

Aim:

To learn about some aspects of medieval life.

Introduction:

The Medieval age covers a huge period of history. The aspects in this topic would have been familiar from about the 12th to the 16th centuries.

Activity 1 Coat Of Arms

Aim:

To design an individual coat of arms.

Equipment:

- Plain paper
- Pens / Pencils
- Colouring Pens / Pencils

Instructions:

In medieval times knights used a coat of arms to identify who was who on a battlefield or at a tournament. It needed to be clear and to be able to be seen from a distance. A coat of arms was like a name badge.

A coat of arms can have several parts as well as the shield, it may have a motto, a crest above it or animals supporting the shield.

Some coats of arms had animals. The animals chosen were sometimes real animals and sometimes mythical ones such as dragons and griffins. They were usually depicted looking fierce and as if ready to fight. There are names for the positions in which the animals are shown:

rampant	standing on back legs
rampant guardant	standing on back legs, facing the viewer
passant	walking
couchant	lying down
sejant	sitting

- Ask the children to design their own coat of arms on the shield.
- It should identify them.
- It should contain reference to their name.
- It may contain reference to their address, sports and hobbies.
- When complete, mount on a wall and see if the creators can be identified.



20 minutes



No maximum number
depending on adequate
supervision.



10 minutes



No maximum number depending on adequate supervision.



Be careful when tossing pebbles.



15 minutes



No maximum number depending on adequate supervision.



Ensure adequate supervision when using scissors.

Activity 2 Queek

Aim:

To play a game familiar to medieval children.

Equipment:

- Black and white paper squares
- Small pebbles

Instructions:

Ask the children about the games they play today. Why might some of these not have been possible hundreds of years ago?

- The black and white squares are arranged in a chess board pattern on the floor. They may need to be fastened down.
- The children stand about 3 metres away.
- The children toss pebbles on to the board shouting white or black before throwing.
- They score a point if they are correct.
- Give each child five attempts.
- The game could be played by competing teams.

Activity 3 Tabards

Aim:

To make a tabard as worn by the majority of medieval people.

Equipment:

- Old pillow cases (plain colour)
- Paint
- Scissors
- Lengths of rope

Instructions:

A tabard was a simple tunic to cover the upper body

- Give each child a pillow case.
- Cut out holes for arms and head.
- Paint a design on the front –could link to coat of arms.
- Leave to dry before wearing.
- Tie a rope around the waist.

Activity 4 Serfs And Barons

Aim:

To play a familiar game using a medieval theme.

Equipment:

Soft football

Preparation:

The children could wear their tabards for this game if prepared in advance and dry.

Instructions:

The majority of people in mediaeval times were very poor (serfs). They had to work the land for their food and often had to pay the local nobleman (Baron) for the use of the land. They might have to fight for the Baron if there was a war – there was no choice.

- Split the group into two equal teams – Serfs and Barons.
- The teams stand at opposite ends of the hall.
- The leaders stand along the wall in the centre of the hall.
- When the word serf is called out, the serfs run to the opposite end.
- When the word baron is called out, the barons run to the opposite end.
- When medieval is called out, everyone runs to the opposite end.
- Whilst they are running, the leader rolls the ball across the hall.
- Anyone hit below the waist is out.
- Who will win, serfs or barons?

Activity 5 Medieval Recipe

Aim:

To let make ginger bread (popular in medieval times).

Equipment:

- 1 cup of Honey
- 1/4 teaspoon of Powdered ginger (generous)
- 1/8 teaspoon of Ground cloves
- 1/8 teaspoon of Cinnamon
- 1/8 teaspoon of Ground licorice
- 1 3/4 cup of Dry bread crumbs
- 1 tablespoon of Anise seeds
- Preparations

Instructions:

- In the top of a double boiler, heat honey.
- Add spices except anise seeds, and stir to blend.
- Add bread crumbs and mix thoroughly. Cover and cook over medium heat for 15 minutes. Mixture should be thick and moist.
- Place gingerbread on a large sheet of waxed paper. Fold up sides of paper and mold dough into small rectangular shape.
- Sprinkle anise seeds on top and press them gently into dough with the side of a knife. 6. Cover and refrigerate for 2 hours.
- Serve gingerbread at room temperature in thin slices.



10 minutes



No maximum number depending on adequate supervision.



Ensure that no one can fall over the ball.



20 minutes



No maximum number depending on adequate supervision.



Adult supervision whilst cooking and handling hot trays. Be aware of any allergies.



Devotion Links:

In Medieval times only Priests could read the Bible which was written in Latin. Think how lucky we are that we can read the Bible whenever we want. You could write out a Bible verse using illuminated script.

Question Of Sport

Aim:

To test children's knowledge of sport.

Introduction:

Question of Sport is a television programme on the BBC. This activity recreates some of the rounds that are presented on the show.

Activity 1 The Picture Round

Aim:

Testing whether children can recognise faces without being prompted who they are.

Equipment:

From a sports supplement of a newspaper or magazine collect 12 pictures of sports personalities.

Preparation:

Cut out each picture.

Instructions:

- Depending on how many members are in a team give each team member the chance to pick a number between 1 and 12.
- Alternate which team you are asking to give a number.
- Depending on which number they choose give them the cut out picture corresponding to that number and give them an appropriate amount of time to guess/come up with the answer.
- You could prompt them by saying they are well known in their sport so if they can determine the sport and then guess from that, they may come up with the correct answer.
- Only accept their first answer.
- If you want to you could break up the picture round and have part of it at the start and part of it at the end.
- Each team scores a point for each question they guess correctly.



5 - 10 minutes



6+ children split into two teams No maximum number depending on adequate supervision.



10 minutes



6+ children split into two teams No maximum number depending on adequate supervision.

Activity 2 Sport Charades

Aim:

To get children thinking about actions that occur in a sport that set it aside from other sports.

Equipment:

Prepare cards each with a sport written on

Preparation:

Place the cards into two equal piles – one for each team.

Instructions:

- Let the team currently trailing go first.
- If there is a tie then you could decide by a coin toss.
- Let the teams allocate one member of their team to act out the charades whilst the others guess what sport.
- Then give the actor 2 minutes to act out as many sports as they can with the other team members shouting out what sport they think they are acting out.
- Tell them to put the pieces of paper to the side of the bowl (not in the bowl) once it has been guessed.
- Once the first team has done theirs, the second team can then have a go with a new set of cards.
- A point should be awarded for each correct guess.
- The children can shout pass and return to a difficult one if time permits.

Activity 3 Feel The Equipment

Aim:

To see if children can identify objects when they can't see them.

Equipment:

- Two pillow cases with 10 items of sports equipment e.g. tennis ball, golf ball, cricket glove, table tennis bat, referee's whistle, snooker cue chalk (the same items should be in each pillowcase).
- A table.

Preparation:

Selecting ten items of sports equipment that Junior Section children would be able to identify.

Instructions:

- Set up two tables at the other end of the hall to the children with the pillow case and items in it and a leader holding the bag.
- Get the children from each team to come up one at a time to their respective pillowcase and have a feel in the bag for one item.
- They can then write down what items they believe they have felt without trying to duplicate ones that have previously been identified.
- Once they believe they have identified 10 items the game stops.
- It may be that not all the answers are right, however the team with the most correctly identified items can get three points.



7 minutes



2 teams, No maximum number depending on adequate supervision.



Activity 4 Football Top Trumps

Aim:

To see if children can identify information which is important from a list of statistics.

Equipment:

Top trumps cards template.

Preparation:

Cut out the cards from the Top Trumps template.

Instructions:

- This game works on the same principles as the Classic card game top trumps.
- One team reads out the name of the person on the card and a statistic (e.g. International Caps).
- If their team's card has a higher numerical value than the opposing team's card then they get the point, if it is lower however the other team get a point.
- If the numerical value is the same then both teams get a point.
- You should alternate between the two teams as to who gets to propose which statistic first to the other team.
- The children score points by winning and do not win their opponent's card.

Additional Resources:

During part of the evening why not introduce a new game or sport to the children.



15 minutes



2 teams, no maximum number depending on adequate supervision.





Aim:

To demonstrate that we are responsible for the world God created.

Introduction:

Thanksgiving celebrations for a successful harvest have taken place throughout the world for thousands of years. Share with the children the traditional form of harvest in your church. Do the children celebrate harvest at school? If so, what is that like?

Activity 1 Baked Donuts

Aim:

To have fun baking some tasty donuts.

Equipment:

- 200g white sugar
- 2 teaspoons baking powder
- 1 teaspoon baking soda
- 1 teaspoon ground nutmeg
- 1/2 teaspoon ground cloves
- 2 teaspoons ground cinnamon
- 375g flour
- 250 ml buttermilk
- 3 eggs
- 1 tablespoon honey
- 125g butter, melted
- Oven

Instructions:

Follow this recipe for some delicious homemade donuts:

- Preheat the oven to 200°C.
- Lightly grease a baking sheet, or donut baking pan.
- In a medium bowl, mix sugar, baking powder, baking soda, nutmeg, cloves, cinnamon and flour.
- Mix buttermilk, eggs, honey and butter in a separate medium bowl, and stir into the dry ingredients.
- Spoon the mixture onto the prepared pan in donut shapes.
- Bake for 12 minutes in the preheated oven, until golden brown.

Finishing donuts is a matter of taste. Why not try some of these ideas?

- Glaze – 150 ml cup boiling water mixed with 110g confectioner's sugar. Mix well and dip warm donuts in mixture.
- Sugar – To coat with sugar easily- put sugar or cinnamon sugar mixture in a paper lunch bag. Put warm donut in and shake.
- Icing – Follow instructions on pack and add sugar sprinkles.
- Chocolate – Melt chocolate and dip the doughnuts in.

Tips/Advice:

Leave the donuts to cool before finishing.



30 minutes



2+ No maximum number depending on adequate supervision.



Ensure adequate supervision when children are in the kitchen.

Ask children and leaders to wash hands thoroughly before starting to cook.



10 minutes



2+ No maximum
number depending on
adequate supervision.

Activity 2 Why Eat Seasonably?

Aim:

To teach why it is best to eat seasonal fruit and vegetables.

Equipment:

- Why eat seasonably? templates
- Pens

Preparation:

Print off enough templates for each child to have one.

Instructions:

- Choose some of the following activities on the templates to do, and use them as a basis to discuss with the group why seasonal vegetables and fruit are best. You will come up with a variety of answers, but make sure that they include the following benefits:
 - Better taste
 - Better value
 - Better for the planet
- Communicate to the group that we often take for granted all the food that we have. In the supermarket you can get fruit and vegetables all year around, but if we were to grow our own each has a period of time when it will grow and need to be harvested.

