

Aim:

For the children to be able to contribute to the fundraising of the church or for a different cause. Young children become involved in fundraising through school, BB or through parental involvement. As they get older, their idea of fundraising and giving to others grows alongside their understanding of disparity, moral judgement and financial issues.

Fundraising gives children a sense of empowerment. Children rarely have the financial resources to bring about change, but through fundraising, they can acquire the resources to begin the process of change. This allows them to see that they are able to make a positive impact or change in their community or the wider world.

Introduction:

Two straightforward and easy recipes which can then be sold to raise funds to support the church, the local Community, disaster relief, mission etc.

Activity 1 Fundraising Planning

Aim:

To think through fundraising and look at some ideas.

Equipment:

Information on potential charities, groups and fundraising needs.

Instructions:

Community service as a form of helping people in need is a valuable lesson for children of any age. Fundraising says to children, "Let's help others" or "Let's make a change in our community." Children are very open to learning about why we need to help others and raise money.

When you explain fundraising to children, make sure your conversation is child-centred and age-appropriate. For example, if you are explaining a children's cancer charity to a very young child, you might simply tell them that their efforts will help a child their age who is sick. However, if you're explaining the charity to older children, you can elaborate and explain more about cancer and the ways it affects families.

Every year schools and groups plan their fundraising. By creating a plan you can give your money raising efforts the best chance for success. Don't try to plan a last minute fundraising event, it will be stressful for the organisers, the volunteers and without enough time to promote the fundraiser, you may not have the type of success that you could have if you pre-plan the event.

When deciding when to hold fundraisers, keep in mind holiday times, television marathons and avoid fundraising efforts at the beginning of January as many families limit their budget after Christmas.



20 minutes



No maximum number
depending on adequate
supervision.

The best fundraising events for interest and profit involve some useful product sale. Cake sales, plant sales etc etc.

- Create enthusiasm – Pick a project to fundraise for and really get the children involved in that project. Show them pictures of the people involved, talk to them about who they would like to raise money for or give them a few options. Possibly missionaries within the church, local charities or Tearfund projects. You could also look at what national charities the BB is supporting. But really get them involved in the project. Once they are enthusiastic, their families will hear about the project and give their support.
- Decide on the fundraising idea. Cake sale, raffle etc
- Keep it fun - If the children are not having fun while they are preparing for a fundraising event they will not be willing participants. Help them to engage by making it interesting and fun.
- Add some healthy competition into the mix; which group can sell the most cakes.
- Make sure there is value for those donating – there will be more interest and demand and your sales will be boosted.
- Make it easy for your products to be bought – if people can get hold of what you are selling easily and it is a good product they will be willing to buy more.



40 mins + 20 mins
baking if you prepare
the dough before
20 mins + 20 mins
baking



No maximum number
depending on adequate
supervision.



Due to the age of
the children, ONLY
leaders should use
the oven.

Activity 2 Jam Tarts

Aim:

To bake jam tarts for sale

Equipment:

- Mixing bowls
- Wooden spoons
- Blunt knife (normal dinner knife)
- Baking tray (Muffin tin)
- Cling film
- Oven

Ingredients:

- 55g / 2oz Cooking margarine (e.g. Stork)
- 55g / 2oz refined vegetable fat (e.g. Cookeen)
- 110g / 8oz plain flour
- Any flavour jam

Preparation:

Measure out the ingredients beforehand. It is also a bit easier if the margarine and vegetable fat have been taken from the fridge half an hour earlier. Alternatively, you could prepare the dough yourself and only involve the children in the rolling out, cutting and filling of the jam tarts.

Instructions:

- Place the vegetable fat, margarine and flour in a mixing bowl and mix them all together with your fingers until you have a mainly crumbly mixture. The odd lump or two will not spoil the pastry.
- Add 3 tablespoons of water to the pastry mix and “cut” it in with a blunt knife.
- With your hands form the pastry mix into a ball shape. This will take a minute or so. Add a little more water to the mix if it won’t form a ball easily. Most of the bits from the side of the bowl can be cleaned off into the ball when the mixture is correct.
- Wrap the pastry mix in cling film and place in the fridge for thirty minutes.

- Dust the work surface with flour, take the pastry mix from the fridge and flatten it slightly with your hands.
- Use a rolling pin to flatten out the pastry to approximately ¼cm (one tenth inch)
- Keep turning the pastry round every few rolls to stop it sticking to the work surface.
- Use the pastry cutter to cut out pastry circles which are just larger than the holes in the baking tray. Firmly put each pastry circle into a hole in the baking tray. Fill each pastry with a teaspoon of jam.
- Cut some strips from the remaining pastry and lay them on the tarts as shown in the picture on the right.
- Place the tarts in the pre-heated oven and cook for twenty minutes at 180°C / 350°F / Gas Mark 4.

Tips/Advice:

The children will be able to prepare and handle the dough with clear instructions, demonstration and some assistance.

Extension Tasks/ Adaptations:

- You can wrap the cakes nicely in plastic bags with ribbon tied around the top for the purpose of selling the cakes.
- You could also ask members of the church to bake other cakes so that you could have a larger cake sale and extend the fundraising capabilities.

Activity 3 Rock Cakes

Aim:

To bake rock cakes for sale.

Equipment/Ingredients:

- Mixing bowl
- Sieve
- Trays/Baking sheets
- 8 oz/ 225g self raising flour
- 1 tsp baking powder
- 4 oz/110g soft butter or margarine
- 2 oz/ 55g sugar
- 4 Oz/ 110g mixed dried fruit (optional)
- 2 oz/ 55g currants
- 1 medium egg
- 1 - 3 tbsp milk
- Demerara sugar for sprinkling
- Oil for greasing
- Oven

Preparation:

- Measure out the ingredients beforehand

Instructions:

- Heat the oven to 400F/200C/Gas 6
- Sieve the flour and baking powder into a large baking bowl, add the softened butter or margarine, and lightly rub together with fingertips until the mixture resembles fine breadcrumbs.
- Add the sugar and the dried fruit and mix so all ingredients are well incorporated.



Prep 15 mins + Cook 15 mins



No maximum number depending on adequate supervision.



Due to the age of the children, ONLY leaders should use the oven.

- Add the egg and 1 tbsp of the milk and mix to create a stiff dough. If the mixture is still dry add milk a tbsp at a time until required consistency.
- Lightly grease two baking sheets.
- Using a tablespoon divide the mixture into 12 mounds evenly spaced on the 2 baking sheets. Sprinkle with the demerara sugar.
- Bake in the preheated oven for 15 mins or until golden brown and well risen.

