield. Others the circle give Virtues Acknowledgments to each person as he or she finishes sharing.

- My Strength Virtue
- Symbol of Me
- My Family's Virtue
- What Gives Me Joy
- My Growth Virtue

10. Practicing Trust - Trust Walk

Have students pair up, with one of them blind-folded while the other gently and carefully leads them around a field or a room. Then they reverse roles. Talk about how it felt to trust someone to lead you and how it felt to be the leader?

Virtues Reflection Questions

- How can you tell if you can trust someone or not?
- What actions or words help you trust that things will turn out right?
- Name something you do well. It could be something simple you do every day. Something you trust can always work out okay.
- Name something difficult for you to do. Something you need more confidence in. What actions or words could a friend do to help you gain trust? What words and actions can you do for yourself to build trust?
- What do you trust a good will friend do when you are feeling down or need help?
- What things make it hard to trust someone? How can someone rebuild trust?
- What would you do if someone was not trustworthy and kept asking you to trust him?

Acts of Service Video/PowerPoint



Purpose:

For participants:

- to recognize that acts of service can be simple acts.
- to recognize that there are always opportunities for service.
- to recognize that we need to be observant to see opportunities for service and simple acts of kindness.
- to recognize that many acts of service were done in the junior youth camp.

Note: the final video or PowerPoint can also be shown to parents on the last day of the junior youth camp.

Directions:

- During the junior youth camp, take photos of simple acts of service that are seen during the camp without announcing what you are doing!
- washing dishes
- taking dishes to the sink.
- Sweeping
- Putting things away
- Helping someone

- Compile the pictures into a PowerPoint or a video slide show.
- Share the presentation at the end of the camp
- Share Key Points:
 - There are always opportunities for service
 - We need to be observant to see service opportunities and to conduct simple acts of kindness.
 - There were many acts of service seen in the junior youth camp.



Cabbage Toss Reflection Activity



Purpose:

The cabbage toss activity is a meaningful game can have many purposes depending on the questions asked!

It can be used to help review new learning or something seen in a video or to evaluate the learning experience at the end of a junior youth camp. If people join the cabbage toss game who were not part of the learning experience (e.g. such as parents), these participants can enjoy hearing the feedback from the participants to understand better what was learned.

For participants:

- To share their reflections and learning.
- To share their thoughts on key concepts.
- To share what they will use from the learning experience.
- To share how they feel after the learning event
- To have fun together as a group

For parents:

- To learn about what was covered in the learning activity.
- To hear their child's thoughts, reflections, and what they learned at the end of a junior youth camp.

Directions:

- Prepare and cut the question into strips and paste each question on a separate piece of paper.
- Add in some fun questions or requests, such as to sing a song, draw a picture or do some drama to add to the excitement of the activity.
- Crunch up the last question into a ball. Wrap the next question around the inner ball and continue adding the questions on the layers of paper until there is a big layered ball of all the questions.
- Participants stand in a circle.
- Ask participants to pass the cabbage to the person beside them while some music is playing. The cabbage is passed around the circle in this way.
- When the music stops, the participant holding the cabbage takes off the first layer and reads the question, and answers it or performs the task requested.
- Continue until all the layers have been read.

This is a really popular activity!!

-



กิจกรรมนี้ได้รับความนิยมอย่างมาก!

Cabbage Toss Questions

1. Sing a short song.
ร้องเพลงสั้นๆให้เราฟัง
2. What 2 virtues are most important for young people to develop and why?
คุณธรรม 2 ข้อใดที่สำคัญที่สุดสำหรับเยาวชนในการพัฒนาและเพราะเหตุใด
3. Act like an animal for us to guess
แสดงท่าทางเป็นสัตว์ให้เราเดา
4. ทำไมช่วงเวลาของยุวชนรุ่นเยาว์จึงมีความสำคัญมาก?
Why is the period of junior youth so important?
5. Do a short dance for us to follow.
เต้นรำสั้นๆให้เราทำตาม
6. กิจกรรมที่คุณชื่นชอบในค่ายคืออะไรและทำไม?
What were your favorite activities during the camp and why?
7. Make a clapping rhythm for us to follow.
ทำจังหวะปรบมือให้เราตาม
8. เหตุใดความกล้าหาญจึงสำคัญสำหรับยุวชนรุ่นเยาว์
Why is courage important for junior youth?
9. Draw a fruit for us to guess what it is.
วาดรูปผลไม้ให้เราทายว่ามันคืออะไร
10. What can you use take benefits from the camp in the future?
จะใช้อะไรจากค่ายในอนาคตได้บ้าง?
11. Do a short dance for us to follow.
เต้นรำสั้นๆให้เราทำตาม
12. พลังพิเศษของยุวชนรุ่นเยาว์มีอะไรบ้าง?
What are some of the special powers of junior youth?
13. Draw an animal for us to guess what it is.
วาดรูปสัตว์ให้เราทายว่ามันคืออะไร
14. โครงการบริการชุมชนอื่นใดที่กลุ่มนี้สามารถทำได้ในอนาคต
What other community service projects could this group do in the future?