Answers:

True or False?

- True
- True
- False Every fruit and vegetable has a natural season.
- True
- False There are lots of fruit and vegetable available all year long.

Crossword

- Carrots
- Strawberries
- Rhubarb
- Peas
- Potatoes
- Spinach
- Beans
- Apples

The secret word is SEASONAL.

Activity 3 Tasty!?

Aim:

To identify fruit and vegetables through taste and sight.

Equipment:

- Blindfolds
- Different types of food

Preparation:

Put food onto individual plates.

Instructions:

- Blindfold everyone in the group, and give them different foods that they need to identify through taste alone.
- You may like to give everyone the same food at the same time, or take it in turns with different food.
- If there are any fruit or vegetables that they can not identify, take off the blindfolds and see if they can do it through sight. You may be surprised how many find this difficult.

Tips/Advice:

Try some exotic items of food that the children will never have tried before.

Extension Tasks/Adaptations:

Use the seasonal fruit to make some smoothies.

Activity 4 Name Those Fruits & Vegetables

Aim:

To name different types of fruit or vegetables.

Instructions:

Try out some of these games:

Fruit A – Z

In teams take it in turns to name a fruit or vegetable working through the alphabet.

Fruit & Vegetable Pictionary

In teams get the groups to take it in turns to draw a fruit or vegetable that you have given them.

Fruit & Vegetable Sculpting

In teams get the groups to take it in turns to sculpt a fruit or vegetable that you have given them.

Why not begin with aubergines, carrots, potatoes, beans, lettuce, apples, raspberry, banana, watermelon.



10 minutes



4+ No maximum number depending on adequate supervision.



Make sure that you are aware of any food allergies before attempting this activity.

Avoid products that contain nuts.



10 minutes



4+ No maximum number depending on adequate supervision.



Make sure that you are aware of any food allergies before attempting this activity.

Avoid products that contain nuts.



10 minutes



6+ No maximum number depending on adequate supervision.



15 minutes



No maximum number depending on adequate supervision.



Ezekiel 34: 15-19



Ensure adequate supervision when using scissors and glue.

Tips/Advice:

Throw in some exotic items of food that the children will never have tried before.

Extension Tasks/Adaptations:

Use the seasonal fruit to make some smoothies.

Activity 5 Fruit Relay

Aim:

To have fun with fruits.

Equipment:

Variety of fruits.

Instructions:

- Split into teams and get them to form a line one behind each other facing the front.
- The aim of the game is to transport the fruit down the line without dropping it.
- Begin with an apple and then vary with different shapes and sizes of fruit.
- You may decide that only a certain part of the body can be used or that the team members stand at least 1 metre apart.

Activity 6 What A Load Of Rubbish!

Aim:

To see how many resources we waste.

Equipment:

- Paper
- Wrappings/ waste material
- Glue
- Scissors

Preparation:

Over a period of a couple of weeks collect together wrappings and other material that are used as food packagings.

Instructions:

- Set the group the challenge of creating something out of the waste material that most families throw away. Stress that we have so much and often we not only forget to thank God for it all, but that we also exploit the world around us. Read Ezekiel 34:15-19. Explain that in the passage God criticises those who enjoy the best of everything, but then make things worse for everyone else.
- In many ways we do the same, we enjoy lots of food and material possessions but mess up the world with all the waste we produce. 8.3 million tonnes of food is thrown away by households in the UK every year, and most of it could have been eaten. Some of the waste is made up of things like peelings, cores and bones, but the majority is, or once was, perfectly good food. Lots of our food we import from overseas, because of our appetite for food out of season. On top of that the food that we eat often comes with ridiculous amounts of packaging.



Ask the group some questions:

- How do our actions make things worse for other people?
- What we can do to be less wasteful?

Activity 7 Waste Inventor

Aim:

To imagine what can be done with waste products.

Equipment:

- Margarine tub
- Cardboard box
- CD
- Jam jar
- Yoghurt pot
- Newspaper

Preparation:

Collect the above materials ensuring that they are clean and empty.

Instructions:

- This relay game engages the children in thinking about alternative uses for waste.
- Gather the materials in the centre of the room, and give everyone a number.
- Get the children to run around in a circle around the items.
- When their number is called out they must run into the centre, pick up an item, and come up with an alternative use for it. E.g. pick up the cardboard box and say it is a hibernating box for a tortoise.
- Call the numbers out in quick succession, and give one point for every practical answer and five for an ingenious idea.



10 minutes



6+ No maximum number depending on adequate supervision.

Activity 8 Don't Lick Your Lips!

Equipment:

- Donuts
- Bibles

Instructions:

Place a plate full of donuts in front of you, and tell the group that you really like them. Ask if anyone else likes donuts? Ask them why they like them, and agree with what they say. Start eating one and tell them that it is even better than you remembered. Ask if anyone else would like one, and say you would really like to help them out.



10 minutes



No maximum number depending on adequate supervision.



Luke 3: 11; 21: 1-4



Ask the group to close their eyes, and begin to pray:

Dear God,
I want to thank you for these donuts.
Thanks that they taste really good.
I pray that you will help everyone else
here to have their own donuts too one day.
Amen.

Carry on eating your donuts and see how they react. Ask them the following questions:

- How did you feel?
- What do you think I should have done?

Reassure the group that they will get a donut at the end of the activity.

Get someone to read Luke 3:11 and 21:1-4. Ask them what they think his means. Stress that God does not just want us to enjoy everything he has given us, but wants us to help out other people with it in a generous way. Therefore we have a responsibility that where we have plenty we need to share it with others. The two small copper coins that the lady gave away weren't worth very much at all, but Jesus praises her generosity because she gave everything that she had. Harvest is a great time to thank God for everything that has been provided, to give away from the abundance that we have received, and to think about how we can act more responsibly with our planet's resources. It makes no sense to say that we care for those who have less than us, if we are not willing to do something ourselves. Like with the donuts we often have the answers in our hands, we can waste less resources, eat responsibly by buying seasonal produce, buy fair-trade products, and think about others around us who may be experiencing difficulties.

Let's pray:

Dear God,
We want to thank you for everything that we have.
Help us to be responsible with it, and to think
about ways that we can help others who
experience difficulties. Help us to follow the
example in the stories that we read, and learn
to love others like you do.
Help us to be people who help others, and
not do them harm through our actions.
Amen.

Now eat the donuts without licking your lips!

Extension Tasks/Adaptations:

There are numerous other stories in the Bible that look at the theme of harvest have a look at:

- Ruth (Genesis 4:1-15) – Theme: God's provision
- Joseph – Theme: God's provision

Activity 9 Harvest Festival

Aim:

To explore how we can share all that we like so much with others.

Preparation:

Write a letter home detailing how the children can contribute to your harvest festival.

Instructions:

- Ask the children if any of them know what churches traditionally do at harvest time? Why?
- Explain that harvest is the time when the food that is grown is gathered in. Farmers use big combine harvesters to cut their crops, and we say thank you to God by giving some back!
- The food is often then distributed among the poor of the local community. You may like to do this yourselves. Send a letter home detailing what you have been doing at BB and provide an opportunity for them to contribute.
- We've got two ideas below:
 - Work with a local agency, e.g. a charity working with the homeless or elderly, who will be able to assist you in drawing up a list of appropriate items and help with distribution. It may help to think about more than just food. What about toiletries, as it all ultimately comes from God?
 - Ask the children to think about what they really like or enjoy, e.g. football, cakes etc. Get them to bring them in and then give, sell or auction the items off to raise funds for an appropriate charity. We will then, like the old lady, be giving the best of what we have.

Extension Tasks/Adaptations:

The story of Cain & Abel (Genesis 4:1-15) demonstrates really clearly that we shouldn't give away what we don't need or just want to get rid of, but should look to give away some of the best of what we have. This has implications for what we do at harvest. Perhaps we should think about cooking our favourite meal for someone else, take someone to a football game, or give on a regular basis.

Additional Resources:

Send a Cow www.sendacow.org.uk helps African farmers grow enough food to feed their families, sell produce and develop small businesses that last. Inspired by Christian values, they provide training, livestock, seeds and ongoing support; and help families to make the most of the land and resources they already have.



www.sendacow.org.uk/harvest.



5 minutes



No maximum number
depending on
adequate supervision.



Luke 21: 1-4



Eat Seasonably www.eatseasonably.co.uk celebrates eating the right things at the right time: a crisp salad when it's hot and sunny, a wholesome stew when it's cold; strawberries in June, brussel sprouts in December.

Love Food Hate Waste www.lovefoodhatewaste.com aims to raise awareness of the need to reduce food waste. The campaign shows that by doing some easy practical everyday things in the home we can all waste less food, which will ultimately benefit our purses and the environment too.

Programme Links:

- A Day on the Farm (B7 Body)
- Healthy Eating (B13 Body)
- Andrew and the Village Harvest (B14 Story Games: Body)
- How can we help keep God's World? (S24 Spirit)
- Eat More Fruit (CR14 Creativity)
- Season's Frieze (CR19 Creativity)

Trips/ Visits:

- Working farm
- Nature centre



Activity 1 I Went To The Shop

Aim:

A version of a familiar game to introduce the meeting's theme to the children.

Instructions:

- Sit the children in a circle.
- The first child starts by saying, "I went to the shop and I bought". The shopping list starts with something beginning with the letter A. (e.g. Apple).
- The second child continues, repeating what the first child has said and adding a second item beginning with the letter B. (e.g. I went to the shop and I bought an Apple and a Bicycle)
- The third child continues, repeating the first two purchases and adding a third beginning with the letter C.
- The game continues adding a letter at a time.
- Children should be encouraged to support each other to remember the previous purchases.
- Can your group complete a whole alphabet of shopping?



10 minutes



4+ No maximum number depending on adequate supervision.

Activity 2 Shopping In France

Aim:

To introduce the children to the names of French shops.

Equipment:

- Shopping template
- Flipchart / Board + Marker Pens
- Scissors

Preparation:

- The children are to work in pairs so you will need a set of words for each pair.
- Print the template and cut out the words for the children to re-assemble. Remember to keep a complete set for yourself so that you know the correct words.

Instructions:

- Remind the children that although supermarkets sell many different things, there are shops that specialise in selling only a certain type of product.
- Ask the children if they can think of any.
- Tell the children that we are going to learn the names of some shops and also their equivalent in France. Ask if anyone has been to France.
- Divide the children into pairs and give each pair a set of cards to reassemble.
- Show the children the following example on a flipchart or board:

Product	British Shop	French Shop
Bread	Bakery	Boulangerie

- Once completed encourage the children to remember the words.



