



Community

The **Community zone** gives the opportunity to learn about and make a difference to the world around us.

Trips & Visits

Throughout this zone you will see some suggested trips & visits that we think will complement your programme. Look out for the "Trips & Visits Ideas!" box.

Themed Evenings

Themed evenings provide an interesting alternative to a typical night. Within Discover you will find lots of activities from across the zones that can be combined to plan an evening on a particular subject. Look out for these opportunities when you read through the pack. Similarly you might like to devise them yourself. Don't worry they are easy to do.

There are some ideas below that include activities in the pack and ones that you could make up yourself:

LAKE LIFE

1. **Pond-dipping** (Community / Nature & Environment / Nature / Pond & Birds / Activity 2)
2. **Canoeing** (Recreation / Outdoor & Adventure / Water / Canoeing / Activity 2)
3. **Digital Photography** (Skills / Creativity / Images / Digital Photography / Activity 3)

POLICE NIGHT

1. **Making a Burglar Alarm** (Community / Local & National / Safety / Crime Prevention / Activity 2)
2. **Police Officer Talk** (Community / Local & National / Safety / Crime Prevention)
3. **Cops & Robber** (Recreation / Sports & Games / Games)

Community aims

LOCAL & NATIONAL

Safety (Road Safety, Crime Prevention)

- To enable young people to become more self aware
- To help young people to work out what action they can take to ensure their own safety
- To give opportunity for young people to raise questions about what concerns them
- To take part in a first hand experience through a trip or visit

Money (Money, Debt & Credit, Multiply Your Money, Fundraising)

- To help young people become aware of the difficulties that surround money
- To demonstrate the good that money can do
- To help young people develop their own responsible attitudes towards money
- To take part in a first hand experience through a trip or visit

Politics (Politics, Human Rights, Local Politician)

- To enable young people to see that politics is something that affects their everyday lives.
- To inform young people of their right to have a say
- To help young people think about how they can be involved in politics
- To take part in a first hand experience through a trip or visit

BB (Our Organisation, Participation in the BB, Organise an Evening)

- To develop a basic knowledge of the BB
- To let young people know that they have the right to shape their organisation
- To get young people to think about and implement the ideas they have for the BB
- To take part in a first hand experience through a trip or visit

Local Community (My Town, Local Community Project, My Church)

- To provide the chance for young people to reflect on their own communities
- To help young people understand what community is
- To enable young people to be heard in and contribute to their local community
- To take part in a first hand experience through a trip or visit

Faith (Church Calendar, Organise a Service, Bible Knowledge)

- To allow young people to explore their own personal faith at their own speed and in their own way
- To provide opportunity for young people to ask questions about their faith
- To help young people learn and understand about other faiths
- To take part in a first hand experience through a trip or visit





INTERNATIONAL

Global (Who is my neighbour? BB Worldwide)

- To develop an understanding of different countries around the world
- To inform young people about the BB around the globe and to provide opportunity to find out more about it
- To provide the opportunity to discuss historical and current global issues
- To take part in a first hand experience through a trip or visit

International Development (Street Children, Social Exclusion, Fair Trade)

- To develop an understanding of poverty and injustice around the globe
- To explore the causes and effects of poverty and injustice in local communities
- To enable young people to act on issues of poverty and injustice
- To take part in a first hand experience through a trip or visit

NATURE & ENVIRONMENT

Nature (Ponds & Birds, Weather)

- To enable young people to explore nature
- To help young people to develop an understanding of the different systems at work in nature
- To help develop an interest and understanding of wildlife
- To take part in a first hand experience through a trip or visit

Conservation (Recycling, Conservation, Carbon Footprint)

- To provide opportunities for young people to understand the man made risks to the world
- To understand our role and responsibilities in protecting the environment
- To help young people come up with their own responses to the environmental crisis
- To take part in a first hand experience through a trip or visit

Road Safety

Aim: To encourage young people to think about the risks of being on the road and their responsibility.

Ideas for Trips & Visits!

- Invite a police officer to talk about road safety
- Visit the local police station

Introduction:

A significantly large number of road accidents today involve young people. With most young people learning to drive from the age of 17, it is important that they understand the responsibilities and associated risks that come with driving a car, riding a bike, being a passenger, and even being a pedestrian at an early age.

Activity 1 10 Second Cycle Check



20 mins



Small group 4 or 5

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To make young people aware of safety issues before riding a bike on the roads.

Equipment:

- Young people asked to bring in their bicycles
- '10 Second Cycle Check' template – better if they are laminated

Instructions:

- Work through the 10 second cycle check on one bicycle, demonstrating each point.
- Ask the young people to work in pairs, checking their own bicycles.
- Issue laminated cards for them to take away and keep.
- Emphasise proper maintenance is essential to keep safe.



Resources:

www.cyclesense.net/





Activity 2 Traffic Signs



20 mins



Small group 4 or 5

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To make young people aware of traffic signs which they might encounter on their bicycle.

Equipment:

- 3 pieces of paper
- 'Orders' template
- 'Warnings' template
- 'Positive' template

Instructions:

- Layout the 3 sheets of words from the templates.
- Shuffle the 24 sign cards from the template and issue one to each young person in turn who should place it on top of the correct word on the sheet. Ask others if they agree.
- Once all the signs have been correctly identified, use the 24 sign cards and the 24 word cards, shuffle them and deal them all out. Then play a game of snap. Players in turn place a card face up on a pile. If a card is placed on top of a corresponding word/sign then the first one to shout snap and place their hand on top of the pile wins all the cards on the pile. The game is won when one player has all the cards. This game should help to reinforce the identification of the signs.



Resources:

www.highwaycode.gov.uk/signs_index.htm

Activity 3 Traffic Calming Measures



20 mins



Small group 4 or 5

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To make young people aware of different methods of slowing down traffic in towns.

Equipment:

- 'Top Ten' template
- Map of local area – either a large scale map from the internet or paper to draw a sketch map

Instructions:

- Discuss on the different types of traffic calming measures the young people know – write up their ideas on a flipchart / whiteboard.
- Issue the 'Top Ten' template and ask them to vote for what they think is the best method: 10 for best down to 1 for least effective.
- Add up the scores for each method and display the methods in ranked order.
- Either issue a large scale map (from www.streetmap.co.uk) or get the group to sketch a map of their local area around a school / park / shops, etc.
- Ask them to draw on the map what they think would be suitable traffic calming measures.



Activity 4 Road Safety and Gender



20 mins



No maximum

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To become aware that young male drivers are involved in road accidents more often than other driver groups.

Equipment:

- 'Advertising – Who is it aimed at?' template
- 'Car Driving Casualties 2000' template

Instructions:

- Ask the group to consider the different types of advertising that they see every day (e.g. TV advertisements, posters, magazines etc.).
- Ask the group to think of some adverts that would appeal to themselves but not to their parents e.g. computer games. Then ask them to think of an advert that would appeal to their parents but not themselves.
- Working in pairs or small groups, ask people to complete the 'Advertising: Who is it aimed at?' template.
- Discuss the completed activity sheets with the class. Ask one or two groups to share their perceptions with the class. Do the other groups agree?
- Focus on car advertising. Does the group think that advertisers stereotype male and female drivers? Older and younger drivers? Do they think such stereotypes affect attitudes to driving?
- Look at the information sheet 'Car driving casualties 2000'. Discuss the information provided about the numbers of car drivers killed and injured. Emphasise the relatively high accident rates for young men. Does the group think there could be any link with advertising and stereotypes?

Activity 5 Risk Taking



20 mins



No maximum

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	★	★	★
Equality	☆	☆	☆

Aim: To consider risk taking.

Equipment:

- 'Seatbelt Discussion Cards' template

Instructions:

- Discuss risk taking with the group, giving one or two examples of commonly taken risks e.g. riding a bike without a helmet.
- Ask the group to form pairs. In these pairs, discuss the risks they commonly take. For each risk identify possible consequences of their actions for themselves or for others.
- Bring the group together again and share some of their ideas. Emphasise potential consequences for themselves and others.
- Identify some reasons for taking risks, e.g. showing off, to save time, lack of knowledge.



- Ask people to give examples of some risks that they think are never worth taking. Again, emphasise potential consequences.
- Focus on the wearing of a seatbelt. Discuss whether the young people wear seatbelts themselves. What about other people in their families? Do people act differently in the front seats/back seats?
- Distribute the 'Seatbelts Discussion Cards'. Working in small groups (or as one large group), ask people to take turns to ask a question. Discuss the issue in the group before looking at the answer card.
- Ask everyone whether they have found out any new information from the discussion cards. Do they think not wearing seatbelts is a risk that they would take?

Activity 6 Road Safety Advert



25-30 mins



No maximum

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To design a road safety advert for a specific age group.

Equipment:

- Paper and coloured pens
- 'Checklist for Designing an Advert' template

Instructions:

Discussion:

- Ask the group whether they have noticed any adverts aimed at 7-11 year olds. Draw out a few characteristics of these adverts.
- Ask for initial suggestions for making an advert about seatbelts appropriate to the younger age group. Allow people to generate ideas in small groups, then discuss them as a group.
- One possible suggestion might be to include a simple message about seatbelts along with other general information about riding safely in cars. Such information would be:
 1. The law says that seatbelts must be worn at all times.
 2. Never lean or wave out of the window, or throw or hang anything out.
 3. Do not distract the driver.
 4. Do not block the driver's view in the mirror.
 5. Only open doors or windows if it's safe.
 6. Keep your hands away from door handles when the car is moving.
 7. Use the door on the pavement side to get in and out of the car.

Activity:

- Allocate people to work either in pairs or small groups.
- Ask pairs/groups to go ahead and design their adverts using the 'Checklist for Designing an Advert' template.
- Allow the pairs/groups to show their designs to other groups.

Review:

- Within their pairs/groups, ask them to discuss how well they think their designs would work.



Tips / Advice:

- Why don't you record or draw your adverts?

Crime Prevention

Ideas for Trips & Visits!

- Invite a police officer
- Visit a police station

Aim: To provide the opportunity for young people to think about what they can do to be a good citizen and prevent crime.

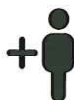
Activity 1 Identification

The two activities listed below can either be used together or you can choose one or the other to undertake depending on the time you think your young people will take to complete a task.

A – DESCRIBING A PERSON



20 mins



4-12

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To encourage young people to think about how they could describe a person.

Equipment:

- Pens or pencils
- Measuring tape
- Weighing scales
- 'Describing a Person' template

Instructions:

Whilst you are initially explaining the activity and its purpose to the young people, arrange for a volunteer (possibly a member of your church congregation) that they do not see a lot, to come into the room you are in and take an item from the room – the item itself will obviously need to have been pre-placed before the activity begins. It is important that you do not draw too much attention to this – the young people will naturally look at this person whilst they are taking the item.

- Put the young people into pairs.
- Get the young people to estimate their partner's height & weight.
- If appropriate, can they describe what they last saw their partner wearing (i.e. not uniform)?
- Now measure the young people's heights and weights to see how close they were to their estimates.
- You will now need to look for the item that has been removed from the room by your volunteer – explain that it has been taken / stolen.
- Hand out to each pair one copy of 'Describing a Person' template and ask them to complete it for the volunteer who took the item.
- Finally, compare each of the pairs' answers and give a reward to the pair who gets the closest description. This can be done by asking the volunteer to come back in, and ask the volunteer questions such as their age to see how close they were to estimating the details correctly.



Tips / Advice:

You will need to be sensitive around weighing the young people.





B – DESCRIBING A CAR AND PREVENTING CAR CRIME



20 mins



4-12

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To encourage young people to think about what features of cars make them distinctive from others and how to prevent car crime.

Equipment:

- Pens or pencils
- 'Name That Car' template

Instructions:

- Begin by asking the young people, by what features a car can be described.
- Take the young people to the church car park and go over the features they have come up with and add to their list from the list below:

Registration No.	Model	Body shape e.g. saloon	Number of doors
Colour	Make	Sun roof?	Type of wheels

- Can they identify any cars at risk of crime? You could arrange some of the scenarios below:
 - Leave something valuable in sight in one of the cars, for example money or electronics.
 - Have a car parked in a vulnerable position, e.g. badly lit, isolated.
 - If any leader has a steering lock, get them to leave it off and sitting on the passenger seat.
 - If any leader has a car stereo with a removable fascia get them to leave the face on the stereo and the case on the passenger seat.
 - Leave open (slightly) one of the car windows or a sun roof.
- Discuss the risks and how cars can be made more secure.
- Finally, hand out one copy of the 'Name That Car' template to each of the young people. Can they match the logo to the car manufacturer? The solution for this activity is shown below (answers from top-left to bottom-right).

HFJ

IMN

ODK

CAE

GBL

Activity 2 Making a Burglar Alarm



20 mins



4-12

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To design and make a makeshift burglar alarm.

Equipment: (Quantity dependent on group size)

- Batteries (9V PP9 Battery or 1.5V batteries with holders)
- Wires
- Switches
- Crocodile clips
- Buzzers
- Bulbs
- Paper clips
- Tin foil

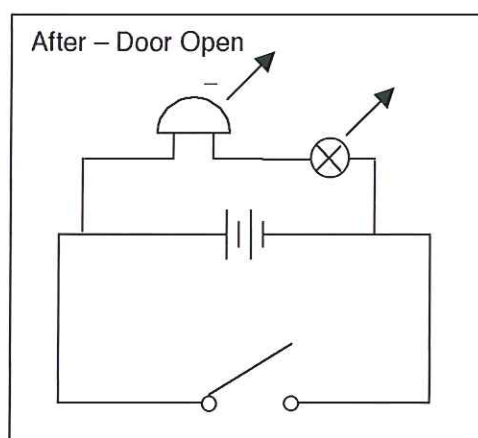
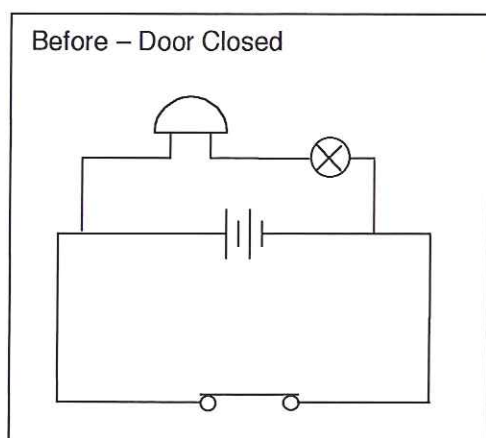
You may be able to purchase these items together in a mini-electronics kit for young people or purchased individually.

Instructions:

- Distribute the equipment listed above.
- Inform the young people that they are going to make a burglar alarm that will be activated when a window or door is opened or a doormat is stepped on.
- Allow the young people to experiment to make a circuit. The circuit diagrams below are possible ideas if they are struggling.

Design A:

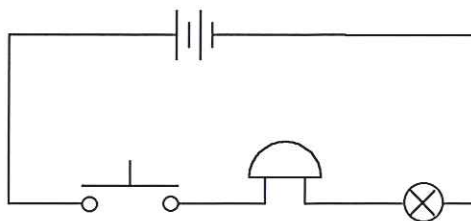
This is a design that can be attached to a door or window so that a primary circuit is created when the window/door is shut that shorts out a secondary circuit with a buzzer and/or lights on it. I.e. when the primary circuit is broken the buzzer or lights are tripped on.



**Design B:**

This is perhaps the simpler circuit design of the two but may be the harder to set up. The idea behind this design is putting a pressure switch (which can be made from tinfoil) under a doormat (for example) so that when the switch is pressed, by being trodden on, the circuit is complete and the switch and/or buzzer is tripped on.

Design using a push-to-make pressure switch

**Tips / Advice:**

If you are unsure of how to interpret the circuit diagrams, older young people should be familiar with them from their school work.

**Resources:**

- Electronic Supplies – Maplin Electronics – www.maplin.co.uk
- Circuit Symbols – <http://www.kpsec.freeuk.com/symbol.htm>

Activity 3 Security of Personal Items



20 mins



4-12

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	★	★	★
Equality	☆	☆	☆

Aim: To encourage young people to think about how to 'tag' personal items to help discourage theft and ensure the return of stolen items.

Equipment:

Not all of the following are essential but their use would benefit the activity:

- Digital Camera
- PC with a spreadsheet or database program installed
- UV Marker Pen

Instructions:

- List items around the home that may be prone to theft. For example, electronic equipment, personal information.
- Go around the church listing items vulnerable to theft.
- If possible, use a digital camera to take a photograph of each item.
- Record the serial numbers of electronics items.



- Use a UV security marker pen (see below) to put postcode on items.
- On a computer using a spreadsheet or database program such as Microsoft Excel or Access, record details of all the items you have listed. The following information can be stored, some of these can be made up to emphasise the point:
 - Date of purchase
 - Serial Number
 - Make & Model (e.g. for electronic equipment)

**Tips / Advice:**

Instead of using a UV Marker Pen you could also use Smart Water or a similar product to paint microscopic serial numbers onto personal items.

**Resources:**

- UV Marker Pens – Maplin Electronics – www.maplin.co.uk
- Smart Water – <http://www.smartwater.com/>

**STOP & THINK!**

- What went well?
- What didn't?
- What you would do differently next time?

Community



Money, Debt and Credit

Ideas for Trips & Visits!

- Invite a bank manager to talk to the group

Aim: To teach young people to be responsible with their money.