Closing Activity: Community Web



Objective:

For participants:

- to reflect on the learning activity
- To share their thought, reflections, learnings, or feelings with the group
- To create a feeling of unity, trust, community, and connectedness.

Directions:

1. Participants and facilitators stand in a circle. Play some nice music!
2. Facilitator begins the web by holding the end of a big ball of twine and explaining the following:
3. Explain:

“Each person will have a chance to share something they have learned with the other participants. After each person shares, they will toss the ball to another person to share, and then they will toss the ball to the next person. People can share a reflection, learning, or their feelings based on participation in the training or the youth camp. If anyone does not wish to share anything, that is fine. You can just pause for some time and then pass the string ball.”

NOTE: There is great flexibility in what participants can be asked to share!

4. The facilitator comments and tosses the ball to one participant while holding the end. They comment and then pass the ball. In this way, a web is created between all the participants.



5. After the web is completed, the facilitator can ask participants what the web represents to them.

The facilitator can close by making any final comments and can point out the interconnectedness of everyone serving and learning together. *“We are all connected, and we are all one as we learn and grow together.”*

6. When the activity is over, participants can gently lower their web to the ground.



Thepleela Workshop



Youth Training

Games

Guess Who Game?



Objectives:

For participants...

- to learn more about each other.
- to reflect on their own unique characteristics.

Materials:

- slips of paper,
- pens,
- box or bag

Steps:

4. Each participant writes 4 things about themselves on a piece of paper that give clues about themselves.

Some possible areas:

- **Physical appearance clue:** (hair length, glasses, tall, short, etc.)
- **interest or passion clue:** (math, science, writing, history, art, music, helping kids, public speaking, taking care of the environment etc.)
- **Sports clue:** (likes swimming, soccer, hiking, badminton, etc.)
- **Hobbies clue:** (likes drawing, singing, reading, cooking, drama etc.)
- **Favorites clue:** (favorite color, animal, food, movie, etc.)
- **Strength virtues:** (I am caring, patient, helpful, determined, flexible, confident, open-minded, creative, etc.)

Example:

1. I have long straight hair and wear glasses.
 2. My passion is taking care of animals
 3. I like to draw
 4. My favorite animal is a dog
 5. I like to eat noodles.
5. The animator collects all the slips of clues from the participants and puts them into a box or bag.
 6. Then participants take turns pulling out one of the slips of clues. They read it aloud, and the rest of the participants try to guess who the clues describe.
 7. If one of the participants thinks they know who it is, they raise their hand and then point to who they think it is.
 8. Then that person says yes or no if they are the right person. If the person says no, then the person who pointed cannot guess anymore for that round. Then other participants can raise their hand to guess who is described.

9. If the person says yes, the round ends. Then another slip of paper with clues is taken from the hat and read for the participants to guess the person.

Options:

It is not necessary to read the clues for all the participants at one time. The papers can be read at different times during the event. It is a fun activity that can be used to break up the day.

Debrief Questions:

1. What are some new things you learned about the other participants that you found interesting?
2. Did you find out things you have in common with other participants, such as similar interests?

Taboo Game



Objectives:

For participants...

- to practice clear and effective communication and to think carefully before they speak.
- to think of creative ways to express ideas.
- to become familiar with the virtues and recognize what they may look like in action.

Description:

Players race against the timer as they try to explain or describe a key word for other participants to guess without saying the key word itself and without using forbidden words

Examples:

Key word: School

Forbidden word clues

1. Teacher
2. Students
3. Homework
4. Learning

Key word is a Virtue: Kindness

Forbidden word clues:

1. Nice
2. Helpful
3. Sweet
4. Kind

Steps:

1. One participant picks up a word card. They then must try to get the other participants to guess the word they are describing.
2. The game continues until all participants have had a turn.

Options:

3. Individual participants can come up with their own key words and forbidden word clues for the group to play.
4. One suggestion is to use virtues for key words. In this case a list of virtues can be given out to participants to help them guess.

Debrief questions:

1. What did you find challenging about this activity?
2. Did it become easier to describe words in new ways the more you practiced?
3. Why is it important to be able to express ideas in different ways?

Change Places



Objective:

- To learn more about people in the group.

Directions:

- Each participant stands near a marker. (cone, bag, etc.) There is one less marker than participants.
- One person is the caller and does not have a marker.
- The caller says: "Change places If you..."

Examples:

"Change places If you..."