10 minutes



4+ No maximum number depending on adequate supervision.



15 minutes



4+ No maximum
number depending on
adequate supervision.

Activity 3 The Price Is Right

Aim:

The children have to guess the combined price of a basket of goods.

Equipment:

- Shopping basket/pictures of a selection of goods.
- Paper
- Pens/Pencils

Preparation:

- Prepare four separate baskets or poster showing five individual items. The baskets could be themed.
- An example would be a basket of stationery items such as: A pritt stick, post it notes, a notebook, a ruler and a pack of felt tip pens or a basket of individual chocolate bars.
- Write down the total price of the basket / poster and keep this safe for the answer.

Instructions:

- Divide the children into equal teams of 4.
- Explain that you are going to show them a number of items. They have to write down how much it would cost to buy all five items. What is the total bill for the basket or poster?
- Show the first basket / poster.
- Name the individual items and ask the children to write down how much they think you spent buying the basket of goods.
- Allow time for the groups to discuss and then reveal the answer.
- Give one point to the team nearest to the correct answer.
- There will be opportunity for mental maths skills here and leaders may need to help.

Activity 4 Being The Shopkeeper

Aim:

This activity is for the children to think in simple terms about how to run a simple shop and make a profit.

Equipment:

- This will depend on what you decide to make/sell.
- Calculator

Preparation:

- Throughout the programme pack there are lots of things to make that could then be sold. These range from cookery items to craft items. Select one task or ask the children the previous week so that you can have the materials / ingredients ready. You will need to know the cost of the ingredients / materials.
- An example would be making jam tarts. You will have brought the ingredients and know the price of them.



30+ minutes



4+ No maximum
number depending on
adequate supervision.

Instructions:

- Ask the children about how a shopkeeper makes money.
- In simple terms s/he buys goods at a certain price and sells them for more to customers. This extra money is called the profit. Some children may be aware that the shop has other costs such as staff and energy costs etc.
- Explain that we are going to look at making Jam tarts (as an example) and sell them to make a profit.
- Tell the children the cost of their ingredients and from this how much it costs to make one jam tart. In groups they should work out how much it would cost to make the product to sell e.g. cost for a batch of 12 jam tarts.
- For example, if the ingredients cost 60p then the cost to make an individual tart is 60p divided by 12 (the number).
- The children decide how much to sell the tarts for to make a profit.

Extension Tasks/Adaptations:

This activity could link with a fundraising project that the Section is involved with where the children actually make something and sell it at an appropriate opportunity.

Activity 5 Supermarket Sweep

Aim:

The children, in teams, compete against each other to collect the correct items.

Equipment:

- A set of items or pictures of items for each team, which could include:
 - Bread
 - Meat
 - Fruit & Vegetables
 - Newspaper
 - Stamp
 - Salmon
 - Book
 - CD
 - Cake

Instructions:

- The children are lined up in teams facing a set of pictures spread out on the floor or on a table.
- The leader shouts a type of shop (e.g. Newsagent) and the first member runs to the table to select the item that can be bought in the shop.
- The first member back to their team holding the correct picture wins a point for the team.
- The pictures are replaced each time and you could add extra pictures and don't call out the shop.
- Add to the interest by calling out the French shop name to see if the children remember.



10 minutes



4+ No maximum
number depending on
adequate supervision



Devotion Links:

Many of the children may associate shopping with acquiring things for themselves, things that they want rather than what they need.

In Luke 12:13-21 Jesus tells the story of the rich fool. A man who wanted more and more things and money. Tell or read the story to the children reminding them that in the Lord's Prayer we ask God to provide the things that we need.

Introduction:

Football is the most popular sport in the world. Whether it's the start of a new season, a major tournament or just a normal week, use these programme ideas to put on a special football themed night. If appropriate, children could arrive wearing a football kit.

Activity 1 Football Skills

Aim:

To improve and develop football skills.

Equipment:

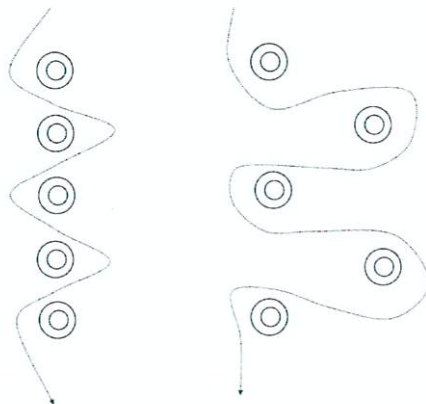
- Footballs
- Cones
- Whistle

Instructions:

Use some of these drills to develop your group's football skills:

Dribbling Time Trial

Set up the cones as displayed in one of the diagrams below. Line up half the team at each end, and against the clock or against another team dribble through the cones and pass on to the next player.



Alternatively create a dribbling obstacle course.



20 minutes

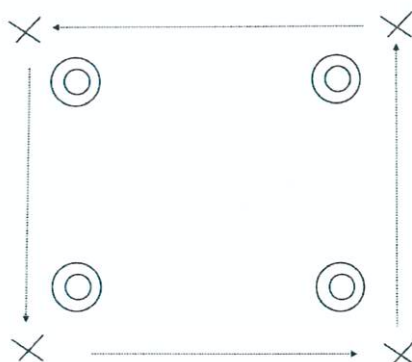


4+ No maximum
number depending on
adequate supervision.

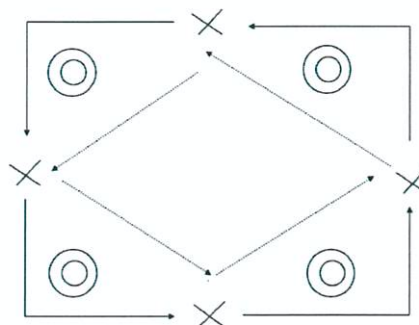


Passing

Set the cones up as in the diagram below, and complete these drills against the clock or against another team. Get a player to stand on each cone and get them to pass the ball around the square. Complete 5 circuits.

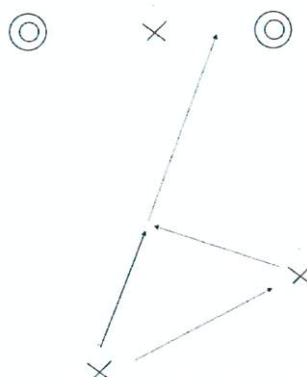


This time pass the ball in between the cones to the next player and run around to take over their position. Each player should repeat this action. Complete 5 circuits



Shooting

Set up a goal. Player one plays a one-two with a leader or another player, and shoots first time at goal.



Alternatively, create some targets at the end of a room using hoops and shoot at them. Vary the points depending on the difficulty of the target. Or even have a game of football bowling. Stack some buckets at one end of the room and challenge the players to knock over as many as possible in two shots. If that's too easy put a barrier in the way that they must go over or around.



Extension Tasks/Adaptations:

Shoot at the cross bar from the half way line. Very difficult!

Activity 2 Football Games

Aim:

To play variations on the game of football.

Equipment:

- Footballs
- Cones
- Whistle
- Bibs
- Cricket set
- Volleyball net

Instructions:

The following activities will put your group's football skills to the test.

Penalty Shootout

Recreate the pressure of a major final penalty shoot out, with two teams or individuals taking it in turn to take penalties against each other. Why not turn it into a tournament?

Pairs Football

A game of football but with only two players per team. First goal wins! Adapt the game by splitting the group in two and numbering each team. Call out two numbers and the corresponding players in each team must play until one team scores.

Crab Football

Split into two teams. Players must try and score goals as in a normal game of football, however they are restricted by only being able to support themselves on their hands and feet, face up. Players other than the goalkeeper must not touch the ball with their hands. No players may stand.

Football Tournament

Play a five-a-side football tournament.

Foot-et

This is a mixture of cricket and football. Divide the group into 2 teams. One team is batting and the other is fielding. Set the game up like a normal game of cricket, but bowl using a football and bat using your feet (there are no LBWs!). Play the game non-stop so that when one batter is out, the next must enter immediately. Runs can be scored by running to a wall or around a cone and back. If the "batter" kicks the ball they must run. The bowler can bowl at any point whether or not the "batter" has returned.

Extension Tasks/Adaptations:

- **Football Volleyball** - Play volleyball without using your hands. Start play with one bounce allowed.
- Create a team work challenge where the only form of communication is a whistle; no talking or expressions!



20 minutes



4+ No maximum number depending on adequate supervision



Before playing these games makes sure and hazards are removed from the edge of the room.



10 minutes



2+ No maximum
number depending on
adequate supervision.

Activity 3 Kit Designer

Aim:

To design a football kit for a team.

Equipment:

- Kit Designer template
- Pens / Pencils
- Colouring Pens / Pencils
- Other craft material

Instructions:

Give everyone a Kit Designer template and using colouring pens/pencils and any other craft materials available design their own personal kit. Ask them to identify any special features or properties that the kit has.

Extension Tasks/Adaptations:

You could follow on from the design on paper with an opportunity for the children to put their design on to a t-shirt by using fabric pens/paints directly on to fabric or by using an iron on transfer.



10 minutes



2+ No maximum
number depending on
adequate supervision.

Activity 4 Word Challenge

Aim:

To help develop recognition of words.

Equipment:

- Pens/Pencils
- Word Challenge template

Instructions:

Jan Vennegoor of Hesselink is the longest named footballer that I've seen at the world cup. Give out the Word Challenge template and see how many words they can make out of this footballer's name.

Extension Tasks/Adaptations:

Repeat this again with a different footballer's name.

Activity 5 Door Hanger

Aim:

To create a football themed door hanger.

Equipment:

- Colouring Pens / Pencils
- Split pins
- Compass
- Glue
- Scissors
- Door Hanger templates

Instructions:

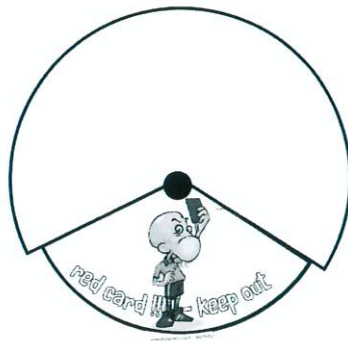
Create a Door Hanger using one of these two options:

Option 1:

Colour in the Door Hanger 1 template, cut out and using glue stick the two together.

Option 2:

Colour in the Door Hanger 2-3 templates and cut out. Make a hole in the middle of the templates using the compass. Push the split pin through template 3 and then template 2 and fold back. The Door Hanger can then be attached to a door and turned around as appropriate.



15 minutes



No maximum number depending on adequate supervision.



Ensure adequate supervision when using scissors and glue



10 minutes



2+ No maximum
number depending on
adequate supervision.