Tips/Advice:

The children will be able to prepare and handle the dough with clear instructions, demonstration and some assistance.

Extension Tasks/ Adaptations:

- You can wrap the cakes nicely in plastic bags with ribbon tied around the top for the purpose of selling the cakes.

Devotion Links:

Luke 10: The story of the good Samaritan.

The story has a great deal of meaning, but with this age group it is most suitable just to relate to the issue of helping people and that Jesus asks us to be good neighbours to people that we may never meet. How can we do this?

We can pray for them and we can also do practical things like raising money to help. It might be suitable to ask someone from Church to talk about a particular project that is being supported or someone from an agency.

It is often useful with this age group to relate to other children. If you are raising money for a disaster relief agency, children can understand better if they can see how it will benefit children like themselves.



Aim:

The home can be a dangerous place for children.

Introduction:

To increase safety awareness in the home. To engage the children with the subject matter and to let them think through what they would do in a difficult situation and help them to understand what action to take and how to take measures to be safer at home.

Activity 1 Safety at Home

Aim:

To look at items from around the home and to think about how they can cause accidents.

Equipment:

A variety of items from around the home including:

- Matches
- Candle
- Knife
- Lamp with cord
- Bottle of pills
- Scissors

Instructions:

- Hold up each of the objects that can be found in a home.
- Ask about how each item can be a danger in the home. Get the children to tell you why they are dangerous.
- Then ask the children how they can be used and stored safely.
- Next tell the children we are going on a virtual tour of the home.
- Start in the living room/lounge – don't jump off furniture, if there is a fireplace don't touch burning wood. Keep away from electric things, don't ever put things in the sockets.
- Kitchen – never touch knives, don't touch cleaning products and never drink them, don't touch the cooker/oven, never touch boiling water.
- Bedroom – don't jump off the bed, don't trip over wires, don't touch electric sockets.
- Bathroom – Pills, razor, water – always be careful in the bath, don't run hot water when your parents aren't there – it is very hot.

Extension Tasks/ Adaptations:

You could look at:

(www.homesafetygame.com) for further ideas and information



15-20 minutes



2+ No maximum number depending on adequate supervision.



10 minutes



2+ No maximum
number depending on
adequate supervision.

Activity 2 Who Is At The Door?

Aim:

To think about answering the door at home.

Equipment:

Bell sound

Instructions:

- Today we are going to practise thinking about what to do if the doorbell rings and parents or adults are not at home or in the garden.
- I am going to ring the doorbell and you are going to show me what you would do.
- Ring the bell and get a volunteer to pretend that they are home alone, what would they do?
- You pretend to be someone who is popping over to pick up something.
- Then pretend that their mum has called the repair man to fix the fridge.
- Tell them that you have come to deliver some cakes.
- See what their response is. Don't comment on their responses.
- Then talk to the children about answering the door. Only adults should answer the door. Children should never answer the door if they are home alone. They must ignore the door and not talk to anyone who is outside.

Acting out these ideas is a safe and simple way to get the children involved and thinking about how to keep themselves safe.

Activity 3 What If...

Aim:

To think about what if's. Make the subject of safety fun and teach through a games format.

Instructions:

- Tell the children that you are going to play a game called What if..?
- What would you do if
 - You needed to call the emergency services – fire, ambulance or police (call 999)
 - You were playing on the beach or in the garden in the hot sun (put on sun cream)
 - You touched dogs mess or chemicals like bleach (wash hands)
 - ~~You were playing on the drive and your dad was leaving in the car (stay out the way)~~
 - There is an electric fire or a log fire on (stay away from it and don't touch it)
 - You have a lolly pop in your mouth (don't run around with it in your mouth)
 - Your brother was playing with matches (call your mum or dad and take them away from him)
 - You dropped a glass on the floor and it smashed (call your parents and don't try to pick it up yourself)
 - The doorbell rang while your mum and dad were in the garden (don't answer the door and go fetch your mum and dad)

Introduction:

This topic is looking at the issue of recycling to give children a basic understanding of what recycling is and why it is important. What is recycling? Recycling is the process that uses old materials to make new products. Lots of things can be recycled including glass, paper, plastic and clothes. Recycling is very important as every family makes lots of rubbish.

Activity 1 Why Recycle And How Do We Do It? - Discussion

Aim:

To educate and inform the children about why we should recycle and how we can do it in our homes and in our local area.

Equipment:

Examples of recyclable items - bottles, paper, cans, batteries

Instructions:

What is Recycling? Let the children answer if they can.

- Recycling is using things that we have already used to make new things.
- Why recycle? Let the children answer if they can.
- Why should you care about the rubbish – waste - that you and your family create and throw away each day? Why is it important to recycle and reuse? Let the children answer if they can.
- It takes time and energy to make the things we throw away – so it is a waste of time and energy to throw everything in the bin.
- If we reuse and recycle instead of throwing things away, less new things will need to be made. Many places in the world have been damaged to get the products that make our everyday items and this can destroy wildlife habitats and sometimes cause health problems for local people. Some of the things needed to make packaging cannot be replaced. Because we keep on using them they will begin to run out.
- Recycling uses less energy than making new things. Every tin can made from recycled metal saves enough energy to use a television for up to 3 hours.

How do we recycle?

- Have a recycling bin at home for the things that can be recycled. Only put in it what can be recycled such as glass bottles, drinks cans and paper.
- Take clothes and old shoes to a clothes bank. You can find these in the car park at your local supermarket.
- Get a compost bin to recycle your wasted food scraps and garden waste into compost. This can be used to grow new food or flowers in your garden
- Check out www.recyclenow.com to find out what can be recycled and where.
- The Boys' Brigade has its own recycling scheme called BB recycling. Go to www.bbrecycling.org.uk to find out more on how you can join the scheme and make money for your group from recycling your old mobile phones and printer cartridges.



20 minutes



No maximum number
depending on
adequate supervision.



10 minutes



2+ No maximum
number depending on
adequate supervision.

Activity 2 Recycling Worksheet

Aim:

To learn more about recycling and to cement the discussion earlier.

Equipment:

- Recycling template
- Pen/Pencils

Preparation:

Print out the recycling template.

Instructions:

The factsheet follows the recycling discussion and is a useful way to cement learning.

