

Aim:

To give children the skills and knowledge to be able to grow their own food, and encourage them to do this at home.

Introduction:

Growing your own food can involve anything from a few small containers on a patch of tarmac to a whole rethink of your Church or meeting places grounds. Growing your own food can then lead on to learning about food and healthy living.

Activity 1 Newspaper Growing Pots

Aim:

To make a pot out of reusable materials to enable seeds to grow.

Equipment:

- Newspaper
- Tin cans
- Compost
- Seeds (cress or other suitable)

Instructions:

Explain that we can reuse materials when we plant seeds, reusing newspapers to make 'grow pots'. This is a quick and simple way to get children involved in growing some food.

- Take a sheet of newspaper fold it along its length almost in half, leaving a portion at the top showing.
- Then fold this top portion over.
- Take a tin can; place it so the edge of the can is level with the top edge of the paper. Roll the can along, rolling the paper with it so as to create a paper tube.
- Place the can with paper around it top end down. Fold the extra newspaper inwards flat on the bottom of the can [this creates the base of the pot].
- Remove the can from inside the newspaper pot.
- Fill with compost and plant seed. Stand the pot in a container before watering.

Children could take the pots home and watch their seeds grow or they could be left in an appropriate place (light and watering required) at the Church or meeting place.

Extension Tasks/Adaptations:

Ask the group why have we used newspaper to make our pots? Link to recycling resources and ask the group to think about anything they reuse or recycle. See topics on 'Recycling'.



20 minutes



No maximum number depending on adequate supervision.



Be aware of sharp edges on tin can.



15 minutes



No maximum number
depending on adequate
supervision.

Activity 2 What Are You Going To Grow?

Aim:

To get the children thinking about how food grows.

Equipment:

Example of a plant growing

Preparation:

Prepare your plant 2-3 weeks before you start your activity so you can show the children what you have done and that the seeds have started to grow. Cress could be used as a basic example.

Instructions:

This activity is in preparation for the practical element, where the children will plant their own seeds and grow their own food!

Ask the children the following questions and use these questions to find out how they think food is grown, what you need to do to enable it to grow:

- What vegetables can you think of? (Potato, Carrots, Beans, Lettuce, etc)
- What do vegetables need to grow? (light, warmth, nutrition)
- How do vegetables grow?
- What are your favourite vegetables?

Write up the responses you get from the children, ideally this would be done the week before to allow you to take in the responses from the children and purchase seeds.

Before you do this carry out some research and find out what seeds can be grown at the time of year.

Then explain to the children that next week they are going to plant some seeds and grow their own food.

Activity 3 Grow Your Own Vegetables

Aim:

To get involved in growing their own food.

Equipment:

- Grow Bag or suitable container or area of ground
- Compost (not required if you buy a grow bag)
- Trowel
- Watering Can (access to water)
- Canes
- Seeds (decide on what vegetables you would like to grow)

Instructions:

Now it's time to get the children growing . . .

Using Containers

If you are going to use a container some suggestions of items which could be used are: buckets, plastic boxes, old bins, old chimney pots and old sinks etc. The only thing you need is some drainage holes, so if there is not already any holes you will need to make some!

Planting the Seeds

In small groups (2 to 4 children):

- Give each group of children a grow bag or plot of soil/compost for them to plant their seeds.
- Using a trowel they should (having a turn each) turnover the soil/compost.
- To plant the seeds follow guidance on packet.
- Water the seeds and then continue to water regularly (you will need to consider how watering will be carried out throughout the week if you only meet once a week). Plants in pots need watering more often because the soil dries out faster.
- Consider how the plants can be protected from weather and pests (netting could be place over where the plants are growing).
- When the plants start growing they may need to be supported using canes.

You could involve members of the Church congregation to help with maintaining the plants in between your weekly meeting. A member of the congregation may be a keen gardener and have some experience in this area.

You will need to explain to the children that the seeds will take a while (depending upon seed – see back of packet for more details) to start to grow and then the food will take a while longer before it is ready to eat. It will not happen overnight!

Tips/Advice:

You will need to find out the best time or right season for growing, and this may limit the choice when selecting which seeds to plant.

Kits Available

A number of organisations/companies produce kits to help and encourage you to grow your own. For Potato Growing Bag go to: www.recycleworks.co.uk or Bag Garden Kit go to: www.sendacow.org.uk/baggardens

Extension Tasks/Adaptations:

When the plants are growing consider ways you could use the food that has been grown in preparing a meal. Encourage the children to consider growing food at home.



10+ minutes



6+ No maximum number depending on adequate supervision.



Devotion Links:

The Parable of the Sower - Matthew 13: 1 - 23

Additional Resources:

Ready, Steady Grow

Purchase a book published by The Royal Horticultural Society for children.

The book says it is ideal for "Getting Children in the garden, sowing and harvesting and learning to grow all kinds of plants, vegetables and fruits quickly and easily!".

ISBN: 9781405352383 RRP: £9.99

Websites:

- Gardening with Children - www.gardeningwithchildren.co.uk
- The Royal Horticultural Society - www.rhs.org.uk/Children

Trips/Visits:

- Local Farm
- Garden Centre or Outdoor Educational Centre

Aim:

To promote an understanding of the value of water – where it comes from and how to conserve it. To understand how children in some communities have to travel to find water.

Introduction:

Water is the most precious resource in the world. Without it nothing can survive. Having plenty of clean water is a privilege for those that have it but also a responsibility. Children need to be taught that they have a responsibility to protect our water supply for future generations. A sense of responsibility and stewardship is important so that children have an awareness of our need for water, its benefits and the issues that surround water for us and those in other countries.

Activity 1 Did You Know?

Aim:

To teach the young people about water.

Equipment:

- Glass of water
- Bucket of five litres of water
- New toothbrush and toothpaste

Instructions:

Today we are going to play 'Did you know' and look at some interesting facts about water.

- Does anybody know any facts about water?
- Do you know where it comes from?
- Or how it gets to the tap?

Listen to their answers and then slowly work through the following list letting the children respond if they want to.

- Did you know that without water, the Earth would look like the moon?
- Did you know that almost 80 percent of the Earth's surface is covered with water?
- Did you know that if there was no water on Earth, there would be no plants, animals or humans?
- Did you know that it takes about 5 litres of water to brush your teeth when you leave the water on?

Show the children the bucket of 5 litres of water and ask them if they think that they should need that much water to brush just their teeth? Tell them that they should turn the tap off when they brush their teeth and only turn it back on when they need the water again.

- Ask a child to brush their teeth using only a glass of water.
- Did you know that the human body is almost 70 percent water? Every part of our body uses water.
- Did you know that people can live several weeks without food, but only a few days without water?



15 minutes



6+ No maximum number depending on adequate supervision.



Keep the bucket of water away from the children.



20 minutes



No maximum number
depending on
adequate supervision.

Activity 2 How Much Water Do We Use?

Aim:

To think about how much water we use and to compare with a family in Africa.

Equipment:

- Whiteboard or Flip chart or Large piece of card on the wall
- Marker pens

Instructions:

Let's think about how much water we use in a day and then compare that to a family living in Africa.

So who can think of different ways we use water? Washing, cooking, brushing teeth, drinking, gardening.

In this country we can turn on the tap and we get fresh clean water. It is not the same for everyone. In other countries many families have to walk a long way to fetch water and it is not always clean water. They may have a container that takes 15 litres of water which is very heavy and the children around your age sometimes have to carry that home. Because of this there is not much water to use. The family has to be very careful with their water and not use so much.

So let's see the difference in how much water we use and how much a family in Africa might use.

UK	Litres	Africa	Litres
Washing	30	Washing	3
Teeth	5	Teeth	0.2
Drinking Water	1	Drinking Water	1
Cooking	3	Cooking	2
Garden	30	Garden	0
TOTAL:	69	TOTAL:	6.2

You could have the chart completed on the side and ask the children to guess the other side.