1. have a younger or older sister
 2. can speak 2 languages
 3. have a younger or older brother
 4. have a cat
 5. like to do yoga
 6. like to sing
 7. have been to Malaysia
- The participants must change places if the statement is true for them.
 - The caller also runs to find a place.
 - The person who does not have a marker to stand by becomes the new caller.

Choose and Move



Objectives:

1. For participants to share their personal choices and preferences in a group
2. For participants to find out who has similar views, interests, and likes to themselves.
3. For participants to understand that people can have very different views on the same subject.

Description

- Players move to show their personal preferences and choices.

Steps:

- Participants stand in a single line.
- A leader calls out choices for the participants to choose from. In some cases they will move to the left or to the right to show their choice. In some cases they will have to move to join with other people in a group to show their choice.

Option 1: Making Choices

- A caller states a question where there are two choices (A or B).
- The participants move to show their choice for A or B. If they decide A they step to the right and if they decide B they step to the left.

Example Questions

- For a holiday would you rather go to the mountains or to the beach?
- Do you like hot weather or cold weather more?
- Where would you rather visit...France or Japan?
- Would you rather take care of a fish or a dog?
- Which do you like to eat more, fruits or vegetables?
- If you could help in a service project, would you rather help teach young children or help with elderly people in your community?
- Which subject do you like more, Science or Art?
- Which subject do you like more, Math or English?

Option 2: Favorites

- The caller gives the participants a choice regarding something that they like that can have multiple answers. The participants must call out at the same time what they like. They continue calling out until they find and join up with people with similar likes. They may also end up being the only person in a group if others do not choose the same answer.

Example Questions:

- What is your favorite Thai food?
- What is your favorite sport?
- What is your favorite fruit?
- What is your favorite subject at school?
- What is your favorite animal?

Debrief:

- We can have different likes and interests and can learn new things from each other.
- We do not all have to like the same things as everyone else or want to do the same thing.

Cooperative Arm-wrestling



Goal of the Exercise:

This quick exercise is very effective for highlighting the human competitive tendencies:

- to assume that most human interaction involve some kind of competition.
- to limit our vision to focus on meeting our own needs and winning instead of considering a solution that can help everyone.

Time: 5-10 minutes, plus time for discussion.

Directions:

Explain to participants (exact wording is important):

*Pair up with someone your size and strength.
The goal of this exercise is to get as many points as possible
If your hand goes down, the other person gets a point.
if your partners hand goes down, you get a point.
We will have 30 seconds to get as many points as possible.*

NOTE: Avoid describing the arm-wrestling as a competition or the conflict situation or as a cooperative exercise

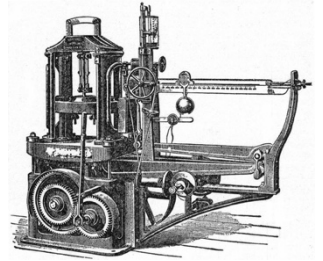
De-brief:

- Ask each team how many points they got.
- Ask what the low scoring team did?
- Ask what the high scoring team?
- What assumption did low scoring team make? Maybe they assumed:
 - it was a competition.
 - it was a won-lose situation.
 - they were not allowed to talk.
- Rather than resisting each other, the fastest and easiest way to collect points is through cooperation with each other.
- In life many things are considered a competition, even our appearance, the number of likes we get on social media, etc. It is considered important to be bigger, better, faster, smarter, etc. It is helpful to stand back and look for ways that the same activity can be of help to everyone and meet others needs and not only focus on the individual.

Share Key points:

One common problem is intense focus on one's own interest and to always see situations as competition. This can make it very difficult to consider the common good rather than the benefit to be gained for ourselves or our group. How might the fear of losing be lessened so that the parties can together explore possibilities for a cooperative outcome that's acceptable to all?

Team Work: Make a Machine



Objective:

For participants:

- To work together as a team
- To use their imagination and creativity.
- To get energized.
- To have fun.

Directions:



- Divide participants into teams of 3 or 4.
- Invite one person from each team to come to receive “special secret instructions for a challenging assignment” (See below).
- Build a sense of mystery!
- Give each representative the following instructions in a sealed envelope to take back to read with their group!
- Encourage everyone to hurry. The time pressure makes the game more fun!
- Give the teams 3 minutes... but allow more time if needed!

Instructions: MAKING A MACHINE

- Your team has 3 minutes to decide on a machine and how you will act it out for the other participants to guess.
- Every member of your team must be part of the machine.
- You can connect arms, hands, and feet and you can create machine-like movements.
- Your machine can make noises also.
- Good Luck

- After participants have designed their machines, have them act them out.
- After participants have guessed the machine, each group must explain what their machine does and how it can help the world.
- Also, for fun, the group can explain what problems can happen if the machine is not used properly.