- Give the children a template each and let them work their way through the different items listed on it.
- Once everyone has completed the sheet – work through the right answers as a group.
- Ask if anyone has any questions at the end of the session.

Tips/Advice:

Wonder around the group to check that everyone is engaged and understand what they are doing. This could be a fairly new concept to many of the children so encourage and guide those who need it.



20 minutes x 2



2+ No maximum
number depending on
adequate supervision



Beware of sharp
edges on containers.

Activity 3 Pencil Holder

Aim:

To reuse some rubbish to create a practical household item.

Equipment:

- Container
- Masking tape
- Brown shoe polish (not liquid)
- Rag for buffing

Instructions:

- Tear off small pieces of masking tape and, starting at the top, attach them all around the container.
- Draw shapes on a roll of masking tape to decorative. Cut the shapes out and stick them to the container, on top of the other pieces of masking tape.
- Take brown shoe polish and rub it all over the masking tape surface of the container.
- With another piece of cloth, rub the container until shiny and it will look like leather.

Aim:

To show the children what it means to be a good friend and what it's like to be a bad friend.

Introduction:

Children benefit from having friends. Friends are essential for children's healthy development. Research has found that children with no friends may suffer from emotional and mental problems in later life. Friendships give children the opportunity to develop emotionally and learn many social skills.

Activity 1 You're My Friend

Aim:

This game encourages children to listen so that they can recognise their friend's voices in the group.

Instructions:

- Children can be seated on chairs or on the floor.
- Choose one child to be it.
- That child sits in front of the group with their eyes closed and their back to the group. You can use a blindfold but better to just have eyes closed.
- Choose one child from the group to walk up behind the child who is it and say, "You're my friend," and then return to their seat.
- The child who is it can open their eyes and then must then guess who it was.
- Make it clear that the children must speak in their normal voice.
- Let everyone have a turn at speaking and listening.



10 minutes



4+ No maximum number depending on adequate supervision.

Activity 2 Who's My friend?

Aim:

To talk about friendship and bullying.

Equipment:

- Paper
- Pens/Pencils

Instructions:

- Start the session by saying "think about your friends at school, outside school or at Boys' Brigade"
- Ask them to think in twos and threes about what a good friend is like (avoid people's names, you are looking at the qualities a good friend has) Some examples of these qualities could include:-
 - Someone you can trust
 - Someone to help you
 - Someone to play and have fun with



15 minutes



No maximum number depending on adequate supervision.



Ensure you support any child who seems worried by this subject.

Get the children to talk to each other and then those who would like to can stand up and tell the group what they talked about.

- What makes your friends special to you?
- How should you treat a friend?
- What would you do if a friend were sad or hurt?
- Developing this - ask the children to think about what qualities bad friends have and whether there are such things as bad friends.
- Be prepared for children to mention bullying.
- Ask the children to help each other to decide 3 things you could do if a bully threatens you or a friend.
- Let's go back to looking at our friends - What is friendship?
 - Spending time together.
 - Sharing ideas and treats.
 - Having fun.
 - Respecting each other's differences.
 - Being loyal, sticking up for each other.
 - Caring for each other's safety and happiness.



10 minutes



No maximum number depending on adequate supervision.



As there can be significantly more young people than chairs tell them to be careful when running to the chairs that are left.

Activity 3 Musical Chairs With A Difference

Aim:

To make the young people work together.

Equipment:

- Chairs (1 for each child)

Preparation:

Set the chairs out in the traditional musical chairs way.

Instructions:

- Line up a line of chairs with each chair facing the opposite way to the neighbouring chair.
- Play music
- When you stop the music everyone must take a seat even if there is someone already in that chair
- Everything is the same as traditional musical chairs except that when the music stops ~~instead of taking away a chair and making a child sit out, just take away a chair.~~
- By the end of the game, the whole group has to work together to fit everyone on the few remaining chairs. End with a certain ratio of around one chair to three or four children.

Activity 4 Draw My Friend

Aim:

To colour in or draw a picture of you and your friend(s).

Equipment:

- Paper
- Colouring pens/pencils

Instructions:

- Have a table with blank paper.
- Ask the children to draw their friends and themselves together.
- Let the children chat about what they like to do with their friends while they work.
- Once they have completed the drawing get everyone to move away from the table and form a circle.
- Using a beanbag, juggle it from hand to hand while singing this tune; I have a friend a good friend a great friend, I have a friend and his/her name is _____.
- Then throw the beanbag to the next child.
- Have the child sing the tune and then throw it to another child.
- Do this until every child has had a turn.
- The children could be given an opportunity to show them pictures and explain about their friend.
- The children can take their pictures home.



15 minutes



No maximum number
depending on
adequate supervision.





Introduction:

To increase fire awareness in the home. To engage the children with the subject matter and to let them think through what they would do in a fire situation and help them to understand what action to take.

Activity 1 Help Fire!

Aim:

To discuss the issue of fire at home and to help children understand the right steps to take.

Instructions:

- Firstly ask the children 'What would you do if there was a fire in your home? Let the children think about this and consider their response. Allow a number of them to answer and then guide them through what is essential (e.g. They must never take time to leave the house, don't stop to get their things and never ever hide).
- Then you could ask 'How would you get out of the house?'. Fires can be very scary and can make you confused if there is lots of smoke. It is important to have a plan for how you would get out in an emergency. Let's all think of how we would get out of our house. Have each child tell you how they would get out of their house, briefly. They should think of another way out in case one exit is blocked. Talk it through with your family and each think of two ways out of your home. Then you can all meet outside.
- Finally ask the children 'When should you call the fire brigade and how do you do that?'. You should only call the fire brigade once you are outside the house. The number to call them is 999. Do you know your address if you needed to tell them where to come? You should never go back into a house of there is a fire there. Stay outside until the fire brigade come to put the fire out.
- Is it possible to have a visit to the fire station or have a visit from a fire fighter.



15-20 minutes



No maximum number depending on adequate supervision.

Activity 2 Smoke Alarm – What Is It For?

Aim:

To talk to the children about smoke alarms and to talk through how important they are and that they need to be checked.

Equipment:

- Smoke alarm
- Batteries

Instructions:

- Ask the children if they know what a smoke alarm is and see what responses you get.
- Then ask them why they need one in their home. Tell them that smoke alarms help warn people that smoke is in the air by making a really loud beeping noise. When we are all asleep at night we cannot see or smell fire so the smoke alarm will tell us and warn us to get up and get out of the house.
- Show the children the smoke alarm. And press the test button so that they can hear the sound.