So there is a big difference isn't there. We must try to be more careful in the way that we use water. How can we use less water?

Ways could include:

- Turn off the tap when we brush out teeth.
- Don't leave a dripping tap
- Only use what we need
- Don't leave the water on in the garden for too long.



Activity 3 Water

Aim:

To look at water through experimentation and consider our choices.

Equipment:

Thirsty Celery Experiment:

- Celery
- Water
- Food colouring
- Potato
- Bowls
- Salt

Salty Potato Experiment:

- Two bowls
- Potato
- Salt
- Label saying Salty
- Water

Preparation:

Try the experiments before so that you know what happens and it is not a surprise to you.

Instructions:

Water is our most important resource - In fact it's so important that nothing can live without it.

Can you tell me, what is the best drink to drink when you are really thirsty? The best drink to quench your thirst? Answer – Water also known as H₂O

Water has no sugar, which is found in fruit drinks, fizzy drinks, so it does not cause any tooth decay. Tap water is also free and costs you absolutely nothing. It is always available, so you do not need to go to the shop to get it.

The first two experiments need to be set up at the beginning of the session and then at the end of the session take the children back to see what has happened.

Thirsty Celery Experiment:

- Put a stalk of celery into a tall glass.
- Fill up the glass with a mixture of water and food colouring to about 2/3rd of the way up the glass.
- Leave the celery in the glass and put it to one side
- Ask the children what they think will happen?
- When you return to check the experiment you should see that the celery has been drinking the water and is coloured with the food colouring.
- Tell the children that the celery is like our bodies. We are made up of water and so is the celery. The celery needs to drink water to stay alive just we do. Without drinking water each day our bodies won't work properly so it is very important that we drink water.

Salty Potato Experiment:

- Cut a potato in half.
- Fill two bowls with water.
- Mix salt into one of the bowls and mark a label with salty next to it.
- Put one half of the potato into each bowl flat side down.
- When you return to the experiment at the end of the session the salt water will have drawn the water out of the potato, making it shrivel up.



25 minutes



2+ No maximum number depending on adequate supervision.



Tell the children that we are just like a potato, and salty food and drinks – like crisps and fizzy drinks make us thirsty. So we should not eat these foods all the time.

Give them a glass of water each at the end of the session. Get them to think about how refreshing water is.

Extension Tasks/Adaptations:

Have a look at Tear Fund www.tearfund.org

Devotion Links:

Don't get spiritually dehydrated

Spiritual dehydration happens when our walk with God starts to dry up. This can happen quite easily. A bit like the potato – when you are only absorbing the salt of the world it will drain the spiritual life out of you and you will shrivel up. And it can happen very easily. Maybe school is a place where there are not many Christians and it is hard to stand up for Jesus. The only way to battle spiritual dehydration is to drink the living water that Jesus promises us and we need to drink it often. This means coming to BB, reading your Bible and praying that God will help you to stand up for Jesus each day.

John 7:38 (NIV)

Whoever believes in me, as Scripture has said, rivers of living water will flow from within them."

Additional Resources:

- Have a look at Oxfam's resources: www.oxfam.org.uk/education/resources
- Have a look at Water Aid's learning Zone: www.wateraid.org/uk/learn_zone/

Introduction:

To look at ways for Juniors to get involved in Charity work. Encouraging children to engage with charities and fundraising is a vital part of their social development and one that BB can promote in their programme from a young age. Engaging with charities within the community and beyond will allow members of your company to have compassion for those less fortunate than themselves. Volunteering will help children to support causes and consider social issues and allow them to develop a passion for helping others.

Looking at other people's lives and finding ways to fundraise or raise issues can also develop a sense of achievement in the children by showing them they can accomplish change. Volunteering strengthens a sense of community whilst helping others.

Looking beyond their everyday lives is an important part of their development and one that the Bible clearly identifies as a Christian duty. As we follow Jesus we are called to help our brothers and sisters around the world and to serve the last, the least and the lost.

Activity 1 Researching Local Volunteering Opportunities

Aim:

To find out what opportunities are available and for the children to decide what they want to get involved in.

Equipment:

- Information on local charities
- Internet Access (if possible).
- Pens/Pencils
- Paper

Preparation:

If necessary have some information available about local and national charities.

Instructions:

There are plenty of opportunities for volunteering and fundraising in your local area or on a national level. Find an organisation or charity that the group can identify with. If animals are the favourite then contact local animal shelters to see how you can get involved. Or search for non-profit organisations that promote animal welfare. By choosing a charity that the children can identify with, they will get more pleasure and satisfaction through the time they spend volunteering.

Ideas:

Education

There are many organisations dedicated to promoting education in the developing world.

Compassion - www.compassion.com

World Vision - www.worldvision.org

Health

There may be health issues that children/leaders in your group may come across that you may wish to support.

Asthma UK - www.asthma.org.uk

Diabetes - www.diabetes.org.uk



20 minutes



4+ No maximum
number depending on
adequate supervision.



If using the
internet ensure that
the children are
carefully monitored.

Safety

There are plenty of organisations dedicated to promoting safety. Supporting an organisation that promotes safety will also help the children to learn for themselves and understand how to keep safe themselves. RNLI, Fire Service, Road Safety etc.

RNLI - www.rnli.org.uk

Fire Service - www.fireservice.co.uk

Road Safety - www.dft.gov.uk/think

Hunger/Homelessness

This area of charity is not just homeless shelters and soup kitchens, although they need a lot of help. There are also many opportunities to support the building of homes, feeding schoolchildren or supporting aid agencies to feed in crisis. There may be gap year students, planning to work for charities, in the church that may benefit from funds to support their trips in building homes etc.

Habitat for Humanity - www.habitat.org/eurasia

Shelter - www.shelter.org.uk

Soul Action - www.soulaction.org

Disaster Relief

There are disasters happening across the world and these become high profile news stories. We can share these stories with the children and engage them in the relief operations by raising funds for aid organisations. By supporting a disaster relief charity you are able to help people rebuild their lives.

Tearfund - www.tearfund.org

Oxfam - www.oxfam.org

Christian Aid - www.christianaid.org.uk

Environment

Protecting our world, forests and wildlife has vital global importance that impacts everybody. We need to teach children that by investing in the future of the planet by supporting these organizations they are helping to protect and preserve the environment.

Greenpeace - www.greenpeace.org

RSPB - www.rspb.org.uk

WWF - www.worldwildlife.org

Community

Making up craft and stationary kits and collecting toys for a children's hospice are great ways to reach into the community. If the children love animals, they can collect supplies for the local animal shelter. There are endless opportunities available. Send care packages for our soldiers overseas.

RSPCA - www.rspca.org.uk

Children's Hospices - www.childhospice.org.uk

Support Our Soldiers - www.supportoursoldiers.co.uk/carepackages.html

Tips/Advice:

It is important that children enjoy the experience and that they engage with something that they are interested in. Don't let them feel forced into anything – it would defeat the object of Charity.

Extension Tasks/Adaptations:

Children have lots of great ideas – give them the opportunity to think what they want to do and come up with ideas so that they really engage with whatever you choose to do.



Activity 2 Christmas Pudding Fundraiser

Aim:

To raise money selling Christmas Puddings branded to your company in the community.

Preparation:

- Get the children to design your logo – with a Christmas drawing – possibly a Nativity scene.
- Visit the website www.ultimateplumpudding.co.uk to get information needed.

Instructions:

This all needs to be done in plenty of time before Christmas. By looking at the PDF you can make around £1 per pudding – this is a great way to make money at Christmas time for charities.

Tips/Advice:

- Fundraising with puddings is simple, can be repeated year after year and can work alongside other fundraising projects. Gather people together or add to a mailing and you can sell puddings.
- Get children to sell to their teachers, schools and families. If you engage them with the reason for raising money you will sell more.