Discuss the exercise afterwards:

- Was it fun working together?
- Did everyone share their ideas about how to create a machine?
- Were all the team members part of the machine?
- What did you learn about cooperation in a team?

Guess What's True



Objective:

For participants...

- to learn more about each other.
- to have fun.

Directions:

- Have each person in the group tell three things about themselves.
- Two of them must be true and the third must not be true.

- Participants take turns reading out their three things.
- Listeners will try to guess which of the two things on the list are true and what is not true.

African Rain Game



Objectives:

For participants...

- to use their imagination.
- to work together to create a peaceful atmosphere

This game is good for stimulating our imaginations, for relaxation, and for cooperation. It also creates a beautiful relaxing atmosphere that make everyone think about nature and the environment.

Directions:

- Participants sit in a big circle.
- Explain that we are going to imagine that we are on the African savannah and a rain storm is coming!
- The animator begins making a soft rain sound by rubbing his/her hands together.
- The person beside them then copies this and then the sound is passed around the circle with each participant making the same sound one by one.
- While the rubbing hands is still going around the circle, the animator snaps their fingers to make a sounder of louder rain.
- The person beside them then starts snapping their fingers and it continues around the circle.
- Then the animator claps their hands..... it continues around the circle.
- Then the animator slaps their knees.it continues around the circle.
- Then the animator stomps their feet it continues around the circle

- Once the stomping feet has gone all around the circle and back to the first person, the first person then goes in reverse from stomping feet to slapping knees, to snapping fingers, to rubbing hands together, and then stopping.

The entire exercise will sound like a rainstorm starting and stopping.

Debrief:

- How did you like this activity?
- How did you feel as we were playing this rain game?

Cooperative Juggling



Description:

Group Juggling is a great, high-energy active icebreaker activity that helps participants learn the names of the other people in the group. It works best when it is played in groups of about 15-20 people. If you have more than this number of players, you can divide into smaller groups. This game can also serve as a teambuilding activity if people do not know each other well.

Directions:

- This game is best played outside in a grassy area, or in a large, open space indoors. You will need several soft balls/tennis balls or other soft fun objects, like rubber chickens and stuffed animals. Dog toys (preferably unused) make great choices too, as they usually come with great sound effects.
- Ask the group to form a large circle, with everyone facing the center.
- Start by tossing the ball across the circle to another person. As you toss, say the name of the person to whom you are tossing. This lets them know the ball is coming to them and lets everyone hear their name.
- Once that person catches (or retrieves) the ball, they pick someone else and shouts their name and tosses the ball to them.
- Play continues with the one ball until it makes it to everyone in the group. Once someone has received the ball, they cannot get it again. Last person in the group throws it back to the group leader.
- Practice the pattern a few times, always tossing to and receiving from the same person in the group. Once your group has the pattern down, start adding additional balls/objects, this is where the fun really begins.
- Keep going, try to get at least five balls/ soft objects going at once. Feel free to try again with a new pattern and mix it up.
- This game takes about 10 minutes in a group of 20-30 people. If you have more than 30 players, consider dividing into two circles to keep the throws within easy catch and toss range.
- Tip: If having too many objects makes the game too chaotic for your group, you may also reduce down to one ball.

Debrief:

- As more balls are traveling, people need to remain focused on their own activities more and more. They need to be much more observant and to be aware of what else is happening in the group but at the same time remain focused on their own responsibility and not get distracted.
- It is similar in life that we really need to focus on the own tasks and focus on our own development – and not worry about what other people are doing.

- In order to have the ball go around we must be aware of how to best toss it to the other person so they can catch it. So we must aim it well for them to get it. We must be observant to wait to send the ball when the other person is ready to receive it and not busy with another ball.
- This is similar to conversations. We must make sure to speak to the other person in a manner so they can hear us well and when the other person is not busy or distracted. Also the way in which we speak must be thoughtful and given in a way that can be received well by the listener.

Detective



Objective:

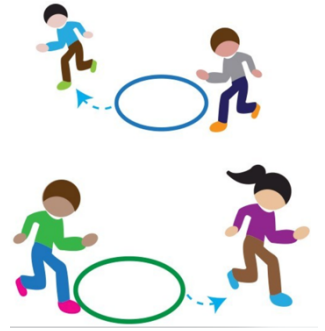
- For participants to get to know each other better

Directions:

- Participants stand in a line.
- The “caller” stands in front of the line and thinks of a participant standing in the line but does not tell anyone who they are thinking about.
- Participants ask yes and no questions to the “caller” to try to figure out who the guesser is thinking of.
- Example questions:
 - Does the person have long hair?
 - Does the person wear glasses?
 - Is the person wearing a red shirt?
- If the caller says “no” to the question then any of the participants that have that characteristic of that question must sit down. For example if the question was... Does the person have long hair? And the ‘Caller” answered no then all the participants with long hair must sit down.
- Participants can guess at any time by raising their hand and ask the “caller” if that person is correct. If that person is not correct then the participants can continue to ask questions until the person the “caller” was thinking about is left standing.