20 minutes



No maximum number depending on adequate supervision.



10 minutes



No maximum number depending on adequate supervision (limited by balloons and brushes).

- Then tell them that the batteries need to be changed to make sure that it is working. Take the batteries out of the alarm and press the button. Show them that there is no sound, no alarm to wake us up and warn us that there is a fire. It is very important to test the alarm regularly.
- Ask the children what they need to do if they hear – demonstrate – the smoke alarm going off. They need to get out of the house the way that they have planned.
- Ask the children where they think they need to put a smoke alarm. Where is the best place? Discuss – there should be a smoke alarm on every level of the home.
- Finish the session by telling the children that they need to help keep their homes safe from fire by helping their parent(s) or guardian(s) to remember -
 - to have a smoke alarm installed in the home
 - to test smoke alarms to make sure they work regularly
 - to put new batteries in the alarm at least once a year
- Ask the children to think about where to place a smoke detector in your meeting place.

Activity 3 Fire Maze

Aim:

To draw two paths to safety from the burning house.

Equipment:

- Fire Maze template
- Pens/Pencils

Preparation:

Print out the template Fire Maze.

Instructions:

- Give each child a print out of the maze and talk about how to escape a fire whilst they fill them in.
- Let the children take their maze home and ask them to talk to their parents about what they have learnt.

Aim:

To help the children to become familiar with the building in which the Section meets.

Introduction:

The children who come to BB may be familiar with the church, but for many the building will not be well known. These activities get the children to find out more about the building by acting as an explorer.

Activity 1 My Church 1

Aim:

To explore and find out more about our church.

Preparation:

You will need to have explored the building yourself to identify the ten questions you want to ask. Examples of questions might be:

- Which is the largest room?
- In which room is ____? (You might have a picture rather than words)
- How many windows are in the church?

Instructions:

- Tell the children they are going to be explorers and will be finding things out.
- Give them the quiz sheet and go through the questions explaining carefully what to do.
- Children explore in pairs answering the questions.
- Depending on your building it may be appropriate to send the children off by themselves and place an adult in each room, or you might have an adult accompanying the groups.
- Explain to the children what to do when they have obtained all of their answers.



10-15 minutes



Split in pairs, but no maximum number depending on adequate supervision.



Ensure there are no hazards in any of the rooms and that children feel comfortable moving around the building if they are going into unfamiliar rooms



15 minutes



Done in pairs or as an individual, but no maximum number depending on adequate supervision.



Ensure there are no hazards in any of the rooms and that children feel comfortable moving around the building if they are going into unfamiliar rooms.



20 minutes



Any, but if there is a large group you may want to split up so that everyone gets a turn.



Ensure there are no hazards in any of the rooms and that children feel comfortable moving around the building if they are going into unfamiliar rooms.

Activity 2 My Church 2

Aim:

To explore the building to locate hidden objects.

Equipment:

Objects to collect – chocolate coins, mini-eggs etc.

Preparation:

The objects to be collected need to be distributed around the rooms that form part of the exploration.

Instructions:

Tell the children that they have an explorer's challenge to complete.

They have to find objects that have been left around the church. Tell them which rooms, areas can be explored. Remember to use any particular names of rooms so that children become familiar with them.

- Show them what they need to collect. It is best to say a number of each item such as 2 eggs, 2 gold coins, 2 silver coins etc. rather than collect as many as possible as some children who might not be as quick will not have anything left to collect.
- Give the children paper cups or similar in which to collect the objects.
- Explain to the children what to do once the objects have been collected.

Tips/Advice:

The items that are to be found could be themed to fit in with another part of your programme. Devotions could also be based around a famous explorer/missionary such as David Livingstone.

Activity 3 My Church 3 – I Spy

Aim:

To find items beginning with a particular letter in the church building.

Instructions:

- Play "I Spy" in the normal manner in the room where you usually meet.
- Ask the children to see how many objects they can spy in the room beginning with a certain letter.
- Ask the children to explore the building looking for something unusual that begins with the first letter of their first name.
- When they have found something they must not tell anyone, but return to your meeting room.
- When all are assembled ask the first child to take you to the room and ask the I spy question.
- This continues until all of the children have had a turn.

Extension Tasks/ Adaptations:

- Could be extended to the whole building or wider areas outside. Boundaries need to set along with supervision.
- Prepare some "Congratulations – Explorer" certificates for the children once they have completed the tasks.

Aim:

To engage children in learning about pet care.



for pets in need of vets

Thank you to the PDSA for giving us permission to use the activities below. You can find more information on PDSA on their website (www.pdsa.org.uk). Visit the 'Kids' area for downloads + activities.

Activity 1 Looking After A Pet

Aim:

To show how specific pets should be looked after.

Equipment:

- Face paints
- Pet Files information sheets (to be downloaded)

Preparation:

Download and print Pet Files information sheets and other info from PDSA's website at: www.pdsa.org.uk

Instructions:

- Split the children into groups of 3.
- Each group is given a specific animal and pet files factsheet to go with the animal.
- Each group has to paint the face of one member of the group to look like their animal. They then have to prepare a short talk on how to look after their pet, explaining about it's particular needs.
- Each group presents their pet to the rest of the group and describes how to look after their pet.
- After the activity has been completed every child could have their face painted.

Tips/Advice:

Use the link below to help with the face painting www.facepaintingdesigns.co.uk



20 minutes



Groups of 3. No maximum number depending on adequate supervision.



Ensure that paints specifically for face painting are used and that all brushes used are clean.

Check that any children having their faces painted are not allergic and do not have particularly sensitive skin.

Ensure facilities are readily available to wash off paints or rinse eyes if any paint does get into eyes.



10/20 minutes



Groups of 2/3. No maximum number depending on adequate supervision.



10 minutes



Small groups or everyone.



Use a soft ball, to reduce the risk of injury.

Activity 2 Pet Pairs

Aim:

To familiarise children with pets and objects that are associated with pets.

Equipment:

Copies of the pet pairs game cards (download from PDSA website).

Preparation:

You will need to photocopy and cut one set of pet pair cards for each pair of children.

Instructions:

- Split the children into pairs and give each pair a set of pet cards.
- They must place the cards face down in front of them.
- Children take it in turns to turn over two cards if the two cards match, they are kept by the child and another go is taken; if not, the cards are turned face down again and the other child has a go.
- The child with the most pairs wins.