20 minutes



5+ No maximum number depending on adequate supervision.



Make sure that the children are safe when they are selling puddings.

Activity 3 Host A Hunger Banquet

Aim:

To plan a hunger banquet to invite parents and friends to.

Equipment:

- Paper
- Pens/Pencils

Instructions:

To get the children to learn about the issues of poverty and hunger this is a unique exercise and a great way to included parents and friends of the church. Hosting a Hunger Banquet will help to raise awareness and help the guests to experience for themselves how many across the world are affected by hunger.

The Idea

- The Hunger Banquet will:
 - educate everyone present on hunger issues.
 - raise money to support the charity of your choice.
 - Foster a sense of community between BB and the church

Publicity

- Get the children to create posters and fliers. Parents and friends need to know that the event is being hosted for everyone to learn about hunger.



25 mins/Ongoing



6+ No maximum number depending on adequate supervision.

On The Night

- Guests must draw a ticket at random when they arrive at the event. The ticket will assign them each to one of three brackets High – Middle - Low-income - They will then receive a meal corresponding to that income bracket.

Reflect

- Finally, all guests are invited to share their thoughts after the meal. This can be a guided reflection or allow your guests to speak freely.
- After a Hunger Banquet, few participants leave with full stomachs, but all possess a greater understanding of the problems of hunger and poverty and will hopefully be motivated to do something about them.

Tips/Advice:

There is a lot of planning involved so start planning well in advance of the date planned. Get the children to do as much as possible – even by hosting the event.

Extension Tasks/Adaptations:

Facts about hunger:

- 852 million people worldwide suffer from hunger, that's more than the populations of the U.S., Canada and the European Union combined.
- 90% of the world's hungry live with chronic hunger, a nagging hunger that does not go away.
- The direct medical cost of hunger and malnutrition is estimated at \$30 billion each year.
- A third of the world's population is affected by vitamin and mineral deficiencies. These deficiencies compromise the immune system and can result in serious health problems.
- More than 60% of chronically hungry people are women.
- Hunger is often passed from mother to child. Each year, 17 million children are born underweight because their mothers are malnourished.
- About 178 million children worldwide are short in stature or stunted because of lack of food, vitamin and mineral deficiencies and disease.
- Malnutrition can also affect a child's intellectual development. Malnourished children often score significantly lower on maths and language achievement tests than do well-nourished children.
- More than 16,000 children die each day from hunger-related conditions.
- Almost all of these deaths occur in developing countries. Sub-Saharan Africa and South Asia suffer from the highest rates of hunger and malnutrition.
- The number of chronically hungry people worldwide grows by an average of four million people per year.

Sources:

- World Health Organization
- World Food Program
- Bread for the World

Activity 4 Lent

Aim:

Giving something up for Lent and giving back to others.

Preparation:

Read Matthew 4:1-11; Mark 1:12-13; and Luke 4:1-13

Instructions:

- Lent begins on Ash Wednesday. This is a Christian tradition in line with Jesus Fasting on the desert for forty days and forty nights.
- Lent is a forty-day period before Easter. It begins on Ash Wednesday. Sundays are not counted when we count the forty days, because Sundays mark Jesus' Resurrection. Lent ends on the day before Easter.
- For many Christians, the season of Lent typically includes some kind of fasting. These fasts usually take the form of abstaining from all food throughout a given 24-hour period or certain kinds of food for the duration of the forty-day season. In place of a food fast, some Christians commit to give up a pleasurable activity or dedicate themselves to charitable giving.
- Lent is about what Jesus Christ gave up to pay the penalty for the sins of the world
- The idea is to get the children to understand this and to give something up – this could be chocolate, buying trading cards, pocket money, junk food, fizzy drinks etc etc.
- The money that they would have spent on themselves they can bring into BB to donate to a selected cause that will benefit from their own sacrifice. In this way they can begin to look at and understand Jesus sacrifice for them.

Tips/Advice:

There are other ways of doing this without a monetary component. The children can give up their time and help others that way if you can identify something that they can do locally or for the church.



10 minutes



5+ No maximum number depending on adequate supervision.



It would be important to talk to the parents about this as they need to know if their child is giving something up.



Aim:

To learn about community participation.

Leader's Notes:

Community participation refers to the ability and opportunities for children to participate in decision-making activities that steer the development of the community. Participating in community decisions gives ownership and empowers children to develop their own community.

Activity 1 Community Challenge

Aim:

The goal of the challenge is to complete 10 activities below before a set deadline.

Equipment:

Community Challenge template

Preparation:

Engage with the parents as they may be crucial to the children completing each task. If you feel that any of the tasks are unachievable for your children. Then change them and add some that you feel may be easier to achieve. The Challenge Sheets can be edited.

Instructions:

Explain that there will be a prize for each person who completes their challenges but they must all be recorded. It is a fun way to make some positive changes in each child's life. They will also feel the positive benefits of helping others and themselves.

While many of the activities are aimed at improving personal health and wellness, others will help the children to create a healthier, supportive, and connected community.

Tips/Advice:

Do change any that you feel are not achievable or may not be safe.

Extension Tasks/Adaptations:

You can add more challenges and get the children to choose ten from the list – that way there is plenty for the children to choose from and they will all be able to achieve ten challenges. They need to commit to this as each task needs to be signed and dated.



15 minutes



4+ No maximum number depending on adequate supervision.



Parental support must be received so that children are not putting themselves at any risk during the challenge.



15 minutes



5+ No maximum
number depending on
adequate supervision.

Activity 2 Caring For And Giving To Others

Aim:

To do something with your children that's focused on giving to others in a way that they can see.

Instructions:

We want to show children how they can give to others. This may be done in many ways. The opposite of materialism is giving to others and can help to foster an attitude in children that will help to counter materialism.

We also want the children to connect to the church that they are a part of. To do this they need to engage with those in the church in a personal way. There may be some ill people in church that need shopping done for them or a meal taken to them. The children can get involved with this with adult supervision. Below is a list of activities that you can engage them in and help them to see how others need them and also how positive they will feel after helping others.

- Find out about an ill church member and send them a letter or card.
- Bake a cake for some ill or elderly members of church or their families.
- Could the group support a child in another country with their education?
- The group could collect toys and donate them to a local hospital/hospice or refuge.
- Is there a wider community or international project that the children could raise money for.
- Could the group collect personal care items for local shelters.
- At Harvest or Christmas time get the children to prepare some songs and/or a play to take into an old people's home with some presents.
- As a group, support a missionary who would be able to send you some information a few times a year about what they are doing.

Tips/Advice:

There are many things that will happen in your community that you can get the children involved with. If they see the results of their efforts they will grow in compassion and care for others.

Do:

- Lead by example. If you see someone in need, do you do anything about it?
- Teach from the Bible about giving regularly. (Pr. 14:21, Pr. 19:17, Pr. 21:13, Pr. 22:9).
- Make opportunities for children to give. Children enjoy giving to other children because they understand their situations better.
- Appeal to children's naturally sensitive nature. Help them to imagine what it would be like to live in another child's situation.
- Make sure the children understand the importance of giving themselves. Could they go without something themselves to make others' lives better?
- Be creative. Children can give more than money.
- Let the children have the satisfaction of seeing someone else be blessed by their service. Let that be the reward.
- Always give positive feedback for service.

Don't:

- Don't miss the point of what you are teaching children. Getting children to bring money to BB is not the same as teaching them to give. The goal is to teach the children to be givers.
- Don't use rewards for giving as this can impact on the giving and reduce it to an exchange of goods and services.

The Following Websites may be useful:

www.compassion.com/ Sponsor a child and write and receive letters from them.

www.tearfund.org

www.samaritanspurse.org Shoeboxes at Christmas for children

If you are supporting a charity encourage the children to be involved in selecting which one.