Activity 1 True or False Money Quiz



25 mins



Any with adequate supervision

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To get the group to start thinking about the topic of money and begin to consider how and why they should manage the money they have.

Equipment:

- 'True or False Money Quiz' template
- 'True or False Money Quiz Answers' template
- Pens

Instructions:

- Distribute the quiz sheets around the group.
- Give the group 10 minutes to complete the quiz either individually or in pairs.
- Run through each of the statements asking the individuals or pairs to indicate whether they believe the statement to be true or false.
- The differing responses should be used to initiate discussion.

Activity 2 How to Manage Your Money



30 mins



Any with adequate supervision

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To learn about what banks do and how to manage your money effectively.

Equipment:

- 'How to Manage Your Money Quiz' template
- 'How to Manage Your Money Quiz Answers' template
- 'Sample Bank Statement' template
- 'Understanding a Bank Statement' template
- 'Understanding a Bank Statement – Answers' template



**Instructions:**

- This activity is aimed at assisting the group in thinking about how operating a bank account effectively can assist in managing personal finances.
- The quiz is the starting point and going through the answers should lead to discussion and sharing of experiences in operating a bank account.
- The 'Understanding a Bank Statement' exercise assists the group in learning how they can use a bank statement to help manage their money.
- Distribute the 'Sample Bank Statements' together with the questions sheet.
- Ask the group to work in pairs and answer the questions.
- Discuss the answers as a group.
- These activities are probably best undertaken in pairs followed by a time altogether discussing the answers.

Activity 3 Understanding Credit



45 mins

Any size with
adequate supervision

Participation	☆	☆	☆
Empowering	★	★	★
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim:

- To understand what is meant by "credit" and to explore the occasions when someone might borrow money & where from.
- To plan and work out a simple budget.

Equipment:

- 'Budget Planning' template
- 'Budget Planner' template
- Pens
- Flipchart paper & pens

Instructions:

- Explain that in this session we are going to think about what it means to lend and borrow money.
- Split the group in half. Explain that one half is going to play the part of "Lenders" and the other half is going to play the part of "Borrowers".
- Ask the "Lenders" to list all the different groups that may lend money. The list could include – parents, family, banks, building societies, moneylenders.
- Ask the "Borrowers" to list all the different things you might want to borrow for. The list could include – holidays, to buy a house, wedding, car, home or garden improvements.
- Get the groups to share their ideas.
- Instead of splitting the group in half you could ask the group to work in pairs considering both the role of the lender and borrower.
- Ask the group to read the 'Budget Planning' case study sheet.
- Again, get the group to play the part of lenders and borrowers.
- The lenders are now the bank. Ask them to write down all the questions they would want to ask before they agree to lend David Evans any money for a car loan.



- The borrowers are now David Evans. Ask them to write down all the questions they expect to be asked by the bank before agreeing the loan.
- One of the key questions will be about affordability.
- Using the handout detailing David's monthly financial commitments, ask the group to work in pairs to complete the budget planner.
- Use the exercise on budget planning to help the groups decide whether David could afford to repay £180 on a £5000 loan.
- As an additional exercise you could ask the group to work in pairs and role play the interview David would have in the bank, using some of the questions the group came up with earlier in the session and the background information for David Evans.

**STOP & THINK!**

- What went well?
- What didn't?
- What you would do differently next time?

Community





Multiply Your Money

Aim: To make the young people aware of other people's needs and make a difference in society.

Ideas for Trips & Visits!

- Invite a representative of a charity to talk to the group

Introduction:

In this activity you will be asked to 'multiply' a given amount of money in order to give it to a suitable cause.

Each young person will need to be given a set amount of money, say £5, to be used to raise more money e.g. purchase the ingredients to make cakes which can then be sold with the profit going to the identified cause.

This activity is based on the parable of the talents, but do not encourage the young people to bury their money!

Activity 1 Pick Your Cause



20 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To identify a suitable cause to support.

Equipment:

- Information leaflets about 'good causes' to support e.g Christian Aid; Oxfam etc.
- Newspaper stories where funding has helped
- Websites of suitable causes

Instructions:

- The first part of this task is to identify which cause the young people wish to support in this project.
- A list of suitable causes needs to be produced by the young people with reasons why they are on the list – each young person could speak in support of a cause on the list.
- The young people should then vote as to which cause they wish to support.
- A time limit will need to be set from the date when the £5 is given to the young people for when the proceeds of their fundraising ideas are required – 4 weeks is probably a suitable time period.
- It is important that at this stage that young people are tasked with thinking about how they can use their £5 and bring their idea(s) next week.
- This project will benefit from publicity within your church and local community.



Tips / Advice:

- There are many aid agencies that have suitable causes and opportunities where support and funding is sought for their work e.g. Christian Aid; Oxfam, etc.



Activity 2 How to 'Multiply Your Money'



20-30 mins



Any

Participation	★	★	★
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To give the young people their 'money' to multiply.

Equipment:

It will depend on how the young people are going to 'multiply their money'.

- £5 / young person

Instructions:

- At this time the young people are to determine how they are going to fundraise using the 'money' given to them.
- Each young person should share how they are going to use their £5 to raise more. This gives the leaders the chance to ensure that it is fair and 'legal'.
- Using the original £5 to purchase say cake ingredients and then selling them can produce a good 'profit' – there is nothing to stop the young people re-investing the money in another venture to make even more.
- Again at this stage publicity within your church and local community is important in order to gain support for the fundraising ideas.



Tips / Advice:

- This project can really capture the imaginations of the young people so it is important to give them as much support and encouragement as possible. There will be a range of benefits not only to the chosen cause but to the group as a whole.

Activity 3 Counting the Money



20-30 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To find out the results of 'multiplying your money'.

Equipment:

- Calculator
- Paper
- Pen
- Money Bags

**Instructions:**

- This is the time when the results of the young people's skills are discovered.
- On a set date ask the young people to return their original £5 along with the 'profit' they have been able to achieve.
- Use this time to find out from them what they did, how much they have made and hopefully whether they enjoyed it and are happy with the results.
- Do make sure that all the money is correctly recorded and checked and that the money is banked.
- Once that has happened send the cheque off to the chosen cause – you could inform the local press and certainly make sure that your church members and local community are also informed.

**Tips / Advice:**

- Be sensitive to the feelings of those who may not have done so well. Remember it's not a contest.

**STOP & THINK!**

- What went well?
- What didn't?
- What you would do differently next time?

Community





Fundraising

Aim: To introduce young people to the idea of charity and of helping others and look at ways they can help others through fundraising.

Ideas for Trips & Visits!

- Invite a charity representative to talk to the group
- Visit a fundraising event
- Take part in a fundraising event

Introduction:

Part of the life of a BB company is fundraising which is one way of generating income usually aimed at providing a holistic and exciting range of activities for members, in safe surroundings with proper equipment.

Giving money, goods, and or time to aid, support or encourage others is an important aspect of our lives as Christians and is a topic that needs to be raised with our young people in their growth as Christians.

Many will undertake fundraising as part of their programme. For some raising money for the general funds forms a positive tradition in the life of the company, others respond to local appeals or a particular need or interest of the young people, and still others use ideas provided by the BB to stimulate interest in and support for international needs or causes.

In all these cases fundraising can be a great way to have fun, build relationships, and learn at the same time. There is a great opportunity through the planning and implementation of fundraising to stimulate thought, discussion and learning on aspects such as:

- Why fundraise for the company?
- How do I contribute to the community?
- Charities – What are they / What do they do?
- Different ways to give
- Why give?
- Local, Area, National and International needs
- Leadership
- Organisation and Planning
- Dealing with money
- Good relationships with people outside the company
- Creativity

Fundraising provides a vehicle for learning which can be built on right through Discover and it can also be a cross age activity for any number of young people. It is a superb mechanism for getting publicity for the company, raising awareness and generating external relationships with prospective parents and supporters.

It is also a topic that can run alongside or in support of another programme activity such as environment or citizenship, voluntary work or expedition, international community, Christian faith and so on.

In terms of the actual fundraising, they say there are no new fundraising ideas just re-packaged old ones. There are a few rules and regulations that need to be observed when fundraising which will have local and national variations, and HQ or your local Council should be able to point you in the right direction.

Particular areas to think about are:

- Ensuring the people you are raising money from know what you are fundraising for and whether it is a charity, church or other organisation (including the company).
- If you are fundraising for something specific all the money raised must be spent or given to that cause unless it is clearly stated that any surplus or a percentage is going to the general company funds say.
- Permissions for public collections for money or other goods such as clothing, bric-a-brac etc. There are rules about the receptacles being used and the age of collectors.
- Licences – under the new system licences may be required for performances.
- Safety and notification to police or others.



Activity 1 Choosing the Cause



25 mins +



up to 15

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To increase knowledge of the range of causes that need our help and choose one to support.

Equipment:

- Material relating to good causes / charities
- Table or floor space
- Flip chart and pen
- Pens or sticky shapes

Instructions:

1. Collect press cuttings, mail outs, newsletters, web site downloads, charity bags, charity envelopes and information on good causes (which may not necessarily be charities, including churches, schools, etc.).
2. Put all the material relating to charities loose on a flat surface and get the young people to sort the charities / good causes into types e.g.: adult charities, children, older people, health, animals, services (such as lifeboats or hospital radio).
3. Ask them whether there are any good causes they have already helped at school, at home, at BB which are not on the table.
4. Get them to write these additional good causes on paper and add them to the grouped materials in front of them.
5. Discuss with them why they think charities exist.
6. Ask them which group they think is more important and why – debate these comments.
7. Spread out the material again and ask each young person to choose the top three causes they would like to support and list these on a flip chart. Don't duplicate choices. Pick a few of their choices and ask why they have chosen these.
8. Using pens or sticky markers get them to vote on this list and choose the one cause they want to help.
9. Ask the young people to see if they can find out as much as they can about the cause ready for the next activity.



Tips / Advice:

- Depending on your group it may be easier to split the group, especially if it is larger into two or three smaller groups of say 4 or 5 young people when working on the material. You will then have to provide copied materials for each small group.
- You may need a month to collect a full range of charity information, especially if you want to use charity mail outs. Alternatively lots of charities now have websites and it may be easier to download information from the websites.
- Keep discussion short and punchy.



Resources:

Material relating to good causes / charities from:

- local newspaper
- post
- web site – all main charities
- church newsletter
- TV ads

Activity 2 Planning the Fundraising Event 1



30 mins +



up to 15

Participation	★	★	★
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To choose how the good cause selected will be helped and begin to plan the activity.

Equipment:

- Equipment to show charity information – This could be on a display board or projector, laptop or portable DVD player
- Flip Chart and Pen
- Pens or sticky shapes

Instructions:

1. Find out what the young people learned about the good cause they chose.
2. If their investigations are limited show them what you found out and show any pictures, DVDs, or programme clips relating to the cause. The idea is to remind them how important this cause is and why it needs their help.
3. Ask the young people to brainstorm all the ways they could help this cause which could include giving time as well as fundraising activity, e.g. gardening for an older person or a sponsored run. List their ideas on a flip chart. Encourage them to be creative.
4. Get the people to vote on these ideas – Using pens or sticky shapes get them to choose their top three activities.
6. Taking the top three favourite ideas get the young people to agree what they are going to do:
 - three fundraising activities for this cause over the next x months.
 - three fundraising activities by breaking into smaller groups and each group does one activity.
 - are all three feasible or are the ideas too way out?
 - Or do just one activity all together.
6. Break into smaller groups and get them to begin to think about all the things that need to be done to prepare for this activity. Get them to write them down on flip chart paper.



Tips / Advice:

- Try to find a DVD or TV clip or photos that are relevant to the cause. Even better get someone to cover the cause in the opening or talk slot on the night.
- Set up equipment early and check it works. Don't get too complicated – keep it simple.
- Lots of charities have ideas on their websites or have packs, e.g. Comic Relief and Children in Need.
- Try not to take over but get them to do as much of the planning work as possible. You are a facilitator.



Resources:

Fundraising ideas with all the sample forms and posters available from charities via their websites.





Activity 3 Planning the Fundraising Event 2



30 mins +



up to 15

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To continue the planning for the fundraising / helping activities.

Equipment:

- Flip Chart and Pen
- Materials according to your fundraising activity
- Paper, pens, art equipment
- Computer access

Instructions:

- Continue with planning the fundraising activity.
- Agree the date, time, location, what equipment is needed, who is taking part, etc.
- If posters and sponsor forms are needed, get the young people to design these.
- If a letter home is needed – get the young people to write something – a postcard perhaps?
- If the rest of the group are joining in – plan how they are going to be told about the cause.



Tips / Advice:

- Consider making it an annual event.
- If you want to use an existing tradition or regular group activity for the fundraising activity, make sure the young people involved plan it and actually want to carry on the tradition.
- Press coverage of the activity is a good way of getting positive coverage about the group and young people.
- Invite the local press to the event.
- Remember to undertake a follow up to the event thanking the people who helped, evaluating what happened, and publicising how much was raised.
- Perhaps the young people could do a piece in church about their project to support their chosen cause.

Safety Issues / Risk Assessment:

A full risk assessment of the fundraising activity planned must be carried out with a leader. Make sure all the rules regarding fundraising are followed.



Resources:

Packs from charities often have the resources required for fundraising activities.



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?

Politics

Ideas for Trips & Visits!

- Invite the local Member of Youth Parliament to talk to the group

Aim: To show that young people have the right to have a say and to have their opinions taken into account.

Activity 1 Political Decisions



30 mins



4-12

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	★	★	★

Aim: To get the group thinking about how political decisions are made.

Equipment:

- 'Political Bingo' template
- Paper and pen
- Enough chocolate bars for each member of the group

Instructions:

Political Bingo (5 mins):

- Give each young person a 'Political Bingo' template.
- They must race around the room finding people who meet the criteria of each statement.

Agree or Disagree (10 mins):

- Stick a sign saying 'agree' and one saying 'disagree' on opposite sides of the room and ask everyone to congregate in the space between the two.
- Read out a statement and ask the young people to go to the end of the room that best reflects their opinion. The stronger they feel about an issue, the further they should go to the end of the room.
- Encourage discussion about why they have chosen their position.
- If someone is undecided they may remain in the middle and listen to contributions from either side of the floor before making up their mind.
- Once discussion ends begin with another statement.

Statements and discussion points:

1. The voting age should be lowered to 16.
 - You can leave school, get married, and pay income tax at age 16.
 - In the UK the voting age is 18.
 - Most democracies in the world have a voting age of 18.
 - Countries that have a lower voting age include Iran (15), Brazil (16) and East Timor (17).
2. Young people are not interested in politics.
 - 37% of 18-24 year olds voted at the 2005 UK Parliamentary general election. This makes young people the least likely to vote.
 - 75% of people aged over 65 claim to have voted.
 - Research by the Electoral Commission shows that young people are interested in "issue based" politics but turned off by party politics in general.
 - More than 75% of young people have taken part in some civic activity.





3. Voting at elections should be made compulsory.
4. Politicians should retire at the age of 60.
5. Young people care more about what happens in Big Brother than they do in elections.
6. People should be able to vote using the internet or text message.
7. There should be an equal number of male and female politicians.

Who's in Charge? (15 mins):

- Get the group to sit in a circle.
- Designate two people as decision makers for the group.
- These two people are in charge of the group for the next two minutes. They have to identify three tasks, issues or rules that they are going to make decisions on.
- All members of the group have to follow these decisions.
- Allow as many young people as possible to become in charge for at least two minutes; they can stick to the rules that their predecessor made or scrap them all and make a new set. For example:
 - Only people whose names begin with the letters P and R can talk.
 - Only the decision maker is allowed to sit down for the next two minutes.
 - Only the decision maker is allowed to smile for the next two minutes.
- Now, introduce bars of chocolate and ask them to divide them in the group. Make sure there are less bars than participants and instruct them that they cannot break the bars up.
- Ask the group to think of alternative methods of deciding how the chocolate bars are distributed.
 - Participation/ joint decisions / democratic decision making – Decided by vote or referendum.
 - Persuasion – Persuade the group that you deserve a bar.
 - Telling / Dictator – You decide who has a bar.
 - Lottery – Decisions are made by chance. You draw lots.
- After the game make sure that everyone who wants a bar of chocolate has one.
- Ask the group:
 - Is it important that everyone has a chance to make decisions?
 - Are decisions made by the whole group more valid than those taken by one person?
 - How do we normally go about making decisions?

Activity 2 My Community



40 mins



4-12

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To put young people in the position of decision makers and helps them to think about the impact of politics on their local areas.

Equipment:

- £5 gift voucher
- Newspapers
- Local pictures

**Instructions:****Politics Around Me (20 mins):**

- Distribute various newspapers and ask the young people to identify as many issues that politics has affected and/or issues that the young people care about.
- Cut out the articles, headlines and pictures to create a collage.

OR

- Take some pictures of your local area and ask the young people to identify as many ways as possible that politics has affected the scene in the picture.
- Participants should use post-it notes to mark on the picture issues that politics affects and write on it an explanation of how or why it is affected. e.g. politics affects young people with a skateboard in your town centre as your local council is responsible for providing leisure services and facilities for young people; politics affects the man smoking as Parliament decides what age you can be to buy cigarettes and how much tax you pay; politics affects the litter on your street as local councils arrange for refuse collection and are responsible for cleaning our streets.

OR

- Take the young people on a walk around your local area and get them to take pictures and spot people, places or objects that are affected by politics.
- Using this information ask the young people to draw an illustration or create a collage of their local community identifying how politics affects their lives.
- Display the poster.