Activity 3 Pet Word Tennis

Aim:

To promote positive attitudes towards pet care.

Equipment:

Soft ball.

Instructions:

- Ask the children to sit in a circle.
- Start off with a pet – related word and throw the soft ball to a child.
- The child with the ball quickly thinks of another pet care/pet – related word and throws the ball to another child. For example; Rabbit = hutch is cleaned
- If a word is not said within 10 seconds they are out.
- Play the game until you have some winners.

Activity 4 What Everyone Needs!

Aim:

To know what pets need to be happy and healthy.

Equipment:

- Wordsearch (download from PDSA website).
- Sunflower seeds
- Yoghurt pots (large yoghurt pots are better)/plant pots
- Compost
- Scissors
- Labels/permanent markers
- Access to water

Preparation:

- Ask the children to bring in their own clean yoghurt pots.
- This activity is designed to develop understanding about what an animal needs. The wordsearch will introduce children to key words relating to the care of a variety of pets.
- After thinking about the needs of animals, children then think about the responsibility of having a pet. To emphasise the need for responsibility when caring for a living organism, children plant and grow their own sunflower. This can be run as a competition to see who can grow the biggest sunflower – who looked after their plant the best!

Instructions:

- Either individually or in pairs children complete the 'Needs' wordsearch.
- Talk about what an animal needs to be happy and healthy; pupils consider responsibility when looking after a living organism.
- Children get a yoghurt pot and cut some drainage holes in the bottom.
- Plant their sunflower seeds in the yoghurt/plant pots, using compost.
- Label their yoghurt pots with their sunflower seeds in.
- Ensure the sunflower seeds are well watered and placed in a bright position.

Tips/Advice:

Use PDSA's website to find out more information about what an animal needs to be happy and healthy; you will find lots of advice, downloadable leaflets and videos on pet care.

Extension Tasks/ Adaptations:

As an extension children could then annotate some pictures of pets to show how to care for that particular pet.



10 minutes



Groups of 3. No maximum number depending on adequate supervision.



Ensure that all children use scissors carefully when cutting the drainage holes in the yoghurt pots.

Ensure that all children have washed their hands after planting the seeds and handling soil/compost.



10 minutes



All individuals are involved.



Ensure the area that the game is to be played is clear of any obstructions or hazards to allow the free movement of children. Explain to children that there should be no pushing or shoving.

Activity 5 What's That Pet?

Aim:

To enable children to identify what equipment, food and costs involved in caring for certain pets.

Equipment:

Pet care keywords template (download from PDSA website).

Preparation:

Ensure that the room/space being used is clear from hazards so that there is enough room for the activity.

Instructions:

- Ask all of the children to stand in the centre of the room.
- Explain to children that each corner of the room represents a pet: dog, cat, rabbit and hamster.
- Shout out a pet care word from the keywords sheet, children decide which animal it relates to and run to that corner of the room.
- This can be played as a game where children who get the wrong answer/last to decide, drop out and continue until there is a winner; or it can be played as a simple learning exercise.

Tips/Advice:

Images of the animals could be placed in each corner/area of the room where children need to go for that specific animal.

Extension Tasks/ Adaptations:

- Ask groups to include information about how the five welfare needs will be met.
- Tell children about PDSA's Your Right Pet tool on the website. This tool is useful when deciding what pet is best for you, taking costs, time and space into consideration.

Additional Resources:

www.pdsa.org.uk

The PDSA website is packed full of information on responsible pet care along with lots of ideas about how to help PDSA. You will be able to find downloadable pet care leaflets and lots of videos to watch all about caring for pets.

www.pdsa.org.uk/petprotectors

The Pet Protectors area is for all children who love animals and want to find out more about how to care for them and about PDSA. There is also information about our Pet Protectors Club and the gang, along with games and activities.

www.pdsa.org.uk/schools

Schools PDSA is our interactive site to help teachers teach young people about animal care and PDSA. It has a variety of activities and videos for young people.

www.pdsa.org.uk/education

PDSA's Educational Programme website, where lesson plans, resources, posters, videos and more can be found.

Aim:

To look at the concept of First aid and encourage young children to think about first aid and develop confidence in responding to accidents.

Activity 1 First Aid Box

Aim:

To put together a first aid box for the group.

Equipment:

- First Aid Box
- bandages
- gauze squares
- adhesive tape
- thermometer
- ice pack
- antiseptic wipes
- scissors
- hand sanitizer
- disposable gloves
- elastic bandage
- first aid information
- some random objects – pencil sharpener, crisps, rubber duck, elastic bands, candle, phone etc

Preparation:

Have a cardboard box ready with all of your items.

Instructions:

- Have the children sit in a circle with you in the middle with the box.
- Take out the first aid box – empty.
- Then have a discussion about what a first aid box is for and who uses it.
- Let the children have a good opportunity to think about it and then say we are now going to fill up our box.
- Have each child come up to the front individually to take an item out of a cardboard box.
- They must hold it up for everyone to see and as a group they must decide what belongs in the box and what doesn't.
- Discuss why things don't belong and say you will explain the items that do belong later.
- Once everything has been seen – have another look through the items kept for the box – weed out any that don't belong.
- Then pick up each item and explain what it is for and why it needs to be in the box.
- Ask for help from the group so that the session stays interactive.
- Once all the items are in your first aid kit, show the children where it is kept and say this is for the leaders to use if it is needed.
- Have a short discussion on what reasons the children think we may need to use first aid.

Tips/Advice:

Let the children do most of the talking – just pinpoint main ideas and encourage them to get involved in the discussion.



15 minutes



2+ No maximum number depending on adequate supervision.



Tape the scissors together or have them in a packet so that they are not dangerous when they take them out of the box.



10 minutes



2+ No maximum
number depending on
adequate supervision.

Activity 2

What To Do In An Emergency 'Quiz'

Aim:

To allow the children to chat and discuss first aid and ambulance services whilst they do the quiz.

Equipment:

- Pens/Pencils
- Paper.

Instructions:

- Place the children in teams.
- Ask the questions listed below orally.
- Children discuss the questions in their teams and write down A, B or C.
- You could discuss the questions and answers given, with children in the end.