Activity 6 Onside

Aim:

Bring faith and football together.

Equipment:

- Laptop
- Onside 2010 Video (downloaded from www.bmsworldmission.org/onside2010)

Preparation:

Download the video clip.

Instructions:

Onside 2010, presented by BBC commentator John Motson, is a free resource from BMS World Mission. These videos include interviews with world-class Christian footballers like Kaka, Marcos Senna, Cyrille Dormoraud sharing the difference that their faith makes; features from the Street Child World Cup, highlighting the basic needs of street children for a home, safety and health; and Motty's quiz.



Additional Resources:

Verité Sport www.veritesport.com exists to promote a Christian presence in sport, to take the teachings of the Bible and to apply them to sport.

Trips/Visits:

- Visit your local town/county football club
- Ask a member of your local town/county football club to come along and speak to the group.
- Visit a football stadium

Aim:

To teach the young people about Roman history.

Introduction:

The Romans came to this country around 2000 years ago and they made a lot of changes. We can see the impact of the Roman culture in the ruins that remain of buildings, baths, forts and roads that still stand around the country.

We have a lot to thank the Romans for. But what was once a huge and impressive empire is now only history and some ruins. But we do have a lot to thank them for.

The Romans gave us language - what we speak now was developed from the Roman language of Latin.

The Romans gave us the Calendar - our calendar is over 2,000 years old and was started by Julius Caesar, a Roman ruler. July is named after Julius Caesar.

The Romans gave us law - The laws and our justice system is founded on the Roman Empire law.

The Romans gave us straight roads - this made travel much easier

The Romans gave us central heating - we are all very glad of that in the winter.

Activity 1 Roman Shield

Aim:

To make a shield that would have been used by the Roman army.

Equipment:

- Large piece of cardboard for each child
- Red/Yellow paint
- Paintbrushes
- Split pins
- String
- Glue
- Scissors

Instructions:

- Cut the cardboard into a large oval shape for each child - you can pre cut this before the session or allow each child to create their own shape.
- Then get each child to paint their shield. They can paint it in any colour that they choose.
- Then get them to decorate the shield simply by adding some lines or swirls to the background colour. Make sure that the background is dry before they add the lines but do try to keep it simple.
- Use scissors to poke some holes into the cardboard and put brass split pins into the holes. These will look like studs and give the shields a better look.
- Cut some string and tape it to the back of the shield to use as a handle



30 minutes



No maximum number depending on adequate supervision.



Ensure adequate supervision when using scissors, glue and split pins.



20 minutes



No maximum number depending on adequate supervision.



Ensure adequate supervision when using scissors and glue.

Activity 2 Roman Mosaics

Aim:

To create a mosaic picture using cut up paper squares.

Equipment:

- Paper squares
- Magazine
- Glue
- Scissors
- Sample mosaic pictures
- Pencils
- A4 paper

Preparation:

Prepare the craft table.

Instructions:

The Romans used mosaic to create different kinds of pictures. They showed scenes of animals, hunting, people and patterns. The Romans created their mosaics with patterned borders. We are going to put ourselves in the place of a Roman and imagine we are living in Roman times. We are each going to make a mosaic picture. It is quite easy.

- We have some cut out squares that we will use to create a picture. Otherwise we have some magazines that we could cut up to make some more squares with different colours and interesting patterns.
- Firstly we need to decide what we want our picture to be. We need to keep it quite simple.
- Then we will draw it out in pencil.
- Once we have decided we can pick out which colours we want to use.
- Then stick your mosaic tiles onto your paper to create the picture.
- If you put a patterned border around the edge of your drawing that will make it look much more Roman.
- You can tear pages out of the magazines to cut out more squares for your mosaic.

**Activity 3****Roman Games –
Chariot Racing****Aim:**

To teach the young people about what games the Romans played.

Equipment:

Towels (1 per four children)

Instructions:

The people in Roman times did not have computer games or TV so they made up lots of games and hobbies to fill their free time. They invented games for the children to play at home like board games and hoops, and there were also huge public events that thousands of people would go to see. At public events the two favourite games that people would watch were chariot racing and the gladiator fights.

The most popular of all the games were the chariot races. Chariot racing was done in a small two-wheeled chariot that would be pulled by strong and fast horses. This kind of racing was quite dangerous and often resulted in accidents with the chariot riders often falling off and sometimes getting killed.

The audience would support their favourite team and these would be either Reds, Blues, Greens or the Whites. So, all the people watching the races would be cheering on their favourite team to win.

- So we are going to recreate the chariot races of Roman Times.
- You will need to get into teams of four.
- Each team has a large towel.
- Assign two of the team as horses.
- The other two will be riders.
- Teams will carry one person at a time from one side of the hall to the other.
- They will then drop off one of the riders and pick up the other rider.
- The first team to complete the race wins the Chariot race.



15 minutes



10+ No maximum
number depending on
adequate supervision



Keep good
supervision and
make sure that the
children are carrying
each other safely.



10 minutes



2+ No maximum
number depending on
adequate supervision.

Activity 4 The Armour Of God

Aim:

To look at the armour of God.

Equipment:

- Shield made by one of the children
- Sword
- Belt
- Helmet
- Shoes
- Breastplate

If you cannot get the actual armour print off pictures of each part.

Preparation:

Read Ephesians 6:10-18 (NIV)

The Armour of God

Finally, be strong in the Lord and in his mighty power. Put on the full armour of God, so that you can take your stand against the devil's schemes. For our struggle is not against flesh and blood, but against the rulers, against the authorities, against the powers of this dark world and against the spiritual forces of evil in the heavenly realms. Therefore put on the full armour of God, so that when the day of evil comes, you may be able to stand your ground, and after you have done everything, to stand. Stand firm then, with the belt of truth buckled around your waist, with the breastplate of righteousness in place, and with your feet fitted with the readiness that comes from the gospel of peace. In addition to all this, take up the shield of faith, with which you can extinguish all the flaming arrows of the evil one. Take the helmet of salvation and the sword of the Spirit, which is the word of God.

Instructions:

The Romans were very good soldiers and their empire spanned the known northern hemisphere. That meant that the Roman army was engaged in battle most of the time. The Roman soldier would be dressed ready for battle at all times. He would have each part of his armour on to protect him and make him ready for battle. The Bible talks about the armour of God and how each one of us is engaged in a battle.

Does anyone have any idea who we would be in battle against?

Well the Bible tells us that we are in a battle against an invisible enemy that wants to steal the things that God has given to us. That enemy is the devil. Even though we can't see him he is real and he wants to keep us away from the good things that God wants us to have.

What do you think we need? Well that is right, we need some armour to protect against his attacks.

The Bible tells us that there are 5 pieces of armour we need to protect us against the Devil.

The first one is The belt of truth – We need to know that the truth is that God loves us and Jesus died so that God could forgive our sins and we could be loved by God. So let's tie that truth around our waist like a belt and never forget that.

Secondly the breastplate of righteousness – What does a breastplate protect – Your heart, we need to make sure that we follow the right way and keep God's commands so that we are right with God in our heart. Making sure that our heart is right with God will protect us from the Devil telling us lies about God.

Thirdly put on the Shoes of the Gospel of peace. That means to do what God tells us and to go the way He wants us to go, telling others of the good news of Jesus.

Fourthly take up the shield of faith. I am going to use one of your brilliant shields that we made in a Roman style that kept us safe under attack from arrows and spears. The Bible says that we need to protect ourselves from the devil's flaming arrows.

Fifth we need the helmet of salvation that will to help us remember that the devil will never win because Jesus died on the cross so that we could be made right with God. God has already won the battle for us and we can always have God on our side.

Lastly the Bible tells us to take the sword of the spirit – which is the word of God – the Bible. The Bible is our weapon given to us by God to fight against the devil's lies and attacks. We need to use God's Word to fight the devil, the same ways that Jesus did in the desert. The words that we read and learn about in the Bible will be our swords.

So let's remind ourselves of the five pieces of armour that we need.

- The belt of truth
- The breastplate of righteousness
- The Shoes of the Gospel of peace
- The shield of faith
- The helmet of salvation
- The sword of the spirit

Activity 5 Roman Recipes

Aim:

To let the young people see what the Romans ate and use a recipe that has lasted through the ages.

Equipment:

- 200g self-raising flour
- half teaspoon ground nutmeg
- half teaspoon ground cinnamon
- 1 egg
- 80g ground almonds
- 80g sugar
- a splash of milk
- a tbsp of runny honey
- a handful of chopped nuts
- Oven

Instructions:

We have looked at lots of things that the Romans would have done, how they lived and the sports that they liked to watch and take part in. Well, after all of that they would be very hungry wouldn't they? We are going to make a traditional Roman recipe of honey cakes. Then we will have a traditional Roman tea.

- Ensure all children wash their hands
- Turn on the oven to 190° or gas mark 5.
- In a bowl stir together the flour, spices, almonds and sugar.
- Whisk the egg and the milk together in a separate bowl.
- Add the egg to the flour and sugar mix.
- Once mixed the cake mix should be like dough.
- Flour your surface and put the mixture out on the surface.



30 minutes



No maximum number depending on adequate supervision



Adult supervision whilst cooking and handling hot trays. Be aware of nut allergies. You can use flour instead of the almonds.



- Pat out equal sized cakes according to the number of children that you have. This recipe will make about 15 small cakes.
- Grease a baking tray and put the cakes onto it with space between each one.
- Bake the cakes in the oven for 25 mins or until they turn a lovely golden brown.
- When you take them out of the oven drizzle the honey over each cake and then if you are using nuts sprinkle the nuts over the top.
- Leave the cakes to cool and serve with some grape juice as a snack after playing the Chariot races.

Devotion Links:

You could talk about the role the Roman governor Pontius Pilate had in Jesus' death.

Trips/Visits:

Visit a Roman Ruin.

**Aim:**

To understand the links between Doctor Who and being a Saviour.

Activity 1 Watching Doctor Who

Aim:

To watch an episode in order to set the scene.

Equipment:

- Doctor Who Series two episode 14; Doomsday. This can be downloaded from itunes or bought as part of a DVD box set.
- Relevant equipment to play the programme, TV/projector, DVD player/laptop and speakers
- Chairs or floor space for the children to sit on.

Preparation:

Make sure everything is set up and working and you know where to stop the video.

Instructions:

- Watch from the beginning of the programme up until 36 minutes or until the computer says "systems closed" in the programme after Rose has been saved.
- After the programme has finished the children should be split into groups dependant on size, however these groups need to have even numbers.
- Rotate the groups around activities 2-5.