NOTE: This game is similar to the game “Change Place”

Teams on the Move



Objectives:

For participants...

- To learn how to work as a team.
- To develop group communication skills

Materials:

- 3 hoops per team of 3 people
- one-meter-long string per team
- Marker for start and finish line for each team

Steps:

10. Divide into teams of three or four players.
11. Each team places a starting marker and a finishing marker about 10 meters apart.
12. A member from each team stands in a hoop at their starting marker. The other members have 2 additional hoops and 1 string to be used during the game.
13. The goal of the team is to help their teammate get from the starting marker to the finish marker as fast as they can using the other 2 hoops and string in any way they think can be helpful. The challenge, however, is that the player in the hoop can only move by stepping into another hoop and cannot step onto the floor outside the hoop.

(The person in the hoop moving from the start to finish can symbolize moving out of one's comfort zone to go to a new place with the support and encouragement of their team members)
14. The first team to get to the finish point receives a point.
15. The game continues for two more runs with a new member of each team being the one to move in the hoop. But the second time, one hoop is removed from each team so they only have two hoops. On the third time, another hoop is removed leaving only one hoop and a string.

The team must use their creativity on how best to use only one hoop and a string !

Debrief Questions:

1. How did your team feel when equipment was taken away? Did it make your task more difficult? What did your team do differently each time?
2. For the person moving from start to Finish, how did you feel having team members help you? Did you feel supported? How would you feel if you had to move on your own without team support?
3. What virtues did your team use? (e.g. unity, helpfulness, planning, cooperation, creativity)

Parachute Games



Introduction:

Parachute games provide an opportunity for co-operative, non-competitive activities and are good for generating a group spirit and togetherness. They can be used with all ages and abilities, including adults, and work really well with junior youth. People are attracted by the novelty of parachute activities and are usually happy to try it.

There are many purposes for parachute games! Apart from the learning value of the various games, the parachute is highly visible and is useful for attracting attention to the junior youth camp by neighbors. ("Hey! What is happening over there?") and also makes for very attractive photographs!

Purpose:

For participants:

- to break the ice of a new group.
- to get to know each other in the group
- learn more about each other.
- to become more familiar with the names of virtues.
- to practice cooperation.
- to get energized and have fun.

Directions:

Virtues Switch:

- Give each participant two small cards with the name of different virtues. When making the slips of virtues, make sure to have two of each virtue so that at least two participants will switch places
e.g.: love, justice, truth; forgiveness, kindness, service, patience, etc.
- Participants all lower the parachute together to the ground and then lift it up at the same time.
- When the parachute is raised up, call out the name of a virtue. Whoever has that virtue on one of their cards must run and change places with someone else with that virtue before the parachute collapse on top of them.
- You can make it a bit more fun by calling out the names of two or three virtues at the same time to make it more challenging.

Alternatives

- Each player is given the name of a fruit such as papaya, mango, or strawberry.
- When the facilitator calls out the name of a fruit, everyone with that fruit name changes places by running under the parachute.
- When "fruit salad" is called out, everyone must swap places with a player across from them.

- If you are using colors, can call out “rainbow”, and everyone must swap places with a player across from them.
- If you are using animals: call out “zoo time”, everyone must swap places with a player across from them.
- If you are using vegetables call out “vegetable soup”, everyone must swap places with a player across from them.
- If you are using virtues call out “virtue-mix”, everyone must swap places with a player across from them.

Same-Same Switch:

- Participants all lower the parachute together to the ground and then lift it up at the same time.
- When the parachute is raised up, a caller asks a question as the parachute is raised up such as:
 - Who likes the color red?
 - Who likes to eat fish?
 - Who has a younger sister?
 - Who likes to go to the beach?
 - Who likes to eat spaghetti?
 - Who likes ice cream?
- The participants run and switch places if the answer to the question for them is “yes”. If you choose a question you think many people agree with then it can be fun when everyone has to switch before the parachute comes down.

Mining for Gems:

Share with the children the following quote:

จงพิจารณามนุษย์เป็นประดุกเหมืองที่อุดมด้วยอัญมณีอันประเมินค่ามิได้ การศึกษาเท่านั้นที่สามารถเปิดเผยสมบัติที่ล้ำค่านี้ออกมา และช่วยให้มนุษยชาติได้รับและช่วยให้มนุษยชาติได้รับประโยชน์จากสมบัตินี้

- พระบาฮาอูลลาห์

"Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom."