Activity 3 Helping The Elderly In The Church And In The Community

Aim:

To reach out to those who may need help and support and to give some time to those who may need it more than others in the church and the community. This is an outreach opportunity.

Instructions:

Take a look at some of these ideas for community service projects and activities that children can get involved in. Pick a few and find some elderly people either in the church or in the local community and offer some assistance on a termly basis. This will help the church to connect with their local residents.

- Make a craft and give to an elderly person.
- Go to the supermarket and pick up shopping for an elderly person.
- Spend some time talking to an elderly person.
- Sing Christmas carols at for an elderly person or at a home for the elderly at Christmas.
- Pick flowers for an elderly person.
- Get shopping for elderly church member.
- Have the children clean up an elderly person's garden or plant flowers for them.
- Make some cakes to deliver.

There are many ways for the children to help and to show them that they are capable and able to help others. They too are called to service and we must encourage them from a young age to think of others.

You could then make a database of those that you have helped and so the church will know what the local needs are and respond to them.

Devotion Links:

1 John 3:18 says, "Dear children, let us not love with words or tongue but with actions and in truth."



15 minutes



5+ No maximum number depending on adequate supervision.



Children must be supervised at all times by a leader.



Aim:

To learn about bullying and how it can be stopped.

Introduction:

Bullying can happen to anyone at any age. Being bullied at school, home or online might involve someone pushing, hitting, teasing, talking about or calling an individual names. No one has the right to hurt others or make them feel bad.

Activity 1 Bullying Questions and Discussions

Aim:

To understand bullying and how it affects us as individuals.

Instructions:

Ask the children the questions below to find out what they think bullying is and how it affects people:

- What is a bully?
- Can someone be a bully without meaning to be?
- Which of these is bullying (and why)?
 - Making fun of somebody's looks.
 - Chasing away younger children when they want to play on the swings.
 - Accidentally bumping into someone in the hall.
 - Calling people names because of the colour of their skin.
 - Teasing someone about the clothes he/she wears.
 - Telling someone that the hat he's wearing doesn't look good on him.
 - A group of children won't let you sit with them at lunch even though there's room.
 - Telling someone that he or she is not being nice.
- What affect can bullying have on an someone?
- What can you do about bullying?

From the feedback received from the group continue the discussion to an appropriate point letting those that would like to contribute do so before moving on.

The website 'KidPower' (www.kidpower.org) asked children what bullying is and came up with this list (type of bullying is in brackets at the end of each quote):

- "When another kid tries to hurt or scare you." (Physical bullying; intimidation)
- "When someone says bad stuff about you behind your back." (Relational bullying)
- "When someone calls you names or makes fun of you." (Emotional abuse)
- "When kids leave you out." (Shunning)
- "When kids gang up on you and try to make you give them your money or your stuff." (Extortion)
- "When someone copies you in a way that makes you look dumb." (Mimicking)
- "When other people say or do things to bother you over and over on purpose." (Harassment)
- "When someone tries to make you do something that will get you into trouble." (Coercion)
- "When someone tries to use their power to make you feel bad." (Bullying)



15 minutes



4+ No maximum number depending on adequate supervision.



A child may disclose information about bullying so consider how you might deal with this within the group and how you might act on that information afterwards. Be sensitive to individuals and aware that some if not all members of the group may have been affected by bullying at some point in their lives.



15 minutes



4+ No maximum
number depending on
adequate supervision.

Ask the children if they have ever been bullied or seen someone else being bullied? What did it feel like?

Let the children express themselves and have each other answer so that they can care for each other and build peer support.

Sum up by saying Bullying is wrong and is never ok. You should tell someone about it if you feel that you are being bullied. There is always something that can be done about it.

Activity 2 Word Search

Aim:

To think about words associated with bullying.

Equipment:

- Wordsearch template
- Pens/Pencils

Preparation:

Print out the wordsearch template.

Instructions:

This is a good activity to have after the discussion as the children may still want to chat about the issue. Allow them to chat freely as they work on the wordsearch together.

Get the children to think about the context of each of the words.

- What is the value of a friend when you are being bullied?
- How bad is it to bully someone else?
- Why does bullying make people so scared?
- Why should you tell an adult if you are being bullied?

Allow plenty of time for this and follow this activity with a dynamic fun game unrelated to the topic of bullying.



Activity 3 Dealing With Bullying

Aim:

To create a poster to stand up against bullying.

Equipment:

- Paper
- Paints
- Pens

Preparation:

Set up a craft table.

Instructions:

The aim of this is to create a poster that stands up against bullying and says that we will not accept it in our group or in the places that we spend time, like school.

What sort of things do you want to say in your poster? We can speak up against bullying and say something like, 'stop the bullying.' You can make your point - tell someone about it, don't try to deal with it on your own. Or you say stick to a group that you trust and stand up for each other against bullying.

Important things to remember for anyone being bullied...

- You are not alone.
- It is not your fault. Nobody should be bullied!
- Talk to someone you trust.
- Do not hurt yourself.
- Set a good example, do not bully back.
- Do not let the bully win.
- Be a friend to the person who is being bullied.

You could have a poster competition and have it marked by someone from the church and have a prize and get the poster printed for the building. This will help the children work really hard on their posters.



30 minutes



No maximum number
depending on
adequate supervision





Aim:

To promote an understanding of food and where it comes from and how it gets to our tables.

Introduction:

It is important for children to make a connection to where food comes from beyond the supermarket. With many more families living in cities, children have lost sight of where and how our food is grown.

Activity 1 Where Does My Food Come From?

Equipment:

- Food items
- Pictures of foods

Instructions:

- This is a fun game looking at where things come from. Now we are going to look at some foods and see if we know where they come from. (Visual aids would be very useful – pictures or the actual food stuff would be great).
 - Apples grow on –
 - Eggs come from –
 - Carrots grow –
 - Bacon comes from –
 - Butter comes from –
 - Potatoes grow –
 - Milk comes from –
 - Bananas grow on –
 - Beef burgers come from –
 - Bread is made from –
- Food does not start off the way we see it on the supermarket shelf. Originally it was grown or reared on a farm. Has anyone been to a farm? What animals did you see there?
 - Cows – give us butter, cheese, milk and meat and leather for our shoes.
 - Pigs – give us ham and sausages and bacon.
 - Sheep – give us cheese, milk, yoghurts, meat and wool for our clothes.
 - Goats – give us milk and cheese and butter
 - Chickens – give us eggs and meat
 - Farms are very important for our food and farmers work very hard to produce our food. What do they need for our food to grow?
 - Sunshine – Rain – Seeds

Show the children some seeds and a grown vegetable – e.g. carrots and talk about how it started as a tiny seed and grew into a tasty carrot that gives us lots of vitamins and is good for our eyes. We thank God for the food we have and the sun and the rain we need to grow it.



15 minutes



No maximum number depending on adequate supervision.



15 minutes



No maximum number depending on adequate supervision.

Activity 2 Food Pyramid

Aim:

To think about what food we are meant to be eating, what is healthy and what is not.

Equipment:

Food pyramid print out for each child or large poster size that whole group can see.

Instructions:

- The pyramid is shaped like a building because it helps us to see that we build our strength and our energy through what we eat.
- At the bottom of the pyramid is the foundation and that is the most important part of our diet. What can you see at the foundation of our pyramid? What sort of food do you eat from this part of the pyramid?
- The next part of the pyramid is for vegetables. Some children don't get enough vegetables. It is important to eat dark green and orange vegetables. Can you name some vegetables this colour?
- The next part of our pyramid is for fruits! Do you always eat a piece of fruit as a snack every day? Can you tell me what your favourite fruit is?
- The next part of the pyramid is the milk group. Did you know that foods in this group include more than the milk we drink? There are other foods made from milk. Can you think of any? Calcium comes from milk and is important for building strong bones.
- The last food group is meat and beans! Meat and beans provide protein, which is important in building muscles which keep us strong and protect our body from injury. Can you name me some foods that contain protein? Some foods in this group are chicken, turkey, beef, fish, nuts, beans, and eggs.
- At the top of our pyramid we have the foods that are high in fat and added sugars. These foods are only for eating once in a while. They do not give much nutrition and also can make you feel tired and unhealthy but are ok now and again. What do you like to eat from this category and how often do you eat it?!