Loads of money (20 mins):

- Sit in a circle and introduce a £5 gift voucher and ask them to imagine that it is £5000.
- Ask the group how they would spend it in their local community.
- Get the group to hand round the voucher and make a statement on how they would spend it. Encourage them to be realistic about what they can achieve with the money.
- Write up each answer on a flip chart and use this as an opportunity to discuss some of the most important issues in the local area.
- Get the group to vote on which idea they like the best. Instruct them that they are unable to vote for their own statement.
- The person whose idea gets the most votes wins the voucher. You may also like to suggest that all the ideas are good, but that you need to work out the best way of spending the money as a group.

AND / OR

- Get the young people to imagine that they are politicians. What would they like to change about what they have seen or read? How would they go about doing this?

! Tips / Advice:

- Be careful not to use jargon without explaining its meaning.



Activity 3 Making Change Happen



40 mins



4-12

Participation	☆	☆	☆
Empowering	★	★	★
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: Get young people thinking about how political issues make them feel.

Equipment:

- 'Faces' template
- 'Dilemmas' template
- 'Turning Opinion Into Action' template
- 'Making Change Happen' template
- 'Youth Action Plan'

Instructions:

I feel...

- Give each young person the 'Faces' template representing "Makes me happy", "Am I bothered", and "Makes me angry".
- Get them to cut out the pictures.
- Introduce an idea or statement and ask the group to raise the picture that best reflects how they feel on the issue. Statements could include:
 - Young people are not interested in politics
 - Third world debt should be cancelled
 - Homework should be made legally compulsory
 - The price of football match tickets should be reduced
 - Public transport is satisfactory
 - There isn't enough money to keep our streets clean
 - Young people have enough to do and don't need people to entertain them
 - Voting should be made compulsory

Do not feel tied to these questions, but feel free to come up with your own ideas or use any other topical issue.

- Discuss why they raised a particular face and allow the group to ask each other questions.

Dilemmas:

- Use the 'Dilemmas' template to spark discussion on a scenario or make up your own.
- Each participant must come up with their own decision and then a group one.

Turning Opinion Into Action:

- Cut up the 'Turning Opinion Into Action' template.
- Divide participants into small groups and give each group one set of cards.
- Ask them to match up the opinions and actions that they think go best together.
- Come back and get participants to think about what they would like to see changed and fill in the 'Making Change Happen' template. Then discuss who you think is responsible and how you can get involved.
- Use the 'Youth Action Plan' template to plan one thing that you want to change and then do it!



Tips / Advice:

Why not do what the young people suggest to show that their opinions are respected and valued.



Resources:

This material is adapted from the Democracy Cookbook from the Electoral Commission (2205), <http://www.dopolitics.co.uk>

There are numerous organisations across the UK that encourage young people to engage in politics. Why not allow your young people to check them out and get involved in order that their voices can be heard and influence decision making? You could invite a member to join you for an evening.

BYC

BYC is the national youth council for the UK. It has a membership of 180 youth organisations and supports a network of over 400 Local Youth Councils. It campaigns for young people's rights and interests. They aim to support all young people in the UK to exercise their right to participate in decisions which affect them and to have a voice on issues about which they have a strong opinion. They also have campaigns supporting and promoting the rights, involvement and citizenship of young people.

www.byc.org.uk

UK YOUTH PARLIAMENT

The UK Youth Parliament (UKYP) aims to give the young people of the UK between the ages of 11 and 18 a voice. Each Local Education Authority represents a UKYP constituency where young people can be elected to represent their peers at a national level. The UK Youth Parliament (UKYP) aims to give the young people of the UK between the ages of 11 and 18 a voice, which will be heard and listened to by local and national government, providers of services for young people and other agencies who have an interest in the views and needs of young people. There are currently over 300 elected MYPs (Member of the Youth Parliament) who represent both young men and women, including young people from a variety of ethnic backgrounds, and with physical and learning disabilities.

UKYP is all about change. Once elected, MYPs work to establish the burning local, regional and national issues, and then tackle them through targeted campaigns.

To keep up-to-date with the latest UKYP news subscribe to their free e-newsletter, 'Debatable'.

www.ukyp.org.uk

NORTHERN IRELAND YOUTH FORUM

An open forum for any young person (14-25) who wants to speak up, fighting for rights and make change happen. The Youth Council seeks to champion the well-being, rights and participation of young people by: supporting the development of effective youth policies and quality youth work practice; and facilitating meaningful collaboration between youth organisations and all sectors with responsibility for young people.

www.niyf.org

FUNKY DRAGON

Funky Dragon – the Children and Young People's Assembly for Wales – is a peer-led organisation. The aim is to give 0-25 year olds the opportunity to get their voices heard on issues that affect them. The opportunity to participate and be listened to is a fundamental right under the United Nations Convention Rights of the Child. Funky Dragon try to represent as wide a range as possible and work with decision-makers to achieve change.

Funky Dragon's main tasks are to make sure that the views of children and young people are heard, particularly by the Welsh Assembly Government, and to support participation in decision-making at a national level.

www.funkydragon.org





SCOTTISH YOUTH PARLIAMENT

The Scottish Youth Parliament (SYP) generally meets four times a year, discusses issues which affect young people across Scotland and tries to propose innovative and sometimes radical solutions to these problems and situations. Since the formation of the Labour/Liberal Democrat coalition following Scottish Parliament elections in 2003, the Scottish Youth Parliament has been given a guarantee of support from the Scottish Executive towards achieving their aims. With strong cross-party support, SYP members have been able to express their views to both government and opposition parties alike, including the First Minister, other Party Leaders and even to the Prime Minister.

www.scottishyouthparliament.org.uk

YOUNG NCB

Young NCB is a group of children and young people who speak out about the important issues and decisions that affect them. It's also a great way to make friends and have fun. It is open to all children and young people who are 17 or under and live in England and Northern Ireland. It is supported by the National Children's Bureau and its work is guided by an Advisory Group of young people. Young NCB gives its members the chance to speak out and take action on issues they feel are important such as safety, sex and relationships, schools and education, bullying, drugs and media (and loads more!) At Young NCB your views really count and will be heard by other children and young people, professionals and policy makers.

www.ncb.org.uk



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?

Human Rights

Aim: To get young people thinking about their rights and their involvement in making decisions.

Activity 1 Rights



40 mins



4-12

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	★	★	★

Aim: To learn that everyone has basic human rights.

Equipment:

- Flip chart pad
- Pens
- 'Children's Rights' template

Instructions:

- Get the group to shout out the words that come into their head first when they hear the word "rights". Write all the words on a flip chart.
- Designate one side of the room as 'agree' and the other as 'disagree'. Explain that you are going to shout out some statements. If the young people strongly agree with a statement, they should then go to the side of the room that best represents their view. After you have read each statement ask volunteers to share with the group what they think.

Statements (supporting information is included):

1. Everyone has human rights. (True, international human rights standards apply to everyone.)
2. Governments have the most responsibility to uphold human rights. (This is true, but everyone has the responsibility to respect the rights of other people.)
3. Children do not deserve the same human rights as adults. (Human rights are the basic rights that every human has.)
4. The right to be heard is the most important human right. (What about the right to life or protection from torture. Can you be listened to if you are not protected?)
5. People who commit crimes should lose their human rights. (Which crimes? How long for?)
6. Rights are useless if you do not know you have them. (Governments are meant to inform the public about their human rights. Then people know what to expect.)

Discussion points:-

- Had you thought before about what rights people have?
- Explain to the group that in 1979 Poland recommended that there should be a set of human rights for all the children in the world. It took 10 years for the UN to achieve this. In small groups, get the young people to think about what a child in their first 17 years of life needs for the best possible life. This isn't about having lots of material possessions, but fully developing as a person emotionally, intellectually, spiritually, physically and socially.
- Ask the group to produce a set of rights – all the things that governments, parents and others must do e.g. a child has the right to shelter, food and warmth. Use the 'Children's Rights' template to guide their thoughts.





- Compare and contrast the rights as set out in the UN convention to those that the young people have created. http://www.unicef.org/crc/files/Guiding_Principles.pdf
- Do you think that these sets of rights are respected by people in this country and around the world?

Activity 2 Making Decisions



30 mins



4-12

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To highlight to the young people the decisions that they make every day and the responsibility that goes along with those decisions.

Equipment:

- Flip chart pad
- Pens

Instructions:

Roll out an old roll of wallpaper or a couple of sheets of paper. On the x axis label an age range from 0 to 21. On the same sheet get the young people to write or draw what you are allowed to do at different ages.

At 12:

- You can buy a pet

At 14:

- You are responsible for wearing a seat belt
- You can drive a tractor on farm land
- You can ride a horse on the road and not wear a helmet

At 15:

- You open a Giro account with an adult to guarantee it
- You can be sentenced to a detention and training order
- You can watch 15 or PG certified films

At 16:

- You can leave school
- You can have a full-time job if you have left school, but you can only start work on the last Friday of June even if you have turned 16 before this
- You can sell scrap metal
- You can become a street trader
- You can buy the morning-after pill
- You can have an abortion
- You can fly solo in a glider
- You get a National Insurance number
- You can bet on the football pools

**At 17:**

- You can give blood
- You can take your driving test
- You can emigrate

At 18:

- You can appear before adult courts
- You can be called to serve on a jury
- You can become an organ donor
- You can get married without guardian's consent
- You can vote
- You can buy fireworks
- You can buy and drink alcohol in a pub

At 21:

- You can run a pub
- You can adopt a child
- You can become a MP

Get the groups to comment on any inconsistencies in the age ranges, e.g. at 16 you can start working pay tax but you can't vote. At 18 you can vote but you can't become a BB captain, you can smoke at 16 but you can't drink alcohol, you can vote at 18 but you can't become an MP until you are 21.

- What would you like to change?
- When should young people be able to influence decisions that are made about them?
- What are the boundaries or limits to young people being involved in decision making processes?
- Divide into groups of three to four.
- On a piece of flip chart paper get the group to record all the decisions that they made in the last 24 hours.
- In a different colour get the group to write around their answers the knowledge and skills that were required to make those decisions.
- In one big group ask the young people how much freedom they think they get to make everyday choices. Are those choices respected? Who takes more notice of your decisions – parents, siblings, teachers, youth workers, etc.?
- Back in the original groups get the young people to come up with four of the most important factors that they have to consider when making a decision.
- Then ask the group to rank them in order of priority. Ask them to arrange them in a diamond shape with the most important at the top and the least important at the bottom.
- Get the groups to share their answers with each other and highlight the key points.



Activity 3 Barriers to Decision Making



30 mins



4-12

Participation	★	★	★
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To get the young people thinking about what stops them getting involved in making decisions.

Equipment:

- Flip chart
- Pens

Instructions:

- In small groups get the young people to draw a teenager. The pictures will probably follow normal stereotypes. Ask the group if they are like the person they drew. If not why did they draw a young person like that? Tell them that we often only see young people in a negative light as causing trouble. However we know from our time at the BB that not all young people are bad people and in fact there are lots of young people who do great things in the communities in which they live and you are evidence of that.
- Get a couple of newspapers and look through them at how young people are portrayed? Stick all the headlines onto a piece of paper. What do we think about these headlines? Can you think of any others? What is the underlying message being communicated to young people – and what is the likely response to the message?
- Read some of the following quotes without revealing who or when they were written:

“The young people of today love luxury. They have bad manners, they scoff at authority and lack respect for their elders. Children nowadays are real tyrants, they no longer stand up when their elders come into the room where they are sitting, they contradict their parents, chat together in the presence of adults, eat gluttonously and tyrannise their teachers.” (Socrates 470–399BC)

“I see no hope for the future of our people if they are dependent on the frivolous youth of today, for certainly all youth are reckless beyond words... When I was young, we were taught to be discreet and respectful of elders, but the present youth are exceedingly wise [disrespectful] and impatient of restraint.” (Hesiod, 8th century BC)

“The world is passing through troublous times. The young people of today think of nothing but themselves. They have no reverence for parents or old age. They are impatient of all restraint. They talk as if they knew everything, and what passes for wisdom with us is foolishness with them. As for the girls, they are forward, immodest and unladylike in speech, behaviour and dress.” (Extract from a sermon preached by Peter the Hermit in 1274 AD)
- Tell the group that these statements could be a headline from any tabloid newspaper. Then reveal who wrote them and when they were written.
- Newspaper headlines demonstrate that we are often overly focused on negative stories about young people. Issues such as anti-social behaviour, underage sex, gang violence and bullying are by far the most likely to be singled out by the media. Research by Mori found that **three in four articles about young people were negative**. Furthermore young people are largely absent in stories about themselves. Only eight per cent of articles included any comment or quote from young people. Furthermore MORI research for the Youth Justice Board carried out in 2003 reveals that only seven per cent of young people in mainstream schools have been in trouble with the police in the past year, and of the offences carried out the vast majority were not violent crimes. Two thirds of young people in a poll reported by the Daily Mail believed that they had been unfairly given a bad name by the minority of hooligans. Consequently, they believed that they should be praised for the good things that they do and not always be tarnished with the same brush of young people. Home Office Minister Hazel Blears, in the same article, said:

“Young people around the country are fed up with being tarnished by the anti-social actions of a minority.”



- The continued underpinning of stereotypes and the use of negative language, such as 'yobs' and 'thugs', impact on public opinion and fuels the fear of young people. Young people have only a slim chance of ever having any real control over the events and institutions that shape their lives. The only power they have is a negative one, which is to be a threat to order.
- What examples of young people do you have making a positive contribution to society?
- How respectful are adults to young people?
- How do they demonstrate this?
- In small groups get them to list three things that empower young people and three things that are a barrier to young people being heard.

**Tips / Advice:**

Instead of drawing a teenager you could get the group to make a video that portrays the life of a teenager.

**STOP & THINK!**

- What went well?
- What didn't?
- What you would do differently next time?

Community



Meet Your Local Politician

Aim: To get the young people to introduce their ideas to local politicians.

Activity 1 Before the Day



20 mins



4-12

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To plan a meeting with a local politician.

Equipment:

- 'Me and Politics' template

Instructions:

- Get the young people to fill out the 'Me and Politics' template.
- Ask the young people to individually name the three top issues that concern them in their local community.
- Compare their answers and see whether there are any similarities or differences?
- Try and identify four or five bullet points that the group could bring up when the local politician visits.
- It is also useful for the young people to find out about their councillor and their role.
- Get the young people to prepare some questions, e.g. what political party if any do they represent? What committees do they sit on? What are they passionate about? What football team do they support?
- Then follow up with questions that the young people have identified as a concern to them.



Tips / Advice:

- It is also important that young people understand the basics about their local council. This means that their expectations can be managed and the questions that they ask are relevant to what the councillor can actually do something about!
- You may be able to get media coverage of the meeting from your local newspaper. Send out a media release. Telephone a week before the meeting and on the day before to keep it fresh in reporters' minds.





Activity 2 Meeting a Local Politician



30 mins



4-12

Participation	★	★	★
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To give young people the opportunity to talk to a local politician about issues that concern them.

Instructions:

- Make sure that the time and location of the meeting is suitable for young people to be involved.
- At the meeting take minutes, and give the young people plenty of opportunity to ask their pre-prepared questions.
- You might need to gently encourage the young people to ask their questions.
- It might be useful to ask a question yourself to get things going.

Activity 3 After the Meeting



20 mins



4-12

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To follow up the meeting with the local politician.

Equipment:

- Paper and pen

Instructions:

- Have a wrap up discussion with the young people.
- Was there anything they didn't understand?
- Was there anything they would like to pursue further?
- Get the young people to write a thank you letter outlining the points raised in the meeting and what they felt about it.



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?

Our Organisation

Aim: To give the young people a brief understanding of BB, but more importantly their role in it.

Activity 1 Why did it all start?



20 mins



Any number

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To give a brief history of the BB.

Equipment:

- Access to BB website if possible
- 'Why did it all start?' template

Instructions:

This is an ideal topic for younger members or those just joining the groups to introduce them to some of the facts about The Boys' Brigade's history.

This activity could be done over two weeks to enable a briefing session on week 1 and completing of the activity template on week 2 (seeing what the young people can remember).

In the first session interactively provide the young people with a short history of The Boys' Brigade. The young people should know the following information:

- Name of the Founder (Sir William Alexander Smith).
- Name and date of the first Company (4th October 1883, 1st Glasgow Company in Scotland).
- The motto ('Sure & Steadfast' taken from Hebrews 6 verse 19).
- They should have an understanding of why William Smith started The Boys' Brigade and what he was seeking to achieve (See a copy of 'First for Boys' or 'Sure & Steadfast' for more information on this).

Alternatively if access to the internet is possible the activity sheet can be given out to the young people and they can use the internet to find the answers to the questions on the 'Why did it all start?' template.



Tips / Advice:

- Try to be as imaginative as possible.
- It may be possible to use artefacts to show something about the history of The BB.





Activity 2 My Company



20 mins



Any number

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	★	★	★
Equality	☆	☆	☆

Aim: To know basic facts about their own Company and their hopes for their involvement.

Equipment:

- 'My BB Company' template

Instructions:

This activity is for young people to learn some basic facts about their own company and church. It could be used as an opportunity for the young people to meet some people including the Chaplain/Minster, Captain, member of staff from another company, Battalion President or a member of the congregation. One or more of these people could be give a short talk, and/or be asked questions.