Tips/Advice:

Don't show the last 10 minutes because it means that it's possible to run over time

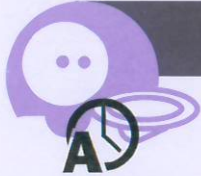
Make sure that the programme is started as soon as possible because otherwise you will not have time to complete all the activities.



36 minutes



No maximum number
depending on
adequate supervision.



10 minutes



No maximum number
depending on
adequate supervision.



Water could be a slip
hazard.

Activity 2 Dalek Shooting

Aim:

To shoot down as many daleks as possible.

Equipment:

- 2 Water pistols (not really powerful)
- Ground sheet
- Table
- Toilet rolls
- Spoons/forks
- Blue tack
- Small printed images of Daleks
- 2 Chairs
- Stop watch
- 6 baked beans cans (or other heavy objects)

Preparation:

- Set up the table on top of the ground sheet slightly away from the wall.
- Use the blue tack to attach a picture of a Dalek to each spoon or fork.
- Then tie each spoon to a piece of toilet paper long enough to dangle off the table
- Place a baked beans can or weight on the end of the piece of toilet paper so the spoon dangles of the edge with about 10cm between it and the table.
- Fill the water pistols with water.
- Dependant on the amount of children in the section you may need lots or maybe not so many but at least 6 per person is advised and extras can be made as you go.
- At the end of the evening a winner could be announced and given a prize for "best Dalek shooter"

Instructions:

- Aim of the game is that each child has 45 seconds to take out as many Daleks as he can by squirting the water pistol at the toilet paper, which will break as it gets wet and the spoon falls killing the Dalek. If all six are killed in 45 seconds then the time is recorded instead on the number of daleks knocked out.
- The children sit on a chair to shoot.

Tips/Advice:

Make the distance between shooter and target appropriate to the age.

Activity 3 How We Treat Others

Aim:

To look at how we treat others.

Equipment:

- Chairs
- Flipchart/white board/large piece of paper
- Pens

Preparation:

- Set up the chairs in a semi-circle around the flipchart.
- Mark out four areas on the board/flipchart for Parents, Me, Friends, Adults.

Instructions:

- Having watched part of an episode ask the children to tell you how the cyber men live and how they feel. They should say they don't feel anything or live a proper life because they are machines.
- Ask the children if the cyber men treated the people properly. No because they locked them in their houses.
- Ask if the Daleks treated the people properly. No because they killed people as well.
- Ask the children who they would like to be treated. Write their suggestions in the Me box. Ideas could be;
 - Respected
 - Loved
 - Looked after
 - Spoken to politely
- Then ask them how they think their friends should be treated.
- Then ask them how their parents should be treated.
- Then how they think other adults they meet should be treated.
- Hopefully for each topic will have similar items to how they think people should be treated. Ask the children if they think that they treat people in the ways that they have just identified, and if they think that other people do those things as well.
- To end ask the children if they think the world would be better if everyone was treated in these ways.



10 minutes



No maximum number depending on adequate supervision.



When talking about how we should treat each other be aware of any sensitivities or issues.



10 minutes



No maximum number depending on adequate supervision.



Ensure adequate supervision when using scissors and glue.

Activity 4 Doctor Who Craft Ideas

Aim:

To create a Doctor Who craft.

Equipment:

Psychic Paper

- Lemons
- Cotton buds
- Salt
- Wax Crayons
- Paper

Egg box Daleks

- Enough of the egg box carton holes for each child to have two or 3
- Gold pens/paint or Gold Paper
- Brown paper/pens/paint
- Matches (with the end cut off) Cocktail sticks (with the end cut off)
- Glue
- Pens
- Other items that can be used to decorate a Dalek

Preparation:

Psychic Paper

- Squeeze some lemons into cups so you have some lemon juice
- Set up tables and chairs

Egg Box Daleks

- Cut the egg boxes up so that there are just the small cups where the eggs rest remaining.
- Cut off the ends of the cocktail sticks/match sticks
- If paint is being used that there are painting shirts available for the children to wear.
- You could make some example Daleks for the children to copy.

Instructions:

Psychic Paper

- Using a cotton bud the children can write a message using the lemon as ink
- Sprinkle the salt over the message.
- Wait a couple of minutes then wipe off the salt and colour over and around the message, the surrounding paper should colour in whilst the parts with the lemon juice should stay the same colour as the paper therefore revealing the message.

Egg Box Daleks

- Paint/cover/colour the bottom half (Wide, open end) in Gold.
- Paint/cover/colour the top half (closed, pointed end) in brown
- Each child should be given 3 match/cocktail sticks. They should give one a blue end for the eye stalk, a black end for the plunger and the other should be completely grey to be the weapon.
- Then each stick should be placed in the right place on the Dalek
- Then on the Gold bottom of the Dalek draw small circles to represent the small nodules on the side.
- Then using a black marker pen draw a black line around the bottom of the Dalek.

Tips/Advice:

If possible give them paper, buttons and other items so they can customise their Daleks.



10 minutes



No maximum number
depending on
adequate supervision.

Activity 5 The Doctor Who Quiz

Aim:

Complete The Quiz.

Equipment:

- Pens/Pencils
- Paper

Instructions:

- Split the children into teams.
- Use the quiz below with the children calling out or writing down their answers.

Quiz Round 1 Dr Who General Knowledge.

1. What is the Doctors home planet?
 - Gallifrey
 - Ganymede
 - Greendale
2. How many hearts does the Doctor have?
 - One
 - Two
 - Three
3. How Old is the Doctor?
 - Over 90
 - Over 900
 - Over 9,000
4. What is the name of the Captain that Helps the Doctor?
 - Phil
 - Josh
 - Jack
5. What is the name of the Doctor's Time/space machine?
 - Sidrat
 - Tardis
 - Vortex Vulcan
6. Doctor Who was first shown in what year?
 - 1963
 - 1973
 - 1983
7. Who was the first actor to play the Doctor?
 - Jon Pertwee
 - Tom Baker
 - William Hartnell
8. What is the Dalek's famous war cry?
 - Excavate
 - Exfoliate
 - Exterminate
9. What does Tardis Stand for?
 - Terrific Adventures Really Deep In Space
 - Terrifying and Ruthless Daleks in Space
 - Time and Relative Dimension in Space



10. What is the special trick that the Doctor can do those changes his appearance?
 - Recuperation
 - Regeneration
 - Restoration

Answers for Round 1

1. A
2. B
3. B
4. C
5. B
6. A
7. C
8. C
9. C
10. B

Round 2 – Doomsday Quiz

1. What is the Cyber men's war Cry?
 - Erase
 - Delete
 - Recycle
2. What does the piece of "Time Lord Technology" turn out to be?
 - A Prison
 - A Time Machine
 - A Bath Tub
3. A government secret service features in this episode what is its name?
 - MI14
 - Torchwood
 - Ignite E.T
4. Name one of the Daleks?
 - Zerg
 - Kahn
 - Steve
5. What colour are the Doctor's Glasses?
 - Red and Blue
 - Green and Yellow
 - Black and White
6. What is the name of Rose's mother?
 - Dannie
 - Abi
 - Jackie
7. What colour was the lead Dalek?
 - Red
 - Black
 - Silver
8. How many universes were there in the episode?
 - 1
 - 3
 - 2
9. The Doctor carries a sonic what?
 - Pen
 - Hammer
 - Screwdriver

1. What colour are the Cyber men's eyes
 - Blue
 - Green
 - They have no eyes

Round 2 – Doomsday Quiz Answers

1. B
2. A
3. B
4. B
5. A
6. C
7. B
8. C
9. C
10. C

Activity 6 Being A Saviour To Mankind

Aim:

Understand that Jesus is our real Saviour.

Preparation:

- Read the Bible verses that the children will be using.
- Watch the episode so that you are familiar with the story
- Prepare a sheet of paper/card with each of the bible verses below.

Instructions:

- Start by splitting the children into groups. Give each group one or two of the verses
 - 2 Samuel 22:47 - The LORD lives! Praise be to my Rock, Exalted be God, the Rock, my Saviour!
 - Psalm 68:19 - Praise be to the Lord, to God our Saviour, who daily bears our burdens.
 - John 4:42 - They said to the woman, "We no longer believe just because of what you said; now we have heard for ourselves, and we know that this man really is the Saviour of the world."
 - 1 Timothy 4:10 - That we have put our hope in the living God, who is the Saviour of all men, and especially of those who believe.
 - Titus 2:13 - While we wait for the blessed hope—the glorious appearing of our great God and Saviour, Jesus Christ.
 - Psalm 18:46 - The LORD lives! Praise be to my Rock! Exalted be God my Saviour!
 - Jude 1:25 - To the only God our Saviour be glory, majesty, power and authority, through Jesus Christ our Lord, before all ages, now and forevermore! Amen.
- Ask a child from each group to read out the verse
- Ask the children what is the same in all the verses. Hopefully they will all hear that the word Saviour is in all of the verses.
- Remind the children what the Doctor did in the episode



10 minutes



No maximum number
depending on
adequate supervision.



- Are there similarities to the Bible verses?
 - He doesn't like violence
 - He cares about humans
 - He saves the humans
- Then tell the children that Jesus is our saviour and that he died for us, just so we could be saved. Every time we make a mistake, God is there for us, he carries us to safety even if we don't know it.
- Finish with a prayer.

Aim:

To learn about and from the life of Moses.

Introduction:

Moses' life story covers a long period filled with experiences that are packed with lessons for children about faith, overcoming problems and God's big plan for His people. Using age appropriate activities that are both fun and interesting, leaders can engage children with the story of Moses from his birth to the end of his life.

The story of Moses birth can be found beginning in Exodus 2:1 and ending in Deuteronomy 34 with the death of Moses. A hugely important man of God.

Activity 1 Moses, Moses, Can we Cross The Red Sea

Aim:

This game will help the children to remember that God looked after his people and helped them to cross the red sea safely away from the Egyptian army.

Equipment:

- Markers on the floor showing the sea.
- A soft football.

Preparation:

Mark the floor with masking tape or similar.

Instructions:

- Tell the children that the aim of the game is to cross the sea.
- The only way to get across is to call out - Moses, Moses, Can we Cross the Red Sea
- Then Moses who is stationed in the middle calls out
 - Only if you are wearing your armband
 - Only if you have black shoes on
 - Only if you have brown hair
 - Only if you have blue eyes
 - Only if you have your ears pierced
 - Only if you are in year 5
 - Only if you have a dog etc. etc.
- The children can be caught whilst they are crossing by the leader hitting them with the ball and are then out.
- When they have crossed to one side, they re-cross if they have the attribute the leader calls out.
- The winner is the last person remaining.