Activity 3 What's On Your Plate?

Aim:

To think about what would be a healthy plate of food.

Equipment:

- Paper plates
- Paper
- Pens/Pencils
- Colouring Pens/Pencils
- Fruit/Bread/Water (something healthy)

Instructions:

The idea of this activity is to use what the children have learnt from the healthy eating pyramid and think about the foods that they should eat more of and should learn to eat healthier foods more often.



25 minutes



2+ No maximum number depending on adequate supervision.



Check for food allergies.

We want to emphasise that foods such as chocolate, sweets, crisps or chips should be eaten less often. The children need to pick foods from the lower sections of the pyramid to build their plate of food.

- Split the group into two.
- Tell one table that they are going to make the most unhealthy plate of food that they can.
- Tell the other group that they will make the most healthy plate of food that they can.
- They have paper and card and can make vegetables and meat etc out of the card and put it on the plate or they can draw straight onto the plate, it is up to them.
- Put a food pyramid chart into each table.
- Each child is given a paper plate, give them plenty of time to build their food plate. Have a leader on each table to discuss how each food is healthy or unhealthy and how they can balance a plate out according to the food pyramid.
- Ask if any children have food allergies. If there are any get them to highlight them to the group and make sure that nobody uses those ingredients on their plate. (if possible!)
- When all the children have finished – get them to show their plate to the group and explain why their plate is healthy or unhealthy
- Ask if there are any questions on this subject.

Make sure that you offer healthy snack to the children after this activity. Try fruit or brown bread and butter cut into shapes with cutters and offer water or milk.

Additional Resources:

- Visit a farm
- Pick your own fruit and vegetables





Aim:

To explore woodland areas.

Instructions:

The Woodland Trust is the UK's leading woodland conservation charity. We 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.

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 Tracking

Aim:

To develop a sense of adventure.

Equipment:

- String
- Fallen twigs and small branches

Instructions:

- Explore a small area of the woodland, looking for several secret summer places.
- You might find a special scent, colour, sound, an animal's home, and more.
- Now collect some fallen sticks and mark out a trail to these treasures using the sticks.
- If you are in a larger group, you could split into teams and set a trail for each other.
- Maybe other visitors to the woodland will follow your trail too!

Extension Tasks/ Adaptations:

Camouflage - Play hide & seek, and then try it with camouflage. Try wearing green or brown clothes, and adding sticks leave etc. to match the colours of your surroundings. Why not try face paint? Does this make it harder to find people? Why do animals use camouflage?



20 minutes



4+ No maximum number depending on adequate supervision.



Establish clear boundaries for the exploration.

Be aware of any natural hazards, e.g. tree roots, water etc



20 minutes



2+ No maximum
number depending on
adequate supervision.



Establish clear
boundaries for the
exploration.
Be aware of any
natural hazards, e.g.
tree roots, water etc

Activity 2 Leaf Idial

Aim:

To explore and identify leaves.

Equipment:

- Pens/Pencils
- Split pins
- Compass
- Leave Idial template (download from www.naturedetectives.org.uk)
- Match 'em up! template (download from www.naturedetectives.org.uk)
- Leaves I've Collected template (download from www.naturedetectives.org.uk)

Instructions:

Have you ever wondered what tree a leaf come from. Make a Leaf idial to help you identify them:

Step 1: Cut out the Leaf Idial template

Step 2: Using a compass make a hole in the middle.

Step 3: Place a split pin through the Idial and cover to attach them together.

Step 4: Now use it to identify leaves.

Match 'em up

Handout the template and ask the children to match the leaf to the tree.

Answers:

- 1, e
- 2, f
- 3, b
- 4, k
- 5, g
- 6, a
- 7, h
- 8, c
- 9, j
- 10, d
- 11, i

Leaves I've Collected

Go exploring looking for the leaves on the template, and then identify them using your Leaf Idial.

Answers (clockwise):

Lime, sycamore, field maple, Blackthorn, Hazel, Horse Chestnut, Beech, Elder, Holly Oak,



Activity 3 Journey Stick

Aim:

To develop a sense of adventure.

Equipment:

- Coloured wool or thread
- Scissors

Instructions:

- In many countries people have developed the idea of creating a journey stick to help them tell the story of their journey to others. It involves tying objects and colours to a stick that represent different experiences, feelings or parts of the journey.
- You will need to bring pieces of different coloured wool or thread with you on your walk. As you walk look for a short stick. Then choose pieces of wool to show places, feelings and to attach objects to create your own journey stick.



10 minutes



2+ No maximum number depending on adequate supervision.



Establish clear boundaries for the exploration. Be aware of any natural hazards, e.g. tree roots, water etc

Ensure adequate supervision when using scissors.

Activity 4 Fungi Trump Cards

Aim:

To learn about different fungi.

Equipment:

Fungi Trump Cards template (download from www.naturedetectives.org.uk).

Preparation:

Cut out the cards template.

Instructions:

- Deal out the playing cards.
- All players should look at their first card, and the first player should choose one criteria from the attributes of the fungi, e.g. colour.
- The player with the highest score wins, and keeps all the cards.
- In the event of a tie look at the same criteria on the next card.
- The aim of the game is to win all the cards.



10 minutes



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



Explain that some fungi are poisonous, and often it is hard to tell which ones are unless you are well trained. It is best to assume, that unless it is bought from a food store or an expert tells you otherwise, that it is poisonous.



45 minutes



10+ No maximum
number depending on
adequate supervision.

Activity 5 Plant A Tree

Aim:

For every child to have the opportunity to plant a tree.

Equipment:

- Saplings
- Planting instructions (download from www.naturedetectives.org.uk).

Instructions:

For detailed instructions on how to plant a tree, go to www.naturedetectives.org.uk. You can also find out about a free hedge and copse pack resource of 30 saplings available to schools and youth groups.

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 the 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.

Trips/ Visits:

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

Aim:

to ensure members know key facts about their Company and organisation

Introduction:

A series of activities based around the topic of My Company for Junior Section members. Some activities are differentiated for youngsters of differing abilities. The activities can be undertaken by small or large groups. Some activities are designed to be undertaken using a computer, some are not.

Activity 1 My Company

Aim:

To understand key vocabulary related to The Boys' Brigade and its activities.

Equipment:

- Pens/Pencils
- My company Wordsearch

Preparation:

Print/copy the wordsearches (2 versions set for different abilities).

Instructions:

- Begin by discussing what activities you do within your Junior Section and what other Companies (perhaps in your Battalion).
- Issue Wordsearch and whilst the children are completing it discuss the meanings of unknown words.

Tips / Advice:

You could have some photos of recent activities to start the discussion.



15-20 minutes



1+ No maximum
number depending on
adequate supervision.



15 minutes



1+ No maximum
number depending on
adequate supervision.

Activity 2 My Company Information

Aim:

To understand key facts about your Boys' Brigade Company.

Equipment:

- Company Facts template
- Pens/Pencils
- Colouring Pens/Pencils

Preparation:

- Print/copy My Company Facts template.
- Ensure that the leader is aware of the key facts.

Instructions:

Work through the sheet as a group discussing the answers as they go, and at the end they can colour the pictures.

Tips/Advice:

Have spellings of unusual names and words (eg. Name of chaplain) ready prepared on slips of paper to help those that may struggle spelling.



20 minutes



4+ No maximum
number depending on
adequate supervision.



