



The
***Family
Game
Book***

THE FAMILY GAME BOOK

With the H. M. S. Richards, Jr., family

INTRODUCTION

The numbers are frightening.

- Most murder victims are killed by members of their own family.
- The FBI reports that police departments receive more calls for family disturbances than they do for murder, aggravated battery, and all the other serious crimes put together.
- A fourth of all police fatalities occur while the officer is investigating a family problem.
- There are now half as many divorces in the United States each year as there are marriages.
- More than fifteen percent of all babies born in the USA are born to parents who aren't married.
- The number of single adults is increasing seven times faster than the number of marriages.

The American family is in deep trouble. Unless present trends are reversed, the future of the nuclear family looks bleak. We hope this small book of games will be a modest contribution to help reverse the trend.

These games deal with values. Educators have sometimes talked as though teaching could occur without discussing values, but that's changing. More

and more educators now recognize that training in values should be part of the educational experience.

We've chosen to emphasize five values: respect, empathy, cooperation, creativity and worship. While these five form just the beginning of a long list of values important to the Christian, they do offer families a foundation for creating successful relationships.

You'll discover that these are not competitive games. Instead, they emphasize cooperation, open communication and understanding. We think the absence of competition actually makes them more fun to play!

As parents, you'll have to look at each game and decide whether or not it's appropriate for the ages of your own children. But don't sell your children short! Preschoolers can play many of these games, too.

Each game begins with a list of materials needed to play the game. You probably have most of the objects around your home already. Several games require nothing but your imagination to play, making them easy to play in the car.

Philosopher George Santayana once observed that the family is one of nature's masterpieces. It can be—if its members are willing to commit themselves to a Christian value system that includes (as a start) respect, empathy, cooperation, creativity and worship.

John M. Robertson, *Editor*

WORSHIP

Jesus knew the value of worship. But it wasn't just a formal thing with Him. Worship was more than sitting in rows listening to someone read or talk. He created worship experiences for people while sitting informally on a hillside, or while walking along a pathway.

Spiritually, Jesus did things with other people. Of course, He also prayed and worshipped alone; and He attended the synagogue for formal services. But He did more than that. The New Testament often shows Jesus worshipping God and talking about spiritual things in ways that were both interesting and educational to His friends.

That principle still holds true. Children today learn by doing things *with* their parents. Those who grow up knowing something about God are children who were taught the spiritual value of worship.

The games in this section encourage family worship at home. You will probably begin creating your own games as you work through this series.

MYSTERY PUZZLES

Materials: Paper, crayons or pens. Scissors.

Method: Each person choose a Bible story, and quietly draws a picture of a scene from that story. Give a time limit of about 10 minutes. Then cut the pictures into no more than 10 pieces.

When everyone has cut his or her own drawing, exchange the "puzzles." Each person puts together someone else's puzzle.

When the puzzles are completed, the family guesses which Bible story has been drawn.

WORD CHAINS

Materials: None.

Method: Agree on a Biblical category of words, such as men, cities, women from the Old Testament, etc. If children are younger, keep the categories broad.

The first person choose a word and announces it to the family. The next person must think of another word that begins with the last letter of the word chosen by the first person.

For example, if the first person chooses the name Naaman, the second person would have to think of a name beginning with N, such as Noah. Then the third person would choose a name beginning with H, like Hezekiah.

Continue the game until someone can't think of a word in 30 seconds. Then change categories or repeat the process.

ACROSTICS

Materials: Paper and pens or pencils.

Method: Invite someone to choose the name of a well-known person from the Bible. Everyone writes the name vertically on his or her own page, like this:

P

E

T

E

R

Then go around the circle, asking each person to think of a word to describe the Biblical character. Each word must begin with the next letter in the person's name. When you're through, your sheet will look something like this:

P — Petulant

E — Excitable

T — Tender

E — Energetic

R — Responsive

WHAT WOULD YOU DO?

Materials: None.

Method: The first person chooses an incident from the Bible, like Daniel in the lion's den. When he or she is ready, the rest of the family asks, "What did you do?" The person responds by describing what the Biblical person did in the story. If Daniel was chosen, the person might say, "Well, first I was lowered into a pit." Whenever the storyteller pauses everyone asks, "And then what did you do?"

Continue asking until someone guesses which incident the person has chosen. Then the one who correctly guesses the incident has a chance to choose a different incident.