What to do in an emergency Quiz

1. In which of these situations should you dial 999?
 - a) Someone has a bad cough
 - b) Someone is bleeding very badly
 - c) Someone can't stop sneezing
2. Which of these is an emergency?
 - a) Someone feels sick
 - b) Someone is crying
 - c) Someone is seriously hurt
3. When helping someone who is hurt what must you always do?
 - a) Tell a friend
 - b) Give the person a drink
 - c) Keep yourself safe
4. If calling 999, what will you be asked?
 - a) Where you are calling from
 - b) The name of your school
 - c) What the weather is like
5. Who answers a 999 call?
 - a) A doctor
 - b) A nurse
 - c) An operator
6. How old must you be to call 999?
 - a) 9
 - b) 99
 - c) Any age
7. Who can give First Aid?
 - a) Only ambulance staff
 - b) Doctors and nurses
 - c) Anyone
8. As well as an ambulance, for what other services would you call 999?

For question 8 let the children write down the answers. They may know Fire Brigade and Police. The number is also used for Coastguard Service and Mountain Rescue

Activity 3 Bandages

Aim:

First aid should not be turned into a game, but at this age you also don't want to be too serious. A good way to get the children involved is to give the children an idea of bandaging and make it a fun exercise.

Equipment:

- Bandages and dressings
- Accidents Scenario template

Preparation:

Have the Accidents scenario sheet cut up - one for each child and have enough bandages and dressings for one per child or pair. You can keep them and use them again.

Instructions:

- Show children how to bandage and tell them the main reasons that we need to bandage people when they have hurt themselves.
- Explain that there are two reasons for bandaging. The first is if someone is bleeding, if you are bleeding we need to put some pressure on the wound and then bandage the gauze on to keep the pressure on. Get a child to be your dummy and show how you put pressure on using the bandage. We also need to raise the part of the body that is bleeding. Head or hands are good for this example. Secondly (use another volunteer) if you have hurt your hand or ankle we need to bandage the area to stop the swelling. So we start at the base of the fingers and then make a figure of eight until we have used the entire bandage and we finish the bandage off half way between the wrist and the elbow. Don't bandage too tightly or you will cut off the other person's circulation – that means that no blood will be able to get to your hand!! That is not a good thing. So not too tight and not too loose.
- Does anyone have any questions? Answer as best you can. Now we are all going to have a go at bandaging someone else. So we need to get into pairs (you may wish to buddy the children up so that no one is left out).
- Hand each child an accident scenario and get Child A to read out their accident to their partner. Their partner must then get a bandage and do their best to bandage the injury. Once they have finished get all the children to line up and have the group try to guess what the accident was.
- Then they swap around the scenarios and the other child has a turn.
- At the end take any questions and make sure that all the children are happy.

Extension Tasks/ Adaptations:

You could ask the local St John's ambulance or a parent who is a doctor or nurse into run this session for you.

Devotion Links:

Psalm 147:3:

He heals the broken hearted and binds up their wounds.

Teach about God being like a doctor for us – He knows our troubles and what hurts us and he can help us.



20 minutes



6+ No maximum number depending on adequate supervision.





Aim:

As the United Kingdom grows ever more diverse, each of our lives becomes more connected to those from other parts of the world. Helping children to understand more about the world that they live in helps them to gain a better understanding of their place in the world and where they fit in relation to others. This will help them to get an idea of the global community, their impact on it and how they can make positive steps to play their part in the wider world.

Introduction:

Teaching children about other countries does not just involve looking at those who are the poorest. Every country has wealth, poverty and rich cultures that are new and interesting to children. It is good to show children this and help them to understand the diversity.

Activity 1 Links To The World

Aim:

To look at our links with other countries and the reasons for these. This will also help the children find out more about each other.

Equipment:

Map of the world.

Instructions:

- Tell the children that you are going to see how everyone is linked to other countries and people across the world.
- Tell them that it will be easier than they think and that they will have more linked than they can imagine.
- Start by saying, 'I am linked to the world because add your own link. This can include things like places you have been, family members who live in other countries, places you may have lived, food that you love to eat etc etc.
- There may be some children that are linked to other countries because they speak more than one language.
- You can play the game by saying your link and the next person says your link and then adds their link. So, 'Peter is linked to the world because he speaks Italian, I am linked to the world because I went on holiday to America etc.

You may need to prompt any who cannot remember what the children before have said.



15 minutes



No maximum number
depending on
adequate supervision.



20 minutes



No maximum number
depending on
adequate supervision.



There may be children
who are emotional
upset by this subject
but getting them
involved in helping or
fundraising will set up
a positive response to
the injustice of child
labour.

Activity 2 School v Work

Aim:

To look at the privilege of school and to look at children who cannot get an education but must work to support their family, sometimes in dangerous circumstances.

Instructions:

- Ask the children the following questions:
 - What age do children go to school in the UK?
 - How old were you when you started school?
 - Do you think that every child goes to school?
 - Should every child everywhere go to school and learn?
 - Would you rather work or learn?
- Now tell the children that in some countries around the world children don't get the opportunity to go to school. They come from very poor families and they need to work help pay the bills and to buy food. Sometimes these children have to work when they are very young and they may have to work all day for not very much money.
- Move on by asking the children if they think they will be able to get a better job or if they would be able to do a certain job if they did not go to school? You could develop this by asking all the children to think about what they might like to do when they do leave school.
- For those children who never go to school – they don't really get to choose what they want to be. Because they don't go to school they don't learn to read or write and there are some jobs you cannot do without being able to read or write, etc. (It is estimated that 126 million work in the worst forms of child labour - one in every 12 of the world's 5-17-year-olds. www.antislavery.org). So these children have to do work that is not paid very well or skilled and they can often be treated badly and have to work in bad conditions (you could do some research to find out some examples of child labour).
- Ask the children if they think this situation is fair and if there is anything which they can do about it? There are lots of charities with people trying to help children go to school and learn so that they can make choices when they grow up. But what we must remember is that school is very important for all of you, school helps you to learn to read and write and helps you to get a job when you are older.
- You could get the children involved by working with a charity/organisation, you could do some research to find out more and see how the group could help.

Activity 3 Where Am I From?

Aim:

To think about where we are each from and to look at a range of items and see where they are from.

Equipment:

Get a selection of items that are from different countries

- Food stuff
- Clothes
- Plates
- Toys
- Atlas/Globe/Map of the world
- Pictures/illustrations

Preparation:

If possible get some background from each country and have a map handy to show the children where each place is.