Use this activity as an opportunity to ensure the young people are aware of all the opportunities on offer to them through the Company, Church, Battalion, District and/or Region.

After this the young people should complete the 'My BB Company' template about their own Company, and their likes/dislikes.



Tips / Advice:

- Young people may know differing amounts because of their involvement in younger age groups.

Activity 3 The BB Family



20 mins



Any number

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To find out about the BB family and create an awareness of belonging to a worldwide organisation.

Equipment:

- Access to internet would be useful

Instructions:

- Ask the young people what countries in the world have a BB presence? (a list can be found on the Global Fellowship website).
- Explain that BB was often spread abroad by people copying William Smith's successful model or by BB leaders moving from the UK.
- Tell the young people that BB UK is a member of The Global Fellowship of Christian Youth. The Global Fellowship is the worldwide organisation which links BB and other Christian Ministries.



- If access to the internet is available the young people should find out 4 facts about the BB in an overseas country using the Global Fellowship website. If internet access is not possible Global Fellowship updates from the BB Gazette could be provided to the young people along with a print off from the website so this activity can be completed.
- It might be possible to become involved in one of the Brigade's international projects, or possibly set up a pen-friend link with an overseas company. The Global Fellowship office could put you in touch with a contact in another country.

**Tips / Advice:**

- The BB Gazette regularly contains updates on the Global Fellowship.

Safety Issues / Risk Assessment:

Members should be aware of sharing their email addresses with strangers.

**STOP & THINK!**

- What went well?
- What didn't?
- What you would do differently next time?

Community



Participation in the BB

Aim: To get the young people to critically think about their group and how they could improve it.

Activity 1 My BB



25 mins



4-12

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To get the young people thinking about their experiences of BB.

Equipment:

- 'What do you think?' template

Instructions:

Survey (15 mins):

Carry out a survey of what young people in your BB group think. Give the 'What do you think?' template to each young person and get them to fill it out individually. Collect the results and discuss with the group the results.

Agree or Disagree (10 mins):

- Draw an imaginary line across the length of the room. Identify one end of the room as the place to go if you agree with a statement and the other if you disagree.
- Read out a statement, and ask the group to go to the end of the room that best reflects their opinion. The stronger they feel about the issue, the further they should go to the end of the room.
- After each statement encourage discussion about why they have chosen their position, and allow participants to move after they have listened to contributions.
- Choose from those below:
 1. Young people are not interested in making decisions.
 2. Children of today lack respect for their elders.
 3. Young people don't really get a chance to say what they think about the BB.
 4. All young people have the right to say what they think and have their opinions respected.
 5. The job of an officer is to lead, and the role of young is to follow.
- Encourage the young people to think that they can have a say and be responsible for shaping the BB.





Activity 2 My BB



25 mins



4-12

Participation	★	★	★
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To get the young people to reflect on their company.

Equipment:

- Flip chart pad
- Pens

Instructions:

SWOT analysis (15 mins):

- On a flip chart pad write down the left hand side SWOT.
- Do a SWOT analysis of the BB where you live, looking at its Strengths, Weaknesses, Opportunities and Threats.

Me and Decisions (10 mins):

- Write the following questions onto a flip chart pad or onto a wall or display board:
 1. How are you involved in making decisions?
 2. What else could you do?
 3. What's stopping you?
- Using post it notes get the young people to write their answers and stick it under the appropriate question.

Activity 3 Turning Opinion Into Action



25 mins



4-12

Participation	☆	☆	☆
Empowering	★	★	★
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To get young people thinking about what they can do in their company to bring about change.

Equipment:

- 'Have Your Say' template
- 'Youth Action Plan' template
- Pen and Paper

Instructions:

If... (15 mins):

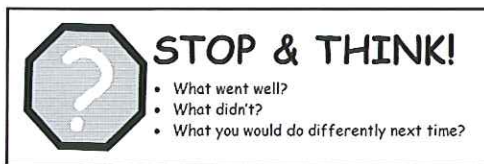
- In groups of three to four get the young people to think about what they would do if they were given £200 from their company?
- Get them to give a presentation back to the larger group on their proposal.

**Scenario (10 mins):**

- Divide into small groups of between three and four.
- Give each group a scenario from the 'Have your say!' template.
- Get them to think about what they would do and report back to the group.

Action (10 mins):

- Use the ideas that the young people come up with to demonstrate that you are listening to what they say.
- Try using the 'Youth Action Plan' template to get them to plan what they want to change or do in the BB.



Community



Organise a BB Evening

Aim: To organise a fun packed evening with activities determined by the young people themselves.

Ideas for Trips & Visits!

- Visit another BB Company

Activity 1 Ideas



20-30 mins



Any

Participation	★	★	★
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To survey and determine what activities are to be included in the planned evening run by the young people.

Equipment:

- Paper
- Pens
- Flipchart if possible
- A4 paper

Instructions:

- This first session is to think about what activities are to be included in the planned evening.
- Participation by the young people in determining what they wish to have in 'their evening' is at the heart of this task and supportive ideas and encouragement from leaders are vital.
- The role of a leader is to facilitate and guide only and not to have the final say on what the young people wish to do – issues of safety would be in the 'guidance' from the leader.
- The young people can either produce a survey sheet listing activities that could be part of the planned evening, or ideas can be drawn out of the members present and written onto the flipchart.
- The leaders should give some overall guidance regarding any safety issues that might arise from the list of ideas produced by the young people.
- Dependent upon the usual meeting time of the section the list of activities suggested should / could be prioritised by the members present.
- Once the ideas have been obtained the young people will need to consider a number of issues including timings, practicality, space etc. before finalising the activities to be undertaken.
- Once they have determined the 'programme' it needs to be shared with the other young people.



Tips / Advice:

- After gaining the above information there should be a clear list of activities to plan in further detail.

Safety Issues / Risk Assessment:

The leaders will need to consider safety issues about the activities being held.





Activity 2 Planning



20-30 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To look and plan in detail the chosen activities.

Equipment:

- Paper
- Pens

Instructions:

- From the list of activities that was compiled it will be necessary to look in detail at what will be required to make the evening 'happen'.
- What equipment will be needed during the evening?
- How much space is required for each activity?
- How many activities are being held at the same time?
- Who is organising / running which activity?
- What are the timings for each activity?
- What are the leaders expected to do during the evening?
- Is there going to be a break for drinks and who is responsible for preparing them?
- It is vital to ensure that whatever activities have been finally chosen are viable and safe and this is something that the leaders will need to be involved with to make sure a good evening is held.



Tips / Advice:

- Keep to the timing of this session and focus minds on the task in question.

Activity 3 Delivery



20 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To finalise and share the planned programme.

Equipment:

- This will depend on the final activities chosen

Instructions:

- The final programme for the evening should be shared with all the members to enthuse them and encourage a 'full turn out' on the chosen night.
- Ensure that the date is set for the delivery of the evening's activities.
- The evening could be recorded either by taking digital photographs or a digital recording so that this could form the basis for a review and evaluation in activity four.

**Tips / Advice:**

The staff should be supportive of what has been planned and the young people encouraged ensuring a really good evening is held.

Safety Issues / Risk Assessment:

Normal issues dependent upon the agreed final programme for the chosen evening.

Activity 4 Evaluation

20 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To review and evaluate the delivered evening's programme.

Equipment:

- Laptop with the digital images or recordings made of the evening

Instructions:

- This is the opportunity for the young people to review and evaluate the delivered programme.
- It is important that this activity is handled well by the leaders and that the young people should feel free to share constructive comments with each other.
- All the points and issues raised should be noted for future reference and copies given to the young people once they have been produced.
- The leaders should thank the young people and offer them support and encouragement for next time.

**STOP & THINK!**

- What went well?
- What didn't?
- What you would do differently next time?

Community



My Town

Ideas for Trips & Visits!

- Visit your local town and do a survey asking residents what they think about it
- Visit another town or city

Activity 1 Amenities Research



20 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To find out about the scope and location of amenities/facilities in their locality.

Equipment:

- Separate pieces of card
- Pens
- Maps of own locality

Instructions:

- Give a definition of an amenity.
- Get young people to list different amenities a town might have (library, swimming pool, post office, leisure centre etc.).
- Discuss whether all communities should have all of these amenities? Does it depend on size? How far should someone have to travel?
- On a street plan of community, locate the amenities listed.
- Discuss where they are sited. Do young people think this is the best place?



Tips / Advice:

If you are part of a large town or city, restrict the discussion to your neighbourhood.

Activity 2 Amenities Wanted



Various



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To find out if there are sufficient amenities in the locality.

Equipment:

- None specific, but access to paper/pens etc. useful

Instructions:

- Remind young people of the previous session on amenities.
- Are the amenities sufficient for their locality?
- What other things would they like to see?
- Are the things they listed young person specific?





- How could they find out what different age groups want.
- Devise a survey/questionnaire to be distributed (in other groups, church, through parents, etc.).
- Think about how the results could be used (writing to the Council / newspaper etc.).

**Tips / Advice:**

- Would it be possible to invite a local Councillor to your group to be questioned or to inform the young people how to get their ideas across.

Activity 3 Visit My Town



Various



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To produce a promotional leaflet for their locality.

Equipment:

- Examples of brochures, leaflets taken from a local Tourist Information Bureau
- Artistic materials
- If possible, access to IT resources and the internet

Instructions:

- Show tourist leaflets for a town (these may not be your area).
- Is it aimed at a particular age group?
- Get the young people to produce a leaflet aimed at young people of their age.
- Allow access to IT sources and the internet if possible.
- Remind your young people of the amenities research and what young people wanted.

**Tips / Advice:**

- Split the group into pairs or threes to produce the leaflet.

**STOP & THINK!**

- What went well?
- What didn't?
- What you would do differently next time?

Local Community Project

Ideas for Trips & Visits!

- Get some local community projects to talk to the group
- Visit other local projects, e.g. charity shop, soup kitchen, etc.

Aim: To plan and take part in a local community project.

Activity 1 Looking for a Suitable Project



20-30 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To find a suitable community based project.

Equipment:

- Flip chart
- Pens

Instructions:

- The young people should first start to mind map what they want their project to be.
- One way of doing this is to draw a spider diagram.
- Part of this planning might be to decide where the project may take place.
- These are some ideas of the projects the young people could do:
 - Park litter pick
 - Painting a community building
 - Gardening in local parks or disadvantaged areas
- There may also be members in your church that have local knowledge of projects in the areas the young people are targeting.
- Local authorities are also a good source that might be able to help the young people in their project.



Tips / Advice:

Remember to always obtain permission from local authorities or the person that owns the land or building in question.

Safety Issues / Risk Assessment:

- The supervision of the young people whilst undertaking the project.
- The correct use of any equipment.
- Is any safety equipment needed and does that require any training before use.
- What safety clothing may be needed.





Activity 2 Planning



45 mins



Any

Participation	★	★	★
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To plan the project.

Equipment:

- Flip chart
- Pen

Instructions:

Get your young people to do the following:

- Decide on a project and set an aim.
- Write to or contact any agencies or organisations that could help you achieve your aims.
- Decide a date and write a plan of what you might do.
- Consider what equipment, training and supervision you might need.
- Write a budget for the project.
- Write to parents detailing time, location and outline of the project.



Tips / Advice:

- Let your young people do as much as possible of the planning.
- Remember the process is as important as the outcome. Never the less you are ultimately responsible for their safety and well being.

Safety Issues / Risk Assessment:

- The supervision of the young people whilst undertaking the project.
- The correct use of any equipment.
- Is any safety equipment needed and does that require any training before use.
- What safety clothing may be needed.

Activity 3 The Project Itself



1-2 hours dependent on project



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To carry out the project.

Equipment:

- Depends on the final decision of what the project is.

Instructions

- Undertake the project.

Activity 4 Evaluation of the Project



20 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To evaluate the project.

Equipment:

- Flip chart
- Pens
- Paper
- Post-it notes

Instructions:

- This activity is for the young people to evaluate their project.
- This can be done either by using a flip chart where their comments can be listed or post-it notes which do not indicate which young person has written it.
- The leaders may need to come up with a series of questions to assist the young people in their evaluation of the project e.g.
 - What impact did their project have in the local community?
 - Did it go to plan?
 - Would they do anything differently next time?
 - Were there enough young people in the team?
 - What do they want to undertake next?



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?



Community



My Church in the Community

Aim: To discover, see and understand what their church does and its place & role in their local community.

Activity 1 What do I think happens in my church?



20-30 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: This first activity is to find out what happens in my church.

Equipment:

- Paper
- Pens or pencils
- Flipchart

Instructions:

- In order for the young people to look at their 'church in the community' a first step should be to discover, see and understand what happens each week in the life of their church.
- A flipchart could be used to list what they think happens each week on their church premises and this could be a good opportunity to invite the Chaplain or other appropriate leader in your church to come along and share with the young people what groups, services etc. are held each week.
- The young people should then find out what happens in each of the groups, what ages they cover etc. and it would be an interesting exercise to then find out how many people are members / part of the groups listed, thus giving a total number of people coming onto the church premises each week.
- This could be done in the form of a survey sheet which is produced by the young people and given to each of the groups. A return date would be required.
- Once the young people have a clear idea of who and what groups meet and use the church premises, they can then look at the next activity.





Activity 2 What facilities & activities are there in my community?



20-30 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To look at the role and place of my church in my local community.

Equipment:

- Map of the local community
- Paper
- Pens

Instructions:

- This activity is to discover what role and place your church has in the local community.
- It would be useful to undertake some research of what facilities / activities are available in the local area for people of all ages and where they are situated.
- A list of those facilities / activities will need to be made.
- The location of those facilities / activities can then be marked on the map.
- The location of your own church will also need to be marked on the map.
- In the light of the information gained from the last activity about the activities, it should highlight how the activities are very much part of the community.
- Once all the information has been found, listed and marked on the map and in the light of the information gained from the last activity about the activities and groups that meet / happen in their own church, it should highlight how those activities are very much part of the local community.

Activity 3 What role does my church serve in my local community?



20-30 mins



Any

Participation	★	★	★
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To think about and look at how my church serves the local community and look for new opportunities involving the Church.

Equipment:

- Map of local area
- List of activities / facilities
- Flipchart
- Pens
- Paper

**Instructions:**

- Use this activity to see if there are any gaps in the activities that happen in their local community and to look at holding an event on behalf of their church that will make an impact / difference.
- There may be a particular cause that could be supported and may well result in a fundraising event to assist the work being undertaken.
- The young people should mind map their ideas and list them on a flipchart.
- There will need to be a final decision taken from the list produced.
- A date will need to be confirmed when the church premises are available.
- The event / activity will need to be carefully planned, some things to consider will be:-
 - How much space will be required?
 - What equipment will be required?
 - How many people will be needed to staff the event?
 - How is the event going to be publicised?

**STOP & THINK!**

- What went well?
- What didn't?
- What you would do differently next time?

Community



The Christian Calendar

Aim: To develop an understanding of the main Christian Festivals.

Introduction:

Although this is a series of sessions aiming at giving the young people information about the main Christian Festivals it is an opportunity for leaders to share their faith and reflect on the significance of the Festival with the young people.

Activity 1 Advent



20/30 mins



Any number

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To share information about Advent.

Equipment:

- Advent wreath
- Advent candles

Instructions:

- Young people will know about Advent Calendars, but may not know the meaning of other traditions.
- Advent is a term from the Latin word 'adventus' which means arrival.
- It is a time of waiting for the arrival of Christmas, the coming of Jesus to earth.
- An Advent Sunday is the first of the four Sundays before the 25th December.
- The beginning of Advent is when the preparations for Christmas really begin.
- Advent wreath (show if possible) is made of a circle of evergreen branches laid flat. Four candles stand in the circle, representing the four Sundays. In the centre, a fifth candle is lit on Christmas Day.
- The circle reminds of the eternity of God, no beginning or end.
- The green of the wreath speaks of the hope of newness.
- Traditional Advent themes for the four Sundays are: God's people, the Old Testament prophets, John the Baptist, Mary the Mother of Jesus.
- How are the young people preparing for Christmas? In all of the busyness it is difficult to remember the reason for the celebration.
- It may be possible to ask the Minister or Chaplain to share how they prepare for Christmas.



Tips / Advice:

- Why not make an Advent wreath or calendar?





Activity 2 Christmas



20/30 mins



Any number

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To look again at the story of Christmas and what this means to us today.

Equipment:

- Bibles

Instructions:

- All young people will be familiar with the Christmas story – this has disadvantages as well as advantages and familiarity can lead to losing the essence of the story.
- Play a variation of the Alphabet Game. List the letters of the alphabet and think of a Christmas item for each letter. (Restrict number of letters depending on time.) Score a point if you have something that no one else has.
- Look and see how many of the answers are anything to do with the Christmas Story.
- Read together the account of the Birth of Jesus told in Luke 2 v 1-20.
- Emphasise that God gave the gift of His Son. Why do we give gifts at Christmas time?
- What is important to us at Christmas? How can we remember the true meaning amid all of the other things?

Activity 3 Palm Sunday



20 mins



Any number

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To share with the young people the significance of Palm Sunday and reflect on how we might have reacted.