SNAPPY NAMES

Materials: None.

Method: The family first agrees on a Biblical category, such as Old Testament women, battles, men who knew Jesus etc.

The first person to play thinks of a name from the category, and begins the game by rhythmically slapping his knees twice, clapping his hands twice, and snapping his fingers twice. Everyone slaps, claps, and snaps in time with him. On the second finger snap, he calls out the name he's chosen. If the category is Bible women, he may say, "Mary." The person on his left must then think of another woman from the Bible while the group slaps knees, claps hands, and snaps fingers. Again, on the second finger snap, he must give the name of another woman from the Bible.

Continue until someone can't think of a name by the time everyone snaps fingers. Pause to let that person think of a name. Then begin again.

ART CHARADES

Materials: Paper and pens or crayons.

Method: One family member thinks of a Bible story and begins to draw a picture of it. The rest of the family watches and tries to guess which story is being illustrated.

As soon as someone correctly guesses the incident, the drawing stops, and the one who correctly guessed the incident begins drawing a different story. Continue until everyone has had a turn.

WHO AM I?

Materials: Small pieces of paper, a pencil, and safety pins.

Method: Before the game begins, one person writes a series of Bible names on separate pieces of paper. The rest of the family should not see these names.

Put all the names in a bowl. Blindfold one person and invite him or her to choose a name from the bowl. That name is pinned on the back of the person's shirt or dress.

The rest of the family looks at the name. Then the blindfolded person tries to guess the name on his or her back.

All questions must be answered with either yes or no. No additional information can be given by the family.

Continue until the person correctly guesses the name. Then repeat the process until each person has had a chance to guess a name.

ADD 'EM UP

Materials: None.

Method: This game will teach the family the books of the Bible over a period of several weeks.

If the family has five members, learn the books of the Bible by fives. Begin by reading the names of the first five books of the Bible. Then go around the circle, each person reciting one of the five books: Genesis, Exodus, Leviticus, Numbers, Deuteronomy. Then choose a different person to begin a recital of the same five books of the Bible. Continue the process until each family member knows the series of five books.

If your family has four members, divide the Bible up into groups of four books.

The next time the game is played, review the first five books. Then learn the next five books in the same way: Joshua, Judges, Ruth, I Samuel, II Samuel. A family of five can learn all the books of the Bible in just 13 sessions.

BIBLE FEELINGS

Materials: A jar, small pieces of paper, and a pencil.

Method: Make a series of "feelings" cards by writing different feelings on individual pieces of paper. Choose your own feelings, although this list may get you started:

Excitement	Fear	Impatience
Weariness	Frustration	Appreciation
Pain	Surprise	Happiness
Disappointment	Anger	Hope
Elation	Sadness	Comfort
Loneliness	Boredom	

Put the "feeling" cards into the jar. Take turns drawing names. When a person draws "fear" he must think of an incident from the Bible that shows someone fearful. If the next person draws "disappointment," he or she must share an incident that reveals someone's disappointment.

Continue the process until your bucket of feelings is empty.

IMPRESSIONS

Materials: Paper and crayons or pens.

Method: Read this list of words to the family:

Hope	Noah	Peace
Death	Faith	Grace
Love	Goodness	Salvation
Parable	Joy	Jesus

Invite each person to choose a word from the list and to draw their impressions of that word. Do not draw a picture of a Bible story. Instead, draw something that reveals your attitude toward that word. You may draw a design, an experience from your own life, an abstract impression, or anything else except a scene from a Biblical story.

Give everyone a time limit of three minutes to draw an impression.

Then invite each person to share his or her drawing with the family, answering questions, if necessary.

Eventually, you may wish to add different words or names to the above list.

COOPERATION

"What makes a family happy?" That question was recently asked of 1,500 school children. The most common answer was "doing things together." It's what we do *with* our children that creates closeness, not simply what we do *for* them.

The whole attitude of a family changes when its members cooperate. It's no longer, "Me first," and "My turn." Now it's "You first," and "Let's do it together."

This value can be taught very early. A four-year-old *can* help dust the furniture. Oh yes, it will take longer. But the benefit is an understanding of the value of cooperation.

The games in this section make cooperation fun; and that's as it should be.

FAMILY NEWS SERVICE

Materials: One Sunday newspaper.