- Bahá'u'lláh

- Tell the children that in this game the parachute will become like a cave when we lift it up and inside the cave will be a hidden treasure.
- Write the names of virtues on about 10 Ping-Pong balls. (more Ping-Pong balls for more children) Put the ping pong balls into a basket or box under the parachute in the middle. If you do not have Ping-Pong balls then can use folded slips of paper with virtues written on them.
- Assign each child a number so that at least two children have the same number.
- Participants all lower the parachute together to the ground and then lift it up at the same time to make the “cave”.

- The facilitator then calls out a number. All the children with that number become a “miner” and must go into the cave to quickly find a hidden gem by picking one Ping-Pong ball in the basket or treasure box under the parachute. They must do this before the parachute lowers down on them.
- After the children return to their place, they can share the virtue that they found.
- Compare this activity to all of us every day looking to find the virtues hidden inside each of us.

Zoom, zoom, zoom (Flying Parachute): (For younger children)

- Everyone stands around the parachute, holding it. You gently shake the parachute to the music as you sing:

*Zoom zoom zoom
We're going to the moon!
Zoom zoom zoom
We'll be there very soon!*

- Then shake the parachute for each number as you go '10, 9, 8, 7...2, 1, Zero! Blast Off!'
- On the blast off everyone lifts the parachute into the air at the same time and then lets go. If you all let go at the same time the chute will fly upwards into the air and stick to the ceiling!

Shake Hands or Wai (Thai Style): (For younger children)

- Have all the players hold the parachute way up high above their heads.
- Call out two names and have these two players run underneath the parachute, shake hands or wai each other, then run back out before the parachute comes down.
- Continue doing this until all the players have had a chance to run under the parachute.

Name Switch: (For younger children)

- All say '1,2,3, Lift!' Lift the parachute so that it mushrooms up into the air, and then call out two children's names.
- They must trade empty spots by running under the chute. Repeat with two different children. Or you can call out four children who then must switch places.

Mushroom: (For younger children)

This one is an excellent teamwork game. It might be hard with a small parachute!

- Count to three, and then lift the parachute high into the air.
- All children move forward after lifting, crouch down, and pull the parachute down behind them.
- If it works well then everyone will be cocooned inside a 'mushroom'.

Roly Poly: (For younger children)

This chant is great for bringing the actions in it to life with a parachute:

*Roly poly, roly poly
Up up up (Lift the parachute up)*

Roly poly, roly poly
Down down down (Parachute down)
Roly poly, roly poly
In in in (Go in)
Roly poly, roly poly
Out out out (Go back out)

The Waves on the Sea: (For younger children)

This is basically *The Wheels On The Bus*, but adapted! The words go:

- *The waves on the sea go up and down!.... Splish, splash, splosh (Kids move the parachute up and down.)*
- Some other ideas for lyrics are:
- *The waves on the sea are very small... (Kids make small waves)*
- *The waves on the sea are very big... (Kids make big waves)*
- *The waves on the sea go round and round (kids walk around holding the parachute with one hand and moving it up and down)*

Parachute Twister or Color Touch (For younger children)

This game is played with the parachute flat on the ground.

- Use the colors on the parachute to play a fun game of twister!
- Simply call out the left or right hand along with a color. The kids must then put their hand on the color and keep it there.
- Then call out the left or right foot with a color and the kids must then try to put their foot there without falling over.
- If they fall, they are out and must move off the parachute.

Other References:

There are many parachute games on YouTube and if you search "Parachute games". Here are a few from the

Internet:

17 Fantastic Parachute Games for Middle School

<https://earlyimpactlearning.com/parachute-games-middle-school/>

16 Parachute Team Building Activities

<https://blog.gophersport.com/16-parachute-team-building-activities/>

YouTube:

<https://www.youtube.com/watch?v=05lrx8lpyU&t=28s>

The Power of Encouragement



Purpose:

For participants:

- To show how we can complete our tasks more easily when we are encouraged.
- To reflect on how it feels to be encouraged and encouragement.

Directions:

- Choose a small object that will be hidden in the game.
- One person volunteers to be “it” and they go out of the room.
- The group then hides the object for the person to find.
At first, the group gives no encouragement to the person looking for the object
- When the person returns, they must try to find the hidden object. Nobody is allowed to say anything or make any sounds or encourage the person in any way. Give the person only a few minutes like this.
- Then tell the group that they can begin to give encouragement to help the person to find the object by giving hints.
- If the person gets near the hidden object, the group can clap and make praising hoots or actions. If they are close, they can say warm or hot, or act like they are hot. If they are far from the object, they can say cold or act like they are cold. The group can make sad sounds when the person gets far from the hidden object.

To make the game more complicated and challenging, instead of hiding an object for the person to find, the group can decide on an action for the person to do in the room.