If members are using
the Internet monitor
their use closely
Ensure computer and
printer are safe for use
in your building
(PAT tested etc)

Activity 3 Wordle

Aim:

To express personal opinions about your Junior Section.

Equipment:

- Computer with internet access
- Colour Printer

Preparation:

- Set up the Computer and printer
- Ensure that you can access and use the website www.wordle.net/create

Instructions:

- Begin by discussing what the members like best about Boys' Brigade or Junior Section.
- Ask them to think of a sentence about either Boys' Brigade or Junior Section e.g. I like Boys' Brigade because it is fun and we play games.
- Type the sentences into the box on the website www.wordle.net/create.
- You will need about 8 sentences in total so members could do 2 each.
- Click create and then allow the group to help you to choose colours and layout of the 'wordle'



- The children could write or type the sentences if they are able.
- If you do not have a computer at your meeting place you could take the sentences home and create the 'wordle' at home and return with it the following week

Tips/Advice:

If you have enough staff you could have a Senior or staff member operating the Computer and another organising the discussion. The resulting 'wordle' can be used on Facebook, websites or you could print it just for fun.

Trips/ Visits:

Visit or meet with members of another BB Company.





Aim:

To educate the young people about money in the UK and around the world.

Introduction:

Children start learning about money from a very young age. Younger children learn from their parents that money is used to get toys, food, and ice cream, but they don't understand the value of the notes and coins. As they begin to use money for themselves they begin to understand more. However, some children get money given to them for little or nothing in return and they have no value for money. This topic aims to help children look at the value and benefit of money and its value. This topic introduces the value of coins and bills and relates them to items that children recognise such as sweets and toys.

Activity 1 What Does It Cost?

Instructions:

- Did you ever think about what people did when there was no money in circulation? Thousands of years ago people bartered or traded goods that they had and needed. For example – if I had lots of chickens but needed a goat – I might trade you ten chickens with you for one of your goats. Do you think that would be a fair trade?
- Another example might be that you make pots and I grow vegetables. I might trade you a basket of potatoes and carrots and some apples for three cooking pots.
- Let's look at our money today. What can we buy with - (ask the children what they think they can buy with these amounts and then tell them what they can actually buy)

50p	Crisps, chocolate bar, drink, newspaper
£1	Bus fare, trading cards, a tube of toothpaste, ice cream
£5	Football, lego kit, t-shirt, pack of chicken breasts, 1 pot of Haagan Dazs ice cream.
£10	Mobile phone, used Wii game, KFC family bucket, set of paints
£50	Microwave oven, digital camera, winter coat
£100	TV, Nintendo DS, washing machine,
£1000	Second hand car, Holiday

- Then we will look at different items to see if the children can guess what each item costs:

Pineapple	£1.87
DVD	£14.97
Bag of popcorn	£1.43
Book	£4.49
Set of felt tips pens	£3.00
Car (Mini)	£12000
Bike	£100

- You will need to update the prices which will change.
- Ask the children if they were surprised by the prices and whether they ever think about how much things cost.



15 minutes



No maximum number depending on adequate supervision.



10/15 minutes



No maximum number depending on adequate supervision.



Ensure adequate supervision when using scissors and glue.

Activity 2 Spend, Save, Share

Aim:

To try and teach the young people about money and look at saving, spending and sharing.

Equipment:

- Small clear plastic bottles
- Card
- Paper
- Glue
- Scissors
- Pipe cleaners
- Double sided sellotape

Preparation:

Set up craft table.

Instructions:

Money is something that plays a big part in the world and in each of our lives. So it is important that we understand the importance and value of money. We need to spend money but we also need to save money and the Bible tells us that we also need to share money because God has given us everything that we have as a blessing so it is important for us to bless others with what we have. (This can be for your chosen charity.)

So we need to think about Spending, Saving and Sharing.

We are each going to make a piggy bank today and we are going to make one extra special piggy bank for our sharing so that we can collect money to bless others with what we have.

- Give each child an empty bottle that has been washed well to remove any smell.
- Then the children need to cut out some eyes, ears, and a nose from coloured card. Make the ears with folds that can be stuck to the bottle.
- Attach everything with double-sided Sellotape.
- Then tape a piece of coloured paper around body.
- Glue some beads on for legs.
- A leader must cut a slot at the top for coins – you may need to use masking tape to ensure that there are no sharp edges.
- A leader must cut a hole at the back to insert a pipe-cleaner tail.

Alternatively you could purchase a ready made piggy bank/money box from a craft company which are ready to decorate (see bakerross.co.uk).

Activity 3 Shopping Trolley

Aim:

To look at a shopping list and to work out how much it costs.

Equipment:

- Shopping trolley template
- Pens/Pencils

Instructions:

Tell the children that this is a fun activity and that they can work in pairs to see if they can get the shopping list and work out how much it costs.

Put children who may be weaker at maths together with stronger children.

Devotion Links:

Read Ecclesiastes 5:10 (New International Version) - 10 Whoever loves money never has enough; whoever loves wealth is never satisfied with their income. This too is meaningless.

Read 1 Timothy 6:6-10 (New Century Version) - Serving God does make us very rich, if we are satisfied with what we have. We brought nothing into the world, so we can take nothing out. But, if we have food and clothes, we will be satisfied with that. Those who want to become rich bring temptation to themselves and are caught in a trap. They want many foolish and harmful things that ruin and destroy people. The love of money causes all kinds of evil. Some people have left the faith, because they wanted to get more money, but they have caused themselves much sorrow.



5/10 minutes



No maximum number
depending on
adequate supervision.



Reduce, Reuse, Recycle

Aim:

To teach about the importance of reusing waste.

Introduction:

Leader's Notes:

Reduce, Reuse, Recycle is all about using and throwing into landfill less. Each year the average household produces more than 1 tonne of rubbish. Up to 80% of household waste can be reused, recycled or composted. Amounts being recycled are increasing year by year and are currently at about 23% of waste.

Key fact: If every household reused just two feet of gift wrapping ribbon each year, the resulting 38,000 miles of ribbon could tie a bow around the earth.

This topic explores all these areas, and suggests crafts that focus on reusing items. Reuse is all about using a product or material again, whether for its original or an entirely different purpose. By doing this we send less waste to landfill, save energy and can even help raise money. Have a look at some of these ideas and see if you could even start your own social enterprise fundraising scheme.

Activity 1 What Can I Recycle?

Aim:

To see what you can recycle in your local area.

Equipment:

- What can I recycle? template
- Recyclable material
- Other waste material
- Hoops

Preparation:

Research what can be recycled in your local area at www.recyclenow.com. Check what can be done from your home or through the local recycling centre.

Instructions:

All our waste has to go somewhere, but often we just throw things into our normal bins that can be recycled, whether from boxes collected from our homes or at a local Household Recycling Centre. Place the three headings below onto a piece of paper and place besides a hoop. Put some of the materials on the floor in front of the group and ask them to sort them out into the hoops:

- Landfill – e.g. nappies, cuddly toys, crisp packet, crisp tube etc.
- Recycle at Home – e.g. paper, plastic milk bottles, plastic drink bottles, shampoo bottles, drink cans, food cans, tissue box etc.
- Recycle at Household Recycling Centre – e.g. batteries, food waste, soil, paints, plastic carrier bags, shoes, clothes etc.

Give out the What can I recycle? template, and challenge the group to see how much they recycle during a week. Give a prize to anyone who returns their sheet completed.



10 minutes



2-5 No maximum number depending on adequate supervision.



10 minutes



2-5 No maximum
number depending on
adequate supervision.

Extension Tasks/ Adaptations:

- Listen to Busta and Pong's Recycling Song www.recyclenow.com
- The Regeneration Game is an online game that looks at what can be recycled www.recyclenow.com

Activity 2 Reduce, Reuse, Recycle Quiz

Aim:

To see what you can recycle in your local area.