Equipment:

- Photographs of a crowd
- Bibles

Instructions:

- Show photographs of a crowd (football crowd, pop concert etc.).
- How do people behave differently when part of the crowd?
- Could one of the young people give a personal example?
- Read or tell the story of Jesus' entry into Jerusalem (Matthew 21 v 1-11).
- What sort of leader were the people expecting?
- Look at what happened with the crowd later on in the week as Pilate asked who should be released.
- Reflect on what we would have done or shouted.



Activity 4 Easter



10 mins



Any number

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To consider the significance of the events of Holy week and the Death & Resurrection of Jesus.

Equipment:

- Bibles

Instructions:

- It is possible to concentrate on one of many different aspects of the story of Holy Week, such as the last supper, the betrayal of Peter etc. You may want to look at these in detail if you have time.
- The Crucifixion & Resurrection are long sections in the Bible and it is best if you can tell rather than read the significant parts.
- Ask young people which parts of the story they find difficult.
- Physical Resurrection is difficult to comprehend. Look at the evidence in the Gospels. Give an opportunity for the young people to express their doubts.
- Consider the effect of the resurrection on the followers.
- Explain what the resurrection of Jesus means to you.



Tips / Advice:

- There are many books looking at the claims about the resurrection that may be useful.
- It is useful in preparation to have considered the issues that the young people may bring up.
- Be prepared to share the impact of the risen Jesus in your life.

Activity 5 Pentecost



20 mins



Any number

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To learn about Pentecost.

Equipment:

- Bibles

Instructions:

- Pentecost is considered to be the "Birthday" of the Church so if appropriate start this session with a Birthday Cake.
- Read the account from Acts 2 v 1-21 (as the reading talks of different voices, consider how this could be split so read by different voices).



- Consider why this is called the Birthday of the church.
- Reflect that following Pentecost the disciples who had been frightened and in hiding, had become confident.
- A leader or Church member could share how they rely on the Holy Spirit in their lives.

Activity 6 Harvest



Variable



Any number

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	★	★	★

Aim: To consider the significance of Harvest in the church year as a time to give thanks for God's provisions.

Equipment:

- Bibles
- Packets / tins of food

Instructions:

- Not many young people today have direct experience of harvesting, although it may be possible that someone in church is involved in farming.
- Ask why does the church celebrate Harvest.
- Look at the produce we typically buy in the shops and supermarket. Consider how we are dependant on many people throughout the world.
- Read The Parable of the Sower Matthew 13 v 1-9 & v 18-23.
- Consider what other types of harvest it is possible to reap apart from food.
- What are the things in our own lives for which we can give thanks to God.



Tips / Advice:

- Why not, instead of donating food, get your young people / church congregation to donate something that they enjoy? This might be chocolate, a pair of football tickets, a Sudoku book or a plant. Whatever it is try and make sure it is in really good condition or new to reflect the excellence of God's creation and his love.
- After a parade service let anyone go up and take something that they would like or enjoy.
- Provide a means for them to donate what they can afford to an appropriate charity.



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?

Organise a Service

Aim: To get young people thinking about what they would like from a church service.

Ideas for Trips & Visits!

- Visit different types of services

Introduction:

This topic is about organising a 'Service'. This can be a normal morning, evening or contemporary service for young people.

Activity 1 Planning the Service



20-60 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To look at the planning of a service.

Equipment:

- Bible
- Music / Song Books
- Flip Chart Pad
- Pens
- Paper

Instructions:

- The first key point is to ensure that your Chaplain is fully behind this activity if the service is to take place in your church on a Sunday morning or evening. If that is the case it is important that the young people are given the opportunity to fully participate in the whole service.
- There could also be the opportunity to have a specific youth service not necessarily held on a Sunday but at a time when the young people are more likely to attend. This could be on a weeknight or Saturday night.
- Most young people will respond to a more contemporary style of worship with more modern songs, using drama or sketches, having the words of the songs projected, using video / DVD clips, and even having 'doughnuts and a drink' go down well.
- The date will need to be set to give enough time for the service to be arranged and organised (probably at least 4-6 weeks in advance).
- The 'theme' for the service will need to be decided.
- Bible readings, songs / hymns, drama / sketches, video / DVD clips etc. will need to be decided upon based on the chosen theme.
- You might like to think about the PA system, lighting and the setting in which the worship is to be held.
- This first activity will need to be carefully handled by the leaders in order that the young people will feel that they can openly suggest what can or could be in the service.





- It may well be that this first activity is about thinking about the ideas and what the service should be all about and this can then be developed much more next time. A flipchart could be used by the young people to list what they think are the important points and this is where careful leadership is crucial to make sure that the young people are listened to. Give opportunity to talk through what they all think are appropriate and choose the final ideas chosen.

**Tips / Advice:**

- This is a really good opportunity for participation by all the young people.

**Resources:**

- The website www.dramatix has over 700 different drama scripts.

Activity 2 Organising Who Does What



20-60 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To look in detail at the service and finalises the activity.

Equipment:

- Bible
- Music / Song Books
- Flip Chart Pad
- Pens
- Paper

Instructions:

- This activity is to finalise the content and order of the service. The flipchart list made last time will need to be used.
- The gifts and skills of the young people will determine 'who does what'. There will be some who are better at talking, reading, leading prayers, taking part in a drama, operating a PA system and lighting.
- Once roles have been determined then 'practice' will need to be undertaken.



Activity 3 The Service



45-60 mins



Any

Participation	★	★	★
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To undertake the service.

Equipment:

- Depends on the final content of the service.

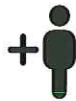
Instructions:

This activity is about undertaking the service which will be evaluated in activity four.

Activity 4 Evaluation of Service



20 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To evaluate service.

Equipment:

- Flip chart
- Pens
- Paper
- Post-it notes

Instructions:

- This activity is for the young people to evaluate their service.
- This activity needs careful planning and leadership to ensure that all the young people have the opportunity to be able to comment and that they can all speak freely.
- This can be done either by using a flip chart where their comments can be listed or post-it notes which do not indicate which young person has written what.
- The comments made can then be used as a basis for further discussion, with the focus being on the positive points.
- Any 'negatives' will need to be turned into 'positives' with learning points for the next time.
- The leaders will need to make sure that at the end of this activity the young people are positively encouraged and supported for future experiences.



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?

Community



Bible Knowledge

Aim: Introducing the Bible to young people to explore for themselves.

Activity 1 What do you think about the Bible?



20 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To get young people talking about their experiences of the Bible.

Equipment:

- Paper and pens
- Enough Bibles for everyone
- 'Banana Smoothie' template
- '12 Questions' template

Exercise 1:

- Two liquidisers
- Single cream
- Spoons
- Treacle
- Straws
- Cucumber
- Glasses
- Tuna
- Measuring jug
- Chocolate
- Bananas
- Baked Beans
- Milk
- Strawberries
- Lemon Juice
- Caramel
- Almonds
- Custard
- Glazed cherries
- Gravy

Instructions:

Exercise 1: Banana Smoothie (5 mins)

- Divide the ingredients, listed above, into two identical selections on two tables and cover.
- Explain to the group that this activity is designed to discover who out of the group can make the best milkshakes.
- Ask for two volunteers who think that they can do this.
- Reveal to the young people that you have one card that contains a recipe for an absolutely delicious milkshake. Toss a coin to decide who gets the card.
- Tell the group that because the other person has not got the card they might as well be blindfolded.
- Blindfold that person.
- Uncover the ingredients and give the young people three minutes to make a smoothie.





- Encourage both contestants to sip some of their creation and then hand it round the group for any other brave person to try.
- Make the point that one contestant had a large advantage because they had the recipe which gave them the best advice on how to combine the ingredients. Introduce the theme for the session by stating that you believe that it is possible to have a similar advantage in life by using the maker's guidance on living. God made us and has written a "recipe book" for living the best way, and that this must be worth checking out.

Exercise 2: True or False (5 mins)

- Present to the groups some phrases that appear to be from the Bible. Ask the groups to identify which are TRUE and which are FALSE.
- Give one point per correct answer.
- Use the following statements or find out your own:
 1. "Aren't we forgetting the true meaning of Christmas? You know, the birth of Santa." (Bart Simpson) FALSE
 2. "Everyone who cares for truth, who has any feeling for the truth, recognises my voice." (John 18:37, The Message) TRUE
 3. "Blessed is he who expecteth nothing, for he shall not be disappointed." FALSE
 4. "The Lord is close to all who call on him." (Psalm 145:18) TRUE
 5. "For what we are about to receive may the lord make us truly thankful. Amen." FALSE
 6. "Do not be fooled: you can't cheat God." (Galatians 6:7) TRUE
 7. "Money is the root of all evil." ("The love of money" is described as the root of all evil in 1 Timothy 6:10) FALSE
 8. "A dream is the answer to a question you have yet to figure out how to ask." (Fox Mulder) FALSE
 9. "Love does not delight in evil but rejoices with the truth." (1 Corinthians 13:6) TRUE
 10. "Cleanliness is next to godliness." FALSE
 11. "Father forgive them, because they don't know what they are doing." (Luke 23:34) TRUE
 12. "Our God is vengeful! O spiteful one, show me who to smite and they shall be smoten." (Homer Simpson) FALSE
 13. "God helps those who help themselves." FALSE
 14. "Jesus answered, 'I tell you the truth, you aren't looking for me because you saw me do miracles. You are looking for me because you ate the bread and were satisfied.'" (John 6:26) TRUE

Exercise 3: 12 Questions (10 mins)

- Handout the '12 Questions' template and a pen.
- Allow 5 minutes for the sheets to be completed.
- Get the group to share their answers. It is important to allow the group to say what they think, but also try and get to the reasons behind their answers.
- At the top of a flip chart pad write "Why is it difficult to read the Bible?". Get the group to answer the questions.

Exercise 4: My Experiences (5 mins)

- Select a member of the group, a leader, or a member of the church congregation to talk for a maximum of 5 minutes about their favourite passage or story from scripture (you could even video it if you prefer).
- Get them to explain why it is their favourite and how it has either challenged, spoken to, or surprised them.
- Ask the young people if they have any favourite passages or stories, and what they mean to them.



Tips / Advice:

- This activity can be used as a devotion.

Activity 2 Introduction to the Bible



30 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To introduce some Bible characters and passages.

Equipment:

- Youth Bibles
- Paper and Pens
- 'Bible Jigsaw' template

Instructions:

Exercise 1: True or False (5 mins)

- In small teams, get each group to come up with 5 statements about the Bible. Some of the statements need to be true and some need to be false.
- Get the groups to present their statements backs to the larger group who have to decide if the statements are true or false. For every one that they identify correctly as being true or false the teams get a point.
- Let each team present their statements in turn.

Exercise 2: Bible Trivia (10 mins)

- This quiz can be done in groups or as individuals.
 - Handout a piece of paper and read out the quiz, getting the young people to write down their answers.
 - Tell the young people that they can get three points for a correct answer. If they do not know the answer they are allowed to ask permission to look up the answer in the Bible, however once they are given a Bible and the appropriate chapter they can only be awarded one point.
- 1) What is the name of the first book of the Bible?
 - a) Romans
 - b) Genesis**
 - c) Exodus
 - d) Matthew
 - 2) Which religion or religions acknowledge the Old Testament?
 - a) Judaism
 - b) Christianity
 - c) Islam
 - d) All of the above**
 - 3) Who was not a son of Noah? (Genesis 6)
 - a) Shem
 - b) Lamech**
 - c) Ham
 - d) Japheth
 - 4) Which is NOT a book of the Old Testament?
 - a) Psalms
 - b) Ezra
 - c) Kings
 - d) Corinthians**





- 5) Who was the mother of Isaac and wife of Abraham? (Genesis 22-26)
 - a) Rachael
 - b) Mary
 - c) Maria
 - d) **Sarah**
- 6) Which book of the bible is not attributed to Moses?
 - a) Genesis
 - b) Exodus
 - c) **Ezekiel**
 - d) Deuteronomy
- 7) Pontius Pilate was governor of where? (Luke 3)
 - a) Rome
 - b) **Judea**
 - c) Egypt
 - d) Jordan
- 8) How did the betrayer of Jesus, Judas Iscariot, die? (Matthew 27:5)
 - a) **Hung himself**
 - b) Fever
 - c) Stoned to death
 - d) Old age
- 9) Who was the first Christian martyr? (Acts 7)
 - a) Paul
 - b) Peter
 - c) Judas
 - d) **Stephen**
- 10) Who needed to see Jesus' wounds to believe that he was alive? (John 20)
 - a) Pontius Pilate
 - b) **Thomas**
 - c) James
 - d) Luke
- 11) Why were Joseph and Mary in Bethlehem at the time of Jesus' birth? (Luke 2)
 - a) To buy grain
 - b) **To pay taxes**
 - c) To visit friends
 - d) To see a doctor
- 12) How many days and nights was Jesus in the wilderness? (Matthew 4)
 - a) 20
 - b) 30
 - c) **40**
 - d) 50
- 13) Which Gospel has the most chapters?
 - a) **Matthew**
 - b) Mark
 - c) Luke
 - d) John



14) Who was the father of John the Apostle? (Mark 1)

- a) Joseph
- b) Andrew
- c) Barabbas
- d) **Zebedee**

15) Who took down the body of Jesus from the cross and placed it in the tomb? (Mark 15)

- a) Pontius Pilate
- b) **Joseph of Arimathea**
- c) Simon the Apostle
- d) Mary Magdalene

Exercise 3: Bible Jigsaw (15 mins)

- In the same teams, give each group the jigsaw pieces.
- Instruct the groups to put together the jigsaw, which is structured into three columns, the first is the characters name, the second a book of the Bible where they feature, and the third what they are famous for.
- Use this as an opportunity to discuss the different characters and stories.
- Go to www.dramatix.org or a similar resource and get a drama sketch based on a favourite Bible story. Try and get the group to suggest one and tell the group that next week you are going to look at that story in more detail and do a sketch.
- Tell the group that the Bible doesn't just contain stories, but contains inspiring words for life. In the front of the Youth Bible (as do many others) is a life file guide that suggests passages to read in certain situations. Get the group to look up some passages and then bring them back to the group and say what they mean to them.
- Read James 1:19-27. The Bible teaches us how to live, but reading it isn't a substitute for a right relationship with God. It inspires us to live in a way that pleases God and demonstrates love and forgiveness to those around us. Reading it alone doesn't make us better people or more loved by God, rather it is our response to its words that is important. Follow this up by reading Acts 8:26-40 and challenge your young people to read a gospel over the next week and see if God is speaking to them.
- Finish by praying that God will speak to us through the times that we spend reading the Bible.



Tips / Advice:

- Use an appropriate version of the Bible. The Youth Bible, or The Message and other contemporary translations are often a lot easier to understand.

Activity 3 Bible Drama



30 mins



Dependent on characters
in the sketch

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To explore a biblical story through a drama.

Equipment:

- www.dramatix.org
- Bible
- Pen and Paper
- Props

**Instructions:**

- After identifying the Bible story that the young people would like to perform, and finding a drama from www.dramatix.org or a similar resource read the story from the Bible to the group.
- Subsequently read through the play asking for volunteers for each character.
- Go through each character and ask the group what they think that individual was feeling during the episode. Encourage discussion on what we can learn from the story.
- Encourage the group to think about what props they need to perform the play.
- Then rehearse the sketch this time acting out the parts. You might like to perform the sketch as part of the evening's devotions. Encourage the young people to talk about what they learned through the sketch and ask one of them to write a prayer.

**Tips / Advice:**

- The group may wish to write their own drama or change the script that you have given them, particularly by adding jokes.
- You might like to develop this sketch further in subsequent weeks and/or perform it in a Church service.
- You might like to do a documentary on what different people's favourite Bible stories are. You could video different leaders, members of the church and young people and see what they say.
- Always make sure you are using an appropriate Bible translation that is accessible to young people. Be prepared for some challenging discussions!

**STOP & THINK!**

- What went well?
- What didn't?
- What you would do differently next time?

Who is my neighbour?

Aim: To introduce the concept of a Global Family and our responsibility for and to each other.

Ideas for Trips & Visits!

- Invite a representative from an aid agency to talk to the group

Introduction:

In many representations of society in the media young people are taught to look out for themselves and to make sure they are number one. This topic looks at our responsibilities as global citizens.

Activity 1 Poverty



30 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To explore what makes young people happy in terms of physical & emotional needs and understand why some young people are denied what they need to make them happy.

Equipment:

- Pens
- Calculators
- Photographs

Instructions:

- Ask one of the young people to click their fingers every 1-2 seconds. What do the young people think that represents?
- Malnutrition kills approximately one person every 1-2 seconds, 38 people every minute. Get the group to work out how many people is that each day? (55,000 per day)
- If a jumbo jet carries 350 people, how many would need to crash each day to kill 55,000 people? If that many planes crashed, it would be on every news channel, but we don't put malnutrition deaths on the news each day. Why do the young people think that is the case?
- Place the following facts before the young people:

Each year about 20 million people die from malnutrition and 50% of these have not reached their 5th birthday.

The industrialised world has 20% of the world's population and uses 80% of the world's resources.

The developing world has 80% of the world's population and uses 20% of the world's resources.

- Discuss with the young people their reaction to these statistics.
- Ask the young people – What makes you happy? Record their answers on a flip chart.
- Show photographs of children in a developing country. Pictures are available from the internet which may be used along with details about recent emergencies from Aid Agencies.