- Example: The group decides that the person should go to a particular object and pick it up. When the person walks in the direction of the object, the claps get louder, when the person walks away from the object, the claps get softer or disappear and instead the group make sounds of feeling sad like saying “aww”. When the person is standing within reach of the object, there is constant clapping. When they touch the object the sounds can get even louder, and when pick it up, everyone yells in delight.
- If the object is a glass of water, then obviously the person should drink it. If the object is a hat... a flower... a book...then it is a bit obvious what they should do. Have them find a cell phone, and then call the phone right when they pick it up. They'll know what to do.

Debrief:

- How did the participants feel when they could not give hints?
- How did the person looking for the object feel when they had no encouragement?
- How did the participants feel when they could give hints? Did they enjoy it?
- How did the person looking for the object feel when they received hits and encouragement?
- Everyone needs and appreciates encouragement. In all our work, when we do service, we must constantly look for ways to give each other encouragement!

Songs

เราเป็นหยดน้ำ (We are Drops)

เราเป็นหยดน้ำ

ในมหาสมุทร

เราเป็นคลื่น

ในทะเลเดียว

มาร่วมใจกัน

เสาะแสวงความสามัคคี

นี่เป็นวิถี ชีวิตของเธอและฉัน



เราเป็นดอกไม้

ในสวนหนึ่ง

เราเป็นใบมากมาย

บนต้นเดียวกัน

มาร่วมใจกัน

เสาะแสวงความสามัคคี

นี่เป็นวิถี ชีวิตของเธอและฉัน



โลกใบนี้

เป็นประเทศหนึ่ง

ทุกๆ คน เป็นหนึ่งเดียวกัน

มาร่วมใจกัน

เสาะแสวงความสามัคคี

นี่เป็นวิถี ชีวิตของเธอและฉัน



We are Drops!

We are drops (we are drops)

of one ocean (of one ocean)

We are waves (we are waves)

of one sea (of one sea)

Come and join us (come and join us)

In our quest for unity

It's a way of life for you and me.



We are flowers (we are flowers)
of one garden (of one garden)

We are leaves (We are leaves)
of one tree (of one tree)

Come and join us (come and join us)
In our quest for unity
It's a way of life for you and me.



All the earth (all the earth)
Is but one country (is but one country)
Man is one (man is one)

Can't you see (can't you see)
Come and join us (come and join us)
In our quest for unity
It's a way of life for you and me



***"I want you to be happy, to laugh,
smile and rejoice."***



Sung by Max Weigert ... available on YouTube

Be happy.

I want you to be **happy**,

I want you to be happy, I want you to be happy, be happy.

I want you to **laugh**,

I want you to laugh,

I want you to laugh, laugh, and be happy.

Da ta ta da da (3 X) ...be happy

I want you to **rejoice**,

I want you to rejoice, I want you to rejoice, rejoice, and be happy.

I want you to **smile**,

I want you to smile,

I want you to smile, smile, and be happy.

Da ta ta da da (3 X)

Be happy.

I want you to be **happy**,

I want you to be happy, I want you to be happy,
be happy.

I want you to be **happy**,

I want you to be happy, I want you to be happy,
be happy.

สร้างชุมชน Community Building Song



เป็นฉัน เป็นฉัน เป็นฉัน ผู้สร้างชุมชน (It's I, It's I, It's I who build community)
เป็นฉัน เป็นฉัน เป็นฉัน ผู้สร้างชุมชน. (It's I, It's I, It's I who build community)
เป็นฉัน เป็นฉัน เป็นฉัน ผู้สร้างชุมชน (It's I, It's I, It's I who build community)
เป็นฉัน ฉัน ฉัน ผู้สร้างชุมชน (It's I, I, I who build community.)

รวมกันเป็นสายน้ำ รวมกันเป็นทะเล เรามาเดินด้วยกัน เพื่อสร้างชุมชน
(Roll over the ocean, roll over the sea. Come and build community)
รวมกันเป็นสายน้ำ รวมกันเป็นทะเล เรามาเดินด้วยกัน เพื่อสร้างชุมชน
(Roll over the ocean, roll over the sea. Come and build community)

เป็นเธอ เป็นเธอ เป็นเธอ ผู้สร้างชุมชน (It's you, It's you, It's you who build community)
เป็นเธอ เป็นเธอ เป็นเธอ ผู้สร้างชุมชน (It's you, It's you, It's you who build community)
เป็นเธอ เป็นเธอ เป็นเธอ ผู้สร้างชุมชน (It's you, It's you, It's you who build community)
เป็นเธอ เธอ เธอ ผู้สร้างชุมชน (It's you, you, you who build community)