Instructions:

Split the children into teams or just ask the children the following questions.

This quiz helps explore some of the issues around waste:

- What are the 3Rs that help us throw away less rubbish?
 - Reduce ✓
 - Reuse ✓
 - Recycle ✓
 - Rainbow
- How can you reduce the amount of rubbish you throw away?
 - Throw your sandwiches in the bin
 - Use a bottle for your drink instead of using a new one each day ✓
 - Take old bags with you when you go to the shops so that you don't need new ones ✓
 - Have fruits as a snack instead of crisps and sweets. Peelings can be made into compost. ✓
- Which of these are examples of reusing something?
 - Drawing on the back of something ✓
 - Refilling an empty plastic bottle with a drink ✓
 - Throwing something in the rubbish bin
 - Giving clothes you have grown out of to someone smaller so that they can be used again ✓
- What happens to rubbish that we throw away in our bins?
 - It magically disappears
 - It is made into something new (not true unless recycle bin).
 - It is buried in a big hole in the ground called a landfill site ✓
 - It is sent into space
- Which of these can be made into compost?
 - Banana skins ✓
 - Potato peelings ✓
 - Grass cuttings ✓
 - Plastic bottles

Tick next to answers indicates an acceptable answer. you may also decide to accept other answers given by the children.

Activity 3 Bottle Décor

Aim:

To use some rubbish to create a piece of art.

Equipment:

- 2l plastic bottles
- Scissors
- String
- Glue
- Craft items

Instructions:

- Challenge your group to turn plastic bottles into a decoration or piece of art, e.g. cut into the bottom of the bottle and cut towards the top in a spiral. Give the children plenty of opportunity to be creative. They may like to work together or use multiple bottles. Display the finished items, they look particularly effective when hung near a light source that reflects off the bottles.
- Emphasise that what started out as a piece of rubbish has been transformed into something much more.

Tips / Advice:

Interweave several bottles for more elaborate designs.

Extension Tasks/ Adaptations:

Transform a whole room just using bottles.



20 minutes



2-5 No maximum number depending on adequate supervision.



Be careful of sharp edges on the plastic bottles and using scissors.



20 mins x 2



2-5 No maximum
number depending on
adequate supervision.



Ensure adequate
supervision when
using scissors and
glue.

Activity 4 Desk Tidy

Aim:

To reuse some rubbish to create a practical household item.

Equipment:

- Egg carton
- Small Pringles tube
- Toilet rolls
- Match boxes
- Used envelopes
- PVA glue
- Card
- Scissors

Instructions:

Create a practical desk tidy from everyday household waste:

- Cut up an egg carton into individual containers.
- Tape together various compartments for your desk tidy, using the Pringles can and toilet rolls as the centre piece.
- Add egg carton compartments and empty match boxes around them using tape.
- Use strips of envelopes with printed patterned, and using a mixture of PVA glue with equal parts water, Papier Maché over the shape covering all the sides.
- Leave to dry overnight.

Activity 5 Bathroom Container

Aim:

To reuse some rubbish to create a practical household item.

Equipment:

- One empty tin
- Cement grouting
- Paint
- String or wool
- Brushes
- Masking tape
- Glue
- Shells
- Transparent varnish
- Scissors

Preparation:

Apply layers of masking tape around any sharp tin edges.

Instructions:

Create your own sea themed container for your bathroom:

- Glue your shells onto the tin.
- Use masking tape to hold the shells in place until the glue has properly dried.
- Use pieces of string to create wave shapes, and stick to the tin with glue.
- Mix the cement grouting to the consistency of thickened cream.
- Take a flat, broad paintbrush and paint the grouting on the tin, shells and string. Paint a bit extra in under any shells that are not flat on the tin.
- Apply 3 - 4 coats, and leave to dry for a few minutes between each coat.
- Paint the tin. You may find it easier to leave the tin to dry before applying different colours.
- Seal with transparent varnish.

Devotion Links:

- Ezekiel 34:2-4, 17-19 (Not abusing our privileges)
- Genesis 1:26 (Humanity's responsibility over creation)

Additional Resources:

- **Recycle Now** www.recyclenow.com Everything here is designed to help you really bring recycling to life. Take a look around, meet Captain Busta and his assistant Private Pong and feel free to join in with the song!
- **Recyclezone** www.recyclezone.org.uk Welcome to recyclezone, the site that tells you what's what in the world of waste! Although this site is called recyclezone, recycling is only one of the things we can do about waste. We talk about the 3Rs - reduce, reuse, recycle.
- **BB Recycling** www.bbrecycling.org.uk BB Recycling is the official mobile phone and printer cartridge recycling programme for The Boys' Brigade.



20 mins x 2



2-5 No maximum number depending on adequate supervision.



Beware of sharp edges on tins.

Ensure adequate supervision when using scissors and glue.



Community Challenge Cards

Community Challenge

name

The goal of the challenge is to complete 10 activities below before . There will be a prize for each person who completes their challenges but every challenge must be recorded.

Challenge	Date Completed	Signature
1. Help a neighbour with gardening or outdoor work.		
2. Get a friend to exercise with you.		
3. Use a reusable shopping plastic bag.		
4. Make a donation to charity (money, time, gift).		
5. Walk your family or a friend's pet.		
6. Volunteer for a charity or good cause (could be something at BB or Church).		
7. Get a group of friends who live near you to walk to school together.		
8. Ask your parent/carer if you can help to wash up after dinner.		
9. Write a card or letter to someone who has helped you to say thank you (teacher, parent etc).		
10. Instead of watching TV or playing on computer games read a book for one hour per week.		

Community Challenge

name

The goal of the challenge is to complete 10 activities below before . There will be a prize for each person who completes their challenges but every challenge must be recorded.

Challenge	Date Completed	Signature
1. Help a neighbour with gardening or outdoor work.		
2. Get a friend to exercise with you.		
3. Use a reusable shopping plastic bag.		
4. Make a donation to charity (money, time, gift).		
5. Walk your family or a friend's pet.		
6. Volunteer for a charity or good cause (could be something at BB or Church).		
7. Get a group of friends who live near you to walk to school together.		
8. Ask your parent/carer if you can help to wash up after dinner.		
9. Write a card or letter to someone who has helped you to say thank you (teacher, parent etc).		
10. Instead of watching TV or playing on computer games read a book for one hour per week.		