- Read out the following list:

Happiness is:

- Love and care from family and others
- To play and relax with family and friends
- To have a say and be listened to
- Safe water and food and a clean environment
- Good health and health care
- To learn and go to school
- To live free from danger, violence and war

- Discuss if these points are the same as the young people stated earlier. Discuss the differences.
- There are currently 100 million children worldwide who miss out on school and for most no education means a life of poverty. Do we appreciate the right to a free education?
- Complete the session by asking if there is anything that can be done or are problems like this just too big?

Activity 2 It's Not Fair



30 mins



6-8

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To look at the problems we face and try to relate these to issues faced by young people around the world.

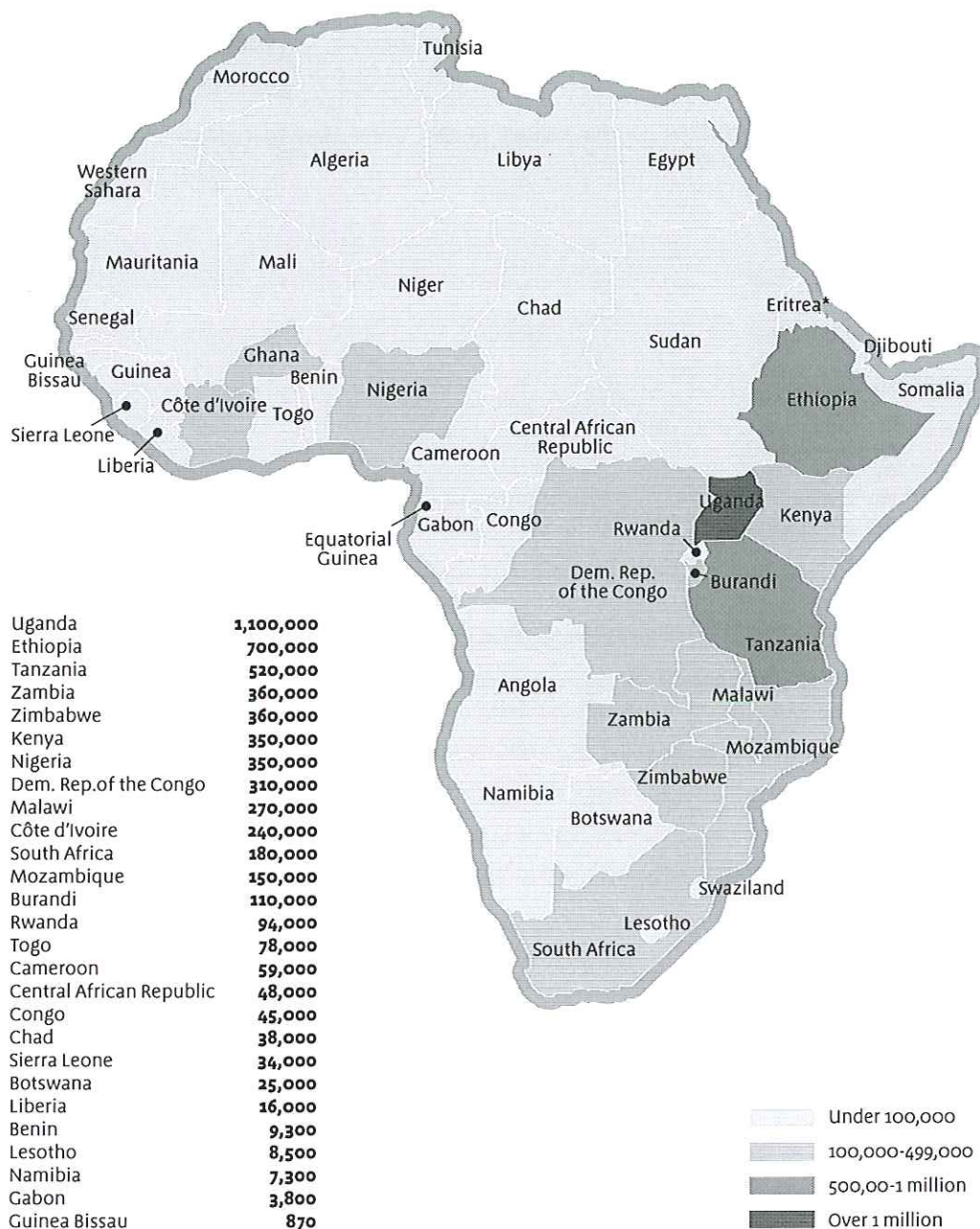
Equipment:

- Flip chart
- World map

Instructions:

- Ask the young people about times they have said, "It's not fair." Often when they were younger it would have been about tidying rooms, things that brothers or sisters had done. As we get older do we change?
- What things do adults say is not fair? Salary, working conditions, results in sports etc.
- We can all be guilty of thinking that life isn't fair and that someone has a better deal than us.
- Ask the young people to consider the facts shared last week.

Children who have lost one or both parents, 1997-98



- This map shows the numbers of children in African countries who have lost one or both parents to the Aids epidemic.
- Many live on the streets and have no one to care for them.
- Compare this with the things that we put on our list of being 'not fair'.
- Is there anything we can do or again is this a problem that is far too large?



Activity 3 What can we do?



30 mins



Any

Participation	☆	☆	☆
Empowering	★	★	★
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To consider our response to the issues of the world and to realise that by doing something it can make a difference.

Equipment:

- Bible

Instructions:

- Read together Matthew 25: 31-40.
- Jesus is telling us that his Kingdom, which will eventually bring salvation and justice to all, is even now concerned with the poor and underprivileged. He expects those he has called and commissioned to represent that kingdom on earth to share his concern.
- From what the young people have learned and experienced in the 2 previous sessions, how do they want to respond?
- Do not compel anyone, but listen to their suggestions.
- It might be that the young people may wish to respond financially, by raising money for a particular project. They should decide on the project and how the money is raised.
- They might want to raise awareness in the church magazine or a poster for the notice board.
- If there is a specific response ensure that sufficient time is allowed for the young people to plan this.
- Remind the young people that a powerful tool is to pray for these situations.
- Ask if there are specific things to pray for or if anyone would like to lead in prayer.



Tips / Advice:

Individual churches may well be involved in supporting the work of an agency and could find extra resources from this.



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?

BB Worldwide

Aim: To give young people a sense of belonging to a worldwide organisation and challenge them to be supportive of other members of the global family.

Introduction:

The Global Fellowship could be seen as the International Family of The Boys' Brigade, but it is more than this and incorporates kindred organisations with similar aims and objectives.

Its mission:

By uniting, serving and supporting Christian youth organisations worldwide, Global Fellowship will assist its member organisations to accomplish their mission with young people in church and society.

Activity 1 Facts about the Global Fellowship



30 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To show the extent of the Global Fellowship and for the young people to begin to consider what belonging to a world wide organisation means.

Equipment:

- Pens
- Atlases
- 'Where in the world?' template

Instructions:

- Ask the young people if they know of any overseas countries where there is BB.
- Share that we are going to find out about an organisation called the Global Fellowship (GF).
- Share its mission (listed above).
- What do the young people think that this mission means? Explain that it is about helping all of the member organisations to work with young people by sharing expertise etc.
- Explain that the GF splits the world into 10 regions and that we are going to find out a little about each.
- Complete the 'Where in the World?' template.
- Finish the session by explaining that next times we will be looking at one of the countries in more detail. Ask the young people which country they would like to look at. The Global Fellowship website has information about many of the countries and many member organisations have their own website.



Resources:

www.globalfellowship.net





Activity 2 Same But Different



30 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	★	★	★
Equality	☆	☆	☆

Aim: To compare a country within the Global Fellowship to BB in the United Kingdom and Republic of Ireland.

Equipment:

- Access to the Internet or the leader will need to print off some material prior to the session
- Pens
- 'The BB – Similar Yet Different' template

Instructions:

- Young people were asked in the previous session to choose a country they would like to find out more about.
- Think about BB companies in your own Battalion. Ask the young people about the things that are the same and the things that are different. Are there things that show that we are BB. Similarities could be the uniform, the age groups, that we all are part of a church etc. Differences could be related to the programme, whether there's a band etc.
- Ask the young people what they think will be the same and different about the BB in the chosen country.
- Provide information either via the internet or from pre-printed material.
- Complete 'The BB – Similar Yet Different' template.
- Why do the young people think there are differences? This will depend on the country chosen and could be to do with geography, climate, poverty etc.



Tips / Advice:

There is a danger that this could become like a school lesson. Try to develop the ideas through discussion and be aware that there may be young people who have difficulty accessing written language.



Resources:

www.globalfellowship.net

Activity 3 BB Country Round Up



30 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To report on one country in the Global Fellowship in greater detail.

Equipment:

- Materials to make a poster
- Pre-printed material
- Access to PC/laptop if possible
- Access to the internet if possible

Instructions:

- The young people are to make a presentation on their chosen country and about the BB there.
- How they do this should be their decision.
- What to include should be their decision.
- Possible ways include: scrapbook, poster, written account, oral presentation, powerpoint presentation.
- It would be good if the others in the group could access the presentation and comment/ask questions.
- It may be possible to develop links with members in the chosen country. This could be done through the Global Fellowship or by making contact with BB HQ. If this is to be done, encourage the young people to do this themselves.



Tips / Advice:

Allow the young people to make the presentation in their own way. When commenting, try to comment and ask questions about the content, not the quality of the presentation.



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?



Community



Street Children

Ideas for Trips & Visits!

- Invite a representative from a relevant aid agency to talk to the group

Aim: To explore the world of a street child.

Activity 1 Welcome to Brazil



20 mins



Any with adequate supervision

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To introduce Brazil and explore the differences and similarities of life in Brazil to that in the UK.

Equipment:

- 'World Map' template
- 'Inequality Playing Cards' template
- Paper and pens

Instructions:

- Begin the session by using a map to show where Brazil is in relation to the UK.
- Ask the young people some of the things they know about the country (e.g. famous Brazilians, well-known football teams, places they have maybe heard about, music, carnival etc.).
- Tell the young people that today they are going to find out some facts about Brazil and how it differs from the UK.
- Divide the young people into two equal teams and ask them to nominate a scribe.
- Lay the 'Inequality Playing Cards' template face down on a table or on the floor in front of the young people in the same way as they are arranged on the template.
- Turn over the first card. On this will be a category (e.g. population).
- Tell the young people that they must decide as a group what the figure for the UK is. They can confer and then must write it on a piece of paper. The groups then reveal their answer and the card is turned over. The group who was closest to the actual figure gains a point.
- Then ask the young people if they think the figure for Brazil is higher or lower than that for the UK. Again they can confer before sharing their answer.
- Proceed in this way through the categories, drawing out the differences that surface or focusing on any statistics that the young people find surprising.
- At the end of the activity add up the scores and announce the winner. That a winner emerges is not the point of this game, nor that facts and figures are learnt. But, instead, it is to highlight that in various ways absolute poverty is a fact of life for many in Brazil. According to UNICEF, 8% of the population of 184 million live on less than \$1 a day, some 14.7 million people. Many of these are young people who live and/or work on the streets.



Tips / Advice:

Statistical information such as that used in this activity is often difficult to communicate. It is tough to get a handle on just what such large numbers mean, we become blinded by their enormity and lose sight of the details of individual experience. Here it is useful to start from the young people's own experience by using comparators they will be familiar with, e.g. the population of their town or city.



**Resources:**

To explore the issues surrounding Street Children in Brazil in UK see resources produced by the International Team for the Un:covered project: www.streetchildren.co.uk

Activity 2 Your home is the street?



20 mins



Any with adequate supervision

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To explore the meaning of home & street in the context of a street child's life and the experience of living on the street.

Equipment:

- 'Feeling Cards' template
- Blue-tac / Drawing pins

Instructions:

- Blue-tac the heading cards 'Street' and 'Home' from the 'Feeling Cards' template onto a flipchart pad, pin them onto a wall or simply place them on a table in front of the young people.
- Give each young person a set of the twelve 'feeling cards' and ask them to place these under the heading home or street according to the place they most associate with this feeling. Some may fall between the two headings.
- Then, as a group, attempt to reach some consensus about the location of the various feelings (and, of course, that consensus decision may be that they cannot be definitively placed under one or other heading).
- If the previous activity, 'Welcome to Brazil', has already been done use this opportunity to connect back to the statistics explored there surrounding the number of young people in Brazil who work and/or live on the streets. If not, raise the issue that for the 7-8 million street children in Brazil, their home is the street.
- Look again at the array of feelings on the pad, wall or table and encourage the young people to think about what life would be like for a young person their age living on the streets of Brazil. Would they feel safe or afraid? Where would their source of comfort spring from? Would their friends become their family?
- Grounding this exercise in the young people's imaginative experience hopefully allows them to start to empathise with the lived experience of street children. It should be remembered however that it is very easy to shift from this empathy to a stereotype of street children as victims. Challenging this, it is important to stress that street children are poor children out of place and that it is these wider structural issues that often lead to the street becoming their home. Hope springs from the fact that these structures can be challenged, changed, and made to work to improve the lives of poor young people in Brazil.
- Both the wider issue of the stereotyping of street children and the importance their visibility plays in fueling these stereotypes are explored in more depth through drama in the final activity of this series, 'A Snatched Glance'.

**Tips / Advice:**

Given that this activity will involve some discussion on the young people's home lives care should be taken to remain sensitive to the diversity of experiences within the group.

**Resources:**

To explore the issues surrounding Street Children in Brazil see resources produced by the International Team for the Un:covered project: www.streetchildren.co.uk

Activity 3 A Snatched Glance



20 mins



Any with adequate supervision

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	★	★	★

Aim: To examine the stereotypes associated with street children and consider our connection to their lives and how we might respond.

Equipment:

- 'A Snatched Glance Script' template

Instructions:

- Act out the short drama on the 'A Snatched Glance Script' template.
- Ask the group what stereotyping is / means.
- Use this as a prompt for discussion. In this sketch the street boy clearly stereotypes the man and the man stereotypes the street boy. Ask the young people to think about these stereotypes: what assumptions are made about the street boy and about the man?
- Suggest to the young people that for both the man and the boy, in the eyes of the other, their position in society is framed as a personal choice. If the earlier activity 'Welcome to Brazil' has already been done remind the young people that street children are largely a consequence of poverty and gross wealth inequality. If these issues have not previously been explored, raise the issue of structural poverty with the young people.
- Re-read the story again and ask the young people to reflect upon the second boy's comments at its close about the connection between the street boy and the man. In what ways are we connected to the lives of street children? How might we act to improve their experience of living on the street?



Resources:

To explore the issues surrounding Street Children in Brazil see resources produced by the International Team for the Un:covered project: www.streetchildren.co.uk



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?



Community



Social Exclusion

Aim: To explore the cases of social exclusion.

Ideas for Trips & Visits!

- Invite a specialist sexual health worker to talk to the group

Activity 1 Easy as ABC



20 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	★	★	★
Equality	☆	☆	☆

Aim: To learn how diseases can cause social exclusion and the effect this has.

Equipment:

- 3 large cards, one marked A, one marked B and one marked C
- 'Question & Answers' template
- 'Pen Portraits' template

Optional adhesive to stick the cards on the wall – these can be placed on the floor if it is not appropriate to stick it on the wall.

Instructions:

- Before starting, place the 3 cards marked with letters around the room.
- Explain to the group that you are going to give them a series of questions and will offer three possible answers. Once all of it has been read they need to stand under the letter which they think is the correct answer.
- After they have made their decision offer them a chance to move.
- When everyone is static give them the correct answer. Supplement the answer with the information given.
- Read out the 'Pen Portrait' template – discuss how this makes them feel.
- Discuss what issues the young people think BBUK can help with in terms of peer education in the way BB Uganda has.



Tips / Advice:

- Gaining some further background knowledge of HIV/AIDS may be useful in case any technical questions are asked.

Safety Issues / Risk Assessment:

Ensure the group move smoothly to each letter after the questions are read to prevent any accidents.



Resources:

- Visit www.on-the-edge.org.uk for other materials and further information relating to this subject and more on the visits to Uganda that aided the creation of this resource.
- To gain more information on HIV/AIDS visit www.worldaidsday.org





Activity 2 Unfair and Uneven



20 mins



Over 8

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To learn how the distribution of the world's resources affects people.

Equipment:

- Unihoc sticks
- Ball
- Whistle
- Referee

Instructions:

- Divide the young people into two groups – there needs to be one quarter in one group, and three quarters in the other.
- Tell the young people that this is their team for a game of unihoc.
- Ask what they think, but don't linger on the point.
- Give three quarters of the sticks to the group who has only one quarter of the people. Give the group with three quarters of the people, one quarter of the sticks (the group with the most number of young people should have the least amount of sticks and vice versa).
- Allow the young people to play the game as per the normal rules. However, if they decide within their teams to send people off, give some of the sticks to the other team etc. then allow them to proceed.
- Once the game is over (play for as long or as little as you feel is required) ask the young people; how did the team with few sticks feel, did anyone feel that it was a waste for the other team having so many? Depending on what action they took ask them questions, for example, if they got angry, why? If they shared out the sticks, why? Challenge them to try and explain why they reacted in the way they did to the game to make it more relevant to them.
- Explain that the world's resources as distributed just the way the sticks were, 25% of the world's population own 75% of the wealth. Ask them how they think this affects the other 75% of the population and whether this is fair. How do they think it should be distributed and what would they do to encourage the change?



Tips / Advice:

- If you don't feel the group are taking it seriously, or getting into the game, switch the teams about.