10 minutes



4+ No maximum number depending on adequate supervision.



20 minutes



5+ No maximum
number depending on
adequate supervision.



Ensure adequate
supervision when
using scissors and
glue.

Activity 2 Ten Commandments Board

Aim:

To look at the 10 commandments.

Equipment:

- Large white card
- Pens and paper
- Colours, paints etc
- Scissors
- Glue

Instructions:

- Read the story of the Ten Commandments focussing on the story of Moses going up the mountain and bringing down the tablets for the people.
- Cut out a mountain.
- Add some cotton wool clouds at the top.
- Cut out a man to be Moses to stand on the mountain
- You can print out each commandment so that the children can stick them on or print out individual words for them to put together and make the commandments.
- As a group you could make one picture for each commandment.
- This can be done in groups or individually.

Tips/Advice:

This is a great project to do as a group and to be able to put up on the wall for future reference. Give the children creative freedom to make this the way that they want.



15 minutes



6+ No maximum
number depending on
adequate supervision.

Activity 3 Ten Commandment Twister

Aim:

To get the children to think about what is and what isn't a commandment from God.

Instructions:

Read out these commands and get the children to tell you which one is one of the Ten commandments that God gave Moses on the Mountain. If they think it is one of the ten they need to hold up both hands with ten fingers wiggling. If they do not agree and they think it is not a commandment but a rule from home/BB or school then they must put up two hands with no fingers.

1. You must not lie (YES)
2. You must not be nasty (NO)
3. You must pray every day (NO)
4. You must not use God's name as a swear word (YES)
5. You must look after other people (NO)
6. You must not steal (YES)
7. You must not hit your brother or sister (NO)
8. You must not make idols (YES)
9. You must wash your hands before dinner (NO)
10. You must honour and respect both your parents (YES)
11. You must not kill anyone (YES)
12. You must eat all of your dinner up (NO)
13. You must keep the Sabbath Holy. (YES)
14. You must only have one God (YES)
15. You must not wish for other peoples things (YES)
16. You must not commit adultery (YES)

Tips/Advice:

You can relate this to the wall board that the children have made for the ten commandments.



20 minutes



6+ No maximum
number depending on
adequate supervision.

Activity 4 30 Seconds

Aim:

To look at Moses and the Israelites and Patience.

Equipment:

Bible

Preparation:

Exodus 7-11

Instructions:

When God asked Moses to do a job for him, Moses came up with all sorts of excuses. He said he wasn't a very good speaker and that others would do a better job. 30 seconds is a talking game. One child comes up at a time and you give them a subject to talk on. They must speak for 30 seconds without saying um, uh or messing up the subject. If they are very good you can up this to 1 minute. (They can make it up if they need to.)

Subjects:

- X Factor or a favourite TV programme
- Spacemen
- Sherlock Holmes
- Chocolate
- Do children spend too much time on the computer
- Their pet

Our world that we live in is one where we can see what is going on all over the world in an instant – we have Youtube, Facebook, we get most of the things that we want and we probably don't have to wait too long for them. Our supermarkets stay open 24 hours a day and TV and radio programmes go all night.

This way of living can make it very hard for us to wait for things. We become impatient and don't want to wait. But there are some things that we have to wait for – like learning to drive, getting married, voting. Farmers have to plant seed before it will grow and they have to wait for the harvest time to speed it up they have to wait patiently. Each one of us took nine months to grow inside of our mother's womb and our mothers had to wait patiently.

The people of Israel were slaves in Egypt. God told Moses to go to Pharaoh, the ruler of Egypt at the time and to ask Pharaoh to let the Israelites go free. Moses went ten times to Pharaoh and asked again and again but each time Pharaoh refused to let them go free. God then brought plagues on to Egypt and then only on the tenth time did Pharaoh say OK, you are free to leave Egypt. Even then he chased them to the red sea where God protected His people by parting the Red sea. Patience and perseverance were very important for Moses and he trusted God would keep his promises and so the people of Israel went free.

When we were playing the 30 second speaking game did we feel like giving up or did we persevere?

We sometimes feel like giving up but this is the time that we need to keep going. Perseverance means not giving up.



10 minutes



5+ No maximum
number depending on
adequate supervision.

Activity 5 Moses Birth And God's Plan

Aim:

Looking at God's Protection.

Equipment:

Bible and questions

Instructions:

Today we will be learning about the birth of Moses. Moses was born a long time ago in Egypt. But he was not an Egyptian. He was an Israelite – one of God's people. At that time the Pharaoh of Egypt gave an order that every newborn baby boy was to be killed, but baby girls could live. That doesn't sound fair does it? Can you imagine the sadness parents had when a baby boy was born? But this is a story about how God can protect His own chosen people, even during dangerous times.

Read Exodus 2:1-10 - The story of the birth of Moses

Then ask these questions:

1. Instead of throwing Moses into the Nile as Pharaoh had ordered, what did Moses' mother do with him for the first three months of his life?

A: She hid him

2. When Moses' mother could not hide him any longer, what did she do with him?

She put him in a basket and put him in the water among the reeds in the Nile

3. Where did Pharaoh's daughter find the baby?

Along the bank of the Nile among the reeds.

4. What were Pharaoh's daughter and her maids doing when she found Moses in the basket?

Bathing with her servants

5. Do you think Pharaoh's daughter found Moses by chance, or was it God's plan?

It was definitely God's plan

6. Who did Pharaoh's daughter choose to nurse the baby Moses?

Moses' mother

7. In what way do we see God's protection of Moses in this story?

God protected Moses from dying in the Nile River by making Pharaoh's daughter find him and want to raise him herself as an Egyptian in the Royal palace.

Application

There are many things and many people that protect us from danger and from harm such as helmets, firemen, paramedics and lifeguards. They can help us when we need them. But God is always there for us. His protection is there even when we don't know it is. He has a plan for each one of us in the same way as He did for Moses. Although times and situations can seem very hard at the time, God is always working in us for the good.



Aim:

To teach the children about the people and culture of the USA.

Introduction:

The children will know a lot about America from what they see on TV. This theme explores some aspects of the country.

Activity 1 America Quiz

Aim:

To test knowledge and learn facts about the USA.

Equipment:

- Paper
- Pens/Pencils

Instructions:

- Split the children into teams.
- The children, in teams, answer the following questions:
 1. What is the capital city of the USA? (Washington D C)
 2. Who is the American President? (Barrack Obama – as at August 2011)
 3. What is the area of Los Angeles famous for film making? (Hollywood)
 4. What great feature in Arizona was caused by erosion by the Colorado River? (Grand Canyon)
 5. What is the currency of the USA? (Dollars and cents)
 6. What sport is played on an area called a Grid Iron? (American Football)
 7. When do Americans celebrate Independence Day? (July 4th)
 8. The national bird of the USA is the Bald _ _ _ _ _ ? (Bald Eagle)
 9. What is the “stars and stripes”? (American Flag)
 10. How many States make up the United States? (50)

Tips/Advice:

- This is a fun activity and the children can mark their own answers.
- You could add/change questions to include some of the children's favourite American TV shows/cartoons.



10 minutes



No maximum number
depending on
adequate supervision.



15 minutes



Two teams of 6. If the section is not large enough, then have individuals playing with all fielding.



Ensure adequate supervision. There is danger of children letting go of the bat or colliding when running.

Activity 2 Three Strikes And You're Out

Aim:

To play a simplified game of baseball.

Equipment:

- Baseball bat (or Rounder's bat)
- Tennis ball
- Posts or Cones

Preparation:

Set up the playing area.

Instructions:

The children will be familiar with the game of rounder's. Add a few simple modifications to turn it in to baseball.

- The bowler is called the pitcher and throws overarm.
- The hitter gets three chances (strikes) to hit the ball.
- If the hitter fails after three attempts they are out.
- Once the ball is hit, the hitter runs around the bases.
- The team scores one run each time a hitter moves completely around a circuit of four designated spots called bases.
- Sometimes this can be done all at once..
- Most of the time the player proceeds deliberately from one base to the next, where they stop until their team mates taking their respective turns as the hitter create chances for them to run around the circuit.
- Play continues until a team has accumulated three "outs".
- Players are out by failing to hit the ball as above, being caught or by being tagged at a base.
- Once a team has three outs the innings is ended and the teams change.
- A baseball game in the USA may be of nine innings. Decide before you start how many innings you will have.

Activity 3 Burgers/Hot Dogs Galore

Aim:

To enjoy typical American food.

Equipment:

- Burgers/Hot Dogs
- Rolls
- Coke
- Tomato Ketchup/Burger Sauce/Mustard
- Serviettes
- Oven

Preparation:

A leader cooks the burgers while one of the other activities is taking place.

Instructions:

- America is famous for burgers and Coke.
- Serve the burgers with option of Sauce.
- Have a break and enjoy the feast.

Extension Tasks/Adaptations:

You could eat the burgers whilst doing the quiz or during the devotional/spirit time.



10 minutes



No maximum number
depending on
adequate supervision.

Activity 4 Native American Indians

Aim:

To look at the symbols used by the native American Indians.

Equipment:

- Plain paper
- Symbols template

Instructions:

Explain that the original people of the continent are the Native American Indians. They often used symbols to write instead of using words.

- Show the children the symbols sheet.
- Explain that you would like them to create a message using these symbols.
- If they cannot find a symbol to express what they want to say, can they make up a new symbol?
- Once completed, pass to a friend to interpret



15 minutes



2+ No maximum
number depending on
adequate supervision.



15 minutes



No maximum number depending on adequate supervision.



Ensure adequate supervision when using scissors and stapler.



10 minutes



No maximum number depending on adequate supervision.

Activity 5 Native American Headdress

Aim:

To make a native American headdress.

Equipment:

- Coloured sugar paper cut in 8 cm wide strips
- Coloured card
- Pens/Pencils
- Stapler
- Scissors

Instructions:

- Each child selects a coloured strip of paper.
- The leader measures it around the child's head and cuts to length.
- The strip is folded in half along its length.
- Children draw and cut out feather shapes from coloured card (card will allow the feathers to stand upright).
- Staple the feathers to the head strip in between the folds.
- Staple the head strip to the correct length to fit the child's head

Activity 6 In God We Trust

Aim:

To explore the meaning of the American motto.

Equipment:

American dollar bills (ideally the real thing or alternatively a picture of a dollar bill).

Instructions:

- Show the children an example of an American dollar bill (note) and point out the motto 'In God we Trust'.
- Explain that this was written many years ago by the founding fathers of America. Ask the children what they think that means.
- In whom do we place our trust?
- Remind the children of familiar bible characters such as Noah who really trusted in God when others doubted (The story of Noah can be found in Genesis, Chapter 6).