Method: Divide the paper up among the family, each person getting one or two sections. To prevent arguing over sections, you may want to draw names from a kitchen bowl, allowing each person to choose a section when his or her name is drawn.

Explain to the family that they will become “reporters” for the sections they’ve chosen. Spend about 15 minutes looking over the sections of the paper. Then take turns describing one story from each section.

Discuss the story if it seems appropriate and interesting: “What would you do if that happened to you?” “How can that problem be solved?” If time allows, choose new sections and repeat the process.

CONSTRUCTION COMPANY

Materials: An ordinary set of building blocks.

Method: The blocks are dumped in the middle of the floor or table. The family discusses how they will cooperate in building a house with the blocks. Discuss the building process in great detail.

Do not touch the blocks while you're planning your house. Then build the house without talking to each other. Nobody must say a word until the house is completed. Then talk about what happened as you built.

THE TRADING POST

Materials: Small pad of paper and pencils.

Method: Cooperation requires that each family member share in the chores and duties around the house. This game offers people a chance to see what others have to do, and to learn how they feel about their chores.

Ask each person to write down all the chores they do around the house. Put each individual chore on a separate piece of paper. Then announce that people may trade chores with someone else, if both people agree. Chores may be traded for a limited time period, such as a week or a month. The importance of negotiation and cooperation will become clear very quickly!

FAMILY DECALOGUE

Materials: Crayons or paint, paper, old magazines, and glue.

Method: This game will result in ten family rules. Everyone gets a chance to contribute. Go around the circle asking each person to suggest one commandment. Discuss each suggestion. If there's a general consensus, write it down.

Continue the process until you have agreed on ten commandments. Examples: Thou shalt not interrupt another person who is speaking. Thou shalt be honest.

After you've agreed on ten commandments, create an artistic display to be hung in a prominent place. Figure out some way for each person to contribute to the display. Use crayons or paint, or old pictures from magazines to help illustrate the commandments.

This game can easily result in a set of rules by which your family runs. Take lots of time with this game and the discussion will reward you.

DREAMS

Materials: Plenty of old magazines.

Method: Invite the family to look through the magazines for pictures of things they'd like to do as a family. After a few minutes, ask each person to share the pictures that illustrate what he or she would like to do.

Take each suggestion seriously. Talk about what would be required if this activity were to happen. Some suggestions may not require much money, and still be fun!

CHAIN STORIES

Materials: None.

Method: Choose someone to begin making up a story. Tell only the first sentence and stop. The next person must add to the story by creating the next sentence. Continue around the circle for a pre-determined number of times. The last person must stop the story and say "The End."

Examples of ways to start the story:

"Once upon a time there was a large gorilla."

"Dr. Smith opened the door to his office one day and received the shock of his life."

"Jimmy came home from school very sad."

The game works only if each person cooperates in the storytelling process.

DIRECTIONS

Materials: Pad of paper and pencils.

Method: Ask each person to write down a goal for the family. The goal may deal with relationships, location of the family home, jobs, or anything else you choose.

Take turns reading the goals that are written down. Take each goal seriously. Ask each person to comment on what he or she would have to do if this goal were to be reached.

This game helps you decide what you really want to be as a family.

CREATIVITY

God is the Creator. If we're created in His image, then we, too, have the capacity to be creative. *All of us.*

Much recent research has shown that everyone is born with a rich ability to create and imagine. Think of the children you know—their fascination and wonder, their curiosity, their constant attempt to make sense out of words and actions and objects.

Adults tend to lose the creative spark because they get into habits and do things the same way, over and over. The opposite of creativity is sameness.

If you are parents, join your children in these games without reservation. Let your creativity roam free!

One caution. Be careful about criticizing the creations in this section of games. Creativity in children is squashed by comments like, "I never saw a blue tree before;" or "You didn't stay in the lines;" or "I think your story would be better if you . . ." These reactions discourage a child.

First enjoy your creations together. Then talk about them. Let the child discover new and better ways to do things.

When parents emphasize the value of creativity, they raise children who can solve problems, appreciate God's beauty, and think for themselves. Creativity is far more than paint on paper. It's a whole approach to life.

IMAGINATION

Materials: Pad of paper and pencils.

Method: Creative people aren't locked into one pattern of thinking. Ordinarily, bricks are used for walls, and tires for cars. But they also have other uses. This game allows you to push your thinking into new areas. The ability to create several alternatives before solving a problem increases the chance of a successful solution.