Bullying Wordsearch

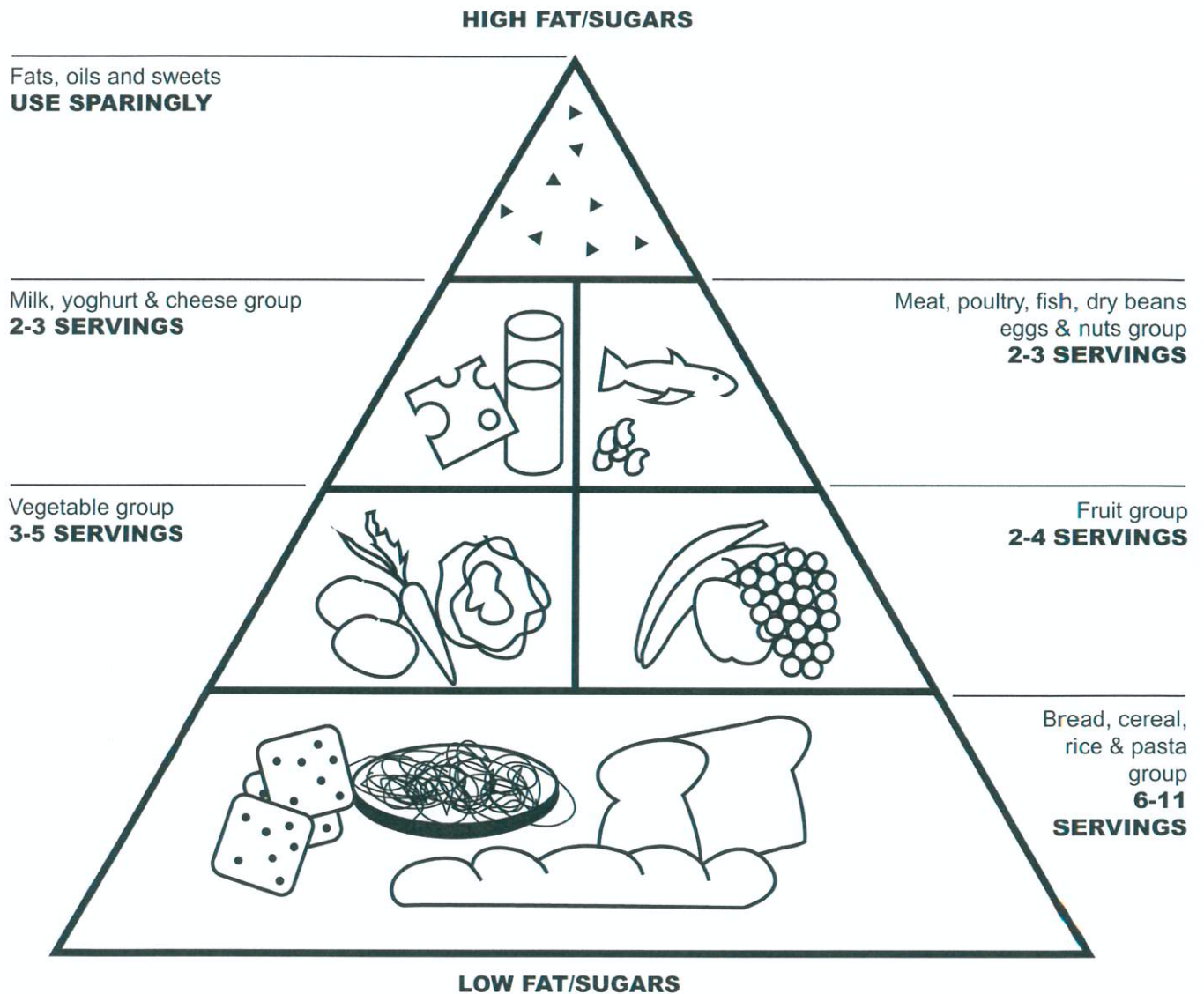
Find the words from the list below.

L	L	E	T	D	X	A	J	I	W	R	X	Q	S	V
Q	X	F	I	R	N	I	O	H	T	H	A	D	T	N
D	E	R	A	C	S	E	U	W	E	F	N	A	O	E
A	D	N	E	T	X	R	I	T	E	A	S	E	P	Y
Z	N	C	L	E	T	G	X	R	J	F	W	F	Y	G
H	Q	U	T	H	I	N	Q	B	F	T	H	N	L	B
C	D	P	W	R	W	N	V	U	G	Z	Y	E	L	B
A	W	P	Q	U	U	U	R	Z	D	T	C	R	U	C
X	J	U	S	E	M	S	A	S	Q	A	E	T	B	M
H	B	R	V	J	D	Z	T	P	H	S	V	S	F	H
P	I	X	X	W	J	N	Z	H	P	P	L	P	M	E
U	T	Q	D	X	T	U	G	E	Z	I	A	B	C	M
D	B	K	F	L	D	M	C	W	S	Q	G	G	U	Z
R	Q	X	H	E	D	T	P	R	Y	N	V	B	R	X
H	G	P	Y	Z	D	P	I	Y	F	S	H	N	J	T

Words to find:

- Bully
- Scared
- Friend
- Adult
- Tease
- Tell
- Respect
- Stop
- Hurt
- Trust

Food Pyramid



My Company Wordsearch

Find the words from the list below.

S	O	N	G	S	B	C	E	U	Y	A	C
N	O	I	L	A	T	T	A	B	N	O	G
N	H	Z	N	F	S	I	P	C	M	C	N
Z	I	D	X	E	R	Y	H	P	H	A	I
S	Q	A	G	P	N	O	E	L	C	P	H
G	E	D	L	A	R	T	B	E	R	T	C
D	A	M	P	P	I	A	O	A	U	A	R
B	U	M	A	T	A	A	Y	D	H	I	A
B	O	H	I	G	B	H	S	E	C	N	M
C	R	O	I	N	U	J	C	R	R	B	L
U	N	I	F	O	R	M	N	U	F	S	T
S	A	L	U	T	E	S	L	R	I	G	A

Words to find:

- Anchor
- Junior
- Company
- Church
- Battalion
- Uniform
- Games
- Prayers
- Fun
- Badges
- Chaplain
- Competitions
- Band
- Leader
- Captain

My Company

Fill in the gaps below . . .

My name is _____

My Company is called:



We are part of the: _____ Battalion

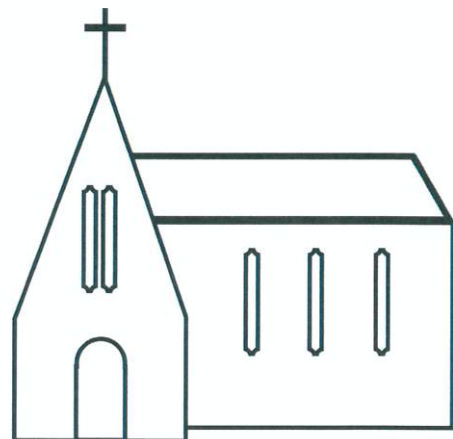
We meet at: _____ Church

We meet on a _____

from _____ to _____

My Captain is called:

My leaders are called:



The BB Chaplain is called: _____

My uniform consists of: _____

My friends at BB are called: _____

My favourite activities at BB are: _____

Shopping Trolley

PRICES



20p each



60p per pack



90p per pack



40p each



25p each

Shopping List

10 x apples

5 x bananas

5 x pears

1 x pack cherries

2 x packs strawberries



Do some addition here:

How much is the total shopping bill = £

What can I Recycle?

Recycling in action . . .

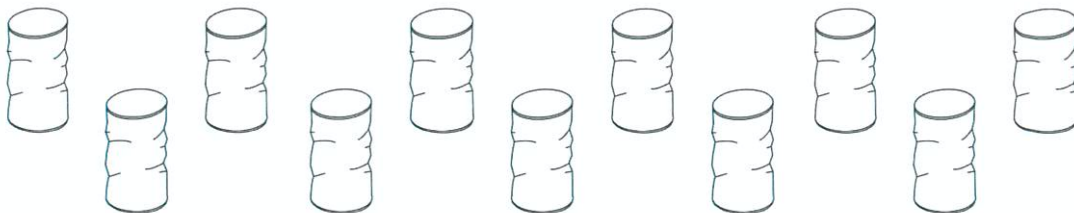
Items I have recycled between

and

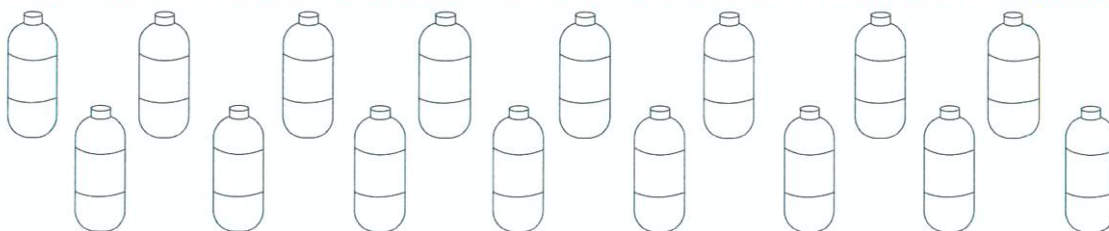
Paper



Cans



Plastic



Glass



Colour
in an item when
you recycle it.



