



Meeting 17 Entertainer

Here are three fun ways that you can help your Builders explore the world of troubadours. Adapt the activities to meet the needs of your Builders or create your own activities.





The following activities partially complete the requirements for the Troubadour award.

ACTIVITY

1

Drama Games

15

MINUTES

WHAT YOU DO

MATERIALS NEEDED

- None

Explain to the Builders that troubadours are entertainers. Ask the children for examples of entertainers. (Examples: musicians, actors, comedians, dancers, acrobats, jugglers.) Then do the following activities with the children. You'll want to model what the children are to do for each activity and have the other adults play along.

Walking Barefoot

Have the children pantomime walking barefoot on the following surfaces: hot pavement, soft grass, slippery rocks, a sandy beach, deep mud, and a tight rope.

The Mirror Game

Place the children in pairs. (If you have an odd number, one group can have three children or an adult can be a partner.) Have the children face each other. Assign one child to strike poses and make movements that the other child must copy. Then switch and let the child who was copying the poses lead.

What Are You Doing?

Have the Builders form a circle. One child stands in the middle of the circle and mimes an action like combing his or her hair. Then another child walks up to the child in the middle and asks, "What are you doing?" (You can let children volunteer or have the child you tap on the shoulder go into the middle.) The child combing his or her hair says something different than the action being mimed. For example, the child might say, "I'm throwing a ball." The first child goes back to the circle and the new child in the circle mimes throwing a ball. Then a new child goes in and asks, "What are you doing?" Repeat until everyone has had several turns.

This activity was adapted from the "Drama Notebook" at dramanotebook.com.





Musical Glasses

15
MINUTES

WHAT YOU DO

Ahead of time: Fill each of the glasses with the following amounts of water. Measure from the bottom of the glass.

Glass 1: 5.75 in (14.5 cm) Glass 3: 4.75 in (12 cm) Glass 5: 3.75 in (9.5 cm)
Glass 2: 5.5 in (14 cm) Glass 4: 4.5 in (11.5 cm) Glass 6: 3.25 in (8 cm)

Arrange the glasses on trays or tables that are out of the way. Place the glasses in order. Glass number 1 should be on the left and glass number 6 on the right. Place a numbered slip of paper in front of each glass (you might want to tape the paper to the surface). On a dry erase board, write the following:

1-1-5-5-6-6-5	Twinkle, Twinkle, little star,
4-4-3-3-2-2-1	How I wonder what you are!
5-5-4-4-3-3-2	Up above the world so high,
5-5-4-4-3-3-2	Like a diamond in the sky.
1-1-5-5-6-6-5	Twinkle, Twinkle, little star,
4-4-3-3-2-2-1	How I wonder what you are!

Ask if any of the children play an instrument. Then ask if anyone plays the water glass. Demonstrate how gently tapping a glass with water makes a note (emphasize the need for gentleness). Then add and subtract water from the glass and show the children how the pitch (highness and lowness) changes.

Now place the water-filled glasses in front of the children or take the children to where you've placed the glasses. Model playing "Twinkle, Twinkle, Little Star" on a set of glasses. Then give the children the spoons, telling them they are going to practice together. (If you have a large number of Builders, they can take turns.) Let the children tap each of the glasses, from glass 1 up to glass 6 and then from glass 6 down to glass 1. Ask them how the sound changes as they go up and down the row of glasses. Show them the dry erase board and begin playing "Twinkle, Twinkle, Little Star" together. As they play, say the number of the glass they are to tap. Go slowly at first; as the children start to improve, you can increase the tempo.

This activity was adapted from Rubber-band Banjos and a Java Jive Bass: Projects & Activities on the Science of Music & Sound by Alex Sabbeth (Jossey-Bass, 1997).

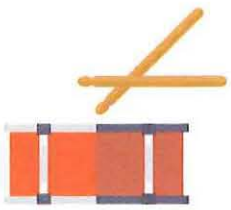
2

ACTIVITY

MATERIALS NEEDED

- Tall water glasses (glasses should be similar styles), six per child or group
- Water
- Metal spoons, one per child
- Numbered (1-6) slips of paper, one set per child or group
- Dry erase board or large sheet of paper
- Marker





ACTIVITY

3

Praise God

15
MINUTES

WHAT YOU DO

MATERIALS NEEDED

- Praise songs (you can go to [YouTube.com](https://www.youtube.com) and search for “children’s church praise and worship songs”)
- Tambourines, triangles, rhythm sticks, drums, and shakers

Read Psalm 66:1-2 (NET): “Shout out praise to God, all the earth! Sing praises about the majesty of his reputation! Give him the honor he deserves!” Ask the children what the verses mean. Next ask if they can think of anyone in the Bible who used these gifts to praise God. (Examples: David wrote psalms and played the harp, Miriam played the tambourine, Ezekiel could sing and play many instruments, Jesus told wonderful stories.) Then discuss ways that they can use gifts of entertainment to praise God. (Examples: skits, music, songs, poems.)

Now let the children select a percussion instrument they would like to play as you sing favorite praise songs or as they learn new praise songs.

TIP

The Internet and library have resources on how to make your own simple percussion instruments.



Award: Troubadour

To complete this award, check the requirements on p. 147 and add activities as needed.