Instructions:

- Have the children tell you where they are from. Comment on the wide range of countries or of the similarities that they are all from the same place.
- Show the children a map and point out where they are from on it. This can be a poster, a globe or from an atlas. The bigger the better.
- Then pick up an item from your bag and ask the children to have a guess where it comes from. For example:
 - a bag of rice – origin India – where rice is grown on terraced hills and needs lots of water.
 - a shirt from China – made of cotton. Cotton is grown and produced into clothes in China and is cheap to make there.
 - a banana may come from Costa Rica because there are large banana plantations where the sun shines most of the time and where bananas grow very well.
- Ask the children how they think all these come to us in the UK? Most of them come by ship in big containers and sometimes things come by plane but mostly they travel by sea which can take a few weeks to get here.
- Show the children some things made in the UK. Some vegetables and perhaps some china. This will help them to see that we do make things in this country. Tell them that it is good to buy things which are made here because they don't have to be put on a ship and travel thousands of miles to get here.
- Encourage the children to look at where their things come from over the next week. Get them to come back next week with two things that they have identified where they were made.



10 minutes



No maximum number
depending on
adequate supervision.

Devotion Links:

Jesus teaches in Matthew 25 that our commitment to him can be seen in how we treat other people around us, especially the people who do not have as much as we have or who have been rejected by others. If we say we love Jesus but don't show love to people in need, how much do we really love Jesus?

Matthew 25:34-40

- "Then the King will say to those on his right, 'Come, you who are blessed by my Father; take your inheritance, the kingdom prepared for you since the creation of the world. For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.'
- "Then the righteous will answer him, 'Lord, when did we see you hungry and feed you, or thirsty and give you something to drink? When did we see you a stranger and invite you in, or needing clothes and clothe you? When did we see you sick or in prison and go to visit you?'
- "The King will reply, 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.'

Aim:

To explore woodland areas.



Introduction:

The Woodland Trust is the UK's leading woodland conservation charity. They have over 1,000 woods across the UK which you are welcome to visit for free. As well as looking after woodland and its wildlife, the Trust plants trees and also encourages people to have a go at planting a tree too as part of its More Trees, More Good project. See www.woodlandtrust.org.uk for more information.

The Woodland Trust's Nature Detectives website hosts over 1,000 free activities for families, schools and groups, to help children discover nature, woods and trees. Start your own adventure at www.naturedetectives.org.uk. A selection of activities from the Woodland Trust's Nature Detective website can be found below for your group to try out.

Thank you to the Woodland Trust for giving us permission to include the activities below.

Activity 1 Autumn Leaves - This Activity As Best Done In A Woodland

Aim:

To get creative with leaves.

Equipment:

- Leaves
- Card
- Double-sided tape
- Stapler

Instructions:

Create a large pile of fallen leaves and then use your feet to create the sounds of a storm.

Here's a suggestion of what you could do:

- Stand with one foot buried beneath the leaves. Take a small handful of leaves and wait for the storm to arrive...
- A breeze blew gently through the tree tops ... one at a time start to gently rustle the leaves with your feet. As it began to get stronger begin to rustle more loudly. The leaves started to dance in the air and swirl around ... throw your handful of leaves in the air
- The storm had arrived! ... stomp and kick the leaves as loudly as you can! After a while the storm passed, the winds died down and all was calm once more ... settle back to quiet rustling and then silence.

Now turn your attention to making a Leaf Crown or a Nature Collage:

Leaf Crown:

- Collect a variety of leaves.
- Select two leaves and remove the leaf stalks. Overlap the leaves and pin together using one of leaf stalks.
- Take another leaf, remove the leaf stalk, and pin. Keep going, adding one leaf at a time until there are enough joined together to go around your head. Use the final leaf stalk to join the first and last leaves together.



10 minutes



4+ No maximum number depending on adequate supervision.

- Alternatively, prepare your crown at home - cut a strip of card, long enough to go around your head. Add a strip of double-sided tape and then staple or tape the card to the right size. Take your crown with you on your walk, decorating it by adding leaves to the double sided sticky tape as you go.

Nature Collage:

Collect some fallen leaves of different colours, and use them to create a picture on the floor. Lay them in a line to create a woodland snake, slithering between the trees, through holes and over logs (you may have to leaf stitch these!). Look for leaves of different colours to create an autumn flower. Don't forget to turn the leaves over – you'll often find a different shade or colour! Take a picture!

Extension Tasks/ Adaptations:

Engage the children's imagination by using one of these ideas:

- What could you create for a woodland animal using just fallen leaves and twigs? A sleeping bag for a millipede? A boat for a wood mouse? An umbrella for an owl?
- Where do you think a woodland elf might like to live? When you've found a suitable place create a home for them. Look for woodland objects to help you create the doorway, or to build the whole house with. You could even find objects for inside the home, or create a garden.
- Squirrels and jays are just two of the woodland animals that store food ready for the winter. They need to have a good memory to find them again! Could you survive as a squirrel? Collect 5-10 acorns from the woodland floor, from beneath an oak tree. Find a good place to store or bury them. Go off for a walk, then come back and see if you can find them! Why not really test yourself and store the acorns on one visit to the woodland, then look for them the next time you come!



10 minutes



3+ No maximum
number depending on
adequate supervision.

Activity 2 Minibeast Spotter

Aim:

To find different minibeasts in a woodland area.

Equipment:

- Pens/Pencils
- Minibeast Spotter template (download from Nature Detectives website)
- Make your own minibeasts! template (download from Nature Detectives website)

Preparation:

Cut up the Make your own minibeasts template.

Instructions:

- In a wooded area try and spot all the common creepy crawlies on the Minibeast Spotter template, including a wasp, dragonfly, honey bee, fly, moth, butterfly, aphids, snail, woodlouse, harvestman, grasshopper, centipede.
- Now give opportunity for the children to create their own minibeasts, using the Make your own minibeasts! template. Swap bodies, head and legs; create a minibeast family; make up names...what do you do with them?

Preparation:

- Play Minibeast Trump Cards available to download from www.naturedetectives.org.uk
- Tell an adventure story on location, or encourage the group to create their own stories..

Activity 3 Sound Safari

Aim:

To develop a sense of awe and wonder about nature.

Equipment:

Sound Safari template (download from Nature Detectives website)

Instructions:

Head out to the woods, or local park and listen really carefully - what can you hear? It might not be as quiet out there as you think. Find a quiet place to sit and listen to the sounds of the animals, trees and birds. Even on a still summer day you will be able to hear the song of a summer wood. Each day it is new and different.