Safety Issues / Risk Assessment:

Some young people can find this game extremely frustrating so watch out for any signs that someone is about to lose their temper and stop the game before accidents occur.



Resources:

Visit www.on-the-edge.org.uk for other materials and further information relating to this subject and more on the visits to Uganda that aided the creation of this resource.

Activity 3 Stating Poverty



20-30 mins



Any; but you need to split into smaller groups of about 5

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	★	★	★

Aim: To learn how poverty can cause social exclusion and the effect this has.

Equipment:

- 'Statement Cards' template (as many sets as you have groups)
- 'True/False Cards' template

You could type out the dictionary definition of poverty to aid the first instruction.

Instructions:

- Divide the young people into groups, giving one set of the 'True/ False Cards' to each group. Encourage them to space out but not too far, as they will need to be able to hear what the other groups are saying from where they are sitting.
- Ask them to put the cards into two columns, True or False.
- Once this is done, discuss as a whole group what each group decided and why they came to these decisions.
- Briefly explain what poverty means; explain that countries like Britain are seen as rich countries, whilst countries like Uganda are deemed poor countries. However, within both countries poverty can be found.
- Now give each group a set of the 'Statement Cards'. They must again put the statements into columns but this time the columns are called, 'Absolute Poverty', 'Relative Poverty' and 'Not Poverty'.
- Once they have made a decision on each statement discuss the results as a whole group, again giving reasons for their decisions.
- Explain, that whereas countries may have different sorts of poverty, all types of poverty affect young people in bad ways.



Tips / Advice:

- Depending on the level of ability in your group, talk through the categories they need to divide the second round of statements into so they fully understand what each means.
- Be aware and sensitive of the situations some may be in, for example, one person may think not having a playstation poverty whereas there may be others in the room who do not have a playstation as they can't afford one.



Resources:

Visit www.on-the-edge.org.uk for other materials and further information relating to this subject and more on the visits to Uganda that aided the creation of this resource.



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?



Community



Fairtrade

Ideas for Trips & Visits!

- Go Fairtrade spotting and shopping

Aim: This is to introduce the young people to the importance of Fairtrade.

Activity 1 Chocolate Challenge Quiz



10 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To learn more about the chocolate trade.

Equipment:

- A dice
- Hat
- Gloves
- Scarf
- Plate
- Knife
- Fork
- Divine or Dubble bar

Instructions:

- This quiz is a variation on an old party game.
 - Split the group into teams of three or four.
 - Get each team to take it in turns to throw the dice once.
 - If a team throws a six, ask them a question from the list below.
 - If they answer correctly, one team member gets to put on the hat, gloves and scarf and tries to eat the chocolate with the knife and fork!
 - They can carry on eating the chocolate until another team throws a six and answers a question correctly.
 - If a team gets a wrong answer, the question is passed to the next team (and the next team).
1. From what plant do we get chocolate? (The alternatives sound similar – write them out to show to the teams)
 - a) cocoa tree
 - b) cacao tree**
 - c) cocoa plant
 2. What proportion of cocoa is grown by small-scale Third World farmers?
 - a) 9%
 - b) 19%
 - c) 90%**





3. In the past 15 years the price of cocoa on the world market has...
 - a) doubled
 - b) halved**
 - c) stayed the same
4. Selling chocolate is more profitable than selling cocoa. Why don't poor countries export chocolate instead of cocoa?
 - a) It would melt in the heat
 - b) Rich governments charge more import tax on chocolate than on cocoa beans**
 - c) The technology is too expensive
5. What is the best-selling chocolate bar in the UK?
Kitkat
6. Which three confectionery companies account for 70 per cent of UK chocolate sales?
Mars, Cadburys, Nestle-Rowntree
7. How much money was spent on Fairtrade chocolate in the UK since 2000?
 - a) £0.6 million
 - b) £2.2 million
 - c) £3.6 million**
8. How many Third World farmers have benefited from people in the UK buying Fairtrade products?
 - a) 12, 000
 - b) 120,000**
 - c) 1.2 million

**Tips / Advice:**

- Keep an eye on the groups to make sure they're not cheating!

Safety Issues / Risk Assessment:

Remember, there's a knife involved which has the potential for injury.

**Resources:**

Taken from Youth Topics 'Chocolate', compiled by Cafod, Sciaf and Christian Aid.

Activity 2 Fairtrade Chocolate Taste Test Challenge



20 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To illustrate that Fairtrade chocolate can be just as yummy as chocolate in the supermarkets.

Equipment:

- A bar each of various types of milk chocolate, e.g. Cadburys, Galaxy, Yorkie, supermarket brands, Fairtrade chocolate (e.g. Dubble and Divine)
- Try to have 6-8 samples
- You will also need labels with A, B, C etc. on the outer side (folded) and the names of the chocolate on the inner side – or hidden in some other way to be revealed later
- Napkins to lay the broken pieces of chocolate on the tables
- Make a chart on a piece of paper for each person to fill in their answers
- Pens or pencils

Instructions:

- Ask the group to form a line and hand each person a chart and a pen.
- In turn, ask the group, one by one, to taste each of the pieces of chocolate and write in their charts which brand they think the chocolate is.
- Get them to rate the taste of the chocolate out of ten.
- When they're all seated again, compile the group's answers in a tally chart on a flipchart.
- Then reveal one by one what each chocolate is, making the point that you can't actually tell the difference between the well-known brands and fair-trade chocolate and that Fairtrade chocolate is extremely yummy.



Tips / Advice:

- Be aware that the results may not be what you expect or want them to be, so be creative in the point you are making.

Safety Issues / Risk Assessment:

- Make sure that none of the young people are allergic to the ingredients in chocolate.
- If you feel it is necessary, you could also notify parents of the activity the week prior to doing it to make sure that they are happy with their young people eating chocolate.





Activity 3 Chocolate Uncovered



15 mins



Any

Participation	★	★	★
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To find out what the ingredients are in chocolate, where these ingredients come from, and who gets the money we pay for it.

Equipment:

- You can either compile the info on an A4 sheet and hand it to each member of the group or write up the information on a chart, board, computer at the front of the room

Instructions:

- Before looking at the information below, lead the group – either as a whole or in smaller groups of 3 or 4 – in a discussion about whether they've ever thought about where chocolate comes from, who grows the cocoa beans and who makes the chocolate.
- You could then ask them who they think gets the most money and what they think are the most important ingredients in chocolate.
- After the discussion, hand out the sheets of paper with the following information/present it from the front:
 - Milk chocolate is the most popular type of chocolate in the UK. A bar is made up as follows: COCOA MASS – 10%, COCOA BUTTER – 14%, MILK – 25%, SUGAR – 45% and VEGETABLE FAT – 5%.
 - Other ingredients include vanilla, emulsifier and flavours, and the bars sometimes contain extras, like nuts, raisins or puffed rice.
 - Without the sugar, the chocolate would taste bitter and milk gives the chocolate a creamy taste and texture.
 - However, the cocoa solids give the chocolate its rich flavour. Without cocoa beans and cocoa farmers, chocolate would not exist! The cocoa beans are roasted and ground to produce the three main products of the cocoa bean: COCOA LIQUOR which gives flavour to the chocolate, COCOA MASS, which is often used for making cocoa powder & hot chocolate and COCOA BUTTER which is the most expensive ingredient in chocolate. It has the special property of melting just below body temperature, and so it melts in the mouth.
 - White chocolate contains only cocoa butter, sugar and milk.
 - The best plain chocolate can contain up to 70% cocoa solids. This is the favourite type of chocolate in continental Europe. It is made by mixing the cocoa paste with cocoa butter and sugar.
 - Most of the cocoa in British chocolate comes from West Africa, particularly Ghana and Côte D'Ivoire. The other ingredients come from the UK or Europe. The most expensive ingredients in chocolate are COCOA BUTTER – 30%, MILK – 30%, SUGAR – 17%, COCOA MASS – 14% and VEGETABLE FAT – 9%. But only 10% of the price you pay goes on the ingredients (the rest is spent on production, packaging, advertising, profits, the shop's costs and tax).
 - Only 50% of secondary school children know that the cocoa in their chocolate bars comes from Africa according to a Comic Relief survey.
- Do the young people think this is fair?
- Get the young people to come up with some follow up action points. Below is list of ideas:
 - Individually, encourage your parents and friends to buy Fairtrade products including chocolate, tea, coffee, fruit, chewy bars and even footballs.
 - Why not fair-trade the BB tuck-shop? Instead of buying and selling Cadburys chocolate, go for yummy 'Dubble' bars and instead of selling Tango, sell Fairtrade fresh orange juice. Fair-trade even produce fruity snacks that are much healthier than sweets.

**Resources:**

- Take action! Keep your eyes open for places that don't sell Fairtrade but could and write to them, telling them how the farmers in poorer countries deserve a fairer deal. Tell them about the activities you have been doing in your youth group, including the taste test challenge.
- Find out more about Fairtrade and what you can do by looking at the websites (they will also tell you what products Fairtrade produce and where you can get hold of them).
- Try these for starters:
 - www.seetheflipside.co.uk
 - www.fairtradefoundation.org.uk

Activity 4 Banana Game

30 mins



at least 5

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	★	★	★
Equality	☆	☆	☆

Aim: To illustrate the process of benefits of Fairtrade.**Equipment:**

- A bunch of bananas marked £1
- Large cards marked with the relative share of the price of bananas for each group, for regular and Fairtrade bananas (see below)

Instructions:

- Divide the group into five smaller groups of equal numbers and name each group – supermarket, importing company, exporting company, farm owner, workers/growers.
- Hold up a large bunch of bananas and explain that they cost £1 in the supermarket.
- Ask each group to decide how much of the £1 they should have.
- They will need to consider what costs they might have.
- Allow five minutes for discussion, and then get each group to present its case.
- The total should come to £1. If it is more than this, give the groups time to haggle with each other and try to reach agreement.
- Then reveal the actual cost of bananas bought in the supermarket. These costs should be written up or presented to the group:
 - Workers/growers 3p
 - Farm owner 12p
 - Exporting company 35p
 - Importing company 10p
 - Supermarket 40p
- How do the workers/growers feel?
- Put this again into more personal terms. How would you feel if you were a farmer in this country and the people in the developing world could afford to pay a little more for your produce but choose not to?
- Could there be a fairer division?



- Compare the division with that of **Fairtrade Bananas**:
 - Workers/growers 15p
 - Farm owner 15p
 - Exporting company 22p
 - Importing company 10p
 - Supermarket 40p
- What do the young people notice about the cuts and the final price?
- Should we be prepared to pay more for a Fairtrade Banana?

Activity 5 Globingo



20 mins



at least 8

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To see what the young people have learned about Fairtrade.

Equipment:

- Globingo Cards. An example of the Globingo Card is shown below and leaders should feel free to make up their own.

Someone who can name a Fairtrade product	Someone who can explain what Fairtrade is	
Someone who can name three benefits for those involved in Fairtrade		Someone who's eaten something from another country today
	Someone wearing clothes made in another country	Someone who can name three countries where Fairtrade is at work

Instructions:

- 6 of the young people will be the Fairtrade countries who are placed around the hall with signs stating their country.
- The contestants will be each given a Globingo Card with a table of questions.
- When the leader begins the game, the young people with the cards must run around the hall obtaining signatures from the "countries" in a box which they are able to sign.
- The first young person back with all the boxes signed shouts GLOBINGO!



Tips / Advice:

- You might want to specify that you get a different signature in each box. The statements in the boxes can be changed to make the game easier/harder.



Ponds & Birds

Aim: To undertake a series of educational and fun activities in order to develop an understanding of their local environment.

Ideas for Trips & Visits!

- Pond / lake
- Wildlife centre
- Aquarium
- Wildlife sanctuary
- Bird of prey sanctuary

Introduction:

Water provides numerous opportunities for young people to undertake a wide variety of activities, from individual and team games to enjoyable educational and learning tasks.

Activity 1 Pond-dipping



30 mins +



No maximum depending on number of leaders

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To visit a local pond, and learn how to identify and record a range of pond animals and plants.

Equipment:

Useful equipment for pond-dippers includes:

- Wellies
- Other waterproofs
- White plastic trays
- Pots or ice-cream tubs
- Sieves
- Magnifying glasses
- White plastic spoons for handling creatures
- Notebooks
- Pencils
- Identification guides
- Pond nets

Instructions:

Plants can be examined fairly easily because they stand still. Animals can be a little more elusive! Notes on how to pond-dip follow. When this is done methodically, it can be the most rewarding of pond activities.

How to pond-dip?

1. Approach the pond quietly as you may see birds, frogs or mammals around the edge of the pond. Spend some time looking for activity on and below the surface.
2. Then get things ready, e.g. half-fill the plastic trays and pots with pond water.



3. The first pond net sweeps, long and gentle, can be in the open water. Empty the net contents by turning the net inside out into the plastic tray, then observe and record your findings. Some things don't look like animals at first, so you may have to wait until they start to move!
4. Next sweep the net gently around the submerged plants, being careful not to damage them. Look at your catch in a new tray of water.
5. Now sweep the net along the stems of the emerging plants around the edge of the pond. Observe your findings.
6. Then the net can be swept along the bottom of the pond, taking a very small amount of mud and washing this in the net before emptying the contents into a new tray of water.

You could try other places in the pond too, e.g. shaded and light areas. Findings can be recorded at the pond for writing in pond diaries.

! **Tips / Advice:**

- If expense is a problem, most creatures and insects caught in nets can also be found by simply dipping pots into the water and mud.

Safety Issues / Risk Assessment:

Working outside, particularly near water, can be hazardous. The following are a few points to consider:

1. Choosing a site

Always inspect the site and carry out a risk assessment before taking your group out. Check for unstable or slippery banks – is there any evidence of recent collapses? Test the depth of the water with a stick – is it shallow and slow enough to allow the young people to wade out to welly depth? Check up and downstream (in running water) for any potential hazards. Avoid the area if the water seems very scummy or smelly. Never work on a river in flood conditions.

2. Taking the group out

Do not take more children than can be easily supervised. Ensure the participants are adequately clothed and that you have a basic first aid kit, including plasters and rubber gloves to cover cut fingers. Ensure that all have waterproof clothing for in the event of cold or wet weather.

3. At the water

Weil's disease is a rare bacterial infection carried in rat urine. It is possible to contract the disease from infected water or river and pond banks. Chances of infection are slight, but sensible precautions should be taken. Avoid full immersion in water and cover any broken skin. Wash all exposed skin thoroughly at the end of the exercise, and before eating. Do not allow water, or objects which have been in contact with it, to enter the mouth. If any illness occurs within two weeks of the field work, consult a doctor and inform him/her of the contact with untreated water.

Blue-green algae occasionally bloom in ponds and rivers during hot weather and appear as a paint-like scum on the water surface. Avoid contact as the algae can irritate the skin. Seek medical advice if there has been ingestion of, or extensive contact with, the scum.



Resources:

This activity was adapted from www.cornwallwildlifetrust.org.uk. Go there for some great ideas.

Activity 2 Bird Watching



30 mins +



No maximum depending on number of leaders (max. 6 young people to 1 adult)

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To take a group into woodland or a remote area, identifying a range of birds.

Equipment:

- Warm & waterproof clothing
- Binoculars, pencil & notepad
- Camera & Bird reference material (optional)

Instructions:

- Simply sitting and watching birds can be a very popular hobby. It's fun and relaxing at the same time. You can watch the birds in your garden, yard, trees and bushes from your front window. However, it's even better to actually go out into the wild and watch the birds in their own natural habitats.
- Before going on a bird watching outing, ensure that participants are wearing the appropriate clothes for both the location you'll be visiting, and the climate that area is currently experiencing. Binoculars are extremely useful. They allow you to get a close up view of any birds, nests, and chicks.
- Many bird lovers also enjoy having pen or pencil, and a notepad on hand so they can take notes about the birds they've seen, or sketch them as they're watching. Why not get the young people to record what they see?



Tips / Advice:

- Avoid disturbing birds and their habitats – the birds' interests should always come first.
- The range and abundance of bird species varies greatly across the UK, and is also dependent on the season. A list and images of birds that can be seen across the various parts of the UK can be found at the following:
 - www.birdsofbritain.co.uk/bird-guide
 - www.rspb.org.uk/birds

Safety Issues / Risk Assessment:

Supervision of young people when outside of normal premises.



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?



Community



Weather

Ideas for Trips & Visits!

- Visit a weather station

Aim: To introduce young people to the various aspects of weather, enabling them to begin to understand about its processes and how it influences us.

Activity 1 Weather Forecast



30-45 mins



10-12

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To script and record a weather forecast.

Equipment:

- Video/DVD Camcorder
- Laptop & projector or Flip chart paper/pens or large poster map of UK
- 'UK Weather' template
- 'Weather Forest' presentation

Instructions:

- Split participants into groups of 3 or 4. The task is for each group to produce and present (whilst being filmed) their own weather forecast.
- You will need to transfer the 'Weather Forecast' presentation from the CD to your computer/laptop. Each group will need to produce a series of slides showing a weather forecast over a period of several days, using the map and symbols provided in the template slideshow.
- Each group will need to decide which person in their group will be the 'presenter', or alternatively they may want to take it in turns to present part of the forecast.
- If you do not have access to a laptop/computer or projector, you can use a large pin-up poster of the UK, or even sketch a series of maps onto a flip chart. You will need to print off copies of the weather map & symbols worksheet for each group.