Choose an object from the following list: a block of wood, a tire, a cup, a brick, old newspapers.

Then ask each person to list as many possible uses for the object as possible. Let your imagination run wild. After five minutes, share your lists with each other. Discuss possible applications of this process to everyday family life.

THREES

Materials: None

Method: Choose a category, like animals, songs, friends, colors, Bible characters, etc.

The person who begins the game mentions three examples from the category. If animals are the category, for instance, he might mention dogs, cats, and elephants. The next person must also mention three animals, but he can't repeat any animals already mentioned. Continue around the circle, allowing no animal to be repeated.

Stop the game when someone gives up or can't think of three examples in 30 seconds. Then choose a different category and repeat the process.

PICTURES

Materials: Lots of old magazines with pictures.

Method: Clip a few pictures from the magazines. Put them in a stack. Take turns drawing the top picture from the stack.

The person who draws a picture must tell an imaginary story about the scene. What happened just before the picture was taken? What happened just after it was taken? Be as creative as you can.

Continue the process until you run out of pictures, time, or interest.

IN THE CLOUDS

Materials: Crayons or paint and paper.

Method: Each person makes a cloud that looks like some other object. Each drawing should look like a cloud *and* the other object. Let your imagination go!

Hang the drawings in the kitchen when you're through. Discuss how things aren't always as they appear. Each person brings a unique view to each circumstance in life.

FINGERPRINTS

Materials: An ink pad and several pieces of paper.

Method: There are many ways to draw a picture. This activity requires you to use only your fingerprint and an ink pad. Draw lines by lining up your fingerprints in a row.

CAUTION: Wear very old clothes and spread newspaper under your work! Provide sponges and paper towels to clean your fingers as you work.

Hang the pictures in a prominent place.

TRADITIONS

Materials: Modeling clay or paper and crayons.

Method: Every family has traditions although they're not always identified or appreciated as such.

Ask each person to think about the habits or traditions in your family. The tradition may involve food, vacations, recreation, or any other activity. Each selection should be kept secret. Then invite the family members to illustrate their selection with modeling clay or drawings on paper.

Give a time limit of three minutes. Then the rest of the family tries to guess what tradition each work of art illustrates.

SIMILES

Materials: Pad of paper and pencils.

Method: Similes and metaphors have a long history. They provide new ways to look at old ideas.

The Bible contains many similes. Examples: white as snow, unstable as water, melted like wax, etc. Here's a list of phrases that need to be completed. Ask each person to write them on a piece of paper.

1. Time is like money.
2. Life is like an airplane.
3. Ambition is like love.
4. People are like watermelons.
5. Hate is like a spider.
6. Women are like the sun.
7. Wishes are like clouds.
8. Advice is like water.

Now invite the family to write out an ending to each simile. An example is this quotation by Josh Billings:

“Money is like promises. Easier made than kept.” Or this one from Seneca: “Life is like a play; it's not the length, but the performance that counts.” After working for a while, share your results.

COMPREHENSION

Materials: Paper and pencils.

Method: Ask the family members to each write the word COMPREHENSION at the top of a piece of paper. Now invite them to write as many new words as they can, using only the letters in the word COMPREHENSION.

Give a time limit of ten minutes. Then share the lists. Notice that each person's list contains words not on any other list. Apply the principle to life.

Other words from which many different words can be created include "decoration," "United States," and "automobile."

JUST SUPPOSE

Materials: Paper and pencils.

Method: Choose one of the following phrases and ask each person to write it at the top of a piece of paper:

“Suppose we didn't have to sleep.”

“Suppose we had eyes on the back of our heads.”

“Suppose people never got sick.”

“Suppose cars ran on air instead of gas.”

Ask the family to pretend the idea was true. Write as many consequences of this event as possible. Examples: If we had eyes in the backs of our heads: we'd never have to turn around to see behind us; the world would need twice as many glasses, etc.

Creativity happens when we can break out of the usual mold of seeing and thinking. Talk about ways we lock ourselves into patterns.

WISDOM

Materials: Any of the following: cup, sponge, paper napkin. Bar of new soap, toy tractor, pencil, a glove, an apple.

Method: Great teachers use common objects to illustrate their wisdom. Jesus used nets and flowers and coins and sheep to teach His messages. Almost any object can teach a lesson, if we're creative enough to see it.