Can you hear:

- Chirping grasshoppers
- Breezes in the tree tops
- Buzzing bees, buzzing wasps
- Rustles in the grasses
- Croaking frogs

Ask the children what they think the trees, flowers, animals and summer breeze are saying to each other?

Now complete the Sound Safari using the template and tick off what you hear.

Extension Tasks/ Adaptations:

Play some sounds from a wild soundtrack and see if you can identify the noises, or even create your own Wild Noises sounds.



15 minutes



3+ No maximum number depending on adequate supervision.

Activity 4 Colour Bingo

Aim:

To develop a sense of awe and wonder about nature.

Equipment:

Colour Bingo cards (download from Nature Detectives website)

Instructions:

How many colours can you spot in nature? Print the Colour Bingo cards, head outside and play colour bingo!

Extension Tasks/ Adaptations:

Spring Scents You will need to bring an old container such as a yoghurt pot with you for this activity. Look for things on the woodland floor, pick them up, crush them or break them between your fingers and smell. Add any smells to your pot that you like to make a spring woodland scent. Use a stick to mash them together. Which animals may be attracted to your woodland scent? A bumble bee? A badger? A blackbird? You could find a place in the woodland to leave your woodland scent, for the animals to smell as they wander past.



20 minutes



3+ No maximum number depending on adequate supervision.



20 minutes



3+ No maximum
number depending on
adequate supervision.

Activity 5 Wellie Wander

Aim:

To develop a sense of adventure.

Equipment:

- Wellies
- Wellie Wander templates (download from Nature Detectives website)

Instructions:

Wellies are like super-powers for feet! They let you splash in puddles, wade through gooey mud and paddle in cold streams without getting icy toes. Grab your wellies and go off on a welly adventure. Use all your senses to complete the Welly Wander templates.

Extension Tasks/ Adaptations:

- Create a Scavenger Hunt, and get ideas appropriate to the season at, www.naturedetectives.org.uk.
- Get the group to find various items that are sticky, crumbly, tickly, pongy, prickly, silky.
- As you walk through the woods look for interesting natural objects. Now describe what it is to a friend, only you must lie! You cannot say what it really is. You'll be surprised at the amazing things you'll come across! e.g. "The last time I was walking in the wood, I found the sail (a feather) from an ant's windsurfer that had fluttered down during the invertebrates' tree top windsurfing competition."

Additional Resources:

- **Nature Detectives** For lots more all year round ideas go to www.naturedetectives.org.uk, and download quizzes, crafts, factsheets, certificates, play ideas, hunt and identification ideas, art sheets, puzzles, story telling ideas and more! A really fantastic resource!
- **Nature Detectives CLUB** For around 29p per week, Companies can enjoy our fantastic activity packs; fresh, fun and educational activities emailed through to them every Friday; a giant wall chart on which to place challenge stickers and membership to possibly the most innovative nature club in the UK.

Programme Links:

- Treasure Hunts (M13)
- Leaves (C1)
- The Birds in Your Garden (C3)
- Conservation 1 (C14)
- Conservation 2 Litter (C15)
- Animal Mask (CR 5)
- Egg Carton Caterpillar (CR10)
- Animal Evening (PP1)

Trips/ Visits:

Find a Woodland Trust wood, local park, or national park to visit.

Recycling Friends

Who is our recycling friend?

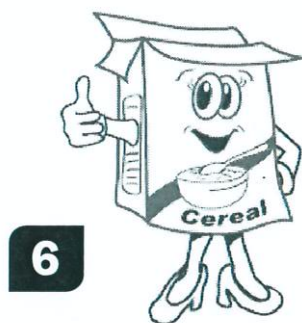
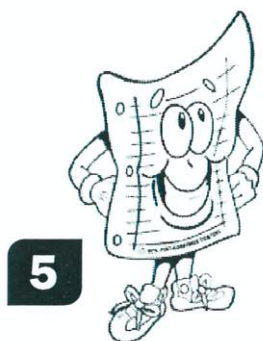
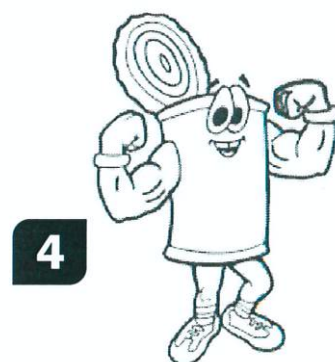
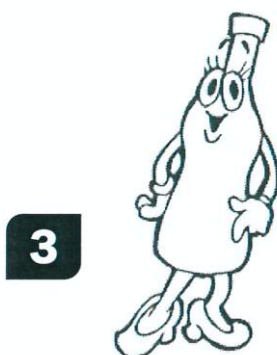
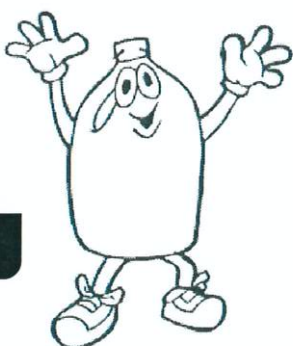
AL is the Aluminum Can



Look at Al's friends . . .

Guess what they are made of

and make up a name . . . (once you've got it cross it off the list below!)



- aluminum
- cardboard
- glass
- paper
- plastic
- steel

Recycling at home . . .

for each item, write an example that you have at home . . .

• plastic bottles

• paper

• aluminum

• steel

fizzy drink can

Fire Maze



If there is a fire how would you get out?

You should work out two ways to escape each room in your house (or any building you go into).

See if you can find the two escape routes from this maze.

Remember these safety tips for your home fire safety practice:

- ✓ Crawl low to avoid smoke and heat.
- ✓ Feel doors with the back of your hand before opening them.
- ✓ Do not open the door if it feels hot - instead, use your second escape route.
- ✓ Get out fast.
- ✓ Meet outside and then call for help.

Accident Scenarios

Cut out the cards below.

You bumped your head on a desk and there is a small cut on your forehead



You tripped and hurt your knee, there is a cut and it hurts.



You fell on your arm and the leader thinks that you may have broken it



While playing tag you fell and twisted your wrist ...ouch!



When playing capture the flag you twisted your ankle and you can't walk now



**You ran into a wall....woops!
You have a bump on your head and there is blood**

Ow!

**You and another child were fighting over a toy – you fell over and hit the back of your head on the floor...
it really hurts!!!**

Your thumb is bleeding because you played with scissors you were told not to touch...