Let's pray:

Dear God,
Thank you that we can always trust in you
and that you are always there for us. Help
us to remember this when things seem difficult.
Amen.



Aim:

To look at television and film and stimulate recognition across a themed evening – working in teams.

Introduction:

Put the children into two teams. Have them come up with their team name. If you can set up a board – add the team names and record team scores throughout the evening session.

Activity 1 Name That Character

Aim:

To set a challenge to name the character from popular television programmes and films.

Equipment:

- Computer
- Name that Character - Sound Clips
- Name that Character print outs
- Pens

Preparation:

Prepare the sound clips and print outs.

Instructions:

- Get the children to sit in their teams and tell them that you are going to play some TV and film sound clips and you want them to guess what programme they are from and who is the character speaking.
- They will need to write down their answers against the corresponding question numbers on the sheet which you will take in at the end of the round.
- Get the children to mark each other's sheets as you replay the clips and tell them the right answers.

Tips/Advice:

You will need internet access - <http://www.hark.com/clips>

There is a link to the website that holds the sound clips. You can add to or change any of the clips according to your group.



10 minutes



4+ No maximum
number depending on
adequate supervision.



20 minutes



4+ No maximum
number depending on
adequate supervision.

Activity 2 Blockbusters Quiz

Aim:

To choose letters from a grid and answer questions – allowing the team to make a bridge across the board.

Equipment:

- Create the board and cut out shapes.
- You may want to watch a clip on www.youtube.com if you are not familiar with the game.

Preparation:

Set up the playing area.

Instructions:

- Create a board either by drawing onto a white board or by creating on a large piece of card.
- You will need two coloured sets of hexagons to stick over the board when a team gets a question correct.
- The first team picks a letter from the grid and then you ask them a question that begins with that letter.
- If they get the answer correct you stick one of their coloured hexagons over that letter and they get another go.
- They continue to play until they get the answer wrong in which case the other team get a turn.
- Play continues until one team makes a bridge across the grid in any sequential way.

Activity 3 Reporters

Aim:

In teams, the group need to lead the evening news.

Equipment:

- Table
- Chairs
- Microphone
- Paper
- Pens

Preparation:

Set up the playing area.

Instructions:

- The aim of this session is to allow the children to think creatively and work together as a team.
- Give each team minutes to prepare their news report and then they will in turn perform their news to the leaders and the other group.
- The broadcast should last around 2 minutes.
- There will be a news section, weather section and they can add anything else that they feel like including. E.g. sport, entertainment etc.
- You could give them a free choice of ideas or possibly base it on a Bible story that you have been studying e.g. Samson

**Tips/Advice:**

Leaders will need to help the children think of how to turn a story into a news report.

Activity 4 Telly Run Around

Aim:

To get as many balls as possible for the team.

Equipment:

- Small plastic balls
- Basket to collect balls
- Think of TV related questions with three possible answers
- Hanging baskets
- Signs 1,2,3

Preparation:

You need three areas denoted by a sign that says 1,2 or 3. Hang a basket of something similar filled with plastic balls.

Instructions:

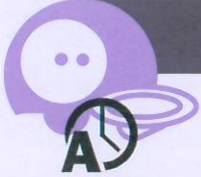
- The idea of the game is to get as many correct answers as possible and collect a ball for each right answer.
- The team with the most balls in their basket wins.
- Leader asks a question – there are three possible answers 1, 2, 3.
- The children must run to the number they think is the right answer.
- If they are right they can take a ball and put it into their team basket.



10 minutes



6+ No maximum
number depending on
adequate supervision.



10 minutes



6+ No maximum
number depending on
adequate supervision.

Activity 5 Create An Advert

Aim:

To get the children to work together to create an advert for a new chocolate bar.

Equipment:

- Paper
- Coloured Pens/Pencils
- Card

Preparation:

Give the children materials to create their advert.

Instructions:

- Each team must come up with a concept, name, design, strap line and unique selling point (USP) for a chocolate bar that will be new to the market.
- The team can appoint different people to manage different tasks as long as they complete their product in the time given and then feedback their idea to the group.
- Leaders or the children themselves judge who has the best product overall – or give points to go towards the running total for the evening.

Football Top Trumps

Use the template to prepare your own football card relevant to your own local area or region.

Name: _____

Club: _____

Goals scored	
Appearances	
International caps	
Height	
No of previous clubs	



Name: _____

Club: _____

Goals scored	
Appearances	
International caps	
Height	
No of previous clubs	



Name: _____

Club: _____

Goals scored	
Appearances	
International caps	
Height	
No of previous clubs	



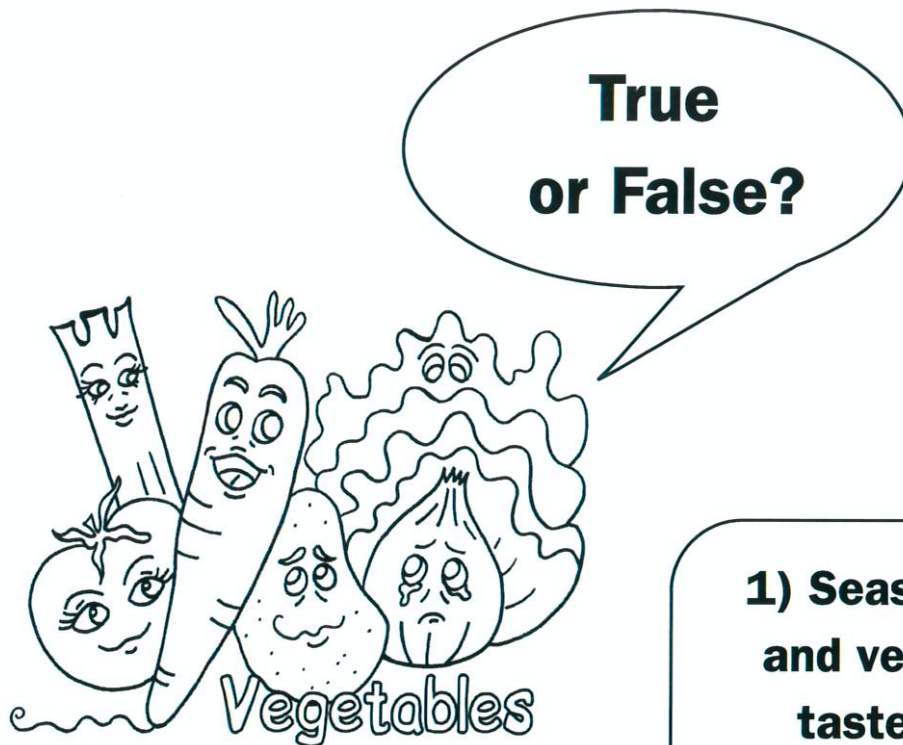
Name: _____

Club: _____

Goals scored	
Appearances	
International caps	
Height	
No of previous clubs	



Why Eat Seasonably ?



**1) Seasonal fruit
and vegetables
taste better**

**2) Seasonal fruit
and vegetables
are better value**

**3) All fruit and
vegetables are
naturally available
all year around**

**4) Seasonal fruit and
vegetables is better
for the planet**

**5) There's very little
choice of seasonal
fruit and vegetables
in this country**

Why Eat Seasonably? - Crossword

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
1												
2												
				3								
				4								
	5											
				6								
					7							
				8								

Complete the puzzle above by writing the answer across starting at the correct number. The answers to all the following are fruits or vegetables. The shaded months show when that fruit or vegetable is in season.

1. Bugs bunny likes to eat lots of these (7).
2. These are "served" with cream at Wimbledon every year (12).
3. Made into Ketchup (6).
4. Small green vegetables that love to roll around your plate (4).
5. Can be boiled, mashed or roasted (8).
6. Popeye ate this to give him extra strength (7).
7. Varieties include green, runner, french and baked (5).
8. One is reputed to have fallen on Sir Isaac Newton's head helping him form his theory of gravity (6).

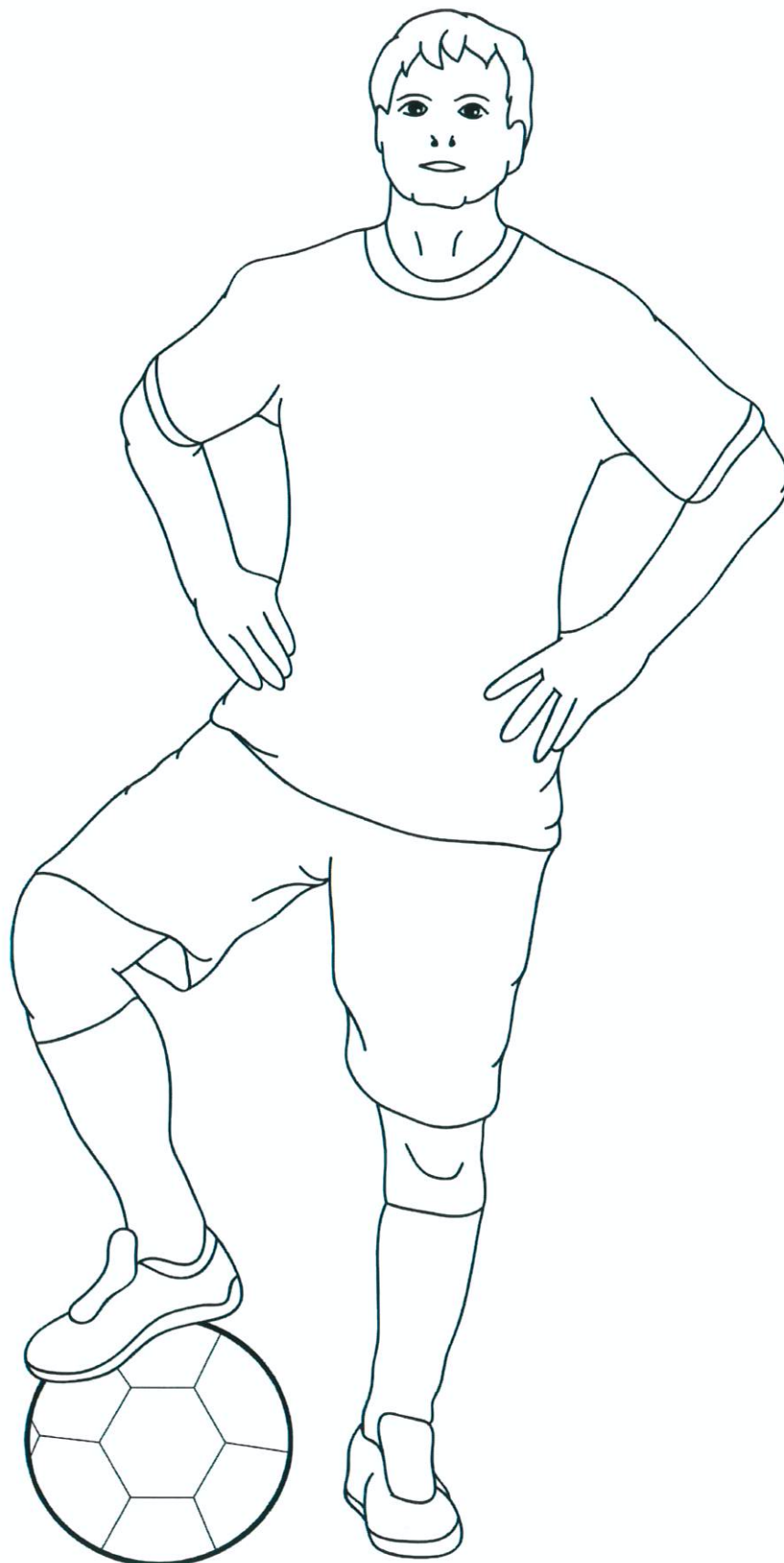
Can you complete the mystery word which is spelled out vertically in the month of July: _____

Shopping Items

Cut out the cards below.