Choose one of the above objects, and place it so everyone can see it. Ask the family to think of lessons this object might teach us. Think of as many different lessons as you can. Change the object when the family begins to run out of ideas.

EMPATHY

Empathy is the ability to participate in the feelings or ideas of someone else. It can be difficult to develop, because it's so much easier to demand that we get our own way. If people will first empathize with us, then maybe we'll listen to someone else in the family!

But empathy requires us to be willing to give the rest of the family as much room for mistakes as we give ourselves. Before reacting to another person's actions or words, we can project ourselves into that person's situation in order to understand and empathize.

Children can tell when Mom or Dad is empathetic. When Dad shows he cares about his son's feelings, his son will conclude that he, too, should be concerned about his dad's feelings. Even very young children can learn this lesson. There's nothing like the chubby smile of a three-year-old when you've got the flu. "It's okay, Daddy. I love you." Children often have more sensitive natures than their parents, and know their parent's feelings before their parents themselves do.

Empathy. The games in this section will help you increase the love and care you share as a family.

THIS IS US

Materials: Clay or paper and crayons.

Method: Empathy requires that family members participate in the feelings and ideas of others. This game offers the opportunity to listen to what others think is important about themselves.

Choose one question for the family to individually answer:

1. What's your greatest achievement?
2. What's your favorite time of year?
3. Choose a single word to describe you.
4. What's your favorite sport?
5. What's your greatest talent?

Ask each family member to think of an answer, without saying it out loud. Then ask everyone to illustrate his or her answer by modeling with the clay or drawing something on paper. Designs, real objects, abstract impressions—anything except words can be put on the paper. Give a time limit of three minutes. Then take turns guessing the answers each family member has illustrated.

THE FEELINGS BUCKET

Materials: A kitchen bowl, paper, and a pen.

Method: Write (or type) the following list of words on small cards or pieces of paper.

Weariness	Fear	Excitement
Love	Frustration	Sympathy
Elation	Surprise	Satisfaction
Disappointment	Anger	Appreciation
Gratitude	Contentment	Happiness
Caution	Sadness	Comfort
Concern	Boredom	Confidence
Pain	Impatience	Hope
Indifference	Embarrassment	Encouragement

Put all the cards into the kitchen bowl. Take turns drawing a card. After each card, the following questions are asked:

1. Has anyone in the family experienced this feeling in the last week? Can you tell us about it?
2. What would you do if you were in the situation again?

Don't force people to describe the situation which created a particular feeling. It may take some time for people to get used to talking about their feelings. Be patient. An atmosphere of sharing and support comes from parents who are willing to share their own feelings. If parents can talk about their feelings, most children will feel comfortable doing so, too.

YOUR TURN

Materials: None.

Method: Empathy is encouraged by listening to how others approach their problems. YOUR TURN gives you a chance to solve someone else's problems. But it also offers the chance to understand how others in the family approach their own problems.

Read one of the following dilemmas. Give each person five minutes to write out a possible solution to the problem. Then take turns reading the solutions.

Discuss them. Imagine how you'd solve the problem if it occurred in your family. Can you reach a consensus?

1. Imagine you're the father of a family. You love the game of racquetball, and play it as often as you can. You've been planning to play in a tournament this evening, but your neighbor comes over to the house in real despair. He's got a personal problem and says it's been bothering him for a month. Just then the phone rings. Your new boss says he'll stop by in ten minutes to pick you up for the tournament. What can you do? What might happen?

over, please

2. Imagine you're an elementary school student. Your friends have been giving you a bad time because you always get good grades. You're even accused of being the teacher's pet. Then the teacher asks you privately if you'd help some of your friends with their homework. What are some possible things you might do?
3. The family has been trying to decide where to spend their two-week vacation. The kids want to drive out to California and go to Disneyland. But the parents want a quiet vacation at a nearby campground. Money is no problem. Pretend you're the oldest child, fourteen years old. What might you do?
4. You are a parent. Your fifteen-year-old daughter is out with a group of friends, all about the same age. She promised to be in at 10:30. You can't go to sleep. At 2:00 a.m. you hear her walk in. What do you do?

ROLL IT

Materials: A die.

Method: This game gives each family member an equal opportunity to express attitudes and feelings. Empathy happens when others listen and participate in these feelings.

Take turns rolling the die. The number determines which of the following six sentences must be used. Whoever rolls the die must complete the sentence, which can be directed to any other family member.