รวมกันเป็นสายน้ำ รวมกันเป็นทะเล เรามาเดินด้วยกัน เพื่อสร้างชุมชน
(Roll over the ocean, roll over the sea. Come and do your part to build community)
รวมกันเป็นสายน้ำ รวมกันเป็นทะเล เรามาเดินด้วยกัน เพื่อสร้างชุมชน
(Roll over the ocean, roll over the sea. Come and do your part to build community)

เป็นเรา เป็นเรา เป็นเรา ผู้สร้างชุมชน (It's we, It's we, It's we who build community)
เป็นเรา เป็นเรา เป็นเรา ผู้สร้างชุมชน (It's we, It's we, It's we who build community)
เป็นเรา เป็นเรา เป็นเรา ผู้สร้างชุมชน (It's we, It's we, It's we who build community)
เป็นเรา เรา เรา ผู้สร้างชุมชน (It's we, we, we, who build community)

รวมกันเป็นสายน้ำ รวมกันเป็นทะเล เรามาเดินด้วยกัน เพื่อสร้างชุมชน
(Roll over the ocean, roll over the sea. Come and build community)
รวมกันเป็นสายน้ำ รวมกันเป็นทะเล เรามาเดินด้วยกัน เพื่อสร้างชุมชน
(Roll over the ocean, roll over the sea. Come and build community)

เป็นฉัน เป็นเธอ เป็นเรา ผู้สร้างชุมชน (It's I, it's you, it's we who build community)
เป็นฉัน เป็นเธอ เป็นเรา ผู้สร้างชุมชน (It's I, it's you, it's we who build community)
เป็นฉัน เป็นเธอ เป็นเรา ผู้สร้างชุมชน (It's I, it's you, it's we who build community)
เป็นฉัน เธอ เรา ผู้สร้างชุมชน (It's I, it's you, it's we who build community)

ที่ใดมีรัก

Where there is love

Where there is love
Where there is love

Nothing is too much trouble
Nothing is too much trouble

And there is always time, time, time
There is always time, time, time

Oooohhh

ที่ใดมีรัก

ที่ใดมีรัก

ที่ใดมีรัก

ไม่มีสิ่งใดยุ่งยากเกินไป

ไม่มีสิ่งใดยุ่งยากเกินไป

และมีเวลาเสมอ

และมีเวลาเสมอ

Oooohhh



Unite

Unite and bind
together the hearts.
Unite and bind
together the hearts.
Join in accord all the souls.
Join in accord all the souls
Oh Lord! Make these faces radiant
through the light of Thy oneness.



Unite

Unite and bind
together the hearts.
Unite and bind
together the hearts.
Join in accord all the souls.
Join in accord all the souls
Oh Lord! Make these faces radiant
through the light of Thy oneness



Do not be content with showing friendship in words alone

Do not be content
with showing friendship in words alone.



Do not be content
with showing friendship in words alone.

Let your heart burn with loving kindness
for all who may cross your path.

Let your heart burn with loving kindness
for all who may cross your path.



Let your heart burn,
let your heart burn
with loving kindness
for all who may cross your path.

Let your heart burn,
let your heart burn
with loving kindness
for all who may cross your path.



Surfer Shark



Baby shark

.... do do do do do

Baby shark

.... do do do do do

Baby shark

.... do do do do do

Baby shark

(Make baby shark by pinching fingers together)

Mama shark

.... do do do do do

Mama shark

.... do do do do do

Mama shark

.... do do do do do

Mama shark

(Make Mama shark by clapping hands together)

Papa shark

.... do do do do do

Papa shark

.... do do do do do

Papa shark

.... do do do do do

Papa shark

(Make Papa shark with both arms snapping together)

Surfer boy

.... do do do do do

Surfer boy

.... do do do do do

Surfer boy

.... do do do do do

Surfer boy

.... do do do do do

Surfer boy

.... do do do do do

Surfer boy

.... do do do do do

Surfer boy

.... do do do do do

(Pretend to be riding the waves on a surf board)

Surfer boy

.... do do do do do

(Use hands to show looking at shark)

Saw a shark

Shark attack !

(Wave hands up in the air and cry out)

.... ah, ah, ah, ah, ah

Shark attack !

.... ah, ah, ah, ah, ah

Shark attack !

.... ah, ah, ah, ah, ah

Shark attack !

Swam away

(Pretend to be quickly swimming away)

.... do do do do do

Swam away

.... do do do do do

Swam away

.... do do do do do

Swam away

Where's my board?

(Put hands up to eyes searching for surf board)

.... do do do do do

Where's my board?

.... do do do do do

Where's my board?

.... do do do do do

Where's my board?

Surfer shark

(Make Surfer Shark by putting one hand on head like shark fin and pretend riding wave on surf board)

.... do do do do do

Surfer shark

.... do do do do do

Surfer shark

.... do do do do do

Surfer shark

NOTE: *To help people learn the words, you can make large flash cards to hold up for the key phrases*

END