Product	British Shop	French Shop
MEAT	BUTCHER	BOUCHERIE
CHOCOLATE	SWEETSHOP	CONFISSERIE
CAKES	BAKERY/PASTRY SHOP	PATISSERIE
HADDOCK	FISHMONGER	POISSONNERIE
PRESCRIPTION	CHEMIST	PHARMACIE
CD'S	MUSIC SHOP	DISCAIRE
BEST SELLING NOVEL	BOOK SHOP	LIBRAIRIE
HOLIDAY	TRAVEL AGENT	AGENT DE VOYAGES
HOUSE	ESTATE AGENT	MARCHAND DE BIENS

Football - Kit Designer



Football - Word Challenge

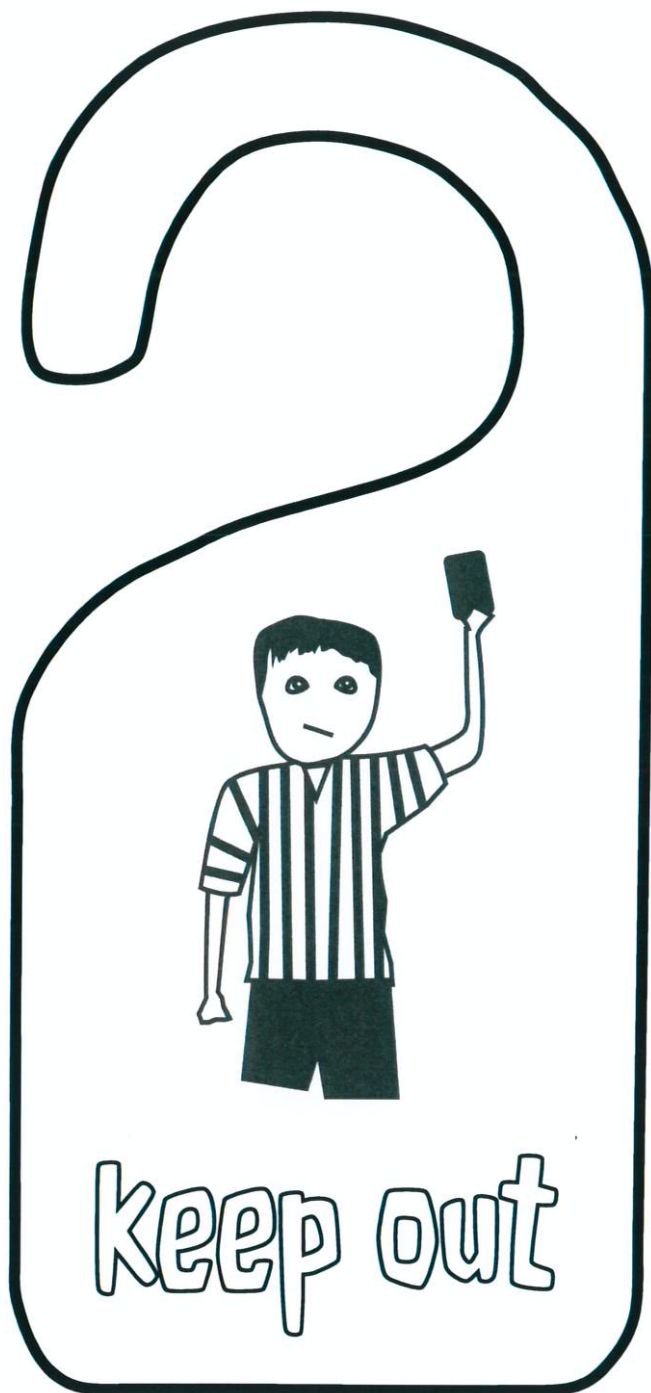
How many different words can you make out of the letters in this footballer's name?

**Jan Vennegoor of
Hesselink**

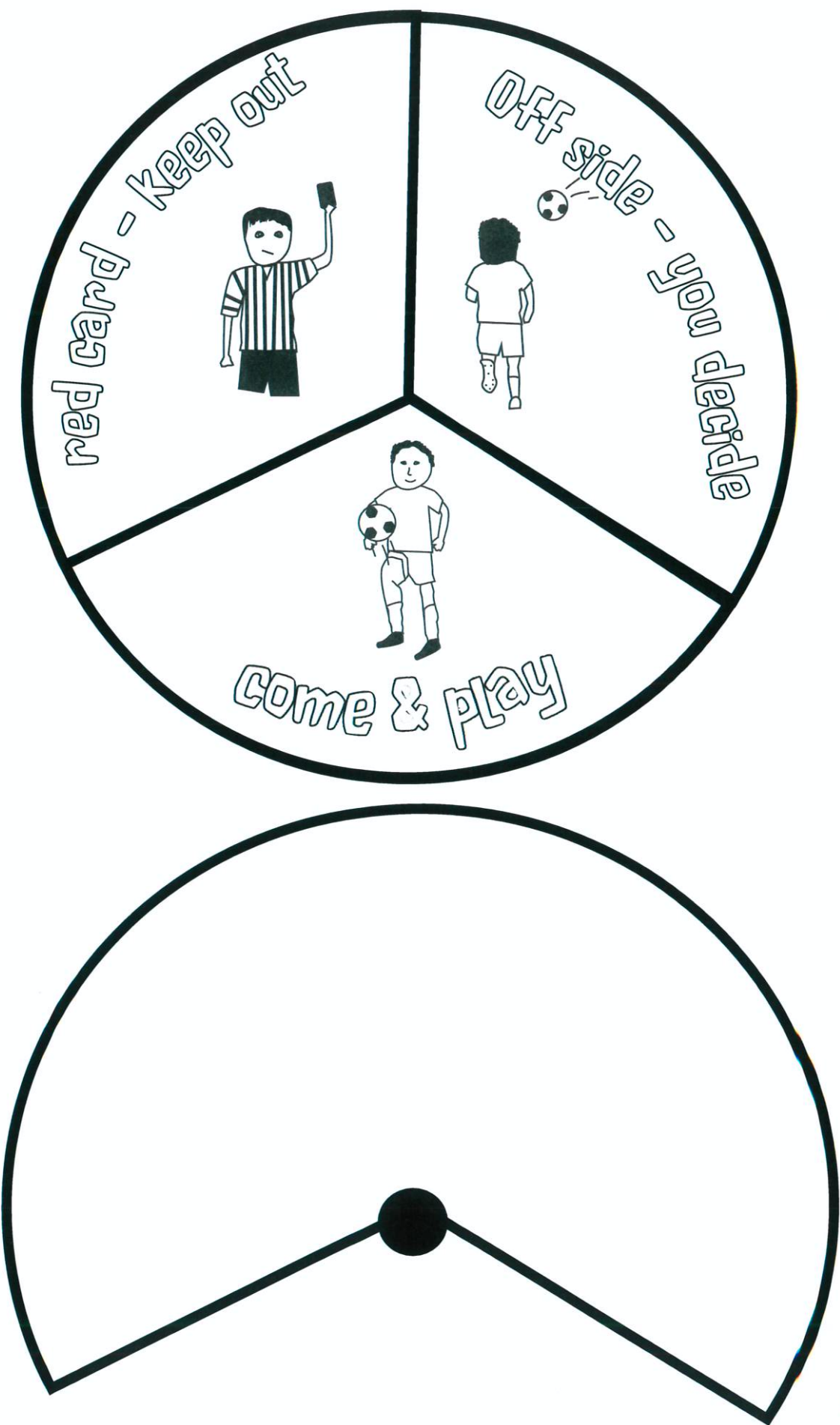
"Jan Johannes Vennegoor of Hesselink (born 7 November 1978) is a Dutch international footballer striker. He was included in the Dutch squads to play at the 2006 World Cup, when he made a late appearance as a substitute in the second-round game against Portugal, and at Euro 2008, where he appeared against Romania."

Football - Door Hanger 1

Colour in and cut out the shapes below.



Football - Door Hanger 2



USA - Native American Indians

	Horse journey		Cactus Flower courtship		Rattlesnake Jaw strength		Fence guarding good luck
	Man human life		Saddlebags journey		Headdress ceremonial dance		Boxed Enclosure enclosure for a ceremonial dance
	Sun Rays consistency		Bird care, lighthearted		Butterfly everlasting life		Eagle Feathers chief
	Lasso captivity		Running Water constant life		Coyote Tracks coyotes		Facing Arrows warding off evil spirits
	Thunderbird sacred bearer of happiness unlimited		Raindrop and Rain plentiful crops		Rain Clouds good prospects		Cross paths crossing
	Crossed Arrows friendship		Tipi temporary home		Lightning and Lightning Arrow swiftness		Broken Arrow peace
	Arrow protection		Sky Band leading to happiness		Days and Nights time		Lightning Snake lightning
	Arrowhead alertness		Medicine Man's Eye wise, watchful		Morning Stars guidance		Snake defiance, wisdom
	4 Ages infancy, youth, middle age, and old age		Mountain Range mountain range		Sun Symbols happiness		Thunderbird Track bright prospects
	Cactus desert		Hogan permanent home		Big Mountain abundance		Deer Track plentiful game
	Gila Monster desert		Bear Track good omen		House of Water water		

The above chart shows some of the symbols native American Indians might have used when leaving a message for a friend or when writing on the canyon walls. Write a message to your friend using these symbols and any others you create.