For example, if Mother rolls a "2," she may say, "I wish you'd notice me when . . ." to any other family member she chooses.

1. I love you because . . .
2. I wish you'd notice me when . . .
3. I've been wanting to tell you . . .
4. I want you to help me . . .
5. I wish you wouldn't . . .
6. I want to ask you . . .

Allow the person being addressed to respond. Let the two people discuss the question for a few moments, if they wish. End the game at a predetermined time. Fifteen to thirty minutes is usually enough time for a game of ROLL IT.

INTRODUCTIONS

Materials: None.

Method: Giving compliments to other family members is sometimes difficult. This game makes compliments fun.

Choose one person to be "introduced." Everyone else thinks of three positive things about the person, and "introduces" him or her to an imaginary audience.

Go around the circle until everyone has made an introduction. Then choose a second person to be introduced.

You might begin with the youngest and move to the oldest, or move around the circle clockwise. Continue the process until everyone has been introduced.

DREAM DAY

Materials: Modeling clay.

Method: How would your family *really* like to spend a day off? DREAM DAY gives you a chance to find out.

Ask each family member to imagine what they'd like to do for a "perfect day." Allow nothing to stifle the imagination. Pretend that money and distance are no problem.

Then ask family members to represent that day by creating something with the modeling clay. They can make an abstract representation of the feelings of the day, or an object needed for the day, or a letter of the alphabet that describes the main activity. Announce a three minute time limit. Then ask family members to show their creations.

See if the family can guess anything about the day by looking at the clay. Then the person describes the day in some detail. Take turns until everyone has had a chance to describe the "perfect day." The experience may lead to a discussion of how to spend the next family vacation.

WORD STORIES

Materials: None.

Method: Children understand their parents better when they know something about their parents' own background. Storytelling is one way to share those experiences.

Children take turns giving a word to a parent. Let them dream up any word they can. Then the parent has to tell a story from childhood that uses that word.

INSIGHT

Materials: Paper and pencils or pens.

Method: The preferences of others are sometimes a surprise to the rest of the family. INSIGHT lets you discover what others really like.

Write each person's name on a slip of paper. Put the papers face down in the middle of the table or floor. Ask someone to draw a name from the pile. The person who draws must then guess how the person whose name was drawn would answer the following questions.

1. If you were given \$25,000 to spend in one of the following categories, which would you choose: art, books, a world cruise, furs and clothes, cars, charity?
2. If you were isolated in a snowstorm, what one book would you like to read?
3. If you could be an animal, which one would you choose? Why?
4. What are two of your favorite foods?
5. What man do you admire most in the world?
6. What woman do you admire most in the world?
7. If you had an unexpected day off from work or school, what would you like to do?

Add more questions if you'd like to. You can also keep score, if you wish, to see who has the most "insight" into the rest of the family. Each correct guess counts as one point. If this approach is taken, ask family members to write out their own answers to the questions first, so that the person guessing will know the answers won't change during the game.

RESPECT

Successful family relationships begin with respect. This doesn't mean we're perfect and deserve respect. No! Our respect for each other grows out of the recognition that Jesus died for each of us. Since He loves the rest of our family, we must respect them.

This implies that we must allow each other to be individuals. We can't dominate each other for our own personal needs. We don't manipulate people we respect. All our attempts to force the thoughts and actions of the rest of the family may work—but only outwardly. People whose lives are dictated by others, feel they are not respected. They're neither happy nor productive.

Parents teach most effectively when they model the values they accept. Training and demanding are very different words.

The games in this section offer us a chance to listen to each other, so we can respect the thoughts and feelings of those we love most.

BIRTHDAY CERTIFICATES

Materials: Paper, paint or crayons, old magazines, scissors, glue.

Method: Get the family together around the kitchen table, with paint, crayons, and old magazines ready for use. Explain that each person will get to create a personalized BIRTHDAY CERTIFICATE for the birthday person.

Ask that each person first finish this sentence *without* talking out loud. "I respect our birthday person because _____." Then invite each family member to illustrate his or her answer. Draw or paint a picture. Or write a fancy poem. Or find some old magazine pictures that illustrate the message. The birthday person can create a certificate as well, suggesting a reason he or she deserves respect.

After everyone is finished, let the birthday person guess the meaning of each certificate. After all the certificates have been discussed, give them to the person to save or to hang on the wall.

FOOD FAIRE

Materials: Your family car and local grocery store.

Method: Announce to the family that everyone is going to the store to buy one food item. The only requirement (except a price ceiling, perhaps) is that each person must choose a food he or she has never tasted before.

Return home. Take turns introducing the food by reading the label and passing out samples. No one eats a particular food until each person has a sample. Then at the same moment everyone tastes together. This prevents one person from prejudicing the attitude of the rest. Continue around the circle until all foods have been tasted.

This game works only if everyone promises in advance to try a sample of every food selected.

FOOD FAIRE increases respect for the choices of others in the family, and may also be used to increase respect for the foods of other cultures.

STORY BOARDS

Materials: Some small bulletin boards, enough for everyone in the family. Paper and pens, crayons, or paint.

Method: Distribute the bulletin boards. Explain that each board will become an art center to be displayed wherever the person chooses.

Ask each family member to finish this sentence for the others in the family. "I think you help our family when you _____." Suggest that people can draw or paint their response, if they don't want to write.

Distribute the completed art and discuss. Hang the boards in a prominent place. Leave them up until you want to change them. Then answer a different question.

Samples: "I think your most important strength is _____." "I like it when you _____." "I remember with pleasure the time when you _____."

CENTER STAGE

Materials: None.

Method: Move furniture around so that everyone faces two chairs, one for the "host" and one for the "guest." Draw names to determine the host and first guest. The host then interviews the guest, who pretends to be someone he or she highly respects. Run the game as a typical talk show, with the "host" asking questions about the background, attitudes, and activities of the "guest."

After the host has completed the interview of the guest, ask the family to guess the identity of the person. This game works even better if each person can choose a highly respected person in advance, so everyone can do some prior reading about the person they'll be representing.

After each has had a turn, discuss your choices. Why did you choose the people you did?

FIVE FAVORITES

Materials: Paper and pencils or pens.

Method: Respect for others includes respect for their preferences. This game gives you a chance to discover the preferences of the rest of the family.

Give each person a 3 x 5 piece of paper. Read the following questions, asking each person to answer them.

1. What two colors do you like best as a combination?
2. What's your favorite quality in other people?
3. What's your favorite sport to watch?
4. What's your favorite dessert?
5. What's a favorite book?

Put all the completed papers into a box or jar. One person (mom or dad) draws each of the papers out of the jar, one at a time. After each drawing, he or she slowly reads the answers. The rest of the family tries to guess whose list of favorites is being read.

HALL OF FAME

Materials: Paper and pens, pencils, crayons, or paint.

Method: Respect for others includes respect for the people important to them. This is a drawing or painting game about our heroes.

Each person thinks of an answer to this question: "Who do you respect most in this world?" Do not answer the question out loud. Family members then draw a representation of the person they respect.

After everyone is finished, go around the circle, trying to guess the identity of the people chosen as favorites. Ask people why they chose the persons they did. You may want to hang all the pictures together for a while in a prominent place.

FAMILY T & T

Materials: Paper and pencils.

Method: Choose who will get the first batch of telegrams. Then everyone writes a telegram to that person at the same time.

The person who's receiving the telegrams can choose a phrase for people to use at the beginning of the telegram. Each telegram begins with the same words. Some examples: "I like you because . . ." "I remember how good I felt when you told me . . ."

Put all the telegrams into a pile. The person receiving them picks them up, one at a time and reads them out loud. Other members can comment as they wish.

Take turns so that everyone gets a chance to receive a series of telegrams.

I NEED RESPECT

Materials: None.

Method: This game gives everyone a chance to tell others how he or she like to be respected.

Each person finishes this sentence on a piece of paper. "I think I should be respected when . . ."

After everyone has completed writing the sentence, announce that each person gets to direct a play. Each family member must participate.

The first person reads his or her sentence, and imagines a situation which would illustrate the respect he or she wants. The rest of the family acts out the situation, following the instructions of the "director."

Take turns until each family member has directed a play revealing how he or she wants people to show respect.

GUESS WHO

Materials: None.

Method: One person leaves the room. Everyone else writes a compliment about the person who just left.

After everyone has finished, the person is called back.

Choose one person to read the compliments, one at a time. The person tries to guess who wrote the compliment.

Take turns leaving the room until the entire family has had a chance to be complimented.