Tips / Advice:

- It would be of benefit if you could record a weather forecast and show it to the young people. This will help them obtain ideas on how to script and perform their own forecast.
- For fun you may want to prompt the groups to throw some leaves or squirt some water/hold umbrella over the weather presenter when they mention strong winds or rainfall, or to put on a scarf or sunglasses to reflect the weather.

Safety Issues / Risk Assessment:

Ensure that trailing power leads do not pose a potential trip hazard.





Activity 2 Global Warming



30 mins +



No maximum number

Participation	☆	☆	☆
Empowering	★	★	★
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To encourage thinking about the impact and effect of global warming.

Equipment:

- Laptop
- 'The Day After Tomorrow' theatrical trailer
- Poster paper & felt pens

Instructions:

- Global warming is a global issue that has become more and more prominent during the last ten years. It is very likely that young people will have studied aspects of this at school.
- Show 'The Day After Tomorrow' film trailer or clip from the DVD to the group.
- Split into 3 groups, preferably with a mixed age range in each. On poster paper, ask:
 - Group One to write down the causes of global warming (i.e. burning of fossil fuels, increased use of vehicles, deforestation, country growth/development).
 - Group Two to write down the effects (i.e. more extreme weather events, sea level rise, temperature increase/decrease, changes to local vegetation patterns).
 - Group Three to think up possible solutions to global warming (use of various renewable energy resources, political agreements quotas, recycling, energy conservation).
- You will find that most young people will have some knowledge of the topic from their schooling. Alternatively, there is a range of material on websites that you could use as prompts, some of which are listed below.
- Each of the 3 groups will then present their posters to the other two groups.
- Ask the other groups to add to the findings.



Tips / Advice:

You could watch the whole DVD of 'The Day After Tomorrow', to prompt a discussion as an alternative evening.

Safety Issues / Risk Assessment:

Ensure that trailing power leads do not pose a potential trip hazard.



Resources:

- <http://www.bbc.co.uk/schools/gcsebitesize/geography/weather>
- <http://epa.gov/climatechange/kids/>

Activity 3 Make Your Own Lightning



20 mins



No maximum number

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: The purpose of this activity is to observe lightning formation.

Equipment:

- Styrofoam plate
- Drawing pin
- Pencil with eraser-end
- Aluminium pie pan
- Small piece of wool fabric

Instructions:

1. Push the drawing pin through the centre of the aluminium pie pan from the bottom.
2. Push the eraser end of the pencil into the drawing pin (The pencil becomes the handle to lift the pan).
3. Put the Styrofoam plate upside-down on a table. Rub vigorously the underside of the plate with the wool for one minute.
4. Pick up the pie pan using the pencil 'handle', and place it on top of the upside-down plate.
5. Touch the pie pan with your finger. If you don't feel anything when you touch the pan, try rubbing the plate again.

Ask the group:

- What happened when you touched the metal pie pan?
- What caused it?
- How do you think this experiment relates to the formation of lightning?

It's all about static electricity. Lightning happens when the negative charges (electrons) in the bottom of a cloud (and your finger) are attracted to the positive charges (protons) in the ground (and the pie pan). The resulting spark is like a mini-bolt of lightning.

The accumulation of electric charges has to be great enough to overcome the insulating properties of air. When this happens, a stream of negative charges pours down towards a high point where positive charges have clustered due to the pull of the thunderhead.

The connection is made and the protons rush up to meet the electrons. It is at that point that we see lightning. A bolt of lightning heats the air along its path causing it to expand rapidly. Thunder is the sound caused by rapidly expanding air.



Tips / Advice:

- Try turning the lights out before touching the pan. Do you see anything when you touch the pan?
- After charging, try holding the plate just above your head. What happens to your hair?

Safety Issues / Risk Assessment:

Any person with known heart problems should not attempt this activity.



Resources:

This activity was adapted from www.weatherwizkids.com



Community



Recycling

Ideas for Trips & Visits!

- Visit a recycling centre

Aims: To introduce young people to the concept of recycling.

Activity 1 Introduction to Recycling



20 mins



4-12

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aims: To introduce young people to the concept of recycling and identify the range of items that can be recycled.

Equipment:

- 'Recycling – The Facts' template
- 'Recycling – The Facts Answers' template
- 'Why do we recycle?' template
- Pens / Paper
- Range of household goods e.g. plastic milk bottle, glass jar, old newspapers, leftover food/teabags (biodegradable), empty yoghurt pot, empty beans can, ready meal box, lettuce wrapped in cellophane etc.

Instructions:

1. Ask the young people to complete the 'Recycling – The Facts' template, and then go through the answers. This exercise will encourage the young people to appreciate the importance of recycling, and to begin considering the range of different types of recyclable material.
2. Introduce each household item in turn to the young people. For each item, you could discuss the following:
 - How many of these items (and in what quantity) do they throw in the dustbin over the course of one week?
 - Do they recycle any such items from home?
 - Why is it important to recycle these items? (E.g. sustainable use of world resources, pollution, damage to environment.)



Tips / Advice:

- The 'Background Information' template should be read through beforehand, so that the young people can be provided with prompts if and when necessary.

Safety Issues / Risk Assessment:

Items used should be considered safe to handle.





Activity 2 Visit to a Local Supermarket



30 mins +



4-5

Participation	★	★	★
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To visit a local supermarket and look at the range of products that can/cannot be recycled and to investigate how businesses recycle the waste they produce.

Equipment:

- Pen & Paper
- 'Supermarket Challenge' template
- Clipboards (one per group)

Instructions:

1. Give each group a copy of the 'Supermarket Challenge' template. Divide the young people into groups of 4 or 5.
2. Task 1 on the worksheet includes a small shopping list – the young people will need to go around the store in their assigned groups and find each item in the supermarket. They will then need to fill in details based on its recycling potential.
3. Task 2 on the worksheet involves collecting information on what existing recycling facilities the supermarket has e.g. carrier bag recycling. How does the store recycle its cardboard boxes? Encourage the group to politely ask a member of staff.



Tips / Advice:

- Some common recycling schemes that larger supermarkets run can include plastic bag, bottle bank, clothing, cardboard/paper, inkjet cartridges, mobile phones and Christmas cards.
- It may be necessary to obtain permission from a supermarket prior to visiting. They may even arrange a tour for you.
- Group sizes should be limited to 4-5 to avoid aisle congestion.

Safety Issues / Risk Assessment:

Young people should be supervised at all times when undertaking the survey, particularly if working in and around a store car park.

Activity 3 Recycling in your Church



20 mins



4-5

Participation	☆	☆	☆
Empowering	★	★	★
Educative	☆	☆	☆
Equality	☆	☆	☆

Aims: To investigate how the church recycles any waste it produces and to identify ways the church can improve its recycling further.

Equipment:

- Pen / Paper
- Clipboard

Instructions:

The young people should go around the church, listing the range of materials that are being (or could potentially be) recycled. Ideal places to look would be the church office and kitchen.

Example points to consider: – what happens to waste paper and food packaging?
– what existing recycling facilities are there in place?

The findings can be related to any recycling policy, and young people can produce a series of recommendations to put forward to the church. They could even be encouraged to take an active responsibility for the recycling.



Tips / Advice:

- The Church may well have its own recycling policy. Try to get some information on this beforehand.

Safety Issues / Risk Assessment:

Supervision, particularly when in and around potentially dangerous areas i.e. kitchen.



Resources:

- www.recycle-more.co.uk
- www.tesco.com/everyLittleHelps/csrenvironmentdetail.htm



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?



Community



Conservation

Aim: To introduce young people to the concept of conservation, why we need to be more efficient with resources, and how we can make an individual contribution to this.

Introduction:

Our world's current use of resources such as fossil fuels, wood and fresh water is at an unsustainable rate. However, so much of what we use goes to unnecessary waste. With a bit of effort, we can take measures to use such resources more efficiently.

Activity 1 Water Conservation



30 mins



No maximum, depending on number of leaders

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To help young people be aware of the importance and worldwide scarcity of water as a resource and to give young people practical ideas of what they could do to save water.

Equipment:

- 10 litres of water in a tank and measuring jug
- 1 litre plastic bottle, cistern, (toilet roll)
- Kettle and mug
- Toothbrush and beaker
- Bowl of water from washing salad or potatoes, a vegetable (organic), washing up scrubber
- Hose and watering can
- Copies of the 'Water conservation Record Sheet' template (one for each group)

Instructions:

- Ask the young people what proportion of their body is water (65%), hence its importance. What proportion of the earth is covered with water (70%).
- Use 10 litres of water in a water tank to represent the total amount of water in the world, ask the young people what proportion is fresh as opposed to unusable sea water (3%).
- Using a jug, measure this quantity out (about 300ml). Of this, 2% (200ml) is tied up in the ice caps leaving 1% (100ml) – use ice cube trays to illustrate this point.
- Pour 200ml back into the large container, leaving the small amount (100ml) to compare with the large unusable volume (9.9L). Note that only 0.01% of water on the earth is drinking quality so in our analogy 1 millimetre is available to drink.



**Clue scenarios:**

Set up five tables around the room with the following five items on the tables:

1. *1 litre plastic bottle, cistern, (toilet roll)*

1 litre of water can be saved every flush if a 1L bottle full of water/other ballast is placed in the cistern. 5 visits per day = 5L saving. (Use the water tank from the initial demo as the 'cistern' with the toilet roll as a clue to it being a WC flush tank.

2. *Kettle, mug*

Boil only what you see. On average most people use 10L for drinks and boil twice that, therefore potential 10L/day saving. The main saving here however is the reduced electricity to boil a reduced amount of water.

3. *Toothbrush, beaker*

Use a beaker of water instead of leaving the tap running. Potential for 10L/day saving.

4. *Bowl of water for washing salad or potatoes, vegetable (organic), washing up scrubber*

As above: not leaving the tap running. Use resulting soily water to water plants. Potential saving 5L/day.

5. *Hose versus watering can*

Use a watering can to water garden, rather than a hose.

- Split the young people into 5 groups, each with a 'Water Conservation Record Sheet', and rotate around 5 numbered scenarios.
- They have to work out what each clue is indicating regarding water savings that could be made and estimate what amount may be saved.

Discussion:

- Ask each group for a method of water saving, asking for help from other groups if necessary.
- An individual could potentially save 50-100L a day which is 1-2 thirds of the average daily usage per person of 150L.
- Compare the average consumption in the UK with the average water consumption of a person in the developing world: 10L/day.
- What other water-saving methods can you think of at home/school? E.g. using mulch in the garden to reduce need for watering the garden, collecting rainwater in a water butt, ensure dishwasher/washing machine is full, water efficient washing machines, take a shower (30L) as opposed to a bath (90L), wash a car with a bucket of water instead of a hose (300L saving) etc.

**Resources:**

This activity was adapted from www.learningafrica.org.uk. Go here for more exciting activities.



Activity 2 How much water do you use at home?



20 mins



No maximum

Participation	☆	☆	☆
Empowering	★	★	★
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To encourage young people to consider how to conserve water in the home.

Equipment:

- 'Personal Water Use Log' template
- Pens

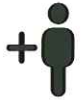
Instructions:

1. In the week prior to doing this activity, introduce the 'Person Water Use Log' to participants. Explain that they will each track their water use for three days and estimate how much water they use.
2. After each person has tracked their water use, get them to share their results. How much variation is there amongst the group?
3. Review as a group why it's important to save water. Mind map how people can use less water. What behaviours or equipment would help them reduce water consumption in their homes.

Activity 3 Make Your Own Paper



1 hour +



No maximum, depending on access to equipment

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: Conserve trees by making your own recycled paper!

Equipment:

- Scrap paper and / or newspaper
- A blender or wire whisk
- Water
- Bucket
- Large square pan at least 8cm deep
- Piece of window screen that fits inside the pan
- An iron or rolling pin
- A measuring cup
- Tea towels
- Dye for colouring

**Instructions:**

Everyday we use something that is made from trees. One of the things we use most often, especially in schools and at work, is paper. Although paper can be made from a variety of natural materials including cotton, hemp, grass, banana plants and even elephant dung in some parts of the world, paper is most often made from pulp that is produced by grinding up trees.

Because paper is so important to us and because we use so much of it, we need to make sure we don't waste it. It only takes a second to use a paper napkin or tissue, but decades for a tree to grow.

Fortunately, we can save trees by using less paper and by recycling paper.

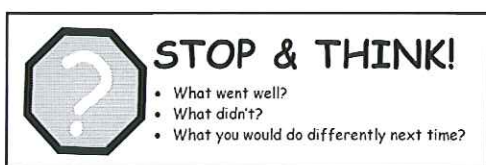
1. Tear the scrap paper into tiny pieces and soak them in a bucket of hot water for about 30 minutes. Put a handful of the soaked paper into the blender and mix until mush. Or if using a whisk, beat the mixture until it is a creamy pulp. Add a small amount of dye for colour.
2. Pour the blended pulp into a measuring cup. Pour roughly 3cm of water into the pan. Put the screen into the pan and pour one cup of the paper pulp onto the screen.
3. Spread the pulp evenly in the water with your fingers. It should feel mushy. Lift the screen and let the water drain.
4. Lay the pulp-covered screen down on a cloth (tea-towel) or in between some newspaper. Lift the screen away, leaving the paper pulp on the cloth. Cover with another cloth and iron with a hot iron, or use a rolling pin to flatten and press out excess moisture. Let the pulp dry for at least 24 hours.
5. Now dry, use the newly made paper to write a letter, or create greeting cards for your friends and family.

Safety Issues / Risk Assessment:

Supervision, particularly when young people are working in a kitchen environment and with an iron.

**Resources:**

This activity is adapted from www.ecokids.ca. Go there for more activities.



Carbon Footprint

Aim: To get young people thinking about their impact on the environment and their responsibilities.

Introduction:

What is a Carbon Footprint?

Carbon Footprint is a measure of the impact human activities have on the environment in terms of the amount of greenhouse gases produced, measured in units of carbon dioxide.

Activity 1

Talking Green



30 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To develop young peoples' understanding about how God teaches us to respect and care for what he has created.

Equipment:

- Bible

Instructions:

Read Genesis 1:25-28; 2:8-9 and Joel 2:21-27, then ask:

- From these readings, do you believe that God wants us to strip the earth of its resources or to take good care of our planet?
- What examples are there of mankind damaging the environment for their own benefit?
- What examples are there of mankind using the planet in a non-polluting and renewable way?
- What is humanity's responsibility in terms of being stewards for our planet?
- Does the Bible teach that humankind is equal to animals or rules over them?

Whilst the Bible teaches us that we should respect and not abuse creation, it also teaches us that people are uniquely different from the rest of God's creation because we are made in God's image (Genesis 1:26).

Prayer suggestion:

"Lord, you have entrusted us with the care of your world, and remain closely interested. You teach us that all creation looks forward to a day when it will be made whole again. By challenging – empowering – ourselves with the support of our community, we can set a shining example of what can be achieved out of love for your creation and all of your people, those living now and all future generations across the world. Amen."



Tips / Advice:

Refer to the Conservation and Recycling topics (in Community – Nature & Environment sections of the programme), so that members can investigate ways in which people can utilise natural resources in a sustainable fashion and through greater consideration of the environment.





Activity 2 Reducing My Carbon Footprint



30 mins



Any

Participation	☆	☆	☆
Empowering	★	★	★
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To discuss ways in which we can reduce our individual carbon footprint.

Equipment:

- Optional – Access to PC / Internet

Instructions:

- Discuss ways in which each person uses energy in the home (e.g. playing computer games, a hot shower, dishwasher, television central heating etc).
- Is all the energy each person's household uses necessary?
- Think about ways in which we can reduce the amount of energy we consume (some suggestions are listed below):
 1. Turn things off when not in use (lights, television, DVD player, Stereo, PC etc.).
 2. Turn down the central heating slightly (try just 1 or 2 degrees Celsius).
 3. Turn down the water heating setting (just 2 degrees C will make a significant saving).
 4. Check the central heating timer setting – remember there is no point heating the house after you have left for work or school.
 5. Fill your dish washer and washing machine with a full load – this will save you water, electricity, and washing powder.
 6. Fill the kettle with only as much water as you need.
 7. Unplug your mobile phone as soon as it has finished charging.
 8. Defrost your fridge/freezer regularly.
 9. Do your weekly shopping in a single trip.
 10. Hang out the washing to dry rather than tumble drying it.
 11. Walk / use public transport rather than getting a lift from family.

Extension Activity:

Visit the web link www.carbonfootprint.com/calculator.html

The calculator will determine a person's primary carbon footprint, based on your household fuel bills and annual travel. For your annual travel you can choose to enter just your own personal travel, or the total travel taken by your full household / family.

Plenary (to be read out):

God created our planet and declared it "very good". We can see the goodness and wisdom of God in the order and beauty of the earth. But that is not the whole story. Human beings were made in God's image that they might enjoy fellowship with him. They were charged with looking after the earth. But often we choose to rebel against our Maker and go our own way. This had catastrophic consequences for humanity and the planet.

Human greed leads to more and more consumption. This leads to pollution which leads, in turn to environmental problems. We should not take the earth and its God-given resources for granted. But what can we do about all this? The Christian faith emphasises personal responsibility. We can all do our bit to cut down on consumption, recycle waste and try to make our homes more environmentally friendly. Yes, governments have a role to play on an international and national level, but that does not let us off the hook.

Adapted from: The Complete Works of Francis A. Schaeffer:
Volume 5, A Christian View of